

# Zimsec O Level Maths Past Exam Papers Syllabus 4028

When Winners are Losers **Global Perspectives on Teacher Performance Improvement** Hanging by a Thread Facets of Power **Zimbabwe Journal of Educational Research** Zimbabwe Human Rights Bulletin **Some Developments in Research in Science and Mathematics in Sub-Saharan Africa** The World of Science Education Power in Contemporary Zimbabwe **Studies in Art Education** **GCE O Level Examination Past Papers with Answer Guides: Maths India Edition** **The State, Ideology, and Education** **Restoring the Educational Dream. Rethinking Educational Transformation in Zimbabwe** **School Science Practical Work in Africa** *Handbook of Research on Inequities in Online Education During Global Crises* **Energetics and Structure of Halophilic Microorganisms** **Zimbabwe** Investigating the Impact of Information Communication Technology on Self-directed Professional Development of Teachers *Cyclones in Southern Africa* *How to study for distinctions* **Education in Southern Africa** **Implementing Deeper Learning and 21st Century Education Reforms** **Teaching African History in Schools** *imwe imba - the other room* *Learning to Live Together in Africa through History Education* Parliamentary Debates Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century *A certificate geography of Zimbabwe* *When Money Destroys Nations* *Moto* **Postcolonial African Writers** **Code-Switching as a Pedagogical Tool in Bilingual Classrooms** *New General Mathematics* LWATI Trouble in Mudbug **Education and Development in Zimbabwe** **Beyond the Enclave** **The Palgrave Handbook of History and Social Studies Education** Refugee Learner Experiences. A Case Study of Zimbabwean Refugee Children **Dissertation Abstracts International**

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Refugee Learner Experiences. A Case Study of Zimbabwean Refugee Children Jul 25 2019 This study is a presentation of Zimbabwean refugee learner experiences. Children escaped political persecution and economic problems which affected Zimbabwe in the year 2008. Many of these children were abused and witnessed traumatic experiences, their close relatives and neighbours being executed in cold blood. This study was guided by three critical questions: i) who are the Zimbabwean refugee learners? ii) what were Zimbabwean refugee learners' migration experiences? and iii) what were Zimbabwean refugee learners' school experiences? The study employed Bronfenbrenner's Social Ecological Model as its overarching theoretical framework. Each stage of the refugee experience was described at each point in time.

Trouble in Mudbug Nov 28 2019 New York Times and USA Today bestselling author Jana DeLeon brings you the first book in the Ghost-in-Law series. Family can be the death of you... Scientist Maryse Robicheaux thought that a lot of her problems had gone away with her mother-in-law's death. The woman was rude, pushy, manipulative and used her considerable wealth to run herd over the entire town of Mudbug, Louisiana. Unfortunately, death doesn't slow down Helena one bit. DEA Agent Luc LeJeune is wondering what his undercover assignment investigating the sexy scientist has gotten him into - especially as it seems someone wants her dead. Keeping his secrets while protecting Maryse proves to be easier than fighting his attraction for the brainy beauty. Trouble in Mudbug is a humorous mystery and contemporary romance set in the bayous of southern Louisiana. It is the first book in the New York Times bestselling Ghost-in-Law series. Trouble in Mudbug has a cozy mystery feel and features a strong heroine turned amateur sleuth, a sexy hero, and a ghost unlike any you've ever heard of. It appeals to fans of light paranormal, paranormal romance, cozy mysteries and also to fans of the Stephanie Plum series by Janet Evanovich. Trouble in Mudbug is a free ebook at Google Play. "Southern wit at its best!" - NYT Bestselling author Gemma Halliday "Sinfully funny!" - NYT Bestselling author CC Hunter/Christie Craig "DeLeon is excellent at weaving comedy, suspense and spicy romance into one compelling story." – RT Book Reviews "I don't know where she comes up with this funny stuff, but I can't wait to read the next book..." – Night Owl Reviews "Jana DeLeon has a breezy style with enough of a comic touch to leave you smiling." – The Romance Reader "Son of a gun, we're having fun in the bayou!" – Fresh Fiction "The quirky characters keep the action moving..." – Barbara Vey, Publisher's Weekly Blogger To learn more about Jana and her books visit her at: <http://janadeleon.com> <http://facebook.com/janadeleonauthor> @JanaDeLeon

*How to study for distinctions* Mar 13 2021 Thousands upon thousands fail in their examinations either by attaining average or poor grades. This compellingly written book is of practical relevance to students who are at O'level, A' level or even University and Tertiary education institutions to aid them to study and attain the attainable distinctions. The young author of this book advocates implementation of the ten principles which address the common and rare mistakes which lead many to the bottomless pit of U's or ultimate failure. It is apparent that the most educated fill the highly paying and honorable positions in the market place. This book gives you the secret, that is, to be the distinction or one who stands shoulders above the rest. By being that you will attain distinctions and honorable positions will be your reward. Thus enjoy your interaction with this simply yet comprehensively written book.

