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Children and Peace Nikola Balvin 2019-10-20 This open access book brings together discourse on children and peace from the 15th International Symposium on the Contributions of Psychology to Peace, covering issues pertinent to children and peace and approaches to making their world safer, fairer and more sustainable. The book is divided into nine sections that examine traditional themes (social construction and deconstruction of diversity, intergenerational transitions and memories of war, and multiculturalism), as well as contemporary issues such as Europe's "migration crisis", radicalization and violent extremism, and violence in families, schools and communities. Chapters contextualize each issue within specific social ecological frameworks in order to reflect on the multiplicity of influences that affect different outcomes and to discuss how the findings can be applied in different contexts. The volume also provides solutions and hope through its focus on youth empowerment and peacebuilding programs for children and families. This forward-thinking volume offers a multitude of views, approaches, and strategies for research and activism drawn from peace psychology scholars and United Nations researchers and practitioners. This book's multi-layered emphasis on context, structural determinants of peace and conflict, and use of research for action towards social cohesion for children and youth has not been brought together in other peace psychology literature to the same extent. Children and Peace: From Research to Action will be a useful resource for peace psychology academics and students, as well as social and developmental psychology academics and students, peace and development practitioners and activists, policy makers who need to make decisions about the matters covered in the book, child rights advocates and members of multilateral organizations such as the UN.

The Management Of Cultural World Heritage Sites and Development In Africa Simon Makuvaza 2014-03-28 Ever since the signing of the World Heritage Convention 40 years ago and ratified by 33 African countries, to date, only 43 cultural heritage sites have been successfully proclaimed as World Heritage Sites in Africa. These include archaeological and historical sites, religious monuments and cultural landscapes. This book is a re-evaluation of the nomination and management of cultural World Heritage sites in Africa from the late 1970s when the Island of Gorée of Senegal and the Rock-Hewn Churches of Ethiopia were first inscribed on the WHL until today. It considers whether a credible and well balanced WHL has been attained, especially in regards to the nomination of more sites in Africa. The book also examines the roles and contribution of various heritage organizations and African governments to the nomination and management of cultural World Heritage sites in Africa. Lastly, the volume also scrutinizes economic development, which may result from the nomination and successful

management of cultural World Heritage sites in Africa.

Mentoring: Perspectives on School-based Teacher Education Hagger, H. 2013-07-04 A series of essays on mentoring issues in education, which includes discussion of the political and historical aspects of mentoring, the mentor-student relationship and the generic skills approach to mentoring.

Understanding Environmental Policy Processes James Keeley 2014-10-14 A critical analysis of the post-Rio consensus on environment and development which questions the role of particular forms of internationalized elite scientific expertise. It asks why certain understandings of environmental change stick with such tenacity. In exploring this, the authors unravel the politics of knowledge surrounding policymaking, looking particularly at Ethiopia, Mali and Zimbabwe and their land and soils management. The book also looks at prospects for more inclusive, participatory forms of policymaking.

What Do Science, Technology, and Innovation Mean from Africa? Clapperton Chakanetsa Mavhunga 2017-06-16 Explorations of science, technology, and innovation in Africa not as the product of “technology transfer” from elsewhere but as the working of African knowledge. In the STI literature, Africa has often been regarded as a recipient of science, technology, and innovation rather than a maker of them. In this book, scholars from a range of disciplines show that STI in Africa is not merely the product of “technology transfer” from elsewhere but the working of African knowledge. Their contributions focus on African ways of looking, meaning-making, and creating. The chapter authors see Africans as intellectual agents whose perspectives constitute authoritative knowledge and whose strategic deployment of both endogenous and inbound things represents an African-centered notion of STI. “Things do not (always) mean the same from everywhere,” observes Clapperton Chakanetsa Mavhunga, the volume's editor. Western, colonialist definitions of STI are not universalizable. The contributors discuss topics that include the trivialization of indigenous knowledge under colonialism; the creative labor of chimurenga, the transformation of everyday surroundings into military infrastructure; the role of enslaved Africans in America as innovators and synthesizers; the African ethos of “fixing”; the constitutive appropriation that makes mobile technologies African; and an African innovation strategy that builds on domestic capacities. The contributions describe an Africa that is creative, technological, and scientific, showing that African STI is the latest iteration of a long process of accumulative, multicultural knowledge production. Contributors Geri Augusto, Shadreck Chirikure, Chux Daniels, Ron Eglash, Ellen Foster, Garrick E. Louis, D. A. Masolo, Clapperton Chakanetsa Mavhunga, Neda Nazemi, Toluwalogo Odumosu, Katrien Pype, Scott Remer

