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2011



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MINDS**

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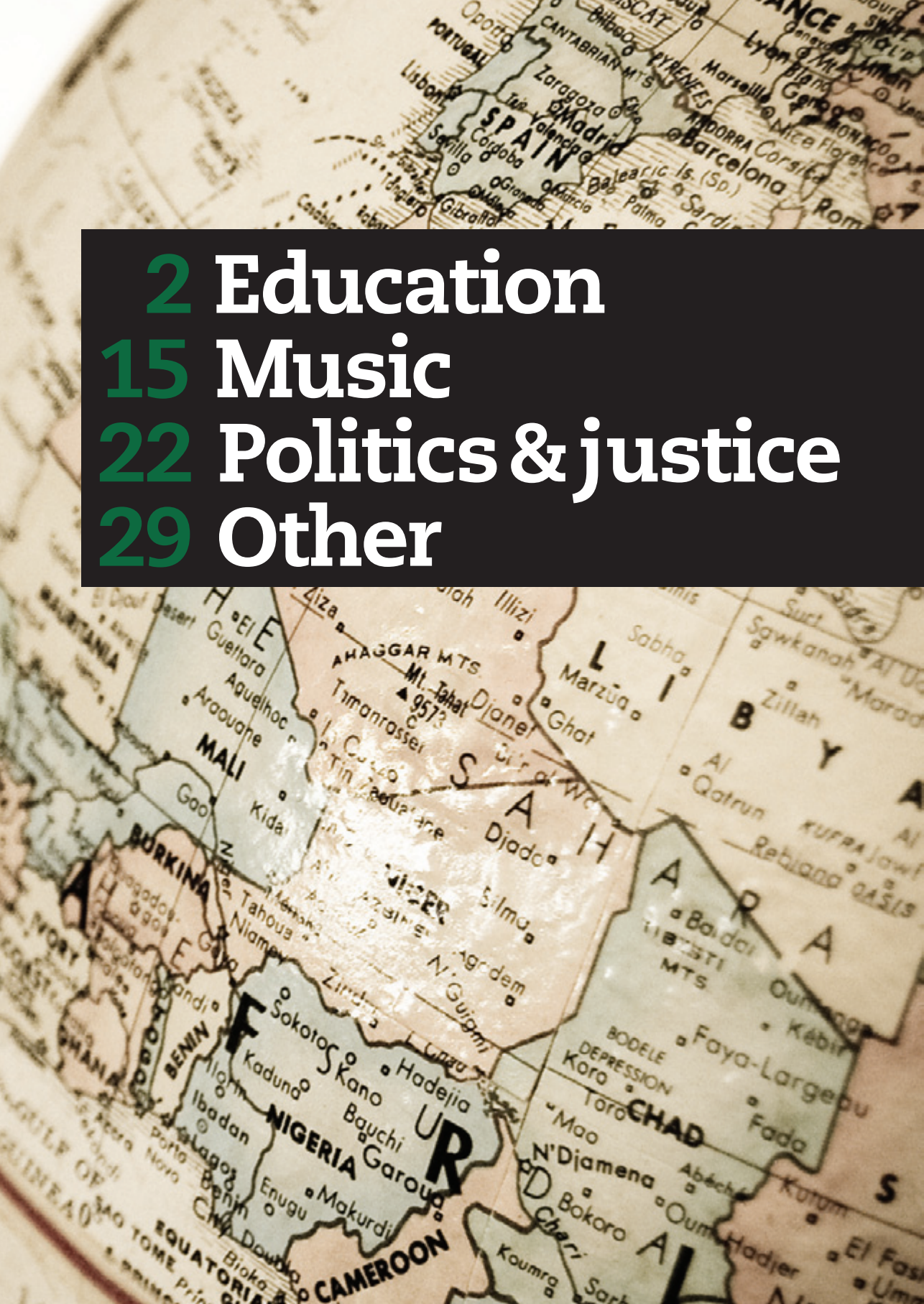
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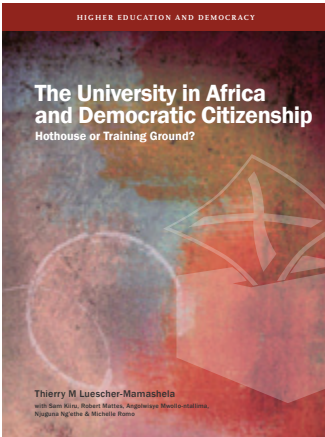


2 Education

15 Music

22 Politics & justice

29 Other



978-1-920355-67-8

136 pp | 266 x 198 mm

The University in Africa and Democratic Citizenship

HOTHOUSE OR TRAINING GROUND?

Thierry M Luescher-Mamashela with Sam Kiiru, Robert Mattes, Angolwisye Mwollo-ntallima, Njuguna Ng'ethe and Michelle Romo

Whether and how higher education in Africa contributes to democratisation beyond producing the professionals that are necessary for developing and sustaining a modern political system, remains an unresolved question. This report represents an attempt to address the question of whether there are university-specific mechanisms or pathways by which higher education contributes to the development of democratic attitudes and behaviours among students, and how these mechanisms operate and relate to politics both on and off campus.

The research contained in this report shows that the potential of a university to act as training ground for democratic citizenship is best realised by supporting students' exercise of democratic leadership on campus. This, in turn, develops and fosters democratic leadership in civil society. Thus, the university's response to student political activity, student representation in university governance and other aspects of extra-curricular student life needs to be examined for ways in which African universities can instil and support democratic values and practices. Encouraging and facilitating student leadership in various forms of on-campus political activity and in a range of student organisations emerges as one of the most promising ways in which African universities can act as training grounds for democratic citizenship.



