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Helen McKenna sits down with Marvin Rees, the Mayor of Bristol, to explore his approach to place-based leadership, the NHS's role as a 'place-shaper' and the city's experience of Covid-19. The second wave of Covid-19 offers new as well as ongoing challenges for the health and care system ...

Argues that South Africans, like everyone else, need democracy for a more equal society. What are democracies meant to do? And how does one know when one is a democratic state? These incisive questions and more by leading political scientist, Steven Friedman, underlie this robust enquiry into what democracy means for South Africa post 1994. Democracy is often viewed through a lens reflecting Western understanding. New democracies are compared to idealized notions by which the system is said to operate in the global North. The democracies of Western Europe and North America are understood to be the finished product and all others are assessed by how far they have progressed towards approximating this model. *Power in Action* persuasively argues against this stereotype. Friedman asserts that democracies can only work when every adult has an equal say in the public decisions that affect them. Democracy is achieved not by adopting idealized models derived from other societies—rather, it is the product of collective action by citizens who claim the right to be heard not only through public protest action, but also through the conscious exercise of influence on public and private power holders. Viewing democracy in this way challenges us to develop a deeper understanding of democracy's challenges and in so doing to ensure that more citizens can claim a say over more decisions in society.

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.

Isaiah 59 portrays a deity in armour warring against rebellious human foes. In this historical investigation, Yoder Neufeld maps the transformation of an ancient tradition into a creative new reading in which God's people put on God's armour and go to battle against God's heavenly foes, as in Ephesians 6. The Pauline recasting of the Isaianic motif, argues the author, is a bracing one.

Hailed as a classic of war writing in the U.K., *The Junior Officers' Reading Club* is a revelatory first-hand account of a young enlistee's profound coming of age. Attempting to stave off the tedium and

pressures of army life in the Iraqi desert by losing themselves in the dusty paperbacks on the transit-camp bookshelves, Hennessey and a handful of his pals from military academy form the Junior Officers' Reading Club. By the time he reaches Afghanistan and the rest of the club are scattered across the Middle East, they are no longer cheerfully overconfident young recruits, hungry for action and glory. Hennessey captures how boys grow into men amid the frenetic, sometimes exhilarating violence, frequent boredom, and almost overwhelming responsibilities that frame a soldier's experience and the way we fight today. Watch a Video

Mama Nadi, the owner of a brothel set in Congo, is a mother figure who keeps watch over her business, serving men from both sides of the conflict, and employing women, "ruined" by rape or torture, who are forced to work as prostitutes.

The collection brings together the latest work of researchers from Australia, Africa, Asia, and Europe focusing on early childhood leadership matters. It covers different aspects of leadership in early education: professional education and development, identity and leadership strategies as well as governance and leadership under different frame conditions.

Worldwide, in Africa and in South Africa, the importance of the doctorate has increased disproportionately in relation to its share of the overall graduate output over the past decade. This heightened attention has not only been concerned with the traditional role of the PhD, namely the provision of future academics; rather, it has focused on the increasingly important role that higher education - and, particularly, high-level skills - is perceived to play in national development and the knowledge economy. This book is unique in the area of research into doctoral studies because it draws on a large number of studies conducted by the Centre of Higher Education Trust (CHET) and the Centre for Research on Evaluation, Science and Technology (CREST), as well as on studies from the rest of Africa and the world. In addition to the historical studies, new quantitative and qualitative research was undertaken to produce the evidence base for the analyses presented in the book. The findings presented in Doctoral Education in South Africa pose anew at least six tough policy questions that the country has struggled with since 1994, and continues to struggle with, if it wishes to gear up the system to meet the target of 5 000 new doctorates a year by 2030. Discourses framed around the single imperatives of growth, efficiency, transformation or quality will not, however, generate the kind of policy discourses required to resolve these tough policy questions effectively. What is needed is a change in approach that accommodates multiple imperatives and allows for these to be addressed simultaneously.

Transforming Universities in South Africa: Pathways to Higher Education Reform responds to the pressing need to comprehensively review the post-apartheid experience and assess where South Africa's higher education stands across the continent and globally, particularly within the country's efforts to overcome decades of socio-economic imbalances.

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