*A certificate geography of Zimbabwe* Jul 05 2020

When Winners are Losers Nov 01 2022 In 2008/9 Zimbabwe was on the verge of complete collapse: no food to buy in the shops, no money in

the banks and a currency denominated in trillions, quadrillions and septillions. Hunger was widespread and cholera rampant. The Zimbabwe Electoral Commission took five weeks to announce that the 2008 elections were too close to call and ordered a second ballot. An orgy of violence against opposition supporters left hundreds killed, thousands fleeing the country and a quarter of a million people displaced from their homes. When winners are losers recounts the events of the five years that followed when the opposition formed a government of national unity with Zanu PF in order to stop the violence and suffering. A currency of worthless Zimbabwe dollars was replaced by US dollars and SA Rand and an economy on the brink began to recover. A brief window of hope had opened, but only until the next election.

*Handbook of Research on Inequities in Online Education During Global Crises* Aug 18 2021 In response to the COVID-19 pandemic, many educational institutions implemented social distancing interventions such as initiating closure, developing plans for employees to work remotely, and transitioning teaching and learning from face-to-face classrooms to online environments. The abrupt switch to online teaching and learning, for the most part, has been a massive change for administration, faculty, and students at traditional brick-and-mortar universities and colleges as concerns regarding the pedagogical soundness of this mode of delivery remain among some stakeholders. Not only that, but the switch has also revealed the inequities in the system when it comes to the types of students universities serve. It is important as institutions move forward with online instruction that consideration be made about all students and what policies and strategies need to be put into place to help support and meet the needs of all constituents now or when unprecedented situations arise. The only way this can be done is by documenting the experiences through the eyes of faculty who were at the frontline of providing instruction and advising services to students. The *Handbook of Research on Inequities in Online Education During Global Crises* brings to light the struggles faculty and students faced as they were required to switch to online education during the global COVID-19 health crisis. This crisis has revealed inequities in the educational system as well as the specific effects of inequities when it comes to learning online, and the chapters in this book provide information to help institutions be better prepared for online education or remote learning in the future. While highlighting topics such as new educational trends, remote instruction, diversity in education, and teaching and learning in a pandemic, this book is ideal for in-service and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the inequalities within the educational systems and the new policies and strategies put in place with online education to combat these issues and support the needs of all diverse student populations.

**Implementing Deeper Learning and 21st Century Education Reforms** Jan 11 2021 This open access book is a comparative analysis of recent large scale education reforms that broadened curriculum goals to better prepare students for the 21st century. The book examines what governments actually do when they broaden curriculum goals, with attention to the details of implementation. To this end, the book examines system level reforms in six countries at various levels of development. The study includes system level reforms in jurisdictions where students achieve high levels in international assessments of basic literacies, such as Singapore and Ontario, Canada, as well as in nations where students achieve much lower levels, such as Kenya, Mexico, Punjab-Pakistan and Zimbabwe. The chapters examine system-level reforms that focus on strengthening the capacity to teach the basics, as in Ontario and Pakistan, as well as reforms that aim at building the capacity to teach a much broader set of competencies and skills, such as Kenya, Mexico, Singapore and Zimbabwe. The volume includes systems at very different levels of spending per student and reforms at various points in the cycle of policy implementation, some just starting, some struggling

to survive a governmental transition, and others that have been in place for an extended period of time. From the comparative study of these reforms, we aim to provide an understanding of how to build the capacity of education systems to teach 21st century skills at scale in diverse settings.

