

## Eastern Cape Grade 9 Past Exam Papers Theqmg

South Africa has signed the Sustainable Development Goals (SDGs) and placed poverty and inequality reduction at the forefront of its National Development Plan. This study links a nonparametric income distribution (micro) simulation model and an economywide general equilibrium (macro) model to define the milestones South Africa must meet to halve poverty and end hunger by 2030 as targeted by the SDGs. The current economic growth of 2.0 percent on average annually must be accelerated to 4.5 percent between 2015 and 2030 to achieve the SDGs on poverty and hunger. Although an income growth strategy is important to reduce hunger, an income redistribution strategy of expanding social assistance to cover 10 percent of the population—that is, nearly 7 million persons—appears to be a key to ending hunger by 2030. Rural areas should be targeted for intervention to reduce income inequality. Skilled and high-skilled labor markets offer better employment and earning opportunities in these geographic areas than do the markets for other skill levels. Thus, skill development programs in these areas are likely to contribute to meeting the SDGs on poverty and hunger by 2030.

Developing countries face the challenge of maintaining economic growth and socio-economic development, at the core of which sits the construction industry. Considerable research on construction in developing countries took place in the 1970's and 1980's, but little since, a gap which this book fills. Including contributions from prominent academics and practitioners in Australia, China, the Netherlands, Portugal, Singapore, South Africa, Switzerland, and the UK, this is a truly international analysis of a subject of global interest. The most insightful and relevant of recent research on topics such as Millennium Development Goals, the informal construction sector, human resource development, technology, finance and social change, are all addressed in the context of the construction industry in the developing world. Also considered are other key aspects of construction industry development such as institution building, nurturing of contractors and consultants and championing of industry development programmes. While the challenge has grown and the needs have become even more pressing, the research to date

has rarely presented effective solutions. Focussing on those aspects of the construction industry most crucial to development, this is a much needed up-to-date study that sheds new light on a variety of concepts and issues. This is essential reading for researchers, professionals and students interested in the construction industry in developing countries. Readers of this book will be interested in its companion volume; Contemporary Issues of Construction in Developing Countries.

African countries and South Africa in particular, being multilingual and multicultural societies, make for exciting sociolinguistic and applied language analysis in order to tease out the complex relationship between language and identity. This book applies sociolinguistic theory, as well as critical language awareness and translanguaging with its many facets, to various communicative scenarios, both on the continent and in South Africa, in an accessible and practical way. Africa lends itself to such sociolinguistic analysis concerning language, identity and intercultural communication. This book reflects consciously on the North-South debate and the need for us to create our own ways of interpretation emanating from the South and speaking back to the North, and on issues that pertain to the South, including southern Africa. Aspects such as language and power, language planning, policy and implementation, culture, prejudice, social interaction, translanguaging, intercultural communication, education, gender and autoethnography are covered. This is a valuable resource for students studying African sociolinguistics, language and identity, and applied language studies. Anyone interested in the relationship between language and society on the African continent would also find the book easily accessible.

Brilliant advice and insights from Springbok coach Heyneke Meyer. This ebook is drawn from Marco Botha's recently published book Coach. At 34, Heyneke Meyer was fired as head coach of a Super Rugby team for the second time. But when on 19 May 2007 his Bulls side became the first South African team to capture the Super title, the dark years at Loftus Versfeld were suddenly forgotten. And Meyer was regarded as the coach among coaches. Because it is there - on the playing field - that coaches and players are judged. And yet the scoreboard never tells the full story of how people achieved success 'overnight'. In

Meyer's case it was an arduous journey of more than seven years during which he defined and changed professional rugby. This is leadership. And leadership is what Heyneke Meyer is about - someone who has fundamentally changed a sport, an industry, a way of thinking, and, ultimately, lives. Marco Botha, specialist reporter at Die Burger in Cape Town, sat in conversation with Heyneke Meyer and interpreted his success story in his engrossing narrative writing style.

Education Reform in Post-apartheid South Africa

Politics and Governance of Basic Education

Water Resources Development by the U.S. Army Corps of Engineers in Illinois

South Africa Survey

A Study of the Present Situation and Future Possibilities

Statistics of the Dominion of New Zealand for the Year ...

