

South African Sign Language Wits Language School

Various forms of academic co-operation criss-cross the modern university system in a bewildering number of ways, from the open exchange of ideas and knowledge, to the sharing of research results, and frank discussions about research challenges. Embedded in these scholarly networks is the question of whether a 'global template' for the management of both higher education and national research organisations is necessary, and if so, must institutions slavishly follow the high-flown language of the global 'knowledge society' or risk falling behind in the ubiquitous university ranking system? Or are there alternatives that can achieve a better, 'more ethically inclined, world? Basing their observations on their own experiences, an interesting mix of seasoned scholars and new voices from southern Africa and the Nordic region offer critical perspectives on issues of inter- and cross-regional academic co-operation. Several of the chapters also touch on the evolution of the higher education sector in the two regions. An absorbing and intelligent study, this book will be invaluable for anyone interested in the strategies scholars are using to adapt to the interconnectedness of the modern world. It offers fresh insights into how academics are attempting to protect the spaces in which they can freely and openly debate the challenges

they face, while aiming to transform higher education, and foster scholarly collaboration. The Southern African-Nordic Centre (SANORD) is a partnership of higher education institutions from Denmark, Finland, Iceland, Norway, Sweden, Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe. SANORD's primary aim is to promote multilateral research co-operation on matters of importance to the development of both regions. Our activities are based on the values of democracy, equity, and mutually beneficial academic engagement. Inclusion as Social Justice: Theory and Practice in African Higher Education unravels the practical dimensions and complexities involved in the implementation of social justice in African higher education systems in the broader theoretical context of epistemological dynamics working for or against diverse student populations in higher education.

Equality and Non-discrimination in South Africa
The Political Economy of Law and Law Making
New Africa Books

Social justice language teacher education is a response to the acknowledgement that there are social/societal inequities that shape access to learning and educational achievement. In social justice language teacher education, social justice is the driving force and primary organizational device for the teacher education agenda. What does “social justice” mean in diverse global locations?

What role does English play in promoting or denying equity? How can teachers come to see themselves as advocates for equal educational access and opportunity? This volume begins by articulating a view of social justice teacher education, followed by language teacher educators from 7 countries offering theorized accounts of their situated practices. Authors discuss powerful components of practice, and the challenges and tensions of doing this work within situated societal and institutional power structures.

Prior to 2007 no books had been written on the culture and history of Deaf people in South Africa. This groundbreaking book within the Hidden Histories Series came about with the help of a group of courageous Deaf people who entrusted their stories to author Ruth Morgan and her team. It provides a direct window into the experiences, perceptions and world view of the Deaf narrators. ""We never had a Truth and Reconciliation Commission for Deaf people. There is nothing for the Deaf community. Deaf people were affected but they were not given an opportunity."" - Gavin Johnson. As part of an oral history project, Deaf Me Normal builds a bridge between the Deaf and the hearing worlds, so that hearing people can access the hidden lives of Deaf South Africans. The social discrimination against Deaf people during apartheid resulted in their extreme marginalisation and the silencing of their experiences. Deaf people in South Africa, together with

Deaf communities worldwide, have a culture with a long and rich oral folk tradition based on the use of SASL. As in other cultures with an oral tradition, the language is used in face-to-face interactions and does not have a written form. Literary representations of the body from Africa as well as narrative strategies of writing the body have only recently begun to receive wider critical attention. The reflections on body, sexuality, and gender in African literary texts brought together in this volume do not consider these three terms as separate entities but instead as closely related to each other, each term questioning the other: bodies and sexualities that are transgressing concepts of gender, gender that is probing body and sexuality. With regard to Africa, the three concepts form a particularly contested space, because body and sexuality are not only subjected to power relations in terms of gender, but also in terms of race, ethnicity, and the legacy of colonialism. While the sections “Gifted Bodies” and “Queered Bodies” show new developments in viewing body and sexuality as creative powers, the sections “Tainted Bodies” and “Violated Bodies” comprise essays that investigate the exposure of the body to physical aggression and other traumatic experiences. Some of the authors treated in detail are: Ama Ata Aidoo, Mariama Bâ, Calixthe Beyala, Tsitsi Dangarembga, Bessie Head, Sheila Kohler, Flora Nwapa, Promise Okekwe, Yvonne Vera; André Brink, J.M. Coetzee, K. Sello

