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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.

In what ways does access to undergraduate education have a transformative impact on people and societies? What conditions are required for this impact to occur? What are the pathways from an undergraduate education to the public good, including inclusive economic development? These questions have particular resonance in the South African higher education context, which is attempting to tackle the challenges of widening access and improving completion rates in a system in which the segregations of the apartheid years are still apparent. Higher education is recognised in core legislation as having a distinctive and crucial role in building post-apartheid society. Undergraduate education is seen as central to addressing skills shortages in South Africa. It is also seen to yield significant social returns, including a consistent positive impact on societal institutions and the development of a range of capabilities that have public, as well as private, benefits. This book offers comprehensive contemporary evidence that allows for a fresh engagement with these pressing issues.

"The lack of academic integrity combined with the prevalence of fraud and other forms of unethical behavior are problems that higher education faces in both developing and developed countries, at mass and elite universities, and at public and private institutions. While academic misconduct is not new, massification, internationalization, privatization, digitalization, and commercialization have placed ethical challenges higher on the agenda for many universities. Corruption in academia is particularly unfortunate, not only because the high social regard that universities have traditionally enjoyed, but also because students-young people in critical formative years-spend a significant amount of time in universities. How they experience corruption while enrolled might influence their later personal and professional behavior, the future of their country, and much more. Further, the corruption of the research enterprise is especially serious for the future of science. The contributors to Corruption in Higher Education: Global Challenges and Responses bring a range of perspectives to this critical topic"--

What is transformation in contemporary South African higher education? How can it be facilitated through research and pedagogic practices? These questions are addressed in this edited collection by established academics and emerging research students from nine South African universities. The chapters give us access to students' worlds; how they construct, experience and navigate their complex spheres, on and off campus.

This report identifies effective strategies to tackle skills imbalances in South Africa.

The world economy in which we are living poses challenges that lead to a realization that 'more of the same' will be difficult to sustain. This provides an illustration that, in order to create new or modified knowledge practices, strengthen customer relationships and thus positively influence customer satisfaction, organizations must be flexible in configuring (combining) knowledge and knowledge structures in a way that is appropriate for delivering value to the customer. It must simultaneously develop effective strategies for updating the knowledge of its staff members necessary for underpinning the creation and delivery of appropriate knowledge services. Thus, unlearning (forgetting) becomes a critical means for organizational success. The ECKM community of scholars has already initiated dialogue that links its particular strengths to innovation issues. This conference aims to further that dialogue by attracting leading edge work that leverages the ECKM community's in-depth understanding of learning and unlearning to better understand knowledge management. Our aim is to stimulate breakthrough research streams linking learning, unlearning and knowledge management. How can organizations tailor, use, and extend techniques and tools from knowledge management for improving their business practices and processes? Building upon existing work on knowledge management (KM) and organizational learning,

the conference will promote interdisciplinary approaches from computer science and information systems, business, management and organization science as well as cognitive science. Emphasis will be put on systematic learning from experience, KM tools and KM success factors. A special interest belongs to knowledge management initiatives which are lightweight (i.e., do not place considerable additional burden on users and KM experts), allow an incremental adoption (i.e., do not require large up-front investment before any return of investment is at least visible), and are flexible regarding frequent changes in experts and topics. Continuing the success of the ECKM conference series since 2000, the 2015 conference will provide an international communication forum bringing together academia and industry for discussing the progress made and addressing the challenges faced by continuous learning in knowledge-intensive organizations.

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