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Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century - Edward Shizha 2017-04-17
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

Global Perspectives on Teacher Performance Improvement - Al-Mahdi, Osama 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. *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.

14th International Conference on Intellectual Capital Knowledge Management & Organisational Learning - 2017-07-12

Some Developments in Research in Science and Mathematics in Sub-Saharan Africa - Lorna Holtman 2008

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).

Developing Science, Mathematics, and ICT Education in Sub-Saharan Africa - Wout Ottevanger 2007-01-01

Developing Science, Mathematics and ICT (SMICT) in Secondary Education is based on country studies from ten Sub-Saharan African countries: Botswana, Burkina Faso, Ghana, Namibia, Nigeria, Senegal, South Africa, Uganda, Tanzania and Zimbabwe, and a literature review. It reveals a number of huge challenges in SMICT education in sub-Saharan Africa: poorly-resourced schools; large classes; a curriculum hardly relevant to the daily lives of students; a lack of qualified teachers; and inadequate teacher education programs. Through examining country case studies, this paper discusses the lessons for improvement of SMICT in secondary education in Africa.

Mapping research and innovation in the Republic of Zimbabwe - Lemarchand, Guillermo A. 2014-08-11

Integrated Space for African Society - Annette Froehlich 2019-09-18

This book provides an overview of the space sector in African countries, from a legal and policy point of view, analysing how the African Union's Space Policy and Strategy (ASPS) is implemented and highlighting the various space activities in each country. Against this backdrop, it investigates the ASPS, identifying its policy goals identified and discussing its strategy. Moreover, it explores the on-going regional cooperation programmes, the continent's leading space actors and their roles, and the space-related regional fora and organizations, reflecting on various initiatives, including the African Leadership Conference on Space Science and Technology for Sustainable Development (ALC), the Regional African Satellite Communications Organisation (RASCOCOM), and the African Resource Management Satellite Constellation (ARMS-C). As such, it is a valuable source of information on space capacities in African countries.

Register of Educational Research in the United Kingdom, 1992-1995 - National Foundation for Educational Research 1995

This latest volume lists all the major research projects being undertaken in Britain during the latter months of 1992, the whole of 1993 and the early months of 1995.

UNESCO science report - UNESCO 2015-11-09

There are fewer grounds today than in the past to deplore a North-South divide in research and innovation. This is one of the key findings of the UNESCO Science Report: towards 2030. A large number of countries are now incorporating science, technology and innovation in their national development agenda, in order to

make their economies less reliant on raw materials and more rooted in knowledge. Most research and development (R&D) is taking place in high-income countries, but innovation of some kind is now occurring across the full spectrum of income levels according to the first survey of manufacturing companies in 65 countries conducted by the UNESCO Institute for Statistics and summarized in this report. For many lower-income countries, sustainable development has become an integral part of their national development plans for the next 10-20 years. Among higher-income countries, a firm commitment to sustainable development is often coupled with the desire to maintain competitiveness in global markets that are increasingly leaning towards 'green' technologies. The quest for clean energy and greater energy efficiency now figures among the research priorities of numerous countries. Written by more than 50 experts who are each covering the country or region from which they hail, the UNESCO Science Report: towards 2030 provides more country-level information than ever before. The trends and developments in science, technology and innovation policy and governance between 2009 and mid-2015 described here provide essential baseline information on the concerns and priorities of countries that could orient the implementation and drive the assessment of the 2030 Agenda for Sustainable Development in the years to come.

Resource Teachers in Zimbabwe - Scott Raymond Johnston 2000

AF Press Clips - 1988

Guerrilla Veterans in Post-war Zimbabwe - Norma J. Kriger 2003-05-29

Zimbabwe's guerrilla veterans have burst into the international media as the storm troopers in Mugabe's new war of economic liberation. In this book, Norma Kriger gives the unfolding contemporary drama a historical background, and shows continuities between the present and past. Between 1980 and 1987, guerrilla veterans and the ruling party colluded with and manipulated each other to build power and privilege in the army, police, bureaucracy and among workers. Both relied chiefly on violence and appeals to their participation in the anti-colonial liberation war as they sought to vanquish their then political opponents. Today, violence and a liberation war discourse continue to be salient as Mugabe's party and its guerrilla veterans struggle to maintain power through land invasions and purges of a new political opposition. This study gives a critical review of guerrilla programs and the war-to-peace transitions literatures, thus changing the way we view post-conflict societies.

