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managers, researchers, and policy makers in the field of Higher Education and Further Education. It offers insights into a radical new way of organizing post-compulsory education on an international basis that directly promotes a social justice agenda (i.e., widening of student participation). Around the world post-compulsory education is divided between Universities and Community-based Colleges. Universities are typically concerned with "higher" education, while community based colleges focus on "further" and technical education. In response to a range of social and economic forces there has been a growth in the number of dual sector institutions (or "duals") that span this divide. Challenging Boundaries brings together leading international thinkers, policy analysts, academic managers, and

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researchers who question whether duals can provide relevant education to students and appropriate graduates for the economy, while also offering greater opportunities to disadvantaged students. Challenging Boundaries provides an analysis of the potential of "dual sector" institutions in North America, UK, South Africa, and Australasia. This volume draws on the very latest research findings and effectively looks to: Challenge conventional thinking about post-compulsory education Demonstrate how a number of institutions internationally are addressing the organizational, managerial, and cultural challenges of operating as dual sector universities Combine the latest research in the field from a range of international scholars with operational insights from university leaders Provide a key resource for

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education policy makers and researchers and students of educational policy and management at masters and doctoral level

What is education? This core textbook will help students in pursuit of this question by providing a comprehensive, gentle and reflective introduction to the initial study of education. Updated in line with the latest policies, reforms and issues within education, this third edition includes: full exploration of the historical, sociological, philosophical and psychological roots of education a focus on all levels of education – pre-school, primary, secondary, post-16 and lifelong learning the latest controversies and debates within education new material on compulsory education, special

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educational needs and post-16 developments clear insights into the role and background of research within education.

This book assesses the impact and implementation of national qualifications frameworks in sixteen different countries. It presents two major lessons for policy makers thinking of introducing a National Qualifications Framework (NQF). First, that an NQF is only a way of framing existing provision; it cannot on its own, lead to the acquisition of skills or knowledge. Second, as an attempt to standardize learning- something that is only to a limited extent standardizable, NQFs have disadvantages as well as advantages. The research was funded by the International Labour Organization (ILO) and the European Training

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Foundation (ETF) and, partly as a result of the ILO/ETF Report, the Editors were asked by the World Bank to help them in advising the government of India on introducing a NQF for vocational qualifications. Building on the findings of the report, the editors of this book presented an NQF implementation strategy to the Government of India on behalf of the World Bank. It laid out the steps and stages that would be involved and took account of the earlier experiences of introducing an NQF. Although this strategy was prepared specifically for the Government of India, others who have read it felt it deserved wider circulation. The report has therefore been included in this volume. Since this research was undertaken, the number countries, especially developing countries, implementing or introducing a NQF

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has continued to increase. This book will be of interest to policy makers and researchers. This book was originally published as a special issue of the Journal of Education and Work.

Teacher education programmes seek to provide student teachers with the knowledge and expertise to provide quality teaching and learning in a diverse and challenging school context. Learning to Teach in post-apartheid South Africa: Student Teachers' Encounters with Initial Teacher Education

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addresses the complexities of teacher education programmes in preparing students to teach. It adds to the knowledge about teacher education, contributing critical understanding of education and the schooling system. The book provides important insights to deepen researchers, academics, teacher education providers, policy-makers, and students' understanding of the importance to address equity, redress, and quality in South African education in a post-apartheid era. This book further helps to build student teachers' capacities to work creatively and to become active and critical agents of transformation. It ultimately outlines the challenges face in designing and delivering successful Initial Teacher Education programmes, and the impact this has on delivering equitable and quality education.

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