*Learning to Live Together in Africa through History Education* Oct 08 2020 This study sheds light on the current state of history education in Africa and reflects on its potential to prepare this continent's learners for the challenges of "learning to live together". Drawing on an examination of school curricula and the experiences of educational stakeholders, it identifies trends in the processes and outcomes of recent curricular revisions, and discerns key challenges relating to the teaching and learning of history across Africa. It scrutinises the place afforded to history within African education systems, and surveys related contents and pedagogies. While it identifies African history as a fundamental yet sensitive and controversial subject, it also illustrates examples of present-day curricular strategies to integrating a concern for promoting a "culture of peace".

*imwe imba - the other room* Nov 08 2020 Munashe is a bright adolescent girl living in Zimbabwe. She feels a pressure to leave Zimbabwe and to follow most of her peers to a university or to work in the West. However, she is not convinced that this is what she really wants. Via Thomas, an experienced European scientist and manager, initiating a technical Start-up Hub at her boarding school, Munashe comes in contact with Anne. *Imwe imba - the other room* - is a novel covering the last 2 high-school years of Munashe and Anne in letters between the young women as well as from Thomas to Simon, his now retired personal and business coach. Through the letters, Anne and Simon discover unknown and fascinating aspects of the (southern) African society. Especially, since Thomas includes stories from Nelson, Munashe's grandfather and small holder farmer. Based on the stories and hearing about Munashe's activities in more technical projects, Anne develops a critical attitude towards both the current Western school system and the effectiveness of traditional Western development or aid projects. On the other side, Munashe learns that Europe is not the land of milk and honey for everybody. Munashe and Anne, assisted by Thomas, review the so-called development work activities in emerging markets and propose a promising approach to economically uplift more rural areas. In part 2, the Start-up Hub activities are proven to be sustainable and Munashe asks "where do we want to go?" A design is made for a more ideal (global) society and the issues faced, implementing their ideas, are discussed. The letters in this novel cover a wide spectrum of topics: personal struggles and contemplations, educational and business practices, science and art, geopolitics and historical backgrounds, change management as well as social developments. Each letter is written in an accessible language and underlined with references to allow the reader to explore more. Most of all, "imwe imba" wants to create awareness. Awareness for the wonderful, "real" life in Africa. Awareness that Africa is prosperity. Awareness that our younger generation is perfectly able to initiate change. That a single person can initiate change. That complaining or being upset about various (unacceptable) global happenings or actions is not enough. That a further polarisation and blaming "the others" doesn't help. That we have to do things. That we should not fear change but embrace the changes that are needed to come to the necessary improvements.

Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century Aug 06 2020 What have postcolonial Sub-Saharan African countries achieved in their education policies and programmes? How far have they contributed to successful attainment of the targeted 2015 Millennium Development Goals (MDGs) on education? What were the constraints and barriers for developing an education system that

appeals to the needs of the sub-region? *Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century: Post-Millennium Development Goals* is an attempt to demonstrate that Sub-Saharan Africa has the potential and capability to provide solutions to challenges facing its desire and ability to provide sustainable education to its people. To that end, the contributors are academics with an African vision attempting to come up with African home-grown perspectives to fill the gap created by the lapse of the MDGs as the guiding vision and framework for educational provision in Africa and beyond. The book seeks to articulate and address African issues from an informed as well as objective African perspective. The book is also intended to provide insights to scholars who are interested in studying and understanding the nature of postcolonial education in the Sub-Saharan African region. Given the objectives and themes of this book, it is intended for academic scholars, undergraduate and graduate students, human rights scholars, curriculum developers, college and university academics, teachers, education policy makers, international organisations, and local and international non-governmental organisations that are interested in African education policies and programmes. “Rethinking Postcolonial Education in Sub-Saharan Africa in the 21st Century provides contemporary reflections from multiple perspectives and re-positions the issue of education at the forefront of the debates on African development.” – Lamine Diallo, Associate Professor, Wilfrid Laurier University, Canada “The book is a welcome addition to discourses and analyses on education in sub-Saharan Africa with reference to a postcolonial critique and the Millennium Development Goals framework on education in Africa.” – Michael Tonderai Kariwo, PhD, Instructor and Research Fellow, University of Alberta, Canada

**The State, Ideology, and Education** Nov 20 2021

**Energetics and Structure of Halophilic Microorganisms** Jul 17 2021

*New General Mathematics* Jan 29 2020

**The Palgrave Handbook of History and Social Studies Education** Aug 25 2019 This Handbook presents an international collection of essays examining history education past and present. Framing recent curriculum reforms in Canada and in the United States in light of a century-long debate between the relationship between theory and practice, this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts. With contributions ranging from Canada, Finland, New Zealand, Sweden, the Netherlands, the Republic of South Africa, the United Kingdom, and the United States, chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice.

