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This open access volume presents a comprehensive account of all aspects of biological invasions in South Africa, where research has been conducted over more than three decades, and where bold initiatives have been implemented in attempts to control invasions and to reduce their ecological, economic and social effects. It covers a broad range of themes, including history, policy development and implementation, the status of invasions of animals and plants in terrestrial, marine and freshwater environments, the development of a robust ecological theory around biological invasions, the effectiveness of management interventions, and scenarios for the future. The South African situation stands out because of the remarkable diversity of the country, and the wide range of problems encountered in its varied ecosystems, which has resulted in a disproportionate investment into both research and management. The South African experience holds many lessons for other parts of the world, and this book should be of immense value to researchers, students, managers, and policy-makers who deal with biological invasions and ecosystem

management and conservation in most other regions.

The book is the result of a five-year project that culminated (within the first three years) in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017; and this book in the succeeding two years. The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000.

What will it take to turn South Africa around? In this insightful and provocative book, Frans Rautenbach proposes a complete overhaul of policy thinking, and provides fresh arguments that effectively address South Africa's unemployment, race problems and lack of education. Rautenbach examines the fundamental problem of rent-seeking, to which he proposes two antidotes: the free market and decentralisation of government. Along the way he tackles holy cows such as affirmative action, trade unions, labour law and welfare payments. He also addresses contentious topics such as racism, white privilege, political correctness, state funding of higher education and mounting evidence that trade unions substantially suppress employment growth. Written by a labour lawyer with a proven track record in a range of policy issues, *South Africa Can Work* speaks effectively to a cross-section of readers of all disciplines, and brings sorely needed good news.

An in-depth look at the changing sociolinguistic dynamics that have influenced South African society. To date, there has been no published textbook which takes into account changing sociolinguistic dynamics that have influenced South African society. *Multilingualism and Intercultural Communication* breaks new ground in this arena. The scope of this book ranges from macro-sociolinguistic questions pertaining to language policies and their implementation (or non-implementation) to micro-sociolinguistic observations of actual language-use in verbal interaction, mainly in multilingual contexts of Higher Education (HE). There is a gradual move for the study of language and culture to be taught in the context of (professional) disciplines in which they would be used, for example, Journalism and African languages, Education and African languages, etc. The book caters for this growing market. Because of its multilingual nature, it caters to English and Afrikaans language speakers, as well as the Sotho and Nguni language groups – the largest languages in South Africa [and also increasingly used in the context of South African Higher Education]. It brings together various inter-linked disciplines such as Sociolinguistics and Applied Language Studies, Media Studies and Journalism, History and Education, Social and Natural Sciences, Law, Human Language Technology, Music, Intercultural Communication and Literary Studies. The unique cross-cutting disciplinary features of the book will make it a must-have for twenty-first century South African students and scholars and those interested in applied language issues.

This volume presents selected papers from IACMAG Symposium, The major themes covered in this conference are Earthquake Engineering, Ground Improvement and Constitutive Modelling. This volume will be of interest to researchers and practitioners in geotechnical and geomechanical engineering.

This book systematically analyzes the economic dynamics of large emerging economies from an extended Comparative Capitalisms perspective. Coining the phrase 'state-permeated capitalism', the authors shift the focus of research from economic policy alone, towards the real world of corporate and state behaviour. On the basis of four empirical case studies (Brazil, India, China, South Africa), the main drivers for robust economic growth in these countries from the 2000s until the 2010s are revealed. These are found, in particular, in mutual institutional compatibilities of 'state-permeated capitalism', in their large domestic markets, and beneficial global economic constellations. Differences in their institutional arrangements are explored to explain why China and India have been more economically successful than Brazil and South Africa. The authors highlight substantial challenges for the stability of state-permeated capitalism and assess the potential future growth, sustainability and likely pitfalls for these large emerging economies. Opening further avenues for empirical and theoretical research, this book raises questions for the future of the global economic order and should appeal to academics, graduate students and advanced undergraduates in politics, economics, economic sociology and development studies. It should also prove a worthwhile and provocative read for development practitioners and policy-makers.

Debates around quality versus quantity in education can generate controversy about how quality is measured. Many question the drive to delineate and quantify precisely what works, suggesting that much value either cannot be measured or is distorted by measurement. This book explores how we can understand measurement in areas of education policy, planning, and practice that have not previously been considered measurable. The contributors ask four main questions: What do we measure and not measure when we try to measure the unmeasurable in education? When attempts have been made to measure the unmeasurable in education, what metrics have been adopted in which contexts, and with what outcomes? Why have measures been adopted as indicators of the unmeasurable, such as human rights? And how have particular organisations approached the problem of measuring the apparently unmeasurable in education, with what epistemological, normative, and conceptual resources, and consequences? The book draws on analyses from philosophy, history, sociology, and economics, with insights from national and international contexts. The contributions consider philosophical distinctions, historical experiences, and contemporary reflections on how to refine existing approaches to measurement of poverty, capability, rights, and the benefits of education. The discussion shows how measuring the unmeasurable takes account of the inequalities, complexities and uncertainties of work in education, thus suggesting a considerable deepening of the notion of education quality and measurement. This book was originally published as a special issue of Comparative Education.

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