

Does Education Matter

Vocational education

London: Smith, Elder & Co. pp. 393–394. Wolf, A. (2002) Does Education Matter? Myths about Education and Economic Growth London: Penguin. Joint Council for

Vocational education is education that prepares people for a skilled craft. Vocational education can also be seen as that type of education given to an individual to prepare that individual to be gainfully employed or self employed with requisite skill. Vocational education is known by a variety of names, depending on the country concerned, including career and technical education, or acronyms such as TVET (technical and vocational education and training; used by UNESCO) and TAFE (technical and further education). TVE refers to all forms and levels of education which provide knowledge and skills related to occupations in various sectors of economic and social life through formal, non-formal and informal learning methods in both school-based and work-based learning contexts. To achieve its aims and purposes, TVE focuses on the learning and mastery of specialized techniques and the scientific principles underlying those techniques, as well as general knowledge, skills and values.

A vocational school is a type of educational institution specifically designed to provide vocational education.

Vocational education can take place at the post-secondary, further education, or higher education level and can interact with the apprenticeship system. At the post-secondary level, vocational education is often provided by highly specialized trade schools, technical schools, community colleges, colleges of further education (UK), vocational universities, and institutes of technology (formerly called polytechnic institutes).

Alison Wolf, Baroness Wolf of Dulwich

maths education, training, tertiary education and employment in the health sector. In her book, Does Education Matter? Myths about Education and Economic

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Royalty. She also contributed to The Truth About Markets by John Kay, Does Education Matter? by Alison Wolf, and Not on the Label by Felicity Lawrence. Tunzelmann

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Nicholas G. Carr

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Education

enhance their understanding of the subject matter and how learning itself occurs. The psychology of education delves into the mental processes underlying

Education is the transmission of knowledge and skills and the development of character traits. Formal education occurs within a structured institutional framework, such as public schools, following a curriculum. Non-formal education also follows a structured approach but occurs outside the formal schooling system, while informal education involves unstructured learning through daily experiences. Formal and non-formal education are categorized into levels, including early childhood education, primary education, secondary education, and tertiary education. Other classifications focus on teaching methods, such as teacher-centered and student-centered education, and on subjects, such as science education, language education, and physical education. Additionally, the term "education" can denote the mental states and qualities of educated individuals and the academic field studying educational phenomena.

The precise definition of education is disputed, and there are disagreements about the aims of education and the extent to which education differs from indoctrination by fostering critical thinking. These disagreements impact how to identify, measure, and enhance various forms of education. Essentially, education socializes children into society by instilling cultural values and norms, equipping them with the skills necessary to become productive members of society. In doing so, it stimulates economic growth and raises awareness of local and global problems. Organized institutions play a significant role in education. For instance, governments establish education policies to determine the timing of school classes, the curriculum, and attendance requirements. International organizations, such as UNESCO, have been influential in promoting primary education for all children.

Many factors influence the success of education. Psychological factors include motivation, intelligence, and personality. Social factors, such as socioeconomic status, ethnicity, and gender, are often associated with discrimination. Other factors encompass access to educational technology, teacher quality, and parental involvement.

The primary academic field examining education is known as education studies. It delves into the nature of education, its objectives, impacts, and methods for enhancement. Education studies encompasses various subfields, including philosophy, psychology, sociology, and economics of education. Additionally, it explores topics such as comparative education, pedagogy, and the history of education.

In prehistory, education primarily occurred informally through oral communication and imitation. With the emergence of ancient civilizations, the invention of writing led to an expansion of knowledge, prompting a transition from informal to formal education. Initially, formal education was largely accessible to elites and religious groups. The advent of the printing press in the 15th century facilitated widespread access to books, thus increasing general literacy. In the 18th and 19th centuries, public education gained significance, paving the way for the global movement to provide primary education to all, free of charge, and compulsory up to a certain age. Presently, over 90% of primary-school-age children worldwide attend primary school.