978-1-920355-73-9

200 pp | 266 x 198 mm

Universities and Economic Development in Africa

Nico Cloete, Tracy Bailey, Pundy Pillay, Ian Bunting and Peter Maassen

Universities and economic development in Africa presents the synthesis and includes the key findings of case studies of eight African countries and universities. The analysis and discussion presented in the book draw the following three main conclusions:

1. There was a lack of clarity and agreement (pact) about a development model and the role of higher education in economic development, at both national and university levels, in all eight cases. There was, however, an increasing awareness, particularly at government level, of the importance of universities in the global context of the knowledge economy.
2. Research production at the eight African universities was not strong enough to enable them to build on their traditional undergraduate teaching roles and make a sustained contribution to development via new knowledge production. A number of the universities had manageable student–staff ratios and adequately qualified staff, but inadequate funds for staff to engage in research. In addition, the incentive regimes did not support knowledge production.
3. In none of the countries in the sample was there a coordinated effort between government, external stakeholders and the university to systematically strengthen the contribution that the university can make to development. While at each of the universities there were exemplary development projects that connected strongly to external stakeholders and strengthened the academic core, the challenge remains how to increase the number of these projects.

The study on which this book is based forms part of a larger study on higher education and economic development in Africa, undertaken by the Higher Education Research and Advocacy Network in Africa (HERANA). HERANA is coordinated by the Centre for Higher Education Transformation (CHET) in South Africa.



Educational Challenges in Multilingual Societies

LOITASA Phase Two Research

Edited by Zubeida Desai, Martha Qorro & Birgit Brock-Utne

Educational Challenges in Multilingual Societies

LOITASA PHASE TWO RESEARCH

Edited by Z Desai, M Qorro & B Brock-Utne

This book is the sixth in a series of books from the LOITASA (Language of Instruction in Tanzania and South Africa) project and reflects the work done in the sixth year of the project. This book has its main focus research carried out in South Africa and Tanzania on the language of instruction issue.

Contents

Introduction | Complexities of languages and multilingualism in postcolonial predicaments *Fernando Rosa Ribeiro* | Reclaiming the common sense *Solveig Gulling* | Policy on the language of instruction issue in Africa – a spotlight on South Africa and Tanzania *Birgit Brock-Utne* | Laissez-faire approaches to language in education policy do not work in South Africa *Zubeida Desai* | Taught language or talked language: Second language teaching strategies in an isiXhosa Beginners' class at the University of Cape Town *Tessa Dowling* | Turn-allocation and learner participation in grade four science lessons in isiXhosa and English *Vuyokazi Nomlomo* | The use of ICT in South African classrooms and the double literacy trap *Greta Gudmundsdottir* | A critical evaluation of selected textbooks used in teaching standard six mathematics, Kiswahili and English in selected Kiswahili and English-medium primary schools in Tanzania *Martha Qorro* | What is the difference in achievement of learners in selected Kiswahili and English-medium primary schools in Tanzania? *Jane Bakahwemama* | What is the difference in the quality of education provided by government and private primary schools in Tanzania? *Julitha Cecilia John* | A comparative appraisal of teaching and learning resources in private and government primary schools in Tanzania *Mwajuma Vuzo* | Why is the choice of the language of instruction in which students learn best seldom made in Tanzania? *Zehlia Babaci-Wilhite* | The ICT influence on the choice of language in higher education in Tanzania *Torill Aagot Halvorsen* | The prospects for and possible implications of teaching African Philosophy in Kiswahili in East Africa *Birgit Brock-Utne and Azaveli Lwaitama*

978-1-920489-06-9 | 360 pp | 240 x 160 mm



978-1-920355-44-9

124 pp | 266 x 198 mm

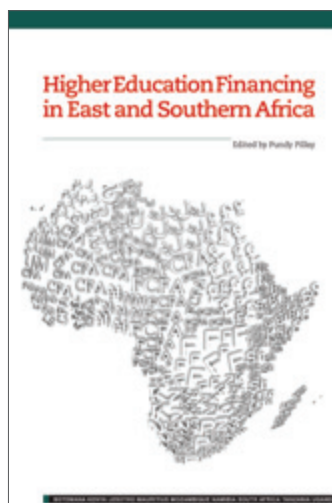
Linking Higher Education and Economic Development

IMPLICATIONS FOR AFRICA FROM THREE SUCCESSFUL SYSTEMS

Pundy Pillay

Finland, South Korea and the state of North Carolina in the United States are three systems that successfully have harnessed higher education in their economic development initiatives. Common to the success of the all these systems is, amongst others, the link between economic and education planning, quality public schooling, high tertiary participation rates with institutional differentiation, labour market demand, cooperation and networks, and consensus about the importance of higher education for development.

Linking higher education and economic development: Implications for Africa from three successful systems draws together evidence on the three systems, synthesises the key findings, and distils the implications for African countries.



978-1-920355-33-3
248 pp | 244 x 170 mm

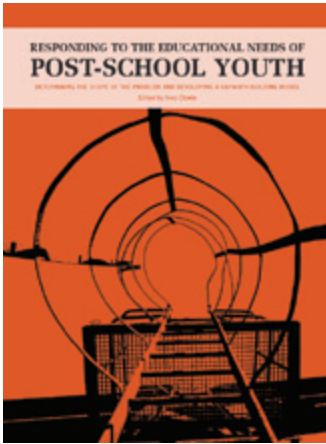
Higher Education Financing in East and Southern Africa

Edited by Pundy Pillay

This nine-country study of higher education financing in Africa includes three East African states (Kenya, Tanzania and Uganda), five countries in southern Africa (Botswana, Lesotho, Mozambique, Namibia and South Africa), and an Indian Ocean island state (Mauritius). *Higher Education Financing in East and Southern Africa* explores trends in financing policies, paying particular attention to the nature and extent of public sector funding of higher education, the growth of private financing (including both household financing and the growth of private higher education institutions) and the changing mix of financing instruments that these countries are developing in response to public sector financial constraints. This unique collection of African-country case studies draws attention to the remaining challenges around the financing of higher education in Africa, but also identifies good practices, lessons and common themes.

