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Consists of reproductions of articles from South African newspapers.

Fraud and Education gives an informative overview of cheating in examinations in the U.S. and foreign countries and of the current state of fraud in education and research. It differs however, from many popular treatises on the same subject, in that it is not intended as a blanket condemnation of American (or foreign) education. Instead of assigning blame for the prevalence of fraud, the authors point to such factors as growth in the number of persons

engaged in education and research, pressures on individuals to succeed, improvements in communications (especially the Internet and e-mail), and in techniques of document reproduction.

This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view.

A systematic review of research projects into the state of education in South Africa.

This book provides an overview of the research related to psychological assessment across South Africa. The thirty-six chapters provide a combination of psychometric theory and practical assessment applications in order to combine the currently disparate research that has been conducted locally in this field. Existing South African texts on psychological assessment are predominantly academic textbooks that explain psychometric theory and provide brief descriptions of a few testing instruments. Psychological Assessment in South Africa provides in-depth coverage of a range of areas within the broad field of psychological assessment, including research conducted with various psychological instruments. The chapters critically interrogate the current Eurocentric and Western cultural hegemonic practices that dominate the field of psychological assessment. The book therefore has the potential to function both as an academic text for graduate students, as well as a specialist resource for professionals, including psychologists, psychometrists, remedial teachers and human resource practitioners.

In South Africa, two unmistakable features describe post-Apartheid politics. The first is the formal framework of liberal democracy, including regular elections, multiple political parties and a range of progressive social rights. The second is the politics of the "extraordinary", which includes a political discourse that relies on threats and the use of violence, the crude re-racialization of numerous conflicts, and protests over various popular grievances. In this highly original work, Thiven Reddy shows how conventional approaches to understanding democratization have failed to capture the complexities of South Africa's post-Apartheid transition. Rather, as a product of imperial expansion, the South African state, capitalism and citizen identities have been uniquely shaped by a particular mode of domination, namely settler colonialism. South Africa, Settler Colonialism and the Failures of Liberal Democracy is an important work that sheds light on the nature of modernity, democracy and the complex politics of contemporary South Africa.

Twenty Years of Education Transformation in Gauteng 1994 to 2014: An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994. These essays talk to what a provincial education department does and how and why it does these things - whether it be about policy, resourcing or implementing projects. Each essay is written by one or more specialist in the relevant focus area. The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader. It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years, both nationally and provincially. There has been no attempt to fit the book's chapters into a particular ideological or educational paradigm, and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years.

Traditionally, American educators and communities have looked to Europe and Asia for ideas for rethinking and reforming education for America's diverse children. This book, Contemporary Voices from the Margin: African Educators on African and American Education, brings together new voices of diverse African-born teacher educators and Africanist scholars who share personal experiences as well as researchbased perspectives about education in Africa and America that will be valuable to rethinking and reforming education for America's struggling schools. The book is a comprehensive work of experienced educators and scholars in the field of teacher education and African Studies. The editors of the book invited a diverse group of African-born teacher educators and scholars from different countries of Africa who teach in the U.S. The contributors share a common African experience, but they are geographically diverse in countries of origin and research. Their knowledge about African communal living as well as colonial powers and imperialism as they operated in various African countries enables them to compare and contrast various educational models and practices, including traditional ones. They are also diverse in their fields of specialization but have expertise in multicultural education, urban education, and culturally responsive pedagogy that have become the focus of U.S. discourses in public education and teacher preparation programs. Given that these scholars were born or socialized, and educated in, as well as, taught schools and colleges in their respective African countries before settling in the United States, they bring a wealth of experience and insights into what it means to successfully educate children and youth. The book is divided into three parts. Part 1 examines African processes and practices of education, both formal and informal, as contributing authors share perspectives about African indigenous education including cultural socialization and formal western-type education and organization of schools. Part 2 focuses on patterns and structures of formal, western-type education in selected African countries. Part 3 explores cross-cultural perspectives on American education. The contributors provide chapters of stimulating and rich perspectives that will engage the discourse on rethinking and reforming education and schooling for America's diverse students.

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