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ALINA HUGHES

Cambridge International AS and A Level Business Studies Revision Guide Routledge
 Did the Thatcher years and their aftermath constitute a revolution or a restoration in education. Do they represent a departure from, or a reinforcement of tradition? Contemporary Debates in Education is a thought-provoking volume which reviews the reforms of the eighties and early nineties, then follow this with an examination of the long-standing issues in education over the last century in order to relate current reforms and changes to their broader historical background, so that those with a general or professional interest in education can better understand the process in which they are involved.

The World of Science Education UNESCO Publishing

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.

African Disability Rights Yearbook Volume 1 2013 Springer Nature

Get your best grades with this Cambridge International AS and A Level Geography Revision Guide. Manage your own revision with step-by-step support from experienced examiners Garrett Nagle and Paul Guinness Use specific case studies to improve your knowledge of geographical patterns, processes and changes Get the top marks by applying geographical terms accurately with the help of definitions and key words Use the Revision Guide to prepare for the big day: Plan and pace your revision with the revision planner Use the expert tips to clarify key points Avoid making typical mistakes with expert advice Test yourself with end-of-topic questions and answers and tick off each topic as you complete it Practise your exam skills with exam-style AS and A2 questions The Revision Guide also has: Coverage of the whole syllabus, including all 8 options An international focus, including examples and case studies from around the world. Also available: Cambridge International A and AS Level Geography textbook (ISBN: 9781444123166) by Garrett Nagle and Paul Guinness and endorsed by University of Cambridge International Examinations. This title has not been through the Cambridge endorsement process.

Advance Level Syllabus AFRICAN SUN MeDIA

Indigenous knowledges are the commonsense ideas and cultural knowledges of local peoples concerning the everyday realities of living. This collection of essays discusses indigenous knowledges and their implication for academic decolonization.

Advanced Level Syllabus IGI Global

New in this edition is a 20 page section on the use of ICT resources in teaching and learning about statistics. The book also includes over 300 worked examples and advice on how to break down calculations into easy stages.

Festschrift Rufus H. Gouws Philip Allan

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

A Concise Course in Advanced Level Statistics Routledge

"Cambridge International AS and A Level Computer Science Coursebook delivers an accessible guide to theoretical and practical skills in Computer Science, with a clear progression of tasks that help to consolidate and develop knowledge. Cambridge International AS and A Level Computer Science Coursebook offers students detailed descriptions of the concepts, reinforced with examples that outline complex subject matter in a clear way. Alongside fundamental definitions, higher level programming skills are developed through the explanation of processes and consolidated by practical exam-type questions for students to attempt."-- Publisher description.

New General Mathematics for Junior Secondary Schools Philip Allan

Get your best grades with this Cambridge International AS and A Level Business Studies Revision Guide. - Manage your own revision with step-by-step support from experienced examiners Sandie Harrison and David Milner - Maintain an appropriate international focus in exams with examples and case studies from around the world - Get the top marks by applying business studies terms accurately with the help of definitions and key words Use the Revision Guide to prepare for the big day: - Plan and pace your revision with the revision planner- Use the expert tips to clarify key points - Test yourself with rapid-fire questions and answers and tick off each topic as you complete it - Practise your exam skills with exam-style questions Also available: Cambridge International AS and A Level Business Studies textbook by Malcolm Surridge and Andrew Gillespie (ISBN: 9781444181395). This title has not been through the Cambridge endorsement process.

Power in Contemporary Zimbabwe BRILL

CAN NORWAY LEARN FROM CHINA? The book's purpose is to reach parents and grandparents worldwide, to inspire them to be conscious about the quality of their loved-ones' schooling. Parents