The Climate-Smart Agriculture Papers Todd Rosenstock 2018-11-03 This book is open access under a CC BY 4.0 license. This volume shares new data relating to Climate-Smart Agriculture (CSA), with emphasis on experiences in Eastern and Southern Africa. The book is a collection of research by authors from over 30 institutions, spanning the public and private sectors, with specific knowledge on agricultural development in the region discussed. The material is assembled to answer key questions on the following five topic areas: (1) Climate impacts: What are the most significant current and near future climate risks undermining smallholder livelihoods? (2) Varieties: How can climate-smart varieties be delivered quickly and cost-effectively to smallholders? (3) Farm management: What are key lessons on the contributions from soil and water management to climate risk reduction and how should interventions be

prioritized? (4) Value chains: How can climate risks to supply and value chains be reduced? and (5) Scaling up: How can most promising climate risks reduction strategies be quickly scaled up and what are critical success factors? Readers who will be interested in this book include students, policy makers, and researchers studying climate change impacts on agriculture and agricultural sustainability.

Curriculum in Context Catherine Cornbleth 1990-06

From Evidence to Action Food and Agriculture Organization of the United Nations 2018-10-18 Cash transfers have become a key social protection tool in developing countries and have expanded dramatically in the last two decades. However, the impacts of cash transfers programmes, especially in Sub-Saharan Africa, have not been substantially documented. This book presents a detailed overview of the impact evaluations of these programmes, carried out by the Transfer Project and FAO's From Protection to Production project. The 14 chapters include a review of eight country case studies: Kenya, Ghana, Ethiopia, Zambia, Zimbabwe, Lesotho, Malawi, South Africa, as well as a description of the innovative research methodologies, political economy issues and good practices to design cash transfer programmes. The key objective of the book is to enhance the understanding of these development programmes, how they lead to a broad range of social and productive impacts and also of the role of programme evaluation in the process of developing policies and implementing programmes.

Reimagining Utopias Iveta Silova 2017-07-13 Reimagining Utopias explores the shifting social imaginaries of post-socialist transformations to understand what happens when the new and old utopias of post-socialism confront the new and old utopias of social science. This peer-reviewed volume addresses the theoretical, methodological, and ethical dilemmas encountered by researchers in the social sciences as they plan and conduct education research in post-socialist settings, as well as disseminate their research findings. Through an interdisciplinary inquiry that spans the fields of education, political science, sociology, anthropology, and history, the book explores three broad questions: How can we (re)imagine research to articulate new theoretical insights about post-socialist education transformations in the context of globalization? How can we (re)imagine methods to pursue alternative ways of producing knowledge? And how can we navigate various ethical dilemmas in light of academic expectations and fieldwork realities? Drawing on case studies, conceptual and theoretical essays, autoethnographic accounts, as well as synthetic introductory and conclusion chapters by the editors, this book advances an important conversation about these complicated questions in geopolitical settings ranging from post-socialist Africa to Eastern Europe and Central Asia. The contributors not only expose the limits of Western conceptual frameworks and research methods for understanding post-socialist transformations, but also engage creatively in addressing the persisting problems of knowledge hierarchies created by abstract universals, epistemic difference, and geographical distance inherent in comparative and international education research. This book challenges the readers to question the existing education narratives and rethink taken-for-granted beliefs, theoretical paradigms, and methodological frameworks in order to reimagine the world in more complex and pluriversal ways.

Internationalisation of African Higher Education Chika Sehoole 2013-10-30 The role of higher education, especially the international dimension, is given little importance in the

discourse on achieving the Millennium Development Goals (MDGs) in Africa. This book aims to change that. The potential of higher education's contribution to Africa's development remains unrealized and often misunderstood. In today's globalised world, which prioritises economic growth through liberalised trade and competitive market strategies, much emphasis has been placed on higher education's ability to produce graduates to serve the labour market and produce new knowledge for the knowledge economy. While these are important contributions, the book argues that international higher education and new knowledge must go beyond economic purposes and serve the human and social development needs of the continent. It is against this background that the African Network for the Internationalisation of Education (ANIE) undertook research on the international dimension of higher education in Africa and its role in the achievement of the MDGs. Through empirical research, seven case studies address how international and regional higher education programmes and policies in African universities can address MDG priorities of promoting gender equality and women's empowerment, combating HIV/AIDS and establishing global partnerships for development through academic mobility, joint research initiatives, curriculum innovation and policy development.