Contents

1. Introduction Pundy Pillay | 2. Botswana Happy Siphambe | 3. Kenya Wycliffe Otieno | 4. Lesotho Pundy Pillay | 5. Mauritius Praveen Mohadeb | 6. Mozambique Arlindo Chilundo | 7. Namibia Jonathan Adongo | 8. South Africa Pundy Pillay | 9. Tanzania Johnson M Ishengoma | 10. Uganda Nakanyike Musisi and Florence Mayega | 11. Good practices, possible lessons and remaining challenges Pundy Pillay | About the authors | References



978-1-920355-27-2

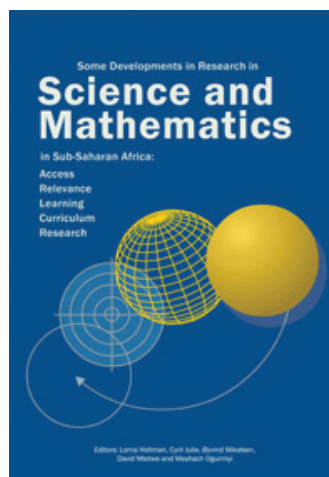
84 pp | 266 x 198 mm

Responding to the Educational Needs of Post-School Youth

Edited by Nico Cloete

The research reflected in this volume indicates that in South Africa there are almost three million youth between the ages of 18 and 24 who are not in education, training or employment – a situation which points not only to a grave wastage of talent, but also to the possibility of serious social disruption. The authors in this work paint a picture of the enormous reservoir of human talent which exists in the country, but is not provided with the means to develop.

Responding to the Educational Needs of Post-School Youth attempts not only to sketch the scope and extent of the current post-school educational crisis, but also to explore possible solutions through collaboration in the higher education sector. The findings reported here are a result of three distinctive but linked research components conducted by the Further Education and Training Institute (University of Western Cape), the Centre for Higher Education Transformation, and the Southern Africa Labour and Development Research Unit (University of Cape Town). The research was funded by the Ford Foundation and the project conducted in consultation with the Department of Education.



978-1-920299-29-3

416 pp | 240 x 160 mm

Some Developments in Research in Science and Mathematics in Sub-Saharan Africa

ACCESS, RELEVANCE, LEARNING,
CURRICULUM RESEARCH

**Edited by Lorna Holtman, Cyril Julie, Øyvind Mikalsen,
David Mtetwa and Meshach Ogunniyi**

Much attention in late-developing countries is given to providing access to studies which allow school leavers to enter science and technology-related careers. These programmes are driven by the belief that graduates will then substantially contribute to the developmental needs of their countries.

But is providing access to institutions enough? Students in developing countries often come from school environments lacking in resources – human, physical and financial. This book, in a number of chapters, reviews research related to the crucial dimension of epistemological access to the disciplines of import, which students need as much as institutional access in order to improve their chances of success.

A significant feature of this collection's research studies is that their empirical bases are highly localised, covering areas such as: research methods; access; curriculum, instruction and assessment; and the relevance of science and mathematics education in Zimbabwe, Uganda, Swaziland, South Africa, Namibia, Malawi, Ghana and Lesotho.

This volume provides invaluable insights and will be of relevance to researchers, policy makers and lecturers interested in these research outcomes in Sub-Saharan Africa. It is the outcome of a doctoral research capacity-development project, the Graduate Studies in Science, Mathematics and Technology Education (GRASSMATE).



Dick Fehnel: Lessons from Graver's School

Richard A. Fehnel

Dick Fehnel worked as higher education consultant for World Bank, Ford Foundation and the Human Sciences Research Council. He held the positions of acting representative (1998–1999) and programme officer (1993–2000) for the Ford Foundation, Southern Africa, after which he semi-retired to Portland Oregon, and continued to travel and consult until his death in May 2006.

978-1-920051-92-1

180 pp | 240 x 155 mm

Colour plates



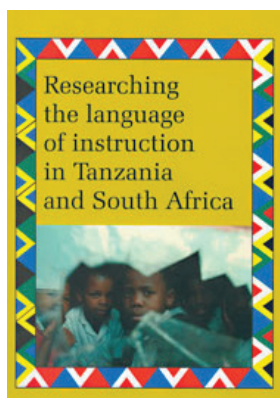
0-920051-46-5

280 pp | 240 x 160mm

Focus on Fresh Data on the Language of Instruction in Tanzania and South Africa

Edited by Birgit Brock-Utne, Zubeida Desai and Martha Qorro

This is a series of books from the LOITASA (Language of Instruction in Tanzania and South Africa) project. LOITASA is a NUFU-funded (Norwegian University Fund) project which began in January 2002 and continued till the end of 2006. It is, what in donor circles is known as a 'South-South-North' cooperation project which, in this case, involves research cooperation between South Africa, Tanzania and Norway. The first book, entitled *Language of instruction in Tanzania and South Africa* (LOITASA), focused on the current language in education situation in the two countries by providing a description and analysis of existing language policies and practices.



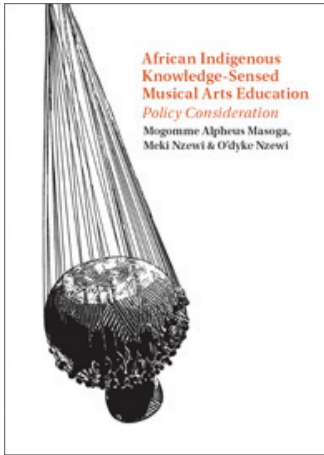
1-920051-08-2

284 pp | 240 x 160 mm

Researching the Language of Instruction in Tanzania and South Africa

Edited by Birgit Brock-Utne, Zubeida Desai and Martha Qorro

This book is the second in a series of books from the LOITSASA (Language of Instruction in Tanzania and South Africa) project and reflects the work done in the second year of the project. LOITSASA is a NUFU-funded (Norwegian University Fund) project which began in January 2002 and continued till the end of 2006. It is, what in donor circles is known as a 'South-South-North' cooperation project which in this case, involves research cooperation between South Africa, Tanzania and Norway. The first book, entitled *Language of instruction in Tanzania and South Africa* (LOITSASA), focused on the current language in education situation in two countries by providing a description and analysis of existing language policies and practices. This book has as its main focus a discussion of research projects in the two countries focusing on the language of instruction issue. All the chapters in the book were presented at the second LOITSASA Workshop held at the University of the Western Cape in April 2003.