**Studies in Art Education** Jan 23 2022

Zimbabwe Human Rights Bulletin May 27 2022

**Teaching African History in Schools** Dec 10 2020 Emerging from the pioneering work of the African Association for History Education (AHE-Afrika), *Teaching African History in Schools* offers an original Africa-centred contribution to existing research and debates in the international field of history education.

*Cyclones in Southern Africa* Apr 13 2021 Tropical cyclones in Southern Africa, also known as hurricanes or typhoons in other regions of the world, is a hot subject for academic research. This focus has been magnified by the need to consider tropical cyclones in the context of other global development agendas, that includes the 2030 Agenda for Sustainable Development and its inseparable 17 Sustainable Development

Goals (SDGs), the Paris Agreement, the Sendai Framework for Disaster Risk Reduction and Habitat III's New Urban Agenda. The ambitious SDGs challenge global and community leaders to make sure development addresses the nexus among poverty, inequality and employment creation, as well as care for the earth and its natural resources and biodiversity. The SDGs further present an agenda to eradicate hunger, bring quality education and sustain water and sanitation. The infrastructure development, human settlements, sustainable consumption and production, climate change, biodiversity and the ocean (blue) economy agendas are also pitched. Lastly, the 2030 Agenda for Sustainable Development encourages partnerships on delivering various programmes and projects at all spatial levels. However, as tropical cyclones continue to make multiple landfalls and ravage Southern Africa and other parts of the world, the achievement of the 2030 Agenda for Sustainable Development is threatened. To this end, this book addresses this gap by documenting the implications of tropical cyclones, drawing examples and case studies from recent tropical cyclones such as cyclone Idai and cyclone Kenneth that resulted in catastrophic impacts in 2019. The book comes as part of a series with three volumes. The other volumes include "Cyclones in Southern Africa Vol. 1: Interfacing the Catastrophic Impact of Cyclone Idai with SDGs in Zimbabwe" and "Cyclones in Southern Africa Vol 2: Foundational and Fundamental Topics". Given the foregoing, the book is suitable as a read for several professionals and disciplines such as tourism and hospitality studies, economics, sustainable development, development studies, environmental sciences, arts, geography, life sciences, politics, planning and public health.

*When Money Destroys Nations* Jun 03 2020 Since the financial crisis of 2008, the major governments of the world have resorted to printing large amounts of money to pay national debts and bail out banks. The warning signs are clear, and the collapse of the Zimbabwean dollar after years of rampant money printing is a frightening example of what lies in store for world economies if painful reform is not executed. *When Money Destroys Nations* tells the gripping story of the disintegration of the once-thriving Zimbabwean economy and how ordinary people survived in turbulent circumstances. Analysing this case within a global context, Philip Haslam and Russell Lamberti investigate the causes of hyperinflation and draw ominous parallels between Zimbabwe and the world's developed economies. The looming currency crises and hyperinflation in these major economies, particularly the United States, have the potential to turn the current world order upside down. This story of how money destroys nations holds lessons that cannot be ignored.

**Global Perspectives on Teacher Performance Improvement** Sep 30 2022 In-service teacher professional development is central to most empirical conceptions of educational quality. As the techniques and strategies for educational reform have spread rapidly throughout the world, teacher professional development practices have been borrowed across borders. It is important to study the global sharing of information on teacher professional development. *Global Perspectives on Teacher Performance Improvement* examines the implementation of proven, high quality teacher professional development practices in unique environments around the world. It further explains the power of a globally connected community of teacher quality improvement. Covering topics such as mentoring programs, education technology, and education workforce, this book is an essential resource for educational administration and faculty, pre-service teachers, the public education sector, government officials, educators of both K-12 and higher education, researchers, and academicians.