Twenty Years of Independence in Zimbabwe - S. Darnolf 2016-01-13

This collection offers comprehensive insights into pivotal areas of concern regarding developments in Zimbabwe since its independence. By disclosing the intra-elite competition, assessing the performance of Zimbabwe's economy and explaining how the country's natural resources have been managed, we can better understand the ruling ZANU-PF's increasing reliance on the so-called war veterans and the land reform issue for its political survival.

Encyclopedia of Information Science and Technology, Fifth Edition - Khosrow-Pour D.B.A., Mehdi 2020-07-24

The rise of intelligence and computation within technology has created an eruption of potential applications in numerous professional industries. Techniques such as data analysis, cloud computing, machine learning, and others have altered the traditional processes of various disciplines including healthcare, economics, transportation, and politics. Information technology in today's world is beginning to uncover opportunities for experts in these fields that they are not yet aware of. The exposure of specific instances in which these devices are being implemented will assist other specialists in how to successfully utilize these transformative tools with the appropriate amount of discretion, safety, and awareness. Considering the level of diverse uses and practices throughout the globe, the fifth edition of the Encyclopedia of Information Science and Technology series continues the enduring legacy set forth by its predecessors as a premier reference that contributes the most cutting-edge concepts and methodologies to the research community. The Encyclopedia of Information Science and Technology, Fifth Edition is a three-volume set that includes 136 original and previously unpublished research chapters that present multidisciplinary research and expert insights into new methods and processes for understanding modern technological tools and their applications as well as emerging theories and ethical controversies surrounding the field of information

science. Highlighting a wide range of topics such as natural language processing, decision support systems, and electronic government, this book offers strategies for implementing smart devices and analytics into various professional disciplines. The techniques discussed in this publication are ideal for IT professionals, developers, computer scientists, practitioners, managers, policymakers, engineers, data analysts, and programmers seeking to understand the latest developments within this field and who are looking to apply new tools and policies in their practice. Additionally, academicians, researchers, and students in fields that include but are not limited to software engineering, cybersecurity, information technology, media and communications, urban planning, computer science, healthcare, economics, environmental science, data management, and political science will benefit from the extensive knowledge compiled within this publication.

A Century of Science and Technology - 1999

From African Peer Review Mechanisms to African Queer Review Mechanisms? - Nhemachena, Artwell 2019-04-22

Tracing recent bouts of globalised Mugabephobia to Robert Mugabe's refusal to be neoimperially penetrated, this book juxtaposes economic liberalisation with the mounting liberalisation of African orifices. Reading land repossession and economic structural adjustment programmes together with what they call neoimperial structural adjustment of African orifices, the authors argue that there has been liberalisation of African orifices in a context where Africans are ironically prevented from repossessing their material resources. Juxtaposing recent bouts of Mugabephobia with discourses on homophobia, the book asks why empire prefers liberalising African orifices rather than attending to African demands for restitution, restoration and reparations. Noting that empire opposes African sovereignty, autonomy, and centralisation of power while paradoxically promoting transnational corporations' centralisation of power over African economies, the book challenges contemporary discourses about shared sovereignty, distributed governance, heterarchy, heteronomy and ontology. Arguing that colonialists similarly denied Africans of their human essence, the tome problematises queer sexualities, homosexuality, ecosexuality, cybersexuality and humanoid robotic sexuality all of which complicate supposedly fundamental distinctions between human beings and animals and machines. Provocatively questioning queer sexuality and liberalised orifices that serve to divert African attention from the more serious unfinished business of repossessing material resources, the book insightfully compares Robert Gabriel Mugabe, Thomas Sankara and Julius Kambarage Nyerere who emphasised the imperatives of African autonomy, ownership, control and sovereignty over natural resources. Observing Africans' interest in repossessing ownership and control over their resources, the book wonders why so much, queer, international attention is focused on foisting queer sexuality while downplaying more burning issues of resource repossession, human dignity, equality and equity craved by Africans for whom life is not confined to sexuality. With insights for scholars in sociology, development studies, law, politics, African studies, anthropology, transformation, decolonisation and decoloniality, the book argues that liberal democracy is a façade in a world that is actually ruled through criminocracy.