Inequality in disease

KM, Maitra D, Kerr JC (2010). "Does education matter? Examining racial differences in the association between education and STI diagnosis among black and

Inequality in disease refers to the unequal distribution or burden of disease among a population. This differs from the related topic of health disparities, which requires an inequality in disease that is linked to, at least in part, systemic differences faced by socially and economically disadvantaged groups. For example, an increased prevalence of soft tissue injuries among professional athletes in comparison to the rest of the population would be considered inequality in disease and not a health disparity, as this difference could not be attributed to social or economic disadvantages. Many variations in health outcomes in the United States

can be seen across several social characteristics, such as gender, race, socioeconomic status, the environment, and educational attainment as well as in the intersections between these identities.

Degenerate matter

Degenerate matter occurs when the Pauli exclusion principle significantly alters a state of matter at low temperature. The term is used in astrophysics

Degenerate matter occurs when the Pauli exclusion principle significantly alters a state of matter at low temperature. The term is used in astrophysics to refer to dense stellar objects such as white dwarfs and neutron stars, where thermal pressure alone is not enough to prevent gravitational collapse. The term also applies to metals in the Fermi gas approximation.

Degenerate matter is usually modelled as an ideal Fermi gas, an ensemble of non-interacting fermions. In a quantum mechanical description, particles limited to a finite volume may take only a discrete set of energies, called quantum states. The Pauli exclusion principle prevents identical fermions from occupying the same quantum state. At lowest total energy (when the thermal energy of the particles is negligible), all the lowest energy quantum states are filled. This state is referred to as full degeneracy. This degeneracy pressure remains non-zero even at absolute zero temperature. Adding particles or reducing the volume forces the particles into higher-energy quantum states. In this situation, a compression force is required, and is made manifest as a resisting pressure. The key feature is that this degeneracy pressure does not depend on the temperature but only on the density of the fermions. Degeneracy pressure keeps dense stars in equilibrium, independent of the thermal structure of the star.

A degenerate mass whose fermions have velocities close to the speed of light (particle kinetic energy larger than its rest mass energy) is called relativistic degenerate matter.

The concept of degenerate stars, stellar objects composed of degenerate matter, was originally developed in a joint effort between Arthur Eddington, Ralph Fowler and Arthur Milne.

Bantu Education Act, 1953

The Bantu (Blacks) Education Act 1953 (Act No. 47 of 1953; later renamed the Black Education Act, 1953) was a South African segregation law that legislated

The Bantu (Blacks) Education Act 1953 (Act No. 47 of 1953; later renamed the Black Education Act, 1953) was a South African segregation law that legislated for several aspects of the apartheid system. Its major provision enforced racially-separated educational facilities; Even universities were made "tribal", and all but three missionary schools chose to close down when the government would no longer help to support their schools. Very few authorities continued using their own finances to support education for native Africans. In 1959, that type of education was extended to "non-white" universities and colleges with the Extension of University Education Act, 1959, and the University College of Fort Hare was taken over by the government and degraded to being part of the Bantu education system. It is often argued that the policy of Bantu (African) education was aimed to direct black or non-white youth to the unskilled labour market although Hendrik Verwoerd, the Minister of Native Affairs, claimed that the aim was to solve South Africa's "ethnic problems" by creating complementary economic and political units for different ethnic groups. A particular fear of the National Party that most likely led to the passing of this legislation was the rising number of children (known as tsotsis) joining urban gangs.

The ruling National Party viewed education as having a rather pivotal position in their goal of eventually separating South Africa from the Bantustans entirely. Verwoerd, the "Architect of Apartheid", stated:

"There is no place for [the Bantu] in the European community above the level of certain forms of labour.... What is the use of teaching the Bantu child mathematics when it cannot use it in practice?"

The Act led to a substantial increase of government funding to the learning institutions of black Africans, but they did not keep up with the population increase. The law forced institutions to be under the direct control of the state. The National Party now had the power to employ and train teachers as it saw fit.

Black teachers' salaries in 1953 were extremely low and resulted in a dramatic drop of trainee teachers. Only one third of the black teachers were qualified.

