Animating this book is a twofold question: In what ways are adult and popular educators responding to various harsh economic, political, cultural and environmental conditions? In doing so, are they planting seeds of hope for and imaginings of alternative futures which can connect individuals and communities locally and globally to achieve economic, ecological and social justice?

The book illustrates how transformative politics of solidarity often involve actors across vastly different backgrounds. Solidarity is therefore a political relationship that is forged through particular struggles situated in place and time across power differentials. The authors put popular education to work by describing and analysing their strategies and approaches. They do so using accessible language and engaging styles.

Popular education is a medium for dreaming, for imagining other futures. It is also essential for countering the wilful spreading of fake news and propagation of ignorance. Pedagogies of solidarity are necessary to building connections amongst people at a time when competitive individualism and alienation are rampant. Forging solidarity with and amongst communities is a means towards that end, and, indeed, an end in itself.

In My Own Liberator, Dikgang Moseneke pays homage to the many people and places that have helped to define and shape him. In tracing his ancestry, the influence on both his maternal and paternal sides is evident in the values they imbued in their children – the importance of family, the value of hard work and education, an uncompromising moral code, compassion for those less fortunate and unflinching refusal to accept an unjust political regime or acknowledge its oppressive laws.

As a young activist in the Pan-Africanist Congress, at the tender age of fifteen, Moseneke was arrested, detained and, in 1963, sentenced to ten years on Robben Island for participating in anti-apartheid activities. Physical incarceration, harsh conditions and inhumane treatment could not imprison the political prisoners’ minds, however, and for many the Island became a school not only in politics but an opportunity for dedicated study, formal and informal. It set the young Moseneke on a path towards a law degree that would provide the bedrock for a long and fruitful legal career and see him serve his country in the highest court.

My Own Liberator charts Moseneke’s rise as one of the country’s top legal minds, who not only helped to draft the interim constitution, but for fifteen years acted as a guardian of that constitution for all South Africans, helping to make it a living document for the country and its people.

Source: http://panmacmillan.co.za/catalogue/my-own-liberator/
3. Emily hobhouse: beloved traitor/ by Elsabe Brits

A fresh, nuanced look at an extraordinary woman and her lifelong fight for justice. Defying the constraints of her gender and class, Emily Hobhouse travelled across continents and spoke out against oppression. A passionate pacifist and a feminist, she opposed both the 1899-1902 Anglo-Boer War and World War One, which led to accusations of treason.

Despite saving thousands of lives in two wars, she died alone - an unsung hero in her own country. Elsabé Brits travelled in Emily Hobhouse's footsteps, retracing her inspirational, often astonishing story. In Canada the author discovered Hobhouse's handwritten notebooks, scrapbooks and letters in a trunk. With Emily Hobhouse: Beloved Traitor, she brings to life a colourful story of war, heroism and passion, spanning three continents.


Today, rapid change is a constant challenge in the workplace, and thousands of individuals need to be involved in continuous learning. Traditional training approaches, however, do not emphasise informal and incidental learning. Furthermore, since informal learning us seldom designed, learning outside of a structured experience may lead to mistaken or dysfunctional learning. Strategies for improving informal learning are urgently needed.

This book, first published in 1990, responds to this need by taking a challenging look at many assumptions about workplace learning outside of the classroom and by proposing methods to improve it. They develop a theory of informal and incidental workplace learning based on current developments in training and human resource development which they illustrate with readable and illuminating case studies which tell vivid stories of adult education and human resource development practice.

Informal and Incidental Learning in the Workplace is essential reading for researchers and practitioners of human resource development, and also for students of education and adult learning.


5. Learning in the workplace / Edited by Victoria Marsick

The nature of the workplace and the workforce has changed rapidly in post-industrial society. Most workers are now facing the need for high levels of preparatory education, retraining for new jobs and the ability to continue learning at work in order to keep up with new developments.

The book, first published in 1987, argues that training in the workplace often fails because it is based on conditions that no longer prevail in modern organisations. The mechanistic approach of the behaviourist paradigm, it is argued, views the organisation as a machine and training as the preparation of workers for machine-like work according to their levels in the hierarchy, much as on an assembly line. The humanists’ advocacy of collaborative learning has changed but not fundamentally altered this conception.