International Encyclopedia of Political Science - Bertrand Badie 2011-09-07

Request a FREE 30-day online trial to this title at www.sagepub.com/freetrial With entries from leading international scholars from around the world, this eight-volume encyclopedia offers the widest possible coverage of key areas both regionally and globally. The International Encyclopedia of Political Science provides a definitive, comprehensive picture of all aspects of political life, recognizing the theoretical and cultural pluralism of our approaches and including findings from the far corners of the world. The eight volumes cover every field of politics, from political theory and methodology to political sociology, comparative politics, public policies, and international relations. Entries are arranged in alphabetical order, and a list of entries by subject area appears in the front of each volume for ease of use. The encyclopedia contains a detailed index as well as extensive bibliographical references. Filling the need for an exhaustive overview of the empirical findings and reflections on politics, this reference resource is suited for undergraduate or graduate students who wish to be informed effectively and quickly on their field of study, for scholars seeking information on relevant research findings in their area of specialization or in related fields, and for lay readers who may lack a formal background in political science but have an interest in the

field nonetheless. The International Encyclopedia of Political Science provides an essential, authoritative guide to the state of political science at the start of the 21st century and for decades to come, making it an invaluable resource for a global readership, including researchers, students, citizens, and policy makers. The encyclopedia was developed in partnership with the International Political Science Association. Key Themes: Case and Area Studies Comparative Politics, Theory, and Methods Democracy and Democratization Economics Epistemological Foundations Equality and Inequality Gender and Race/Ethnicity International Relations Local Government Peace, War, and Conflict Resolution People and Organizations Political Economy Political Parties Political Sociology Public Policy and Administration Qualitative Methods Quantitative Methods Religion

The Zimbabwe Science News - 1995

Cambridge International AS and A Level Biology - C. J. Clegg 2015-01-30

This title covers the entire syllabus for Cambridge International Examinations' International AS and A Level Biology (9700). It is divided into separate sections for AS and A Level making it ideal for students studying both the AS and the A Level and also those taking the AS examinations at the end of their first year. - Explains difficult concepts using language that is appropriate for students around the world - Provides practice throughout the course with carefully selected past paper questions at the end of each chapter We are working with Cambridge International Examinations to gain endorsement for this title.

Science Examination Papers - Great Britain. Department of Science and Art 1905

Science Examination Papers - Great Britain. Department of Science and Art 1905

Investigating the Impact of Information Communication Technology on Self-directed Professional Development of Teachers - Emmanuel Mushayikwa 2011-03-02

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

Education and Development in Zimbabwe - Edward Shizha 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

Zimbabwe Journal of Educational Research - 2005

Report of the South African Association for the Advancement of Science - 1920

Science, the Departments of State, Justice, and Commerce, and Related Agencies Appropriations for 2007 - United States. Congress. House. Committee on Appropriations. Subcommittee on Science, State, Justice, and Commerce, and Related Agencies 2006

The Handbook of International School Psychology - Shane R. Jimerson 2006-09-14

The Handbook of International School Psychology provides a description of the specialty of psychology devoted to the global provision of services to children and youth, their teachers, and parents. Authors from 43 countries provide valuable information and insights regarding the following areas: the context of school psychology; the origin, history, and current status of school psychology; the infrastructure of school psychology; the preparation of school psychologists; the roles, functions, and responsibilities of school psychologists; current issues impacting school psychology; and key references.

Archives of Times Past - Cynthia Kros 2022-02-01

This volume critically examines sources of evidence and material from the archive that historically have been used to tell southern Africa's pre-colonial story.

Resources in Education - 1991

AF Press Clips - United States Department of State. Bureau of African Affairs 1981

School Science Practical Work in Africa - Umesh Ramnarain 2020-06-01

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.

Technology and Skills in Zimbabwe's Manufacturing - S. Teitel 2000-10-03

Small Sub-Saharan African countries are facing difficult times trying to accelerate their economic growth while at the same time attempting to liberalize their economies. For many, independence has brought political freedom without concomitant economic and social improvement for their indigenous populations. Zimbabwe fits this description and while it has made significant strides in educating its populations and distributing some agricultural land, it still lags in modernizing its manufacturing industries which survived for many years with little or no capital investment and restricted access to imports. This study, based on a detailed analysis of the results of a survey of manufacturing firms in selected industries, shows the origin of the technologies they have mastered, the use made of external and domestic sources of technology, the skills being applied, their training and other needs, as well as the policies that could favourably affect future industrial development in Zimbabwe.