At 34, Heyneke Meyer was fired as head coach of a Super Rugby team for the second time. But when on 19 May 2007 his Bulls side became the first South African team to capture the Super title, the dark years at Loftus Versfeld were suddenly forgotten. And Meyer was regarded as the coach among coaches. Because it is there - on the playing field - that coaches and players are judged. And yet the scoreboard never tells the full story of how people achieved success overnight'. In Meyer's case it was an arduous journey of more than seven years during which he defined and changed professional rugby. This is leadership. And leadership is what Coach is about - people who have fundamentally changed a sport, an industry, a way of thinking, and, ultimately, lives. Marco Botha sat in conversation with some of South Africa's foremost sports leaders and interprets their diverse success stories in his narrative writing style. From Meyer to Brendan Venter, who helped turn Saracens into a super club and the Sharks into the 2013 Currie Cup champions. As an international hockey player, Sherylle Calder noticed something special' about her own visual abilities and researched this together with Professor Tim Noakes. The Eye Lady' was instrumental in England (2003) and South Africa (2007) winning the Rugby World Cup and Ernie Els bagging his second British Open golf title in 2012. Former Springbok Sevens coach Paul Treu advanced rugby sevens as a world sport by regularly getting his team to tower above seemingly superior sides. One

**innovation at a time. Gary Kirsten and Paddy Upton guided the Indian national cricket team to glory with a leadership style that empowered players and developed them as human beings - the new school' of coaching. With the same approach they helped the Proteas become the number one team in the world in all three formats of the game. These remarkable leaders have made champions out of ordinary people. And the reasons for this will certainly surprise you . . .**

**This scholarly book is the third volume in an NWU book series on self-directed learning and is devoted to self-directed learning research and its impact on educational practice. The importance of self-directed learning for learners in the 21st century to equip themselves with the necessary skills to take responsibility for their own learning for life cannot be over emphasised. The target audience does not only consist of scholars in the field of self-directed learning in Higher Education and the Schooling sector but includes all scholars in the field of teaching and learning in all education and training sectors. The book contributes to the discourse on creating dispositions towards self-directed learning among all learners and adds to the latest body of scholarship in terms of self-directed learning. Although from different perspectives, all chapters in the book are closely linked together around self-directed learning as a central theme, following on the work done in Volume 1 of this series (Self-Directed Learning for the 21st Century: Implications for Higher Education) to form a rich knowledge bank of work on self-directed learning.**

**This report is an integration of the seven reports which emerged from the research, and pulls together the findings arising from it. What emerges is that the resignation, death and ageing of the present educator force is likely to have a significant effect on replacement demand for educators over the next four years.**

**Transforming South African higher education, 1990-2003: goals, policy initiatives & critical challenges & issues by Saleem Badat - Equity & development in post-apartheid South African higher education by Nico Cloete - Strategic co-operation scenarios for post-school education in the Eastern Cape by Pundy Pillay - Assessing the Eastern Cape study by Teboho Moja**  
**Breakthroughs in Research and Practice**  
**Languages, Identities and Intercultural Communication in South Africa and Beyond**

## **Reflections on Gender and Education in South Africa and Sudan**

### **Gendered Voices**

### **Elusive Equity**

### **OECD Economic Surveys: South Africa 2013**

*Bringing together the leading authors currently working at the intersection of social science and transport science, this volume provides a companion to the well-established and extensive international Transport and Society series. Each chapter, and the volume as a whole, offers closer and richer consideration of the issues, practices and structures of multiple mobilities which shape the current world but which have typically been overlooked or minimised. What this approach seeks to do is not only draw attention to many new areas of research and investigation relating to mobile lives, but also to point to new theories and methods by which such lives have to be researched and examined. Such new theories and methods are relevant both to rethinking 'transport' studies as such but are also recasting 'societal' studies as 'transport' so that it comes out of the ghetto and enters mainstream social science.*

*It is widely recognized that the South African government's exemplary HIV/AIDS education policy is not making the behaviour-changing impact that it ought. Why is this? What is actually happening in the school classroom? In this book, Jean Baxen makes an important contribution towards understanding the complex interface between the HIV/AIDS education curriculum and what and how teachers are teaching in the classroom. Bringing Judith Butler's theory of performativity to bear in an analysis of the pedagogic practice of a number of teachers in the Western Cape and Mpumalanga, the author shows how teachers' personal conception of their role and identity as educators plays a vitally important role in filtering and shaping the classroom transmission of key information and attitudes.*