The schools reserved for the country's white children were of Western standards. The Act did not stipulate lesser standards of education for non-whites, but it legislated for the establishment of an advisory board and directed the minister to do so. Of the black schools, 30% had no electricity, 25% had no running water and more than half had no plumbing. Education for Blacks, Indians and Coloureds was substantially cheaper but not free, and the salaries of teachers were set at very low levels.

In the 1970s, the per capita governmental spending on black education was one-tenth of the spending on white.

In the financial year of 1975-76, the state spent R644 on each White student, R189 for each Indian student, R139 for Coloured students, and only R42 for Black students.

In 1976, the Afrikaans Medium Decree of 1974, which forced all black schools to use both Afrikaans and English as languages of instruction from the last year of primary school, led to the Soweto Uprising in which more than 575 people died, at least 134 of them under the age of 18.

The Act was repealed in 1979 by the Education and the Training Act of 1979, which continued the system of racially-segregated education but also eliminating both discrimination in tuition fees and the segregated Department of Bantu Education and allowed both the use of native tongue education until the fourth grade and a limited attendance at private schools as well.

Black Lives Matter

Black Lives Matter (BLM) is a decentralized political and social movement that aims to highlight racism, discrimination and racial inequality experienced

Black Lives Matter (BLM) is a decentralized political and social movement that aims to highlight racism, discrimination and racial inequality experienced by black people, and to promote anti-racism. Its primary concerns are police brutality and racially motivated violence against black people. The movement began in response to the killings of Trayvon Martin, Michael Brown, Eric Garner, and Rekia Boyd, among others. BLM and its related organizations typically advocate for various policy changes related to black liberation and criminal justice reform. While there are specific organizations that label themselves "Black Lives Matter", such as the Black Lives Matter Global Network Foundation, the overall movement is a decentralized network with no formal hierarchy. As of 2021, there are about 40 chapters in the United States and Canada. The slogan "Black Lives Matter" itself has not been trademarked by any group.

In 2013, activists and friends Alicia Garza, Patrisse Cullors, and Ay? Tometi originated the hashtag #BlackLivesMatter on social media following the acquittal of George Zimmerman in the fatal shooting of African-American teen Trayvon Martin. The movement became nationally recognized for street demonstrations following the 2014 deaths of two more African Americans, Michael Brown—resulting in protests and unrest in Ferguson, Missouri—and Eric Garner in New York City. Since the Ferguson protests, participants in the movement have demonstrated against the deaths of numerous other African Americans by police actions or while in police custody, in the summer of 2015. The movement gained international attention during global protests in 2020 following the murder of George Floyd by Minneapolis police officer Derek Chauvin. An estimated 15 to 26 million people participated in Black Lives Matter protests in the United States, making it one of the largest protest movements in the country's history. The vast majority of BLM demonstrations in 2020 were peaceful, but BLM protests from late May to early June 2020 escalated

into riots and looting in most major cities.

Support for Black Lives Matter has fluctuated in recent years. In 2020, 67% of American adults expressed support for BLM, declining to 45% of American adults in 2024. Support among people of color has, however, held strong, with 81% of African Americans, 61% of Hispanics and 63% of Asian Americans expressing support for Black Lives Matter as of 2023.

What's the Matter with Kansas? (book)

What's the Matter with Kansas? How Conservatives Won the Heart of America (2004) is a book by American journalist and historian Thomas Frank, which explores

What's the Matter with Kansas? How Conservatives Won the Heart of America (2004) is a book by American journalist and historian Thomas Frank, which explores the rise of populist and anti-elitist conservatism in the United States, centering on the experience of Kansas, Frank's native state. In the late 19th century, says Frank, Kansas was known as a hotbed of the left-wing populist movement, but in recent decades, it has become overwhelmingly conservative. The book was published in Britain and Australia as *What's the Matter with America?*

What's the Matter with Kansas? spent 18 weeks on the New York Times Bestseller List.

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