*Hanging by a Thread* Aug 30 2022 The book is a desperate S.O.S. call by a Zimbabwean peacebuilder, Edward Chinhanu, to the world to help resolve his country's political conflict, which has spanned 40 years, and has torn it apart. Poverty and begging are widespread, especially now

that there's no power, energy and money to buy these. The book is an expose of how young, well-educated, intelligent and world-exposed citizens survive in a dictatorship and military rule, and how such a government treats such people. During Mugabe's reign all literature that criticized him or his way of doing things was heavily censored, banned or sent one to prison. This is the first ever collection of some events during the Mugabe and his successor, Emmerson Mnangagwa's era in Zimbabwe, by a participant activist during that time. The events in these stories are mostly the personal experiences of the writer. Edward's experiences and perspective briefly sum up what Zimbabweans went through, under Robert Mugabe and Emmerson Mnangagwa. A few of the stories have a link to Edward's popular column in The Manica Post newspaper, Letter from the Ghetto, which he ran between 2003 and 2009, before it was unceremoniously stopped. The events and stories in this book teach anyone in power at any given time to promote peace, happiness and industry for the good and continued improvement of the human race. The writing of the book saw many desks, from Ecocash queues, money dealer queues, combi seats and queues, hospitals, tuckshops, banks, ZESA and farms. This is a rich book that best summarises Zimbabwe, what the people have, how they live and how they die. Lastly, the book is about one of the last dictatorships on the African continent. It opens up close issues about Zimbabwe and its people than you ever imagined you knew. It follows real, raw events from ordinary, peace loving, patient and lovable Zimbabweans on the ground, their daily grind under the rule of Robert Mugabe and Emmerson Mnangagwa especially between 2000 and 2019. The book is also a freedom call to the younger generation of Zimbabweans. They should know that a better life than the one they are currently living is possible. However, it cannot come while they rest on their laurels. They have to engage, and it starts now. The book is written and read on two levels. On the first one, one can enjoy the experiences, escapades and adventures of ordinary Zimbabweans as they manoeuvre the road of life in a harsh socio-economic environment, and on the second, vigorously explores the pertinent issues of human rights, democracy, peace, justice, military rule and others.

LWATI Dec 30 2019

**Zimbabwe Journal of Educational Research** Jun 27 2022

**The World of Science Education** Mar 25 2022 Each volume in the 7-volume series The World of Science Education reviews research in a key region of the world. These regions include North America, South and Latin America, Asia, Australia and New Zealand, Europe and Israel, North Africa and the Middle East, and Sub-Saharan Africa. The focus of this Handbook is on research in science education in mostly former British colonies in Sub-Saharan Africa and the scholarship that most closely support this program. The reviews of the research situate what has been accomplished within a given field in Sub-Saharan Africa rather than an international context. The purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education. The thrust lies in identifying the roots of research programs and sketching trajectories – focusing the changing façade of problems and solutions within regional contexts. The approach allows readers to review what has been done and accomplished, what is missing and what might be done next.

Facets of Power Jul 29 2022 The diamond fields of Chiadzwa, among the world's largest sources of rough diamonds have been at the centre of struggles for power in Zimbabwe since their discovery in 2006. Against the backdrop of a turbulent political economy, control of Chiadzwa's diamonds was hotly contested. By 2007 a new case of 'blood diamonds' had emerged, in which the country's security forces engaged with informal miners and black market dealers in the exploitation of rough diamonds, violently disrupting local communities and looting a key

national resource. The formalisation of diamond mining in 2010 introduced new forms of large-scale theft, displacement and rights abuses. *Facets of Power* is the first comprehensive account of the emergence, meaning and profound impact of Chiadzwa's diamonds. Drawing on new fieldwork and published sources, the contributors present a graphic and accessibly written narrative of corruption and greed, as well as resistance by those who have suffered at the hands of the mineral's secretive and violent beneficiaries. If the lessons of resistance have been mostly disheartening ones, they also point towards more effective strategies for managing public resources, and mounting democratic challenges to elites whose power is sustained by preying on them.

**Zimbabwe** Jun 15 2021 The author is from the Institute of Development Studies at the University of Zimbabwe. He examines the paradox ensuing from the Lancaster House Settlement at Zimbabwe's independence, that whilst colonial rule was ended, the framework was provided for continued white privilege, on the basis of control of the economy by this elite - and through them, transnational capital. He analyses the responses of the ruling (including official) elite, the black petty bourgeoisie, and the group associated with the former Rhodesian Front.

**Some Developments in Research in Science and Mathematics in Sub-Saharan Africa** Apr 25 2022 Much attention in late-developing countries is given to providing access to studies which allow school leavers to enter science and technology-related careers. This book 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. It is the outcome of a doctoral research capacity-development project, the Graduate Studies in Science, Mathematics and Technology Education (GRASSMATE).