*South Africa has done well to systematically expand its educational system and to lengthen the schooling experience of successive learner cohorts. But the quality of the output from the school system has been questioned. In seeking to identify the reasons for this, it is important to relate educational outputs (competencies, as measured for instance by examinations or standardized tests) to inputs. Determining the relative contributions of the inputs - of the school, the household and the individual learner - to educational outputs is not straightforward, particularly since very little educational production function analysis has been undertaken in South Africa. Until recently, no South African school data has incorporated test results, school characteristics and information on the household circumstances of individual learners necessary for this kind of analysis. However, the results from a survey of a sample of schools involved in the large-scale Quality Learning Project (QLP), funded by the Business Trust, have yielded such data. The QLP data set offers a new analytical opportunity to address the question: What are the effects of social and economic variables on educational outcomes in the QLP schools?*

***If you are curious about Educational Psychology, this book is for you. You can read the chapters in any sequence, or you can start at the beginning, because this book provides myriad keys to the wonderful variety of themes in Educational Psychology today. Written by leading psychologists, researchers and practitioners, this book focuses on all the positive constructs in Educational Psychology and reflects on the wide range of strengths, assets and resources available to the educational psychologist. Each chapter presents an integrated overview, cutting-edge definitions of key concepts, quotations from professionals and students, and reflective questions to guide your practice. Written primarily by South Africans, this book is particularly relevant to the local environment and presents practical application strategies. Indigenous knowledge is infused with international perspectives, and equal emphasis is placed on the learner and on the social context, on assessment and intervention, and on theory and practice. The book is extremely accessible to students, but will also be invaluable for teachers, psychologists, researchers and health professionals.***

***Right Where We Belong***

***South Africa milestones to achieving the sustainable development goals on poverty and hunger***

***South Africa's Democracy at the Crossroads***

***New Perspectives on Construction in Developing Countries***

***African Studies: Breakthroughs in Research and Practice***

***Disrupting Shameful Legacies***

*Visual Encounters in the Study of Rural Childhoods brings together visual studies and childhood studies to explore images of childhood in the study of rurality and rural life. The volume highlights how the voices of children themselves remain central to investigations of rural childhoods. Contributions look at representations and experiences of rural childhoods from both the Global North and Global South (including U.S., Canada, Haiti, India, Sweden, Slovenia, South Africa, Russia, Timor-Leste, and Colombia) and consider visuals ranging from picture books to cell phone video to television.*

*This book analyses the nexus between ideology, the state, and education reforms worldwide. The research evinces the neo-liberal ideological imperatives of current education and policy reforms and illustrates the way these shifts in the relationship between the state and education policy are affecting current trends in education reforms and schooling around the globe. With this as its focus, the chapters represent hand-picked scholarly research on major discourses in the field of global education reforms. Offering a compendium of the very latest thought on the subject, this book is, like the others in the series, a state-of-the-art sourcebook for researchers, practitioners and policymakers alike. Not only do the chapters offer a timely analysis of current issues shaping education policy research; the work also contains ideas about future directions that education and policy reforms could take. By doing so, it provides a*

*comprehensive view of the diverse and intersecting discourses on globalisation and policy-driven reforms in education. The book draws on recent studies in the areas of globalisation, education reforms, and the role of the state. Respective chapters critically assess the dominant discourses and debates on education and policy reforms. Using diverse comparative education paradigms, ranging from critical theory to historical-comparative research, they focus on globalisation, ideology and democracy, and examine both the reasons for and outcomes of education reforms and policy change.*

*The South African Education Policy Review is an invaluable historical archive. It is a source book on policies, conflicts, developments and perspectives on education policy in the period 1993 to 2000. Drawing from a selection of articles from the successful Quarterly Reviews of Education and Training produced by the Education Policy Unit of the University of Witwatersrand, this book provides readers with detailed accounts of educational changes in South Africa over the past decade. It reflects upon significant events, trends and debates and provides insightful analysis of this extremely momentous period of South Africa's history.*

*Lessons from the Kalahari: Tracking Teachers' Professional Development explores how Northern Cape teachers, who were enrolled in a Bachelor of Education (in-service) course, responded to three professional-development modules specialising in mathematics education, English language teaching, and Foundation Phase teaching, respectively. Mainly through fine-grained analyses of their classroom practice, the studies in this volume demonstrate how these teachers grappled with new content knowledge and pedagogical innovations to improve the quality of teaching in their classrooms. The chapters include case studies that range across a variety of pedagogical topics, including mathematics and English teachers' classroom practices, involvement of parents of Foundation Phase learners, and learners' autonomous mathematics learning. The book makes an original, empirically-based contribution to the understanding of the challenges confronting primary and secondary school teachers in remote rural parts of Northern Cape province, South Africa.*