978-1-920355-23-4

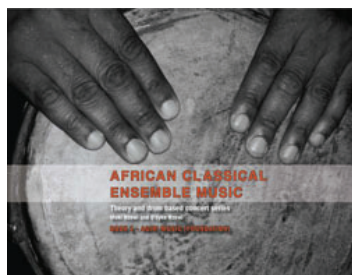
198 pp | 240 x 168 mm

African Indigenous Knowledge-Sensed Musical Arts Education

POLICY CONSIDERATION

Mogomme Alpheus Masoga, Meki Nzewi and O'dyke Nzewi

Looking at current African music studies, one notices an interesting shift from the 'norm' to a fresh engagement and analysis. Fresh perspectives are increasingly being presented to position African music dialogue in the arena of the so-called 'established music fields'. While these developments are noticeable, the unmentioned, unsung and uncelebrated indigenous African music practitioners, composers, performers, poets, praise singers and so forth must not be forgotten. This publication does not claim novelty in terms of the latter gap, but takes the debate further to highlight, though in a small way, such a need. Key policy discussions informed by Africa-indigenous knowledge are entertained. As an example, the work of Mme Rangwato Magoro, from Malatane village in the greater Ga-Seloane community, is included. In addition, the Maila-go-fenywa performance group is linked with the compositional and performance work and the praise poems of Mme Magoro. All discussions and debates included in this collection of essays on musical arts education are intended for further policy consideration.



Book 1: 978-1-920355-00-5

Book 2: 978-1-920355-01-2

Book 3: 978-1-920355-02-9

Series of three books:

978-1-920355-03-6

270 x 350 mm

African Classical Ensemble Music

THEORY AND DRUM-BASED CONCERT SERIES

Meki Nzewi and O'dyke Nzewi

The study of African music must be grounded in indigenous African knowledge systems, thus making it truly representative of indigenous Africa's intellectual history. *The African Classical Ensemble Music: Theory and Drum-based Concert Series* is intended to empower literacy-driven ensemble creativity which, in turn, advances the philosophical, theoretical, medical and humanizing imperatives of African indigenous musical arts lore.

The three books that comprise the series discuss aspects of the compositional theory and creative philosophy that characterize African indigenous musical arts, and can be introduced at any level of education. They are intended to facilitate purposeful work/shopping activities, and also provide for modern concert performances that are faithful advancements of African indigenous knowledge systems.

The books contain written compositions that cater for theoretical studies and concert performances. The introductory information input is the same in the first part of the three books. This is because a common philosophy and common theoretical principles underpin the creative frameworks, compositional grammar and functional concept of the musical arts irrespective of the level of expertise. The main activity content of the book series provides for the progressive development of competence:

- Book 1: Agiri music (Foundation)
- Book 2: Uso music (Intermediate)
- Book 3: Ike music (Advanced)

Users of this book series who desire additional insights into the philosophical, theoretical and humanistic underpinnings of the African indigenous musical arts knowledge systems should further consult two complementary CIIMDA book series: *Learning the musical arts in contemporary Africa*, Volumes 1 and 2; and *A contemporary study of musical arts*, Volumes 1 to 5.



BEYOND MEMORY

Recording the History, Moments and Memories of South African Music



From the diary of Max Mojapelo | Edited by Sello Galane



Beyond Memory

RECORDING THE HISTORY, MOMENTS
AND MEMORIES OF SOUTH AFRICAN MUSIC

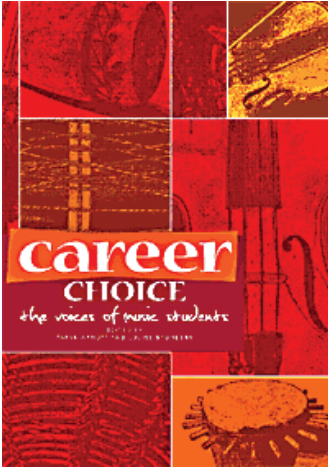
From the diary of Max Mojapelo
Edited by Sello Galane

South Africa possesses one of the richest popular music traditions in the world – from marabi to mbaqanga, from boeremusiek to bubblegum, from kwela to kwaito. Yet the risk that future generations of South Africans will not know their musical roots is very real. Of all the recordings made here since the 1930s, thousands have been lost for ever, for the powers-that-be never deemed them worthy of preservation. And if one peruses the books that exist on South African popular music, one still finds that their authors have on occasion jumped to conclusions that were not as foregone as they had assumed. Yet the fault lies not with them, rather in the fact that there has been precious little documentation in South Africa of who played what, or who recorded what, with whom, and when. This is true of all music-making in this country, though it is most striking in the musics of the black communities.

Beyond Memory: Recording the History, Moments and Memories of South African Music is an invaluable publication because it offers a first-hand account of the South African music scene of the past decades from the pen of a man, Max Thamagana Mojapelo, who was situated in the very thick of things, thanks to his job as a DJ at the South African Broadcasting Corporation. This book – astonishing for the breadth of its coverage – is based on his diaries, on interviews he conducted and on numerous other sources, and we find in it not only the well-known names of recent South African music but a countless host of others whose contribution must be recorded if we and future generations are to gain an accurate picture of South African music history of the late 20th and early 21st centuries.

