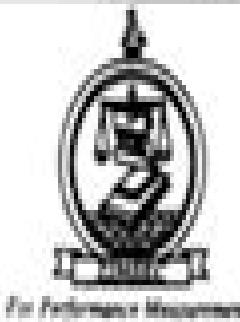


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Litreture Zimsec 2013

Esther Mavengano, Isaac Mhute

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Sub-Saharan Political Cultures of Deceit in Language, Literature, and the Media, Volume II Esther

Mavengano,Isaac Mhute,2023-12-12 This two volume set charts a cross disciplinary discursive terrain that proffers rich insights about deceit in contemporary postcolonial Sub Saharan African politics In an attempt to produce a nuanced and multifaceted academic dialoguing platform the two volumes have a particular focus on the aspects of treachery fear of difference oppositional politics and discourses semiotics of mis self representation The major aim of the proposed volumes is to contribute toward the often problematised conversations about the unfolding post colonial Sub Saharan world which is topical in decolonial and Pan African studies The volumes seek to place political thinking and postcolonial political systems under the scholarly gaze with the view to highlight and enhance the participation of African cross disciplinary scholarship in the postcolonial political processes of the continent Most significantly it is through such probing of the limitations of our own disciplinary perspectives which can help us appreciate the complexity of the postcolonial Sub Saharan African politics The first volume uses Zimbabwe as a case study while the second volume examines postcolonial politics in Sub Saharan Africa more broadly The first volume uses Zimbabwe as a case study while the second volume examines postcolonial politics in Sub Saharan Africa more broadly The first volume uses Zimbabwe as a case study while the second volume examines postcolonial politics in Sub Saharan Africa more broadly

The Art of Survival Joseph Chikowero,Anna Chitando,Angeline M.

Madongonda,Government Phiri,2015-11-25 The Art of Survival Depictions of Zimbabwe and the Zimbabwean in Crisis offers a fresh interdisciplinary examination of a period against which development in Zimbabwe is often measured one epitomized by the severe shortages and runaway inflation of 2008 While journalistic stories of the 1998 2008 era often privilege the reductive stories of woe defeat and crushed hopes this volume explores how survival was still possible in those circumstances The book offers insights into how ordinary Zimbabweans battled the odds by making startling innovations in language use to legitimize new survival strategies how they weaved new songs and reinterpreted old ones to fight for survival how social institutions such as churches reinterpreted popular gospel and how authors playwrights and dramatists crafted works that acknowledge the unprecedented difficulties and yet find humour laughter and love in unusual places This work will appeal to both scholars who will appreciate the depth of the analysis and the general reader

National Democratic Reforms in Africa

Said Adejumobi,2015-12-27 From putative success stories such as Ghana and Rwanda to failed efforts in Zimbabwe and other countries this volume brings together seven incisive case studies from diverse contexts including post war Sierra Leone Uganda and the new nation of South Sudan to distil insights into the troubled progress of reform across the African continent

Education and Development in Zimbabwe

Edward Shizha,Michael T. Kariwo,2012-01-01 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

STEM Education in Poverty Brantina Chirinda, Gladys Sunzuma, Perkins Muredzi, 2025-07-15. This book is about Science Technology Engineering and Mathematics STEM education in poverty and the lessons we learn from Zimbabwe. The world is driving towards the fourth Industrial Revolution 4IR where economic growth has been attributed to STEM education. STEM education is vital in this era where both developed and developing countries are undergo rapid changes. Globally STEM education has been practised differently in schools and universities. University programs new school curricula instructional methods extracurricular programs and professional development programs for in service teachers have been created to cater to STEM subjects. STEM education is envisioned to produce critical thinkers inventors creators problem solvers innovators and professionals who will solve the world's ever changing challenges including inequity food insecurity climate change.