*Learner Performance in South Africa*

*Teacher Identity and Teaching in the Context of HIV/AIDS*

*South African Education Policy Review, 1993-2000*

*Visual Encounters in the Study of Rural Childhoods*

*A Report on Education in South African Rural Communities*

*This examination graphically illustrates the conditions that make dreams of a better life for all virtually unrealizable in rural areas of*

South Africa. Through the voices of rural people themselves, this study tells not only what the problems surrounding education are but also what can and should be done when the South African government launches its offensive against poverty in rural areas. Rigorous and qualitative, the text is an overview of the need of great numbers of people for the opportunities and capabilities that education can provide for their futures. It also shows the existing situation of many impoverished populations worldwide and illustrates that poverty and inequality continue where such issues are not addressed.

This volume examines Canada's migration policy as part of its foreign policy. It is well known that Canada is a nation of immigrants. However, immigration policy has largely been regarded as domestic, rather than, foreign policy, with most scholarly and policy work focused on what happens after immigrants have arrived in this country. As a result, the effects of immigration to Canada on foreign affairs have been largely neglected despite the international character of immigration. The contributors to this volume underline the extent to which Canada's relationships with individual countries and with the international community is closely affected by its immigration policies and practices and draw attention to some of these areas in the hope that it will encourage more scholarly and policy activity directed to the impact of immigration on foreign affairs. Written by both academics and policy-makers, the book analyzes some of the latest thinking and initiatives related to linkages between migration and foreign policy.

This monograph reports on South Africa's performance in TIMMS 2003 relative to 50 other countries; describes the performance of different groups of learners in South Africa; and provides contextual information about teachers, schools and the curriculum. The report concludes with recommendations for strategic interventions to improve South African learners' performance in mathematics and science. The findings contained in this report offer valuable insights to academics, policymakers, curriculum-planners and teachers and those involved in the development of education in South Africa.

OECD's 2013 Economic Survey of South Africa examines recent economic developments, policies and prospects. Special chapters cover improving education quality and green growth.

National Policy & a Regional Response in South African Higher Education

Emerging Paradigms

The Condition of Primary and Secondary Education in [name of Province]: Eastern Cape

Opportunities, obstacles and outcomes

Globalisation, Ideology and Education Reforms

How South African Sport Leaders Cultivate Excellence

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.

Chapter 1 - Integrative strategic planning in South Africa: Conceptual frameworks Chapter 2 - Electoral mandate , priorities, policy and strategy Chapter 3 - Economic planning, economic policy or development policy? Past, present and future Chapter 4 - Planning human resources Chapter 5 - General management and leadership Chapter 6 - Strategy formulation and environment analysis Chapter 7 - Internal analysis and implementation Chapter 8 - Strategy implementation and change management Chapter 9 - Performance management system Chapter 10 - Monitoring and evaluation Chapter 11 - Health care in South Africa Chapter 12 - Socio-economic context of education

Internationally, there is growing awareness that the target of Education for All by 2015 will not be met unless more strident efforts are made to improve access for marginalized, hard-to-reach children (most often girls). For almost four decades gender equality in education has been one of the key global concerns and as a result various organizations at national and international levels along with governments have initiated programs focusing on achieving gender equality, women ' s empowerment and improving girls ' access to education. By focusing on access alone (i.e. gender parity) we may not understand how education can be used to achieve empowerment and influence cultural practices that are gender insensitive. In this volume we attempt to call into question the content of gender equality as simple parity and in doing so we reflect upon the following questions: • Do the global (macro) discourses on gender equality in education lead to a focus on numbers only or to more profound sustainable changes at the national (meso) level and the school (micro) level? • To what extent have national policies been adjusted to reflect the global discourses on gender equality? • Are schools/classrooms (micro) expected to adjust to these global discourses and if so in what ways has this happened? • What are the challenges of providing access to good quality education for girls in both countries? • Is there a dichotomy between the schools/classrooms on the one hand and the community on the other in terms of gender equality/equity? • To what extent is gender equality/equity imposed upon schools and communities and does it take into account the cultural practices in traditional communities? Key words: Gender equality, education, Global vs. local concerns 3 selling points: • The volume highlights that although research has shown how global educational policies homogenize national educational policies and are therefore playing what can be termed a neo-colonial role in identifying pivotal themes and topics in education across the world such as gender equality, literacy and quality education in local contexts, they are often steeped in a Western logic which is not always culturally relevant or conducive. Making global recommendations for education across cultures and places is thus not always unproblematic. • The volume highlights that a push for girls ' schooling must navigate wisely in sensitive terrain where complex contextual aspects must be understood and taken into account. Girls ' attendance and retention in school are important first steps in the struggle for epistemic access, but must be followed by serious deliberations about what kind of school and what kind of knowledge in the schools is appropriate, and about equality and equity. • The volume attempts to understand how

the global gender goals in education affect both local policies and local practice and in doing so it attempts to question the simple focus on access only.