Scarlet Song Mariama Bâ 1995-01-16 Cultural differences between the families of Mireille, daughter of a French diplomat, and Ousmane, son of a poor Muslim family in Senegal, threatens to destroy their marriage

How to Succeed in Your Master's and Doctoral Studies J. Mouton

The Church as Family Agbonkhianmeghe E. Orobator 2000

Shadow Education Mark Bray 2012-05-01 In all parts of Asia, households devote considerable expenditures to private supplementary tutoring. This tutoring may contribute to students' achievement, but it also maintains and exacerbates social inequalities, diverts resources from other uses, and can contribute to inefficiencies in education systems. Such tutoring is widely called shadow education, because it mimics school systems. As the curriculum in the school system changes, so does the shadow. This study documents the scale and nature of shadow education in different parts of the region. Shadow education has been a major phenomenon in East Asia and it has far-reaching economic and social implications.

Properties and Management of Soils in the Tropics Pedro A. Sanchez 2019-01-31 Long-awaited second edition of classic textbook, brought completely up to date, for courses on tropical soils, and reference for scientists and professionals.

The World of Science Education Femi S. Otulaja 2017 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 face of

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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.

African Indigenous Knowledge and the Sciences Gloria Emeagwali 2016-07-08 This book is an intellectual journey into epistemology, pedagogy, physics, architecture, medicine and metallurgy. The focus is on various dimensions of African Indigenous Knowledge (AIK) with an emphasis on the sciences, an area that has been neglected in AIK discourse. The authors provide diverse views and perspectives on African indigenous scientific and technological knowledge that can benefit a wide spectrum of academics, scholars, students, development agents, and policy makers, in both governmental and non-governmental organizations, and enable critical and alternative analyses and possibilities for understanding science and technology in an African historical and contemporary context.

Education under attack - 2010 Brendan O'Malley 2010

Children as Teachers Vernon L. Allen 2013-10-22 *Children as Teachers: Theory and Research on Tutoring* covers topics on the use of children to tutor other children in school; helping relationships in general; and cross-age interaction by children. The book discusses the basic theoretical and empirical foundations for practical programs; original empirical research relevant to cross-age interaction and the impact of tutoring on both the tutor and the tutee; and a wide range of tutoring programs that operate in the schools. The text also reviews existing research on tutoring by children, as well as research and experience on the advantages and disadvantages of several alternative decisions when establishing a tutoring program in the school. Some of the papers in the book report interesting scientific information on topics having obvious practical implications: social class and ethnic differences in tutoring by young children; teaching by siblings; nonverbal skills and consequences of tutoring for the tutor; and the use of a variety of nonprofessionals as helpers. Educators, social scientists, psychologists, and policy makers will find the book invaluable.

Introducing Economics Mark H. Maier 2007 Make economics resonate to high school students. This practical handbook will help economics and social studies teachers foster critical thinking by introducing students to the real-life dimensions of the major controversies in contemporary economics. Filled with useful teaching tips and user-friendly information on finding engaging materials and activities for the classroom, the book also includes detailed coverage of the Voluntary National Content Standards for economics. "Introducing Economics" is a one-stop resource for high school teachers who want to make economics relevant to their students' lives. It includes more than 50 sections with lists of suggested "Activities and Resources," many with Internet links. It features boxed "Hints for Clear Teaching" tips for presenting particularly difficult topics. It provides an annotated resource guide to more than 30 organizations involved in economics education, with associated Internet links. It follows the flow of topics in a typical economics course. It addresses real-life topics that are ignored or glossed-over in traditional textbooks - economics and the environment, the distribution of income and wealth, discrimination, labor unions, globalization, the power of corporations, and more. It offers critical guidance for meeting all 20 Voluntary National Content Standards in economics, and also provides an overview of the political and intellectual history and contemporary state of economics education.