and grandparents are more important than public authorities, teachers and researchers, to achieve successful school development. Quality education is the primary life insurance in a changing global world. From my experiences in Norway, East Asia, Finland and England, I present some ideas about how parents and grandparents can enhance school quality. China soon has the world's largest economy. Can a substantial explanation be the respect for knowledge and the population's strong willingness to learn? When China joined OECD's Pisa surveys (2009), Shanghai's 15-year-olds were top in the world. The same was the case in Pisa 2013. Chinese students abroad, are those that complete the fastest. Is effort in school work China's strongest soft power? Norway is a small, sparsely populated, super wealthy Scandinavian country. Historically, it had an excellent education system. That changed when the country switched to a US American curriculum model after World War II. Today the situation is worrying. Norway has rather low school quality objectively, and worse, relatively, when compared to amount of money used per student. Everybody has access to higher education, free of charge. Dropouts from higher education is increasing. In 2015, four out of ten university students dropped out. The nation's position in international education rankings is mediocre or poor. Norway is the only country in Europe where a majority of the population does not see education as an important value. A common opinion among those who analyse the global economic competition is that individuals and nations' level of knowledge is the power source number one. Importance of knowledge for individuals', companies' and nations' identity and mastery is the overall frame for this book. The education cultures in Norway and China today are opposites. My observations and comparisons during seventy years, as student, father, teacher and researcher have convinced me that Norway, and most other countries, can learn from the education culture of East Asia. In this culture, there is an enormous respect for learning and knowledge. An education system where students show strong motivation for learning and respect for teachers is the super soft power of economically successful East Asian countries. Quality of education will decide their competitive power in the increasingly global knowledge economy. The educational and economic success of East Asian countries triggered my curiosity for their curriculum roots. I found the moral philosopher Confucius, the thousand years old Imperial Examination, and a recent Chinese history of education as a key means to safeguard people's identity, while simultaneously learning science and technology from the West. I came across a number of amazingly dynamic and patriotic individuals, often poor before turning rich, and then using their private wealth to build schools and universities of quality, for the public. At the very individual level of this travelogue, I tell about how my family and I met with two elite schools in China, one international and one Chinese. Both were established by a poor waitress having turned billionaire. In my concluding reflections, I look at what Norway and many other countries can learn from China, Finland and England. The three countries' common denominator is high education quality, despite different curriculum traditions. We can take the best from each of them and create an optimal quality school for all.

Engineering Advanced Level Syllabus Learning to Live Together in Africa through History Education 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

Refugee Learner Experiences. A Case Study of Zimbabwean Refugee Children Springer Science & Business Media

This open access book is a comparative analysis of recent large scale education reforms that broadened curriculum goals to better prepare students for the 21st century. The book examines what governments actually do when they broaden curriculum goals, with attention to the details of implementation. To this end, the book examines system level reforms in six countries at various levels of development. The study includes system level reforms in jurisdictions where students achieve high levels in international assessments of basic literacies, such as Singapore and Ontario, Canada, as well as in nations where students achieve much lower levels, such as Kenya, Mexico, Punjab-Pakistan and Zimbabwe. The chapters examine system-level reforms that focus on strengthening the capacity to teach the basics, as in Ontario and Pakistan, as well as reforms that aim at building the capacity to teach a much broader set of competencies and skills, such as Kenya, Mexico, Singapore and Zimbabwe. The volume includes systems at very different levels of spending per student and reforms at various points in the cycle of policy implementation, some just starting, some struggling to survive a governmental transition, and others that have been in place for an extended period of time. From the comparative study of these reforms, we aim to provide an understanding of how to build the capacity of education systems to teach 21st century skills at scale in diverse settings.

Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century UNESCO

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

Each topic is treated from the beginning, without assuming prior knowledge. Each chapter starts with an opening section covering an application. These help students to understand the relevance of the topic: they are motivational and they make the text more accessible to the majority of students.

Concept Maps have been added, which together with Summaries throughout, aid understanding of main ideas and connections between topics. Margin points highlight key points, making the text more accessible for learning and revision. Checkpoints in each chapter test students' understanding and support their private study.

Education in Southern Africa Springer Nature

This well-established series, the most popular in Nigeria, has been fully revised to reflect recent developments in mathematics education at junior secondary level and the views of the many users of the books. It has especially been revised to fully cover the requirements of the new NERCDC Universal Basic Education Curriculum.

