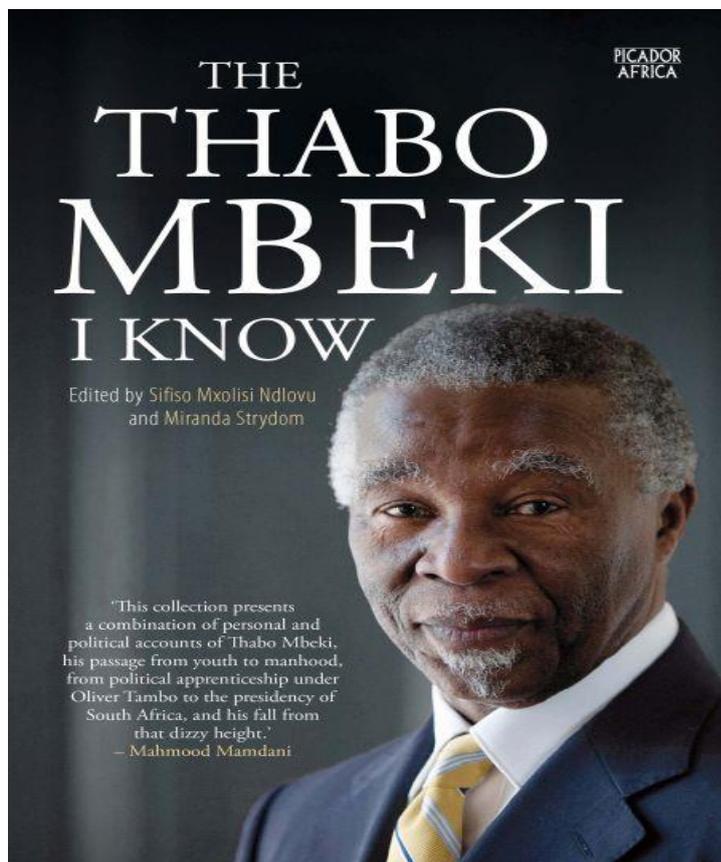


## 1. Thabo Mbeki I know by Miranda Strydom and Sifiso Mxolisi Ndlovu



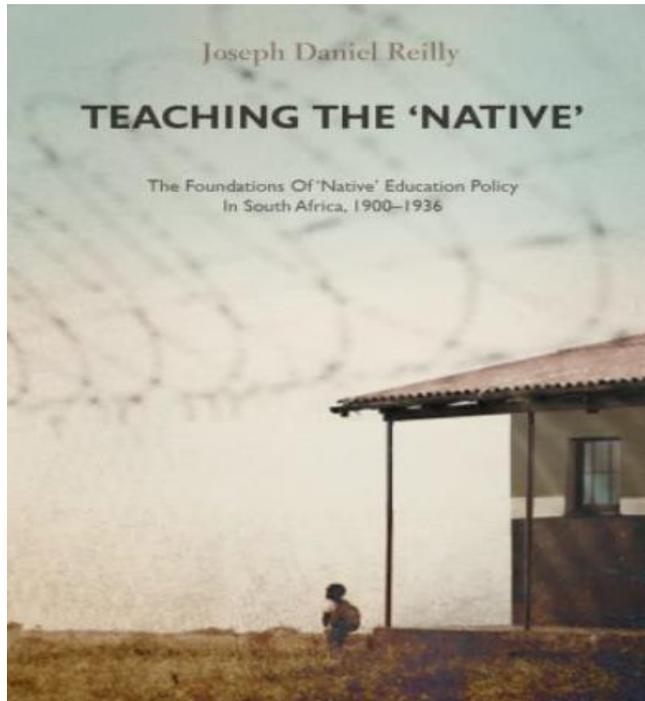
The Thabo Mbeki I Know is a collection that celebrates one of South Africa's most exceptional thought leaders. The contributors include those who first got to know Thabo Mbeki as a young man, in South Africa and in exile, and those who encountered him as a statesman and worked alongside him as an African leader.

In The Thabo Mbeki I Know, these friends, comrades, statesmen, politicians and business associates provide insights that challenge the prevailing academic narrative and present fresh perspectives on the former president's time in office and on his legacy – a vital undertaking as we approach a decade since an embattled Thabo Mbeki left office.

The Thabo Mbeki I Know provides readers with an opportunity to reassess Thabo Mbeki's contribution to post-apartheid South Africa, as both deputy president and president; to the African continent and diaspora, as a highly respected state leader; and to the international community as a whole.