Your Monument Our Shrine Webber Ndro 2001

The Palgrave Handbook of Race and the Arts in Education Amelia M. Kraehe
2018-07-12 The Palgrave Handbook of Race and the Arts in Education is the first edited volume to examine how race operates in and through the arts in education. Until now, no single source has brought together such an expansive and interdisciplinary collection in exploration of the ways in which music, visual art, theater, dance, and popular culture intertwine with racist ideologies and race-making. Drawing on Critical Race Theory, contributing authors bring an international perspective to questions of racism and anti-racist interventions in the arts in education. The book's introduction provides a guiding framework for understanding the arts as white property in schools, museums, and informal education spaces. Each section is organized thematically around historical, discursive, empirical, and personal dimensions of the arts in education. This handbook is essential reading for students, educators, artists, and researchers across the fields of visual and performing arts education, educational foundations, multicultural education, and curriculum and instruction.

International Handbook of Universities 2019 Intl Association of Universities Intl Association of Universities 2019-12-14 First published in 1959 by the International Association of Universities (IAU), the International Handbook of Universities provides detailed information on Education Systems and higher education institutions that offer at least a four-year degree or a four-year professional diploma. For Education Systems: Description of the higher education system of each country Stages of studies as well as information on distance education Admission criteria, including information for foreign students Quality assurance and recognition systems Contact details for national bodies For Institutions: Contact details: name, address, telephone, fax, website Historical background, special facilities and publications Degrees and diplomas offered at each level of study Key personnel, including principal academic and administrative officers Description of facilities, schools and departments Valuable information on academic year, admission requirements, academic staff and student numbers

World Report 2011 Human Rights Watch 2011-01-04 Human Rights Watch is increasingly recognized as the world's leader in building a stronger awareness for human rights. Their annual World Report is the most probing review of human rights developments available anywhere. Written in straightforward, non-technical language, Human Rights Watch World Report prioritizes events in the most affected countries during the previous year. The backbone of the report consists of a series of concise overviews of the most pressing human rights issues in countries from Afghanistan to Zimbabwe, with particular focus on the role—positive or negative—played in each country by key domestic and international figures. Highly anticipated and widely publicized by the U.S. and international press every year, the World Report is an invaluable resource for journalists, diplomats, and all citizens of the world.

Governing Africa's Forests in a Globalized World Laura A. German 2009-12 Many countries around the world are engaged in decentralization processes, and most African countries face serious problems with forest governance, from benefits sharing to illegality and sustainable forest management. This book summarizes experiences to date on the extent and nature of decentralization and its outcomes, most of which suggest an underperformance of governance reforms, and explores the viability of different governance instruments in the context of weak governance and expanding commercial pressures over forests. Findings are grouped into two thematic areas: decentralization, livelihoods and sustainable forest management; and international trade, finance and forest sector governance reforms. The authors examine

diverse forces shaping the forest sector, including the theory and practice of decentralization, usurpation of authority, corruption and illegality, inequitable patterns of benefits capture and expansion of international trade in timber and carbon credits, and discuss related outcomes on livelihoods, forest condition and equity. The book builds on earlier volumes exploring different dimensions of decentralization and perspectives from other world regions, and distills dimensions of forest governance that are both unique to Africa and representative of broader global patterns. Authors ground their analysis in relevant theory while attempting to distill implications of their findings for policy and practice.

The African Synod Aylward Shorter 1991

Rurality, Social Justice and Education in Sub-Saharan Africa Volume II Amasa P.

Ndofirepi 2021-12-27 This book explores rurality and education in sub-Saharan Africa through a lens of social justice. The second volume of a two-volume project, this book explores possibilities and constraints of rural social justice in diverse educational contexts, with particular emphasis on higher education. Drawing on contexts from across sub-Saharan Africa, this volume examines such topics as student-teacher preparation, post-colonialism and access and participation. In doing so, these volumes reflect the need to shift conceptions of rurality from colonial and conservative stereotypes to an appreciation of rurality as locations in space and time. Focusing on inclusivity and intersectionality, these books raise important questions into rurality and social justice, and champion openness for education in rural communities who may be excluded.