Duiker, Nuruddin Farah, Abdulrazak Gurnah, Dambudzo Marechera, Arthur Nortje, Ben Okri, Shamim Sarif, and Williams Sassine. Contributors: Akachi Adimora--Ezeigbo, Susan Arndt, Unoma N. Azuah, Elleke Boehmer, Monica Bungaro, Lucy Valerie Graham, Jessica Hemmings, Sigrid G. Köhler, Martina Kopf, Chikwenye Okonjo Ogunyemi, Marion Pape, Robert Muponde, Sarah Nuttall, Drew Shaw, Alioune Sow, Cheryl Stobie, Alexie Tcheuyap

About the publication The African Disability Rights Yearbook addresses disability rights within the foundational structure laid down by the inaugural issue. The structure comprises a tripartite division between: articles; country reports; and shorter commentaries on recent regional and sub-regional developments. The African Disability Rights Yearbook aims to advance disability scholarship. Coming in the wake of the United Nations Convention on the Rights of Persons with Disabilities, it is the first peer-reviewed journal to focus exclusively on disability as human rights on the African continent. It provides an annual forum for scholarly analysis on issues pertaining to the human rights of persons with disabilities. It is also a source for country-based reports as well as commentaries on recent developments in the field of disability rights in the African region. The African Disability Rights Yearbook publishes peer-reviewed contributions dealing with the rights of persons with disabilities and related topics, with specific relevance to Africa, Africans and scholars of Africa. The Yearbook appears annually under the aegis of the Centre for Human Rights, Faculty of Law, University of

Pretoria. The Yearbook is an open access online publication, see www.adry.up.ac.za
About the editors: Charles Ngwena is Professor, Department of Constitutional Law and Legal Philosophy, Faculty of Law, University of the Free State, South Africa. Ilze Grobbelaar-du Plessis is a senior lecturer and holds the degrees BLIS LLB LLM LLD from the University of Pretoria. Helene Combrinck is Associate Professor at the Centre for Disability Law and Policy, University of the Western Cape. Serges Djouyou Kamgais is Senior Lecturer at TMALI (UNISA).
Table of Contents
Stigma as barrier to the implementation of the Convention on the Rights of Persons with Disabilities in Africa
Mark Mostert Realising the inclusion of youth with disabilities in political and public life in Kenya
Lucianna Thuo Reading 'disability' into the non-discrimination clause of the Nigerian Constitution
Ngozi Chuma Umeh Legislative mechanisms for combating violence against children with disabilities in selected African jurisdictions: A critical appraisal
Enoch Chilemba My right to know: Developing sexuality education resources for learners with intellectual disability in the Western Cape, South Africa
Rebecca Johns Colleen Adnams (Re)thinking sexual access for adolescents with disabilities in South Africa: Balancing rights and protection
Paul Chappell The development and use of Sign Language in South African schools: The denial of inclusive education
Willene Holness Implementing article 33 of CRPD: Tanzanian approach
Abdallah Possi SECTION B: COUNTRY REPORTS
Angola Eduardo Kapapelo Gabon Christophe Tchudjo Victorine Maptue Toguem Senegal Abdoulaye Thiam Seydi Ababacar Sy Sow SECTION C:

REGIONAL DEVELOPMENTS The jurisprudence of the committee on the rights of persons with disabilities and its implications for Africa Innocentia Mgijima The right to work and employment in Southern Africa: A commentary on how selected employment laws fare against article 27 of the CRPD Dianah Msipa BOOK REVIEW Don Kulick & Jens Rydström Loneliness and its opposite: Sex, disability, and the ethics of engagement (2015) Paul Chappell

A new study of the importance of language for sociocultural change in Africa, from postcolonial to globally competitive knowledge societies.

Challenging Aphasia Therapies presents an entirely new approach to thinking on the subject of aphasia therapy by liberating it from traditional models. This is achieved through a process of reflection in which many assumptions previously taken for granted are challenged and reassessed. Internationally renowned experts successfully demonstrate the benefits of learning about aphasia therapy through the process of engaging in it. Topics covered include: * the role of context, culture and conversation in shaping and directing aphasia therapy * the ethical issues that arise from the current tensions between market driven health care industries and the moral commitment to their client welfare * the value of therapy. Contributors challenge the common notion of successful therapy as solely performance related. * the potential and competent use of humour in aphasia therapy. The identification of the strengths and limitations of clinical models and the focus on relevant directions for therapy will be of interest to practising

clinicians as well as anyone involved in study or research in speech and language therapy.