Source: <https://panmacmillan.co.za/catalogue/the-thabo-mbeki-i-know/>

## 2. Teaching the native: behind the architecture of an equal education system by Joseph Daniel Reilly



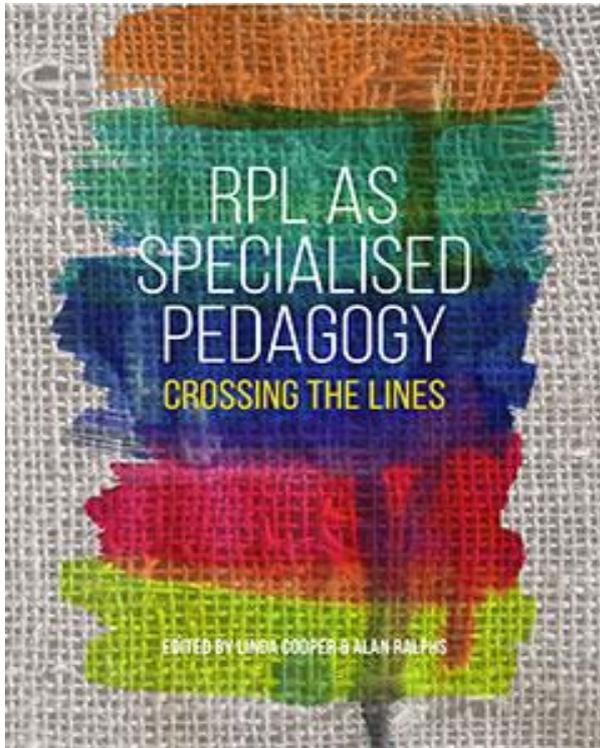
This book joins the growing body of work (much of it by South African scholars) displacing the many mind-numbingly dull texts loaded with assumptions and logics that, in the case of South Africa, reify a simplified colonial explanation of the past. Generations of students, educators and policymakers have suffered enough through tedious though inaccurate history books disguised as dispassionate, impartial views of “the facts”.

Yet as important as new scholarship is to a young democracy just two decades old, it is not enough. What is absolutely necessary is a fundamental reform of the very way in which history is taught in South Africa from kindergarten through graduate school, from teacher training and curriculum design to the policy boards at provincial and ministerial levels. For if we are to understand how this country, South Africa, came to be the way it is, then the primary documents of its history must be integrated into the curriculum.

When the Union of South Africa came into effect in 1910, there was already a strong Empire-wide precedent of unequal education to which its architects could refer. Milner’s “kindergarten” could point to a wealth of experience, from the Macaulay Minute and the Shuttleworth Report in the colonies, to the Education Act of 1870 in Britain itself. Education in the southern United States brought policy makers from London and South Africa in increasing contact with their American counterparts.

Source: <http://hsrpress.bookslive.co.za/blog/2015/11/27/teaching-the-native-by-joseph-daniel-reilly-why-bantu-education-was-merely-a-step-along-a-road-already-paved/>?

### 3. RPL as specialised pedagogy: crossing the lines by Linda Cooper and Alan Ralphs

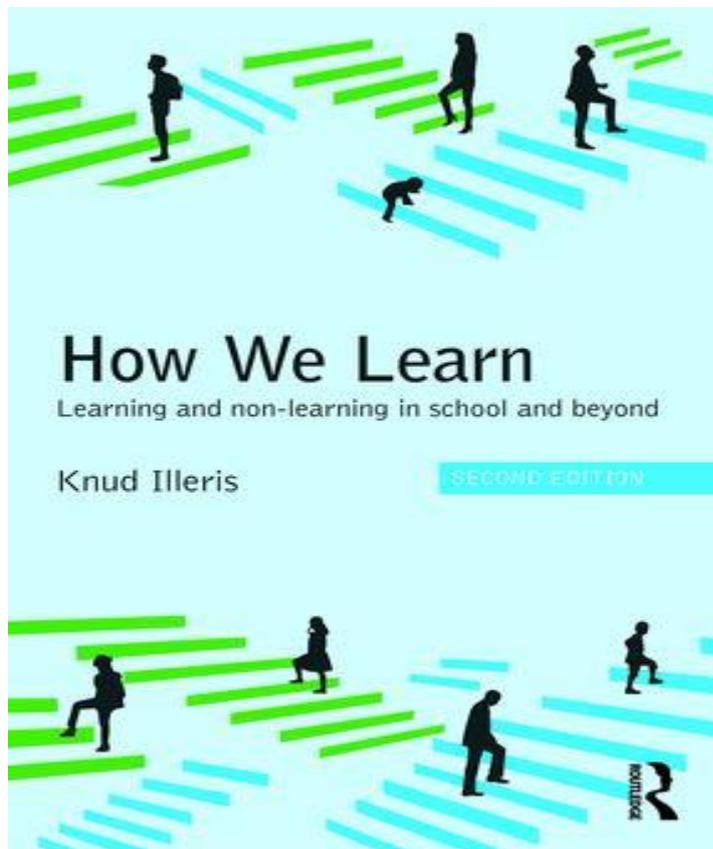


Internationally, Recognition of Prior Learning (RPL) has become a standard component of education policy reforms aimed at meeting the requirements of a globalised labour market on the one hand, while responding to demands for widening access to further and higher education on the other. However, despite the promises of RPL to enable 'optimal inclusion', this ideal is not easily realised in practice.