Handbook of Vocational Education and Training Simon McGrath 2019-07-29 This handbook brings together and promotes research on the area of vocational education and training (VET). It analyzes current and future economic and labor market trends and relates these to likely implications for vocational education and training. It questions how VET engages with the growing power of human development approaches and with the sustainable development agenda. Equity and inclusion are discussed in a range of ways by the authors and the consideration of the construction of these terms is an important element of the handbook. It further addresses both the overall notion of system reform, at different scales, and what is known about particular technologies of systems reform across a variety of settings. Vocational learning and VET teacher/trainer education are discussed from a comparative perspective. National and comparative experiences are also shared on questions of equity and efficiency in funding in terms of those that fund and are funded, and for a range of funding methodologies. As well as reviewing existing gaps, this handbook is looking forward in identifying promising new directions in research and environment. Areas covered: The Changing World of Work | Editors: Margarita Pavlova and Salim Akoojee Skills for Sustainable Human Development | Editor: Lesley Powell Planning and Reforming Skills Systems | Editor: Robert Palmer Private Training Markets | Editors: Michael Gessler, Larissa Freund and Susanne Peters Vocational Learning | Editors: Karen Evans and Natasha Kersh Competence and Excellence | Editor: Kirby Barrick Measuring Learning and Instructional Performance | Editor: Esther Winther Supporting Learners | Editor: Joy Papier VET Teacher/Trainer Education | Editor: Volker Wedekind

Colonial Heritage, Memory and Sustainability in Africa Munyaradzi Mawere 2015-12-13 This book serves as a drive and medium for constructive analysis, critical thinking, and informed change in the broad area of cultural heritage studies. In Africa, how to overturn the gory effects and reverse the wholesale obnoxious and unpardonable losses suffered from the

excruciating experience of colonialism in a manner that empowers the present and future generations, remains a burning question. Colonial and liberation war heritage have received insignificant attention. The relevance, nature, and politics at play when it comes to the role of memory and colonial heritage in view of nation-building and sustainability on the continent is yet to receive careful practical and theoretical attention and scrutiny from both heritage scholars and governments. Yet, colonial heritage has vast potentials that if harnessed could reverse the gargantuan losses of colonialism and promote sustainable development in Africa. The book critically reflects on the opportunities, constraints, and challenges of colonial heritage across Africa. It draws empirical evidence from its focus on Zimbabwe, South Africa, Nigeria, Ghana, Zambia, and Mozambique, to advance the thesis that cultural heritage in Africa, and in particular colonial heritage, faces challenges of epic proportions that require urgent attention.

Contemporary Issues in Learning and Teaching Margery McMahon 2010-11-15 *Contemporary Issues in Learning and Teaching* looks at current issues across the three key areas of policy, learning and practice. It will help you to think critically on your Education course, and to make connections between the processes of learning and the practicalities of teaching. The book addresses key issues in primary, secondary and special education, and includes examples from all four countries of the UK. The contributors reflect on current thinking and policy surrounding learning and teaching, and what it means to be a teacher today. Looking at the practice of teaching in a wider context allows you to explore some of the issues you will face, and the evolving expectations of your role in a policy-led environment. The book focuses on core areas of debate including: - education across different contexts and settings - teaching in an inclusive environment - Continuing Professional Development (CPD) for practitioners Each chapter follows the same accessible format. They contain case studies and vignettes providing examples and scenarios for discussion; introduction and summary boxes listing key issues and concepts explored in the chapter; key questions for discussion reflection; and further reading. This essential text will be ideal for undergraduate and postgraduate courses, including BEd/BA degrees, initial teacher-training courses, and Masters in Education programmes. All editors and contributors are based in the Faculty of Education at Glasgow University, UK.

Curriculum Theory, Curriculum Theorising, and the Theoriser 2020-12-29 This book explores the complexities of curriculum studies by taking into account African perspectives of curriculum theory, curriculum theorising and the theoriser. It provides alternative pathways to the curriculum discourse in Africa by breaking traditions and experimenting on alternative approaches.

Climate-Smart Landscapes: Multifunctionality in Practice Peter A. Minang 2014-11-30 *Climate-Smart Landscapes: Multifunctionality in Practice* is about a 'landscape approach' to achieving multiple climate, social, development and environmental objectives. It builds on climate-smart landscapes as a growing platform and pathway towards achieving multifunctionality. This book in 27 chapters draws strongly from practices, methods, examples and considerations for applying landscape approaches to achieve multifunctional outcomes and in particular, address the complex challenge of climate change.
<http://asb.cgiar.org/sites/default/files/count/click.php?id=2>

Displacement Economies in Africa Amanda Hammar 2014-05-08 Large-scale displacement - whether caused by war, state-related political or development projects, different forms of

political violence, structural crisis, or even natural disasters - evokes many stereotyped assumptions about those forcibly displaced or emplaced. At the same time there is a problematic lack of attention paid to the diversity of actors, strategies and practices that reshape the world in the face (and chronic aftermath) of dramatic moments of violent dislocation. In this highly original volume, based on empirical case studies from across sub-Saharan Africa, the authors reveal the paradoxical effects, both intended and unexpected, that displacement produces, and that manifest themselves in displacement economies. An important contribution to a topic of growing scholarly and policy interest.