inequality and poverty STEM is essential to modern education Zimbabwe has faced significant economic challenges but has made remarkable strides in STEM education By examining the successes and challenges of STEM education in Zimbabwe we can learn valuable lessons about improving STEM education in underserved communities This book contributes to the international debate surrounding the optimal STEM education for students in underserved schools It incorporates detailed accounts of STEM education in Zimbabwe schools shedding light on the challenges students and educators face in impoverished areas In Zimbabwe STEM education faces significant challenges such as materials and facilities pedagogy policy reform access and relevance Some of the main issues highlighted in this book are the need for more resources including funding teaching materials and adequate laboratories Effective STEM pedagogy is hampered by an education system that emphasises the curriculum and teacher centred focus instead of focusing on how students can be taught or learn Research has shown that in Zimbabwe STEM teachers must apply inventive pedagogies and suitable learner centred STEM teaching approaches As a result there is a need for more STEM related programs and courses in schools and universities to improve the opportunities for students to pursue careers in these fields Another challenge is the need for more awareness about the opportunities and importance of STEM education and interest in STEM subjects among students which can be attributed to a lack of exposure and understanding of the relevance and importance of these fields in today's world While lack of resources and other challenges hinder effectiveness opportunity lies in promising pathways of policy and practice In Zimbabwe there is a varying degree of success in the implemented competence based curriculum which emphasises inquiry based learning and STEM education Finally there is a need for early exposure to STEM based career opportunities and for more collaboration between the government private sector and educational institutions to address these challenges and promote STEM education in Zimbabwe This book uses Zimbabwe as an example to explore STEM education in poverty By examining the successes and challenges of STEM education in Zimbabwe this book offers valuable insights into how STEM education can be integrated into the curriculum in countries with developing and emerging economies This book is an essential resource for anyone interested in improving STEM education in underserved communities

Indigenous Knowledge Systems integration into STEM education: A Zimbabwean perspective Sunzuma G,Zezekwa N,Mudzamiri E,Chikuvadze P,2025-05-25 The inclusion of Indigenous Knowledge Systems IKS in STEM education is a crucial step towards decolonizing knowledge and creating inclusive relevant learning spaces that reflect culture This book examines the theoretical practical and contextual aspects of incorporating IKS into Zimbabwe's STEM curriculum with a focus on high school education The book is a reflection of the realization that education systems in postcolonial societies like Zimbabwe must do more than simply propagate traditional Western paradigms The lived experiences past events and educational institutions of their society must be reflected on and informed by them The rich Indigenous knowledge in Zimbabwe has played a significant role in shaping communities understanding of agriculture health engineering mathematics and the

environment over time Still much of this knowledge has been marginalized in formal education By providing a framework for the meaningful integration of IKS into STEM disciplines this work seeks to close that gap Indigenous Knowledge Systems are introduced in Chapter 1 detailing their origin development and philosophical basis Chapter 2 An Examination of the current integration of IKS into STEM education in Zimbabwe taking into account curricular approaches and classroom practice Chapter 3 highlights the importance of evaluating and assessing integration efforts by proposing culturally sensitive and multidimensional approaches that are appropriate for Zimbabwean classrooms In Chapter 4 we explore the challenges and obstacles to achieving successful IKS STEM integration such as teacher readiness epistemological tensions and systemic resistance Chapter 5 offers an exceptional examination of how Indigenous knowledge artefacts and practices can be utilized for conceptual development in high school STEM instruction with practical examples from Zimbabwean communities being included in the analysis It is aimed at teachers researchers and practitioners of decolonial education practices as well as policymakers and teacher trainers to develop locally relevant and globally relevant pedagogies We aspire that this work will contribute to advancing scholarship that recognizes Indigenous knowledge as essential living science and promotes African learners as both recipients and producers of valuable knowledge

Validating Technological Innovation David Coniam, Peter Falvey, 2016-04-02 This book discusses Hong Kong's use of onscreen marking OSM in public examinations Given that Hong Kong leads the way in OSM innovation this book has arisen from a recognised need to provide a comprehensive coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong The authors discuss their experience of the validation process demonstrating how high stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders

English Literature A-Level (ZIMSEC) Past Exam Questions and Model Answers David Chitate, 2024-06-07 Unlock your full potential with our unparalleled Literature in English Past Exam Question Bank for ZIMSEC A Level exams Merging cutting edge technology with expert insights this book offers an unrivaled preparation tool designed to ensure your success Explore this resource to experience the exceptional quality that defines our Past Exam Question Bank series Seize this opportunity to elevate your exam readiness and achieve academic excellence

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