This book draws on both in and out of school literacy practices with teachers and families to enhance the numeracy of early learners. It provides highly illustrative exemplars, targeted for learners up to approximately eight years of age whose home language differs from the language of instruction. It identifies the challenges faced by these learners and their families, and shares ways of building both literacy and numeracy skills for some of the vulnerable learners nationally and internationally. The book shares the outcomes and strategies for teaching mathematics to early years learners and highlights the importance of literacy practices for learners for whom the language of instruction is different from their home language. Readers will gain a practical sense of how to create contexts, classrooms and practices to scaffold these learners to build robust understandings of mathematics.

Educator Supply and Demand in the South African Public Education System

Keys to Educational Psychology

Merging Numeracy with Literacy Practices for Equity in Multilingual Early Year Settings

Emerging Voices

Improving Learning in South African Schools

Girls and Young Women Speaking Back through the Arts to Address Sexual Violence

*South Africa's democracy faces increasing challenges from within, whether from protest, bad governance or general public dissatisfaction. South Africa ?s Democracy at the Crossroads explores the question; what are the challenges to future democratization in South Africa?*

*This study examines material issues affecting the quality of teaching and learning in South African public schools, both within and external to the classroom environment. The findings reveal significant disparities in conditions, both within and between provinces. Compounded by the effects of ill-health related to HIV/AIDS, these disparities are likely to hamper any efforts to improve the quality of teaching and learning in South African public schools.*

*Mathematics and Science Achievement at South African Schools in TIMSS 2003* HSRC Press

*A leading expert shows how, by learning from refugee teachers and students, we can create for displaced children—and indeed all children—better schooling and brighter futures. Half of the world's 26 million refugees are children. Their formal education is disrupted, and their lives are too often dominated by exclusion and uncertainty about what the future holds. Even kids who have the opportunity to attend school face enormous challenges, as they struggle to integrate into unfamiliar societies and educational environments. In Right Where We Belong, Sarah Dryden-Peterson discovers that, where governments and international agencies have been stymied, refugee teachers and students themselves are leading. From open-air classrooms in Uganda to the hallways of high schools in Maine, new visions for refugee education are emerging. Dryden-Peterson introduces us to people like Jacques—a teacher who created a school for his fellow Congolese refugees in defiance of local laws—and Hassan, a Somali refugee navigating the social world of the American teenager. Drawing on more than 600 interviews in twenty-three countries, Dryden-Peterson shows how teachers and students are experimenting with flexible forms of learning. Rather than adopt the unrealistic notion that all will soon return to “normal,” these schools embrace unfamiliarity, develop students’*

*adaptiveness, and demonstrate how children, teachers, and community members can build supportive relationships across lines of difference. It turns out that policymakers, activists, and educators have a lot to learn from displaced children and teachers. Their stories point the way to better futures for refugee students and inspire us to reimagine education broadly, so that children everywhere are better prepared to thrive in a diverse and unpredictable world.*

*A Tale of Two South African Provinces*

*International Affairs and Canadian Migration Policy*

*Social and Economic Determinants of Success in Language and Mathematics*

*Mathematics and Science Achievement at South African Schools in TIMSS 2003*

*South African Schooling: The Enigma of Inequality*

*Low-Income Students, Human Development and Higher Education in South Africa*

**Disrupting Shameful Legacies: Girls and Young Women Speaking Back through the Arts to Address Sexual Violence** is based on methodologies that seek to disrupt colonial legacies, by privileging speaking up and speaking back through the arts and visual practice to challenge the situation of sexual violence.

Bridging the divide between policy and practice, this book explores how educators interpret, negotiate, resist, and (re)create language policies in schools, focusing on their central role in this complex and dynamic process.