Mentorship in the Primary School Robin Yeomans 1994-01 The DFE is committed to the concept of school-based training for ITT students. The use of schoolteachers as the school-based expert to assist in the training of the student has given rise to the re-introduction, after 100 years, of the mentor. The use of mentors in the secondary schools has already started with students currently spending more than 60% of their training in the classroom. There are plans to expand this into the primary sector.

Pandemic Disease in the Medieval World Monica Helen Green 2015 This ground-breaking book brings together scholars from the humanities and social and physical sciences to address the question of how recent work in the genetics, zoology, and epidemiology of plague's causative organism (*Yersinia pestis*) can allow a rethinking of the Black Death pandemic and its larger historical significance.

Land and Agrarian Reform in Zimbabwe Sam Moyo 2013-05-13 The Fast Track Land Reform Programme implemented during the 2000s in Zimbabwe represents the only instance of radical redistributive land reforms since the end of the Cold War. It reversed the racially-skewed agrarian structure and discriminatory land tenures inherited from colonial rule. The land reform also radicalised the state towards a nationalist, introverted accumulation strategy, against a broad array of unilateral Western sanctions. Indeed, Zimbabwe's land reform, in its social and political dynamics, must be compared to the leading land reforms of the twentieth century, which include those of Mexico, Russia, China, Japan, South Korea, Taiwan, Cuba and Mozambique. The fact that the Zimbabwe case has not been recognised as vanguard nationalism has much to do with the 'intellectual structural adjustment' which has accompanied neoliberalism and a hostile media campaign. This has entailed dubious theories of 'neopatrimonialism', which reduce African politics and the state to endemic 'corruption', 'patronage', and 'tribalism' while overstating the virtues of neoliberal good governance. Under this racist repertoire, it has been impossible to see class politics, mass mobilisation and resistance, let alone believe that something progressive can occur in Africa. This book comes to a conclusion that the Zimbabwe land reform represents a new form of resistance with distinct and innovative characteristics when compared to other cases of radicalisation, reform and resistance. The process of reform and resistance has entailed the deliberate creation of a tri-modal agrarian structure to accommodate and balance the interests of various domestic classes, the progressive restructuring of labour relations and agrarian markets, the continuing pressures for radical reforms (through the indigenisation of mining and other sectors), and the rise of extensive, albeit relatively weak, producer cooperative structures. The book also highlights some of the resonances between the Zimbabwean land struggles and those on the continent, as well as in the South in general, arguing that there are some convergences and divergences worthy of intellectual attention. The book thus calls for greater endogenous empirical research which overcomes the pre-occupation with failed interpretations of the

nature of the state and agency in Africa.

From Poverty to Power Duncan Green 2008 Offers a look at the causes and effects of poverty and inequality, as well as the possible solutions. This title features research, human stories, statistics, and compelling arguments. It discusses about the world we live in and how we can make it a better place.

Parasites, Zoonoses and War Richard S. Bradbury 2020-12-29 This book is a collection of chapters around the theme of parasitology and zoonosis in bot war and peace and the impact of these fields on public health. Individual experts have contributed reviews, novel research, and case series within the field to make a broad and interesting collection designed to stimulate thought and discussion in this area. The collection is dedicated to the life and career of Emeritus Professor John Marsden Goldsmid, an eminent parasitologist and advocate for further attention to these above listed fields of medicine. It would be suitable for medical and veterinary practitioners, students, scientists, and epidemiologists with an interest in parasitology and public health.

Religion and Social Marginalization in Zimbabwe Togarasei, Lovemore 2020-07-13

Mentoring Student Teachers John Furlong 2012-11-12 In the UK and elsewhere, the training of teachers is increasingly seen as a matter of partnership between schools and institutions of higher education. There is thus an urgent need within the profession to define more carefully what the role of teachers acting as mentors should be. Clearly some aspects of professional knowledge can only be acquired from practical experience in school, and this book draws on extensive research on students' school-based learning to isolate and analyse those aspects. Like any form of teaching, mentoring, the authors suggest, must be built on a clear understanding of the learning processes it is intended to support. In this book, they report on their research into the nature of students' school-based learning and what this means for the role of the mentoring.