Drawing on case study research of RPL practices in four different contexts in South Africa, RPL as Specialised Pedagogy: Crossing the Lines offers a novel theoretical framework for understanding RPL not simply as an assessment practice, but as a specialised pedagogy for navigating knowledge boundaries across different contexts. The book develops a conceptual language for describing what is common and distinctive about RPL practices across different sites and contexts, thus providing a unique contribution to a field that has traditionally been under-theorised. RPL as Specialised Pedagogy will be of significant interest to RPL practitioners and educators, to researchers and students in the field, and to policy researchers and policy makers.

Source: <http://www.hsrcpress.ac.za/product.php?productid=2345>

#### 4. How we learn: Learning and non-learning in school and beyond by Knud Illeris



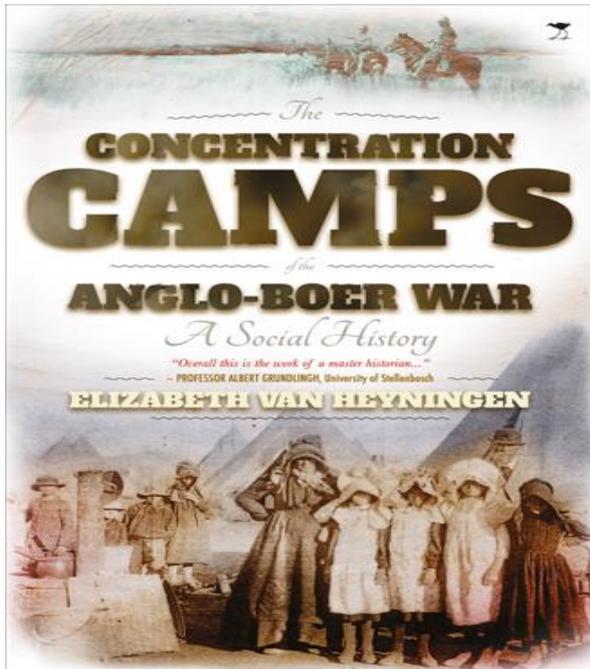
Comprising insightful and topical discussions covering all learning types, learning situations and environments this edition includes key updates to sections on:

- School-based learning
- Reflexivity and biographicity
- E-learning
- The basic dimensions and types of learning
- What happens when intended learning does not take place
- The connections between learning and personal development
- Learning in the competition state

How We Learn spans from a basic grounding of the fundamental structure and dimensions of learning and different learning types, to a detailed exploration of the differing situations and environments in which learning takes place. These include learning in different life stages, learning in the late modern competition society, and the crucial topic of learning barriers. Transformative learning, identity, the concept of competencies, workplace learning, non-learning and the interaction between learning and the educational approaches of the competition state are also examined.

Source: <https://www.routledge.com/How-We-Learn-Learning-and-non-learning-in-school-and-beyond/Illeris/p/book/9781138689817>

## 5. The Concentration Camps of the Anglo-Boer War: a social history by Elizabeth Van Heyningen



This is the first general history of the concentration camps of the Anglo-Boer or South African War in over fifty years, and the first to use in depth the very rich and extensive official documents in South African and British archives. It provides a fresh perspective on a topic that has understandably aroused huge emotions because of the great numbers of Afrikaners, especially women and children, who died in the camps.

This fascinating social history overturns many of the previously held assumptions and conclusions on all sides, and is sure to stimulate debate. Rather than viewing the camps simply as the product of the scorched-earth policies of the war, the author sets them in the larger context of colonialism at the end of the 19th century, arguing that British views on poverty, poor relief and the management of colonial societies all shaped their administration.

The book also attempts to explain why the camps were so badly administered in the first place, and why reform was so slow, suggesting that divided responsibility, ignorance, political opportunism and a failure to understand the needs of such institutions all played their part.

Since the original research arose from a project on the medical history of the camps, funded by the Wellcome Trust, there is a particularly strong focus on health and medicine, looking not only at the causes of mortality in the camps, but at the ideas which shaped the culture of the doctors and nurses ministering to the Boers.

Source:<http://www.jacana.co.za/book-categories/current-affairs-a-history/the-concentration-camps-of-the-anglo-boer-war-detail>