978-1-920299-28-6

376 pp | 260 x 178 mm



978-1-920299-30-9

144 pp | 240 x 170 mm

Career Choice

THE VOICES OF MUSIC STUDENTS

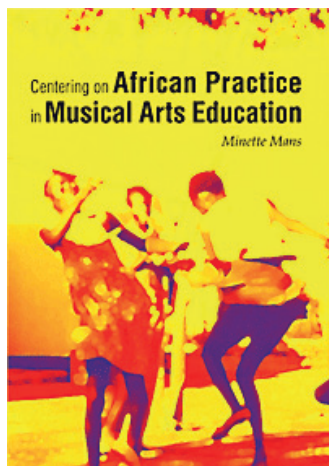
Edited by Taryn Arnott and Louise Saunders

It is most times not easy for school leavers to make the right choices about the field of academic study that would help them attain their career visions. Factors including family upbringing, social-cultural experiences, early education, peer associations and perception of self all impact on the career choices of young persons.

This book researches and presents a sampling of first-hand accounts of the personal journeys towards the choice of music as a field of specialisation written by students at the Department of Music, University of Pretoria, South Africa. The self-explorations included in the book are insightful glimpses into the individual histories of the students that are worth telling. The varied individual stories are instructive to any young person who wishes to reflect seriously on self and capability before deciding on an appropriate field of higher academic studies.

“The study provides frank knowledge reflecting the pursuit of academic careers given by music students themselves, and gives a clear inside perspective informing readers of particular aspects influencing academic preference. As students operating within the realms of an academic institution, and with the tools of personal experience, and raw, honest accounts of the journeys of peers and past students into their academic careers as students of music, we hope to offer a distinctive perspective on the motivating factors influencing scholars when choosing fields of specialisation.”

– Taryn Arnott and Louise Saunders (eds)



1-920051-49-X

224 pp | 210 x 148 mm

Centering on African Practice in Musical Arts Education

Edited by **Minette Mans**

This collection brings together many African voices expressing their ideas and conceptions of musical practice and arts education in Africa. With essays from established scholars in the field as well as young researchers and educators, and topics ranging from philosophical arguments and ethno-musicology to practical class-room ideas, this book will stimulate academic discourse. At the same time, practical ideas and information will assist teachers and students in Africa and elsewhere, bringing fresh musical perspectives on instrument playing, singing, children's literature and play.

Minette Mans, previously Associate Professor of Music and Dance at the University of Namibia, currently freelances as researcher and writer. Her fields of interest include the theory and practice of African musical arts, focusing on Namibia. Since completing her doctoral studies at the University of Natal, she has spent years combining field research with reflective literature studies. She sits on many editorial boards and has published widely, including three books, chapters in books and articles in journals such as *International Journal of Music Education*, *Arts Education Policy Review*, *International Journal of Education* and the *Arts and Journal of Music Arts in Africa*. She was previously member of ISME board of directors, chair of ISME's Music in Schools and Teacher Education Commission, and vice-president of Pasmae.



0-920051-40-6
240 x 160 mm

A Contemporary Study of Musical Arts: Informed by African Indigenous Knowledge Systems

VOLUMES 1 TO 4

Meki Nzewi

Modern literacy education in African music has hitherto focused more on observed context studies. The philosophical rooting and the psychological and therapeutic force that ground African indigenous musical arts have not been much discerned or integrated. Much needed in contemporary education, then, are integrative studies and literature materials that represent the intellectual base of the knowledge owners and creators, and which will ensure cognitive understanding of the indigenous musical arts systems of Africa.

There is as yet no comprehensive, learner-centred book that fosters African indigenous knowledge perspectives and rationalisation about the musical arts. The concern over the years has been for the production of research-informed books for modern, systematic education in African musical arts that derive in essence from the original African intellectual perspectives about the sense and meaning of music – indigenous to contemporary.

The five volumes of the musical arts study series derive from 36 years of research and analytical studies in African musical arts. The volumes address the pressing need for learning texts informed by the indigenous African musical arts systems that target tertiary education. The texts incorporate knowledge of conventional European classical music as they relate to the unique features of African musical arts thinking and theoretical content. The contemporary African musical arts specialist needs secure grounding in his/her own human-cultural knowledge authority in order to contribute with original intellectual integrity to African as well as global scholarship discourse and knowledge creation.



1-920051-49-X

376 pp | 210 x 297 mm

A Contemporary Study of Musical Arts: Informed by African Indigenous Knowledge Systems

VOLUME 5, BOOKS 1 TO 3

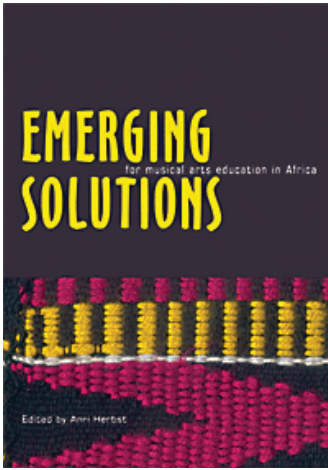
Meki Nzewi and O'dyke Nzewi

Volume 5 is on modern African classical drumming as an instrument of specialization for contemporary concert performances. It contains repertory for solo drumming, drum and voice/saxophone/trumpet duos, and intercultural drum ensemble works.

The imperatives of advancing the indigenous philosophy and theory into global classical practices have informed the literary compositions demonstrating indigenous African compositional theory.

Meki Nzewi, a Professor of African music, Music Department, University of Pretoria, is an African musical arts system researcher, and has published on the philosophy, theory and performance practice. He is a composer, musical dramatist and modern classical performer on African drums. He is the Centre/Programme Director of the Centre for Indigenous African Instrumental Music and Dance Practices (CIIMDA), Pretoria, which he conceptualised, and past President of PASMAL.

O'dyke Nzewi is an African classical drummer. He gives workshops on the theory and practice of African traditional drum music. He is currently a consultant with the Centre for Indigenous Instrumental Music and Dance Practices (CIIMDA). He is also pursuing a master's degree in Music Technology, at the University of Pretoria. He has given concerts on the African classical drumming style in different parts of Europe and Africa.