**Code-Switching as a Pedagogical Tool in Bilingual Classrooms** Mar 01 2020 Presenting a mixed methods study conducted in a bilingual mathematics classroom in Zimbabwe, this text reveals the semantic pedagogical functions and linguistic forms of code-switching during STEM instruction. *Code-Switching as a Pedagogical Tool in Bilingual Classrooms* offers a detailed analysis of code-switching in the context of educational linguistics, and reveals ten major pedagogical techniques which illustrate how teachers use code-switches to engage students and provide guidance, clarification, discipline, and recaps during individual and whole-class interactions. Chapters highlight that code-switching can be used in a targeted manner to harness the cognitive potential of bilingual speakers and enhance instruction. Ultimately, the text identifies implications for teacher education, language policy, and educational leadership more broadly, and demonstrates intersections with key areas including functional, critical, and cultural literacy. This text will benefit researchers, academics, and educators with an interest in bilingualism, applied linguistics, and secondary education more broadly. Those specifically interested in multicultural education, sociolinguistics and educational policy will also benefit from this book.

**GCE O Level Examination Past Papers with Answer Guides: Maths India Edition** Dec 22 2021 These collections of the official past papers of the GCE O Level Examinations from the University of Cambridge International Examinations has been developed for students of GCE O level. These books will act as tools for preparation and revision for students. These books have an edited Answer Guide for each paper based on the marks scheme written by CIE Principal

**Restoring the Educational Dream. Rethinking Educational Transformation in Zimbabwe** Oct 20 2021 The role of education in human

well being and social development cannot be overestimated. After a number of highly commendable policies on education in the first decade of independence, the education system in Zimbabwe has taken a tumble that needs both examining and rectifying. This volume analyses the challenges facing the education system in Zimbabwe and explores and scrutinises theoretical and practical possibilities for restoring the educational dream that was initiated at independence in 1980. The book is targeted at academics, scholars, college and university students, policy makers and other stakeholders and advocates a multi-pronged approach that must involve all stakeholders if educational retransformation, reconstruction and restoration are to be achieved. The authors provide a range of recommendations for a project that would restore the educational dream in Zimbabwe.

**Postcolonial African Writers** Apr 01 2020 Postcolonial African writers have made enormous contributions to world literature. This reference book overviews their lives and works. The volume includes alphabetically arranged profiles for some 60 postcolonial African writers, including Chinua Achebe, Ama Ata Aidoo, Tsitsi Dangarembga, Buchi Emecheta, Nadine Gordimer, Bessie Head, Tahar Ben Jelloun, Doris Lessing, Peter Nazareth, Gabriel Okara, Femi Osofisan, and Efua Theodora Sutherland. Each entry includes a brief biography, a discussion of major works and themes that appear in the author's writings, an overview of the critical response to the author's works, and a bibliography of primary and secondary sources. The volume begins with an introductory essay on postcolonial criticism and African writing, and it concludes with a selected, general bibliography of seminal critical studies.

*Moto* May 03 2020

**Education in Southern Africa** Feb 09 2021 Education in Southern Africa is a comprehensive critical reference guide to education in the region. With chapters written by an international team of leading regional education experts, the book explores the education systems of each country in the region. With chapters covering Botswana, Lesotho, Madagascar, Mozambique, Namibia, South Africa, Swaziland and Zimbabwe, the book critically examines the development of education provision in each country as well as local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this handbook will be an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

Power in Contemporary Zimbabwe Feb 21 2022 In recent years, the Zimbabwe crisis rendered the country and its citizens to be a typical case of 'failed states', the world over. Zimbabwean society was and is still confronted with different challenges which include political, economic and social problems. Attempts to overcome these challenges have thrown light on the power that rests within individuals and or groups to change and even revolutionize their localities, communities, states and ultimately the world at large. Through experience, individuals and groups have promoted ideas that have aided in changing mentalities, attitudes and behaviors in societies at different levels. This book brings together contributors from various academic disciplines to reflect on and theorize the contours of power, including the intrinsic and or extrinsic models of power, which pertain to individuals, communities, and or groups in order to transform society. Reflections are on various groups such as political movements, environmental movements, religious groups, advocacy groups, gender groups, to mention but a few, as they struggle against marginalization, discrimination, exploitation, and other forms of oppression showing their agency or compliance.