Zimbabwe Books in Print - 1993

Escape from Southern Rhodesia before Zimbabwe - Peter Hardy 2021-10-22

A student place at Cape Town University was an opportunity to escape from my lonely laboratory technician post and army service in Southern Rhodesia. A two-thousand-mile circuitous hitchhike route through South Africa including a veterinary caravan across Bechuanaland, now Botswana, bought me to Cape Town. Unlikely student accommodation was in an attractive Edwardian hotel among largely non university guests. The walk to the university lectures in Geography, Geology and Botany involved a steep climb. This was up the lower slopes of Devils Peak, a three-thousand-foot mountain. Besides academic work I joined the university mountaineering club. Excursions were shared with ladies from the hotel and university. While bartending, where the Indian Ocean met the South Atlantic Ocean, I met a holidaying Rhodesian policeman. He told me about the misdemeanours of my American boss who suddenly left as head of the Rhodesian agricultural research station. Plying the detective with brandy I got the whole story. With my savings running out I got a laboratory technician post with the Anglo-American Corporation in Johannesburg. Work involved the chemical and physical analysis of the components of explosives. Dynamite was used for blasting rocks in the gold mines. At weekends I was exploring in and around Joburg with an engineer colleague. We would make up a foursome with two young ladies and enjoy boating and barbecues in the city's glorious parks. Additionally, I gyrated between two girlfriends, daughters of senior colleagues at my place of work. My work was inducted by a plain Jane who used sexual innuendoes to gain my attention. "Jane" distracted me so that I made a calculation error, this resulted in interrogation by the chief chemist. After several months at the dynamite factory I was granted a three-week holiday. I hitchhiked alone to Nyasaland, now Malawi. I arrived in the middle of a revolution and was chased by police for being out during a curfew. This was on a date with two girls and my lift driver. In Northern Rhodesia, now Zambia, another lift took me to a safari lodge in the Luangwa Game Reserve. Here we walked among the wild animals protected by two black rangers with powerful rifles. A visit to the Victoria Falls followed, wreathed by rainbows. After a year I decided to return to Britain. I aimed to gain a degree at London University while fully employed. I met a Jewish tailor from London at a youth hostelling club in Joburg. We decided to hitchhike to London across Africa and Europe.

Restoring the Educational Dream. Rethinking Educational Transformation in Zimbabwe - Shizha, Edward 2013-12-07

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.

Silent Cry. Echoes of Young Zimbabwe Voices - amabooks amabooks 2009-08-15

Silent Cry: Echoes of Young Zimbabwe Voices is a book of twenty-eight stories and fourteen poems, written by thirty-three young people from Zimbabwe's second city, Bulawayo. The pieces cover many issues, including family, gender, relationships, race, alienation, disability, HIV/AIDS, border jumping and the struggle to survive in Zimbabwe.

Science for Agriculture and Rural Development in Low-income Countries - Reimund Roetter 2007-11-29

Facing new challenges with respect to sustainable agriculture and rural development strategies for low-income countries, related to global environmental change and globalization of markets, an interdisciplinary Wageningen University and Research Centre group set out to draw lessons from the DLO-IC projects of the last eight years. In discussing the way ahead and a future agenda, a number of major research challenges, as well as policy questions are outlined.

The World of Science Education - Femi S. Otulaja 2017-09-12

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.

Science in Zimbabwe - George Bethell 1995

This is the second edition of a textbook covering the Zimbabwe O-level Science examination. In line with the syllabus, the five major sections have been retained, while activities have been integrated into the relevant topics. Examples in the book relate to Zimbabwe.;At the end of the book there are questions taken from past GCE O level examination papers of the University of Cambridge Local Examinations Syndicate (UCLES). These have been updated to reflect recent changes to the syllabus and styles of question. There is a comprehensive glossary of terms which provide support for study and revision.

Disability and Sexuality in Zimbabwe - Christine Peta 2017-10-25

Disabled women represent one of the most marginalised minority groups in the world, hence they are largely silent while their sexuality is ignored, suppressed, forbidden and buried underneath the carpet. Until recently, most of the Global Northern published literature on the subject of the sexuality of disabled women has predominantly been constructed from hearsay and second-hand narratives in studies which draw from the perspectives of parents, service providers and advocates, without much consultation of the relevant women. By facilitating the voice of disabled women in Zimbabwe and illuminating their experiences of sexuality, this book hopes to shift the experiences of sexuality of disabled women from the periphery of society to the fore. Disability and Sexuality in Zimbabwe presents original research on an issue that is thus far not found in local research data. Whilst addressing the paucity of literature on the subject, the book informs policy and practice and enhances the existing body of knowledge by making recommendations towards the development of a disability and sexuality framework that is rooted in the African context. This book is of interest to students and scholars of African studies, disability studies, sociology, psychology, social work, nursing, education studies, geography, women's and gender studies and interdisciplinary studies. Additional audiences include a wide range of health, social care, and educational professionals and practitioners, as well donors, disabled people's organisations, charities, government departments, NGOs, supranational organisations, and policy makers

The Europa World Year: Kazakhstan - Zimbabwe - 2004