1-920051-11-2

358 pp | 245 x 188 mm

Emerging Solutions for Musical Arts Education in Africa

Edited by Anri Herbst

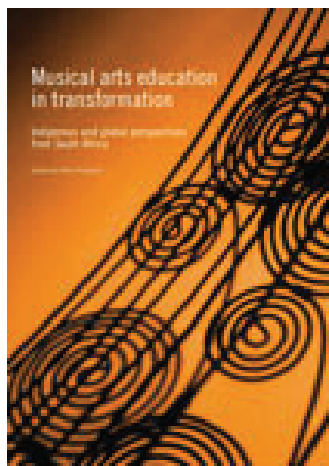
Emerging Solutions for Musical arts Education in South Africa offers peer-reviewed articles prepared for the 2003 Conference of the Pan African Society for Musical Arts Education in Africa held in Kisumu, Maseno, Kenya.

Not only does this publication voice the solutions offered by 31 authors from the African continent and beyond, but it presents in a unique and highly accessible fashion the collective voice of the conference participants.

True to the spirit of ubuntu – an individual is only a person through other people (their communities) – this publication is a reflection of the essence of an overarching sub-Saharan philosophy; the contents represents a conference where papers were not presented, but where conference participants engaged to discuss solutions for the musical arts on the African continent.

While the individual voice has been given its rightful place, the collective voice represents an emergent song composed by the scholarly community in oral fashion.

This publication provides insight into the problems of musical arts education in Africa; and solutions for musical arts education.



0-9585002-9-0

226 pp | 240 x 151 mm

The Transformation of Musical Arts Education

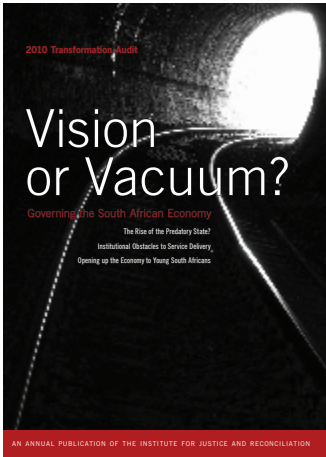
LOCAL AND GLOBAL PERSPECTIVES FROM SOUTH AFRICA

Edited by Hetta Potgieter

Musical arts education in South Africa has entered an exciting and dynamic new phase. As we move further away from the legacy of apartheid, new dimensions of culture and identity are developing. The quest for, and recognition of, identity have continually evolved over time, and cultural diversity and pluralism are currently buzzwords in the scholarly world. In South Africa we are searching for answers to the following questions:

- Who are we? Where do we come from? Where are we going to?
- What impact do global and local, regional or national trends have on musical arts practices?
- What are the cultural experiences that influence people from various walks of life and ethnic groups?
- What is the influence of globalisation on culture and, conversely, the impact of culture on globalisation?

This multi-authored book scrutinises local musical arts. Voices from young people living in South Africa are placed alongside those of experienced scholars to display the rainbow quality of a pluralist society. Apart from the book's focus on identity issues, it also offers solutions for addressing complex issues of indigenous arts education within global contexts.



978-1-920219-27-7

144 pp | 275 x 210mm

Colour

Vision or Vacuum?

2010 TRANSFORMATION AUDIT

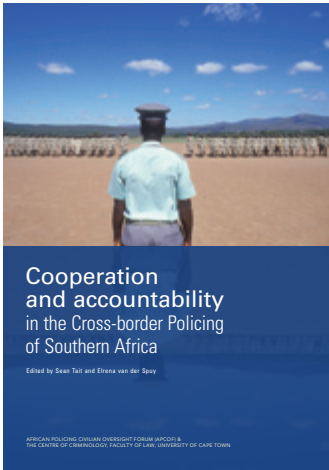
Edited by Jan Hofmeyr

Although the global recession has come and gone, the world economy still finds itself in crisis at the end of 2010. As the United States returns to growth in the wake of a sub-prime crisis that contaminated the rest of the global economy, trouble in the Eurozone is likely to prolong the sluggish global recovery.

As a result of the crisis, the South African economy shed 1.1 million workers between the fourth quarter of 2008 and the second quarter of 2010, and the trend continues unabated. Compared to the more subdued impact on the labour markets of its peers, which experienced larger declines in GDP growth, the extent of job losses should be of significant concern. The impact of the crisis stretches far beyond the labour market, and affects the most vulnerable disproportionately.

The recession has reminded South Africans, once again, of the structural weaknesses in their economy, which render it highly vulnerable to temporal shocks. This certainly demands critical reflection on the current composition of the economy, its governance and longer-term capacity to create a more just and equitable society. The 2010 Transformation Audit's theme – *Vision or Vacuum?* – sets out to pose critical questions in this regard. While acknowledging the constraints inherent in the prevailing global environment, this edition asks what the country can do to sustain its developmental achievements amidst crises.

The contributions to this edition look at this challenge from the perspectives of the Audit's four focal areas and provide insightful analysis, which is sure to enrich public debate on a longer-term vision for the South African economy.



Cooperation and Accountability in the Cross-border Policing of Southern Africa

Edited by Sean Tait and Elrena van der Spuy

978-1-920355-94-4

128 pp | 240 x 160mm

In recent years, joint policing operations between countries and the development of regional organisations such as the SA Regional Police Chiefs Cooperation Organisation (SARPCCO) have resulted in increasing regionalisation and transnationalisation of policing. Just as the increasing privatisation of security has highlighted new challenges for issues of accountability, so too has the regionalisation and transnationalisation of policing taken the debate on police accountability into different spheres, and introduced new questions on who needs to hold whom accountable and by what means. The papers presented in this publication address these emerging issues as well as cross-border policing in general.

The utility of a better understanding of the challenges and issues for policing in new regional and transnational settings are similar to those of policing anywhere. It has value in the broader issues of governance accountability and in the more practical issues of police effectiveness and efficiency.