Educating Students to Improve the World V&R unipress GmbH

African Disability Rights Yearbook Volume 1 2013 Edited by Charles Ngwena, Ilze Grobbelaar-du Plessis, Helene Combrinck and Serges Djyouou Kamga 2014 ISSN: 2311-8970 Pages: 385 Print version: Available Electronic version: Free PDF available About the publication The African Disability Rights Yearbook breaks new ground in disability scholarship. Coming in the wake of the United Nations Convention on the Rights of Persons with Disabilities, it is the first peer-reviewed journal to focus exclusively on disability as human rights on the African continent. It provides an annual forum for scholarly analysis on issues pertaining to the human rights of persons with disabilities. It is also a source for country-based reports as well as commentaries on recent developments in the field of disability rights in the African region. Preface This is the first issue of the African Disability Rights Yearbook (ADRY). Drawing inspiration from the European Yearbook on Disability Law, it is the first publication of its kind that focuses on Africa. It aims to bring into prominence an area traditionally neglected by both African governments and academics. Following in the wake of the adoption of the United Nations Convention on the Rights of Persons with Disabilities, it is the first peer-reviewed journal to focus exclusively on disability as human rights on the African continent. The Yearbook, which is projected to appear annually, is set out in three sections. Section A contains academic articles: Section B consists of country-based research, charting recent developments on disability rights legislation, case law and policy developments in selected African states; and Section C deals with relevant developments in the African Union (AU) and African sub-regional organisations. The 2013 Yearbook aims to set out the situation as at 31 December 2012. The publication of the Yearbook in 2013 is a milestone in the engagement on the rights of persons with disabilities by the Centre for Human Rights, Faculty of Law, University of Pretoria, under whose auspices this publication was conceived and is being produced. It marks a highlight in the efforts taken by the Centre over the last few years to bring more academic attention to the rights of persons with disabilities in Africa. These efforts have only been possible with the support of the Open Society Foundations, in particular, Open Society Initiative for Southern Africa (OSISA). Over the last years, OSISA has collaborated with the Centre for Human Rights, University of Pretoria, to strengthen the teaching and research in law faculties in the Southern Africa on disability rights. The collaboration consists of the following elements: (a) Efforts are made to assist in the building of capacity of law faculties in the region, through the attendance of the LLM (Human Rights and Democratisation in Africa) with a focus on disability rights by staff members from these law faculties, The staff members subsequently return to their faculties, institute and develop teaching on disability rights, and institutionalise faculty-based activities and 'centres' around disability rights. So far, the following faculties have participated: Universidade Eduardo Mondlane, Mozambique (Faculdade de Direito); the University of Botswana; the University of Malawi (Chancellor College, Faculty of Law); University of Namibia; Midlands State University, Zimbabwe (Faculty of Law); University of Zambia; and University of Dodoma (Tanzania); University of Namibia. These faculties/centres have the responsibility/mandate to research on disability rights; promote awareness and sensitise key stakeholders in the population about the rights of persons with disabilities and the existing legal framework; elaborate position papers and advocate for particular legal reforms; keep record of/identify and engage in litigation of selected cases pertaining to the violation of the rights of persons with disabilities; and provide legal advice to persons with disabilities. (b) The Centre presents a one-week intensive short course on disability rights to build capacity and to disseminate information on disability rights more broadly in Africa. This course is attended by participants from all over the continent. (c) Together, the participating faculties are developing a curriculum for the teaching of an undergraduate course on disability rights at law schools in the region. (d) Academic work on and awareness about disability rights is stimulated, in particular, through the publication of this Yearbook, an academic conference, and a first Southern African Disability Rights Moot Court Competition. This Yearbook is the accomplishment of many. It has been a project long in planning and preparation, and time consuming in execution. The publication is the endproduct of collaborations between the Centre and numerous partners, in particular (UWC). A very sincere and profound word of thanks goes to the following: The four editors: the convening editor, Prof Charles Ngwena, who joined the Centre for Human Rights last year; he worked with Dr Ilze Grobbelaar-Du Plessis (UP); Prof Helene Combrinck (UWC) and Dr Serges Djyouou Kamga (UNISA) as co-editors. It is only their dedication and devotion that has made this publication possible. Prof Ngwena was not only the convening editor, but also the editor in charge of Part A. He bore the brunt of the responsibility to keep the project going, and to inspire and lead all involved towards the ever-approaching deadline. Drs Grobbelaar-Du Plessis and Serges Djyouou Kamga took responsibility for Part B, and Prof Combrinck for Part C. They each sacrificed enormously in terms of time and energy, in order to get to this end product. Thanks to all contributors, and all reviewers of contributions, for dedicating themselves to this thankless task. Kate Painting acted as a most appreciated editorial assistant. She meticulously followed up references, guaranteed consistency in style, and ensured felicitous language use. At the Centre, Thuto Moratua Hlalele, Yolanda Booyzen and Kevashinee Pillay also provided logistical and other support. The Yearbook is published by Pretoria University Law Press (PULP), based at the Faculty of Law, University of Pretoria. The patient and professional contribution of Lizette Hermann is much appreciated. We also thank the members of the advisory board, who agreed to assist with the policy direction, review of manuscripts and lending credibility and lustre to this Yearbook by associating themselves with this endeavour. The Yearbook is very fortunate to have representation from all corners of the globe, including individuals and institutions at the leading edge of disability rights research, training and teaching. Lastly, to the Open Society Foundation – and specifically OSISA – and its staff: Many thanks in particular to Louise Olivier, for her confidence, inspiration and consistent support, which took the Centre and me personally along an exciting and challenging new road; and to Louise Ehlers and Patricia Mwanysisa, who came on board later. Other Open Society staff also inspired and played important roles along the way. In line with the right of access to information and knowledge, this Yearbook is accessible freely as a free full downloadable document on the Centre's website www.chr.up.ac.za On behalf of all those involved, and of the Centre, I wish to express the hope that this Yearbook will soon come to be regarded as an indispensable tool to understand and chart legislative and policy developments on disability rights in Africa, and that it will contribute to bridge the gap between the discourse of rights and its practical application and actual realisation. Frans Viljoen Director, Centre for Human Rights About the editors: Charles Ngwena is Professor, Department of