Issues in Education / 2013 Edition is a ScholarlyEditions™ book that delivers timely, authoritative, and comprehensive information about Learning Disabilities. The editors have built Issues in Education / 2013 Edition on the vast information databases of ScholarlyNews.™ You can expect the information about Learning Disabilities in this book to be deeper than what you can access anywhere else, as well as consistently reliable, authoritative, informed, and relevant. The content of Issues in Education / 2013 Edition has been produced by the world's leading scientists, engineers, analysts, research institutions, and companies. All of the content is from peer-reviewed sources, and all of it is written, assembled, and edited by the editors at ScholarlyEditions™ and available exclusively from us. You now have a source you can cite with authority, confidence, and credibility. More information is available at <http://www.ScholarlyEditions.com/>.

Issues for Nov. 1957- include section: Accessions. Aanwinste, Sept. 1957- (also published separately)

A textbook of case studies for audiologists and speech pathologists that makes recommendations for early detection and intervention of hearing impairments in the South African context Early hearing detection and intervention (EHDI) is the gold standard for any practicing audiologist, and for families of infants and children with hearing impairment. EHDI programs aim to identify, diagnose and provide intervention

to children with hearing impairment from as early as six months old (as well as those at risk for hearing impairment) to ensure they develop and achieve to their potential. Yet EHDI remains a significant challenge for Africa, and various initiatives are in place to address this gap in transferring policy into practice within the southern African context. The diversity of factors in the southern African context presents unique challenges to teaching and research in this field, which has prompted this book project. The South African government's heightened focus on increasing access to health care which includes ongoing Early Childhood Development (ECD) programs, make this an opportune time for establishing and documenting evidence-based research for current undergraduate and postgraduate students. Early Detection and Intervention in Audiology: An African Perspective aims to address this opportunity. Grounded in an African context with detailed case studies, this book provides rich content that pays careful attention to contextual relevance and contextual responsiveness to both identification and intervention in hearing impairment. With diverse contributions from experts in local and international contexts, but always with an African perspective, this is textbook will be an invaluable resource for students, researchers and practitioners. David O'Sullivan and Kevin McCallum are passionate about sport. They are fascinated by its vivid characters, heart-stopping moments and its endless drama. Over years of watching, reading and reporting on great sporting events, they have amassed a wealth of knowledge. After much deliberation, debate and pursuit of famous sports stars for

personal anecdotes, they have produced this book: a fascinating collection of trivia and behind-the-scenes stories about South African sport over the years. The Penguin Book of South African Sports Trivia is the perfect companion for sports fanatics or people who just want to show off in front of their sports-mad mates. Do you know: which one-eyed Norwegian captained the South African cricket team; why Percy Montgomery punched Butch James before the Rugby World Cup in 2007; how Thabo Mbeki was responsible for the first loss the West Indian cricket team suffered on their tour of England in June 1966; which kwaito star has a father famous for his exploits in showjumping; how Madonna helped to kick-start Gary Kirsten's international cricket career; what Jomo Sono did during his wedding reception; why Pieter Hendriks' try in the opening match of the 1995 Rugby World Cup should never have been awarded. Find out the answers to these questions and hundreds more to impress your friends with your extraordinary knowledge of South African sport.

The theme of this book cuts across disciplines. Contributors to this volume are specialized in education and especially classroom research as well as in linguistics, most being transdisciplinary themselves. Around 65 sub-Saharan languages figure in this volume as research objects: as means of instruction, in connection with teacher training, language policy, lexical development, harmonization efforts, information technology, oral literature and deaf communities. The co-existence of these African languages with English, French and Arabic is examined as well. This wide range of

languages and subjects builds on recent field work, giving new empirical evidence from 17 countries: Botswana, Ethiopia, Ghana, Kenya, Madagascar, Malawi, Mali, Mozambique, Niger, Nigeria, Senegal, South Africa, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe, as well as to transnational matters like the harmonization of African transborder languages. As the Editors – a Norwegian social scientist and a Norwegian linguist, both working in Africa – have wanted to give room for African voices, the majority of contributions to this volume come from Africa.

This study explores and critiques law and law making in the nascent constitutional democracy in the new South Africa, with a focus on the complex roles of the executive, parliament, political parties, the media and civil society. The capacity and potential in the judiciary and the legal profession in promoting and protecting values and rights of equality and non-discrimination is examined. Substantive equality and non-discrimination law in theory and in practice is considered critically, from a broad historical and social context that highlights areas of race, gender, disability, harassment and hate speech, socio-economic rights, and legal services. International human rights law and comparative law aspects are skillfully interwoven in this pioneering scholarly work.

[Copyright: da7d9da8f3f89a05db3cae7d51890ef7](https://doi.org/10.1017/9781108888888)