978-1-920489-21-2

60 pp | 297 x 210 mm

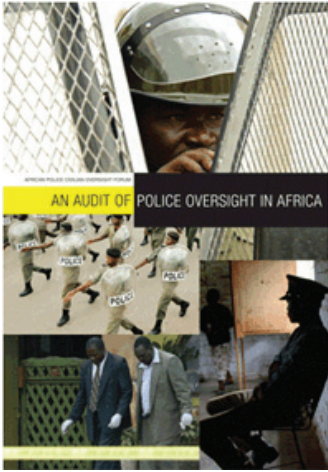
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SA Reconciliation Barometer Report 2010

**Kate Lefko-Everett, Rorisang Lekalake, Erica Penfold
& Sana Rais**

The SA Reconciliation Barometer survey is a nationally representative public opinion poll conducted annually by the Institute for Justice and Reconciliation (IJR). The survey focuses on progress in reconciliation in South Africa. Key issues addressed within the survey include: human security, political culture, political relationships, dialogue, historical confrontation and race relations.

Released in December of 2010, the tenth round of the SA Reconciliation Barometer found notable improvements in evaluations of reconciliation across many of the six key indicators tested by the survey. However, since the first round which was conducted in 2003, perceptions related to human security have declined overall, with potential consequences for social relations.



978-1-920299-17-0

128 pp | 297 x 210 mm

An Audit of Police Oversight in Africa

The African Police Civilian Oversight Forum (APCOF)

An Audit of Police Oversight in Africa is a comprehensive audit of police oversight in every country on the African continent. The audit provides insight into the diversity of police oversight in Africa and the challenges it faces. Through this publication APCOF also seeks to highlight the importance of policing oversight in its ongoing efforts to promote reform or transform police agencies into organisations that are effective and efficient but also respectful of peoples' and human rights.

APCOF is a network of African policing practitioners drawn from state and non-state institutions. It is active in promoting police reform through civilian oversight over policing. It believes that the broad values behind establishment of civilian oversight is to assist in restoring public confidence; develop a culture of human rights, integrity and transparency within the police; and promote good working relationship between the police and the community. It achieves its goal through raising awareness, sharing information on police oversight and providing technical assistance to civil, society, police, and new and emerging oversight bodies in Africa.



978-1-920219-17-8
 108 pp | 275 x 210 mm
 Colour

Recession and Recovery

2009 TRANSFORMATION AUDIT

Edited by Jan Hofmeyr

Recession and Recovery offers an assessment of the concrete impact that negative growth had in 2009 on the longer-term prospects for the creation of an equitable and just economic dispensation in South Africa. Successive editions of this publication have shown that the quest for economic transformation is a challenging one under the best of circumstances; the implications of a recession undoubtedly compound the magnitude of the task. Will South Africa sustain its transformational momentum in the economy in a context of shrinking government revenues, growing material insecurity and a substantial decline in employment levels? How will the new Zuma administration navigate its way through these troubled waters?



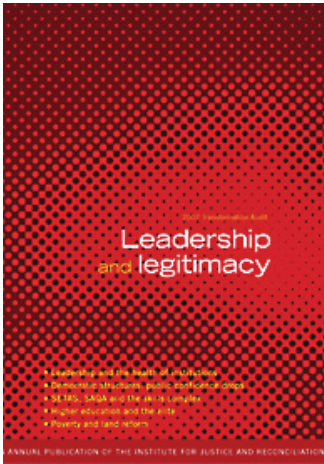
978-1-920299-10-1
 108 pp | 275 x 210 mm
 Colour

Risk and Opportunity

2008 TRANSFORMATION AUDIT

Edited by Jan Hofmeyr

On the eve of its fourth general elections, South Africa finds itself in the midst of a rearrangement of its political landscape after a decade and a half of governance by a unified African National Congress. This political realignment is occurring at the same time as economic gloom spreads around the globe in the wake of the American sub-prime crisis. South Africa's response to this confluence of circumstances may very well become a test of its resilience, as two relatively constant variables in recent years, political and economic stability, come under pressure. Times of uncertainty and volatility pose significant risks, which need to be understood; at the same time, they should not blind us to the opportunities for innovation when tested policy and strategy fail to measure up to the challenges of the day. This is the perspective that the 2008 Transformation Audit wishes to employ in its four traditional focal areas – the economy, the labour market, skills and education, and poverty and inequality.



978-1-920219-05-5

94 pp | 275 x 210mm

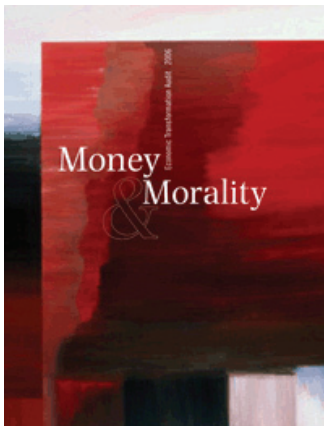
Colour

Leadership and Legitimacy

2007 TRANSFORMATION AUDIT

Edited by Sue Brown

In *2007 Transformation Audit – Leadership and Legitimacy*, we see a paradox: normally in democracies, economic and employment growth see higher ratings for government. But public confidence seems to be severely shaken. Confidence in leaders, and above all in representative institutions, has dropped sharply. Government and the ruling party face the imperative of healing the rifts opened by the protracted leadership battle, and regaining the trust both have lost. Over all, our scorecards show policy inroads into crucial areas of concern for the poor, but increasingly it is the hearts of South Africans that are disaffected.



0-9585002-7-4

102 pp | 275 x 210 mm

Colour

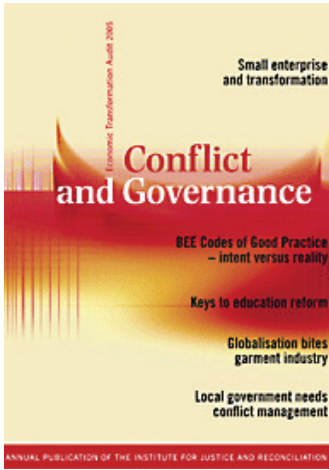
Money and Morality

2006 TRANSFORMATION AUDIT

Edited by Sue Brown

South Africans are struggling to characterise the times we are living through. Is this a time of deepening grievance, of political patronage and plunder – or a season of hope and previously unimaginable opportunity for most?