**Dissertation Abstracts International** Jun 23 2019

**Education and Development in Zimbabwe** Oct 27 2019 The book represents a contribution to policy formulation and design in an

increasingly knowledge economy in Zimbabwe. It challenges scholars to think about the role of education, its funding and the egalitarian approach to widening access to education. The nexus between education, democracy and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language and citizenship from the Zimbabwean experience. The book discusses educational successes and challenges by examining the ideological effects of social, political and economic considerations on Zimbabwe's colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students, and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social, political and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case, but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist, universal elementary education to the disarray of contemporary socioeconomic crisis; covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education- how ideology, policy, international pressures, economic factors and shifts in values collectively forge the historical and contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia

Parliamentary Debates Sep 06 2020

**School Science Practical Work in Africa** Sep 18 2021 School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research-informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry-based learning, which signals a definite paradigm shift from the traditional teacher-dominated to a learner-centered approach. The book provides empirical research on approaches to practical work, contextual factors in the enactment of practical work, and professional development in teaching practical work. This book will be of great interest to academics, researchers and post-graduate students in the fields of science education and educational policy.

**Beyond the Enclave** Sep 26 2019 Beyond the Enclave sets out to unravel the contradiction of a country, Zimbabwe, where a rich, diverse resource base co-exists with endemic poverty. One reason lies in the colonial economy, which was predicated on an ideology of white

supremacy, creating an enclave formal economy employing one-fifth of the labour force. Yet over three decades after independence, the non-formal segment has become even more entrenched. This book assesses Zimbabwe's economy through three main phases: 1980- 0 when a strong social policy framework proved difficult to sustain due to erratic growth, and 1991- 6, when "structural adjustment" demanded a market-driven approach to development. The third phase is characterized by crisis-management leading to policy inconsistencies and reversals. Not surprisingly, such incoherence saw the economy descend into hyperinflation and paralysis in 2007- 8, leading to the signing of the Global Political Agreement in September 2008. In the absence of formal dollarization, economic recovery after the adoption of the multi-currency regime has remained fragile, leaving an estimated 70 per cent of the population outside the banking system. This has further entrenched uneven (enclave) growth as the economy remains locked in a low-income poverty trap. There is a need to facilitate transition towards formality to promote decent jobs. Furthermore, a strategic, developmental role for the state in the economy is now widely recognized as vital for development. Beyond the Enclave argues for a new approach to development in Zimbabwe based on pro-poor and inclusive strategies, which will contribute to the well-being of all of its citizens and wise stewardship of its resources. It offers suggestions on policy formulation, implementation, monitoring and evaluation in all sectors, designed to promote inclusive growth and humane development.

Investigating the Impact of Information Communication Technology on Self-directed Professional Development of Teachers May 15 2021

The aim of this research was to investigate the perceived impact of ICT on Zimbabwean A-level science and mathematics teachers' self-directed professional development. The study was based on a questionnaire survey of 254 teachers throughout the country. Supplementary data came from 54 interviews. Some observations of teachers using ICT in teacher-centres, e-mail correspondence, and field reports also contributed to the database of the study. An analysis framework was developed through the use of grounded theory on the interview transcripts. The framework yielded 9 themes relating to the teachers' use of ICT for their professional development. These were: (1) perceived professional identity; (2) career development; (3) Managing the ICT environment; (4) theoretical and content knowledge; (5) practical knowledge and skills; (6) adaptation; (7) professional networking and; (8-9) perceived benefits to teachers and students. Chaos (complexity) theory was used to identify the major attractors (goals) for teachers' self-directed professional development using ICT. Two attractors were identified. These were personal professional development and classroom practice. However, an over-riding factor common to both attractors was identified as self-efficacy. The study identified the over-arching driver for self-directed professional development as the teacher's need to improve their self-efficacy. A two dimensional model of self-directed professional development was suggested. The systemic element of the model focused on the self-correcting impact of ICT use on professional development, whilst the personal element focused on self-efficacy as the central stratum for self-directed professional development. The study concluded by acknowledging the potent role that ICT is playing in the self-directed continuing professional development of teachers in Zimbabwe, and recommended, among other things, the inclusion of A-level teachers in the development of localised online materials resources for their subjects. This will help to enhance relevance of the materials to the Zimbabwean context