This is an open access title available under the terms of a CC BY-NC-ND 4.0 International licence. It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations. All over the world, economic inclusion has risen to the top of the development discourse. A well-performing education system is central to achieving inclusive development - but the challenge of improving educational outcomes has proven to be unexpectedly difficult. Access to education has increased, but quality remains low, with weaknesses in governance comprising an important part of the explanation. *The Politics and Governance of Basic Education* explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education. Using the vivid example of South Africa, a country that had ambitious goals at the outset of its transition from apartheid to democracy, it explores how the interaction of politics and institutions affects educational outcomes. By examining lessons learned from how South Africa failed to achieve many of its goals, it constructs an innovative alternative strategy for making progress, combining practical steps to achieve incremental gains to re-orient the system towards learning.

"*Elusive Equity*" chronicles South Africa's efforts to fashion a racially equitable state education system from the ashes of apartheid. Edward Fiske and Helen Ladd draw on previously unpublished data, interviews with key officials, and visits to dozens of schools to describe the changes made in school finance, teacher assignment policies, governance, curriculum, higher education, and other areas.

## Performative Praxis

### Negotiating Language Education Policies

Coach

### Unlocking the Potential of Young South Africans

### Tracking Teachers ' Professional Development

Heyneke Meyer

This volume brings together many of South Africa ' s leading scholars of education and covers the full range of South African schooling: from financing and policy reform to in-depth discussions of literacy, numeracy, teacher development and curriculum change. The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with: Are there different and preferential equilibria we have not yet thought of or explored, and if so what are they? In practical terms, how does one get to a more equitable distribution of teachers, resources and learning outcomes? While decidedly local, these questions resonate throughout the developing world. South Africa today is the most unequal country in the world. The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth. This is the largest 90-10 gap in the world, and one that is reflected in the schooling system. Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard-work and determination, but instead by the colour of their skin, the province of their birth, and the wealth of their parents. Looking back on almost three decades of democracy in South Africa, it is this stubbornness of inequality and its patterns of persistence that demands explanation, justification and analysis. "This is a landmark book on basic education in South Africa, an essential volume for those interested in learning outcomes and their inequality in South Africa. The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race, class, and place. The book brings together the wealth of decades of research output from top quality researchers to explore what has improved, what has not, and why." Prof Lant Pritchett, Harvard University " There is much wisdom in this collection from many of the best education analysts in South Africa. No surprise that they conclude that without a large and sustained expansion in well-trained teachers, early childhood education, and adequate school resources, South Africa will continue to sacrifice its people ' s future to maintaining the privileges of the few. " Prof Martin Carnoy, Stanford University "Altogether, one can derive from this very valuable volume, if not an exact blueprint for the future, then certainly at least a crucial and evidence-based itinerary for the next few steps. " Dr Luis Crouch, RTI

This book explores learning outcomes for low-income rural and township youth at five South African universities. The book is framed as a contribution to southern and Africa-centred scholarship, adapting Amartya Sen's capability approach and a framework of key concepts: capabilities, functionings, context, conversion factors, poverty and agency to investigate opportunities and obstacles to achieved student outcomes. This approach allows a reimagining of 'inclusive learning outcomes' to encompass the multi-dimensional value of a university education and a plurality of valued cognitive and non-cognitive outcomes for students from low-income backgrounds whose experiences are strongly shaped by hardship. Based on capability theorising and student voices, the book proposes for policy and practice a set of contextual higher education capability domains and corresponding functionings orientated to more justice and more equality for each person to have the opportunities to be and to do what they have reason to value. The book concludes that sufficient material resources are necessary to get into university and flourish while there; the benefits of a university education should be rich and multi-dimensional so that they can result in functionings in all areas of life as well as work and future study; the inequalities and exclusion of the labour market and pathways to further study must be addressed by wider economic and social policies for 'inclusive learning outcomes' to be meaningful; and that universities ought to be

doing more to enable black working-class students to participate and succeed. *Low-Income Students, Human Development and Higher Education in South Africa* makes an original contribution to capability scholarship: conceptually in theorising a South-based multi-dimensional student well-being higher education matrix and a rich reconceptualisation of learning outcomes, as well as empirically by conducting rigorous, longitudinal in-depth mixed-methods research on students' lives and experiences in higher education in South Africa. The audience for the book includes higher education researchers, international capability scholars, practitioners and policy-makers.

*Mobilities: New Perspectives on Transport and Society*

*How to Cultivate Excellence*

*Strategic Management in the Public Sector*

*Lessons from the Kalahari*

*The Youth Dividend*

*How Refugee Teachers and Students Are Changing the Future of Education*