The *2006 Transformation Audit – Money and Morality* focuses on accountability, corruption and its costs.



0-9584794-9-6

104 pp | 275 x 210 mm

Conflict and Governance

2005 TRANSFORMATION AUDIT

Edited by Sue Brown

Economic Transformation Audit 2005 – Conflict and Governance interrogates the manner in which South Africa’s economy is transforming the country’s political and social landscape. It scrutinises the data for directions of development and pointers for future policy.

This edition mobilises acknowledged experts in these areas to apply high-calibre political and statistical analysis to the existing data, in order to analyse and quantify economic transformation.



978-1-920355-20-3

224 pp | 198 x 129 mm

Hijab

UNVEILING QUEER MUSLIM LIVES

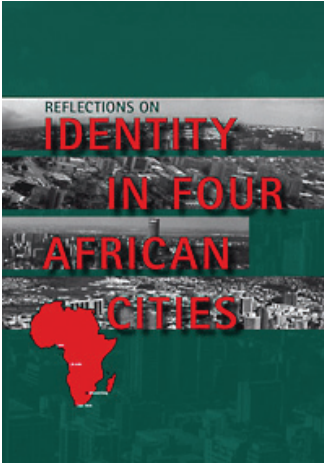
Edited by Pepe Hendricks

Hijab: Unveiling Queer Muslim Lives is the first known collection of South African Muslim stories relating to Islam and sexual diversity. This anthology shares real life stories of people that have struggled, or may still be struggling, to reconcile their spirituality and their sexuality. These are stories that illustrate the oneness of being and reflect on how some interpretations of the scriptures may alienate others. Although the collection focuses predominantly on Muslim stories, it is universal in its approach in dealing with spirituality rather than religion.

The stories are all biographies, or autobiographies, and the writing process was a therapeutic one for the authors of these powerful stories. Hopefully they will provide strength and courage to others in similar situations, not so much through a deeper understanding of those who share their stories in this collection, but rather through a process of identification with the circumstances related by these courageous story-tellers.

For many years I've heard stories of young gay Muslims in Cape Town and abroad who've taken their own lives because they felt helpless in the face of societal beliefs that dictate they simply could not be Muslim and gay at the same time. These sad stories made it clear to me that action is needed – and if this anthology saves even one life, then every person who contributed to this book should hold their heads high. – Sieraaj Ahmed (Journalist)

This anthology goes a long way to providing the much-needed platform for a minority grouping that for too long has been denied a right to be heard. It explores, in a very real manner, the challenges faced by ordinary folk trying assiduously to be accepted by a society that is often brutal and cruel. – Rafiek Mammon, Editor and Playwright



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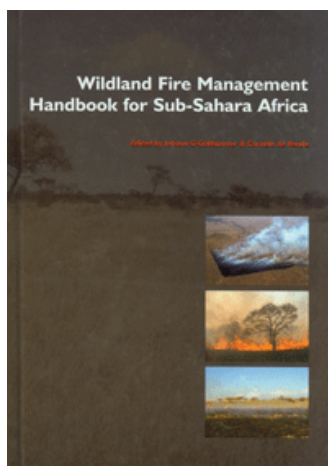
248 pp | 210 x 140 mm

Reflections on Identity in Four African Cities

Edited by **Simon Bekker** and **Ann Leildé**

Identity has become the watchword of our times. In sub-Saharan Africa, this certainly appears to be true and for particular reasons. Africa is urbanising rapidly, cross-border migration streams are swelling and globalising influences sweep across the continent. Africa is also facing up to the challenge of nurturing emergent democracies in which citizens often feel torn between older traditional and newer national loyalties. Accordingly, collective identities are deeply coloured by recent urban as well as international experience and are squarely located within identity politics where reconciliation is required between state nation-building strategies and sub-national affiliations. They are also fundamentally shaped by the growing inequality and the poverty found on this continent. These themes are explored by an international set of scholars in two South African and two Francophone cities. The relative importance to urban residents of race, class and ethnicity but also of work, space and language are compared in these cities.

A recent report of the Office of the South African President claims that a strong national identity is emerging among its citizens, and that race and ethnicity are waning whilst a class identity is in the ascendance. The evidence and analyses within this volume serve to gauge the extent to which such claims ring true, in what everyone knows is a much more complex and shifting terrain of shared meanings than can ever be captured by such generalisations.



1-919833-65-X

432 pp | 245 x 168 mm

Colour

Wildland Fire Management Handbook for Sub-Saharan Africa

Edited by JG Goldammer and C De Ronde

Fire has been used as a land-use tool for controlling the environment since the early evolution of humanity. Fire continues to be used as such by people living in different ecosystems across sub-Saharan Africa. Consequently, the rich biodiversity of tropical and subtropical savannas, grasslands and fire ecosystems is attributed to the regular occurrence and influence of fire. However, wildfires have been harmful to ecosystems, economies and human security. This is due to increasing population pressure as well as increased vulnerability of agricultural and residential lands.

The Wildland Fire Management Handbook provides scientific guidelines for maintaining and stabilising ecosystems and for state-of-the art fire prevention and control. The handbook features contributors from diverse backgrounds in wildland fire science and fire management. It deals with topics ranging from fire behaviour and controlled burning to fire ecology and the effects of burning on Cape fynbos. In addition *The Wildland Fire Management Handbook* includes fire regimes and fire history in West Africa. Thus, the handbook is groundbreaking in its furthering of sub-Saharan Africa's capacity for fire management and consequent preservation of the environment. *The Wildland Fire Management Handbook* is an important resource for strategic sustainable land-use planning, disaster management and land security. The handbook is well suited to the needs of wildland fire management practitioners, scientists, academics, and students of universities and technical schools. Thus, environmental consultants, conservationists, ecologists and those dealing with wildland fire disaster prevention, preparedness and mitigation will be interested in the book.