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Immigration and Development Tiago Sequeira,2018-02-14 This book deals with several issues linking immigration and social development Following several approaches from economic to sociological ones it covers the many effects of the rising phenomenon of immigration It deals with the effects of immigration on economic growth on human capital accumulation and on the government budget Moreover it also includes contributions on the social integration of immigrants and on the effects they have in some different cities It covers studies in countries such as Norway the USA Romania and South Africa The book Immigration and Development is an essential reading for those who want to get a social sciences multidisciplinary approach to immigration as a social phenomenon

Refugee Learner Experiences. A Case Study of Zimbabwean Refugee Children Lawrence Meda,2017-09 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

Global Perspectives on Teacher Performance Improvement Al-Mahdi, Osama, Purinton, Ted, 2022-02-04 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

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Zimbabwe Journal of Educational Research, 2005

A Lesson in Englishness Novuyo Rosa Tshuma, 2019-07-11 There are only five other black girls in our class of twenty six _____ From the author of the critically acclaimed *House of Stone* listed for the Folio Prize is a short story about growing up in Zimbabwe _____

A country school girl attends the prestigious Girls College in Bulawayo Zimbabwe and she learns how to be English She learns pronunciations learns to pour sip and hold tea and even learns to laugh the English way Hahaha Hahaha Haaaaa haaaaa haaaa But things begin to change for the pupils of Girls College when Zimbabwe s new president calls for A grade schools to enrol more black pupils

Moto, 2001

Facets of Power, 2023-01-10 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

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International Handbook of Urban Education William T. Pink, George W. Noblit, 2008-09-03 It is evident that urban education has become the central focus of educators at the present time In the U S for example almost one third of all school age children attend schools in large urban school districts It is in these urban schools where the diversity of cultures and languages is highest and where student learning is most problematic What has emerged from recent work to improve urban schools is the insight that there is no one size fits all panacea Rather we have discovered that the local context shapes in critically important ways what will be effective at the school level The universality of the problematics with urban education together with the importance of understanding the local or situated context of improvement interventions brings into sharp focus the importance and timeliness of an undertaking like the *International Handbook of Urban Education* An important focus of the *International Handbook of Urban Education* will be the interrogation of both the social and political factors that lead to different problem posing and subsequent solutions within each region An important question to be answered for example is what it takes in terms of resources political will and policy actions to improve urban education

Zimbabwe Human Rights Bulletin, 2003

Zimbabwe Brian Raftopoulos, Tyrone Savage, 2004 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

Ancient and Indigenous Wisdom Traditions in African and Euro-Asian Contexts Ehaab Abdou, Theodore Zervas, 2024-08-01 This

book brings attention to the understudied and often overlooked question of how curricula and classroom practices might inadvertently reproduce exclusionary discourses and narratives that omit or negate particular cultures histories and wisdom traditions With a focus on representations and classroom practices related especially to ancient and Indigenous wisdom traditions and cultures it includes unique contributions from scholars studying these questions in various contexts The book offers a range of important studies from key African and Euro Asian contexts including Afghanistan Albania Greece Iran South Africa Sweden T rkiye and Zimbabwe The various chapter contributions address and discuss nuances of each of the contexts under study The contributions also help highlight some key commonalities across these contexts including how dominant discourses and various forces have historically shaped and continue to shape and reproduce such omissions misrepresentations and marginalization In addition to seeking to reconcile with some of these ancient and Indigenous wisdom traditions and cultures the book charts a path forward towards more holistic analytical frameworks as well as more inclusive and balanced representations and classroom practices in these aforementioned geographic contexts and beyond It will appeal to scholars researchers undergraduate and graduate students with interests in Indigenous education curriculum studies citizenship education history of education religion and educational policy *Studies in Art Education* ,2003

Marginality, Migration and Education Winniefridah Matsa,2020-12-21 This book provides a missing link between marginality migration and education in Zimbabwe focusing on the educational experiences of migrants children in an effort to influence government policies concerning migrant parents and their left behind children While there is a large body of knowledge on the education of children of immigrants in destination countries this book aims to fill in the gap by addressing the children who do not migrate with their parents Through this unique approach the book examines the education statuses of these left behind children offering insights into their educational challenges rights and inequities to better inform policy decisions to meet the 2030 education agenda for action established by the United Nations in 2015 The book will of interest and use to governments NGOs teachers and local communities in Africa as a resource to better understand the situation of migrants left behind children as a category of vulnerable children in difficult circumstances **Dictionary of Language Testing** Alan Davies,1999-04-22 This Dictionary of Language Testing contains some 600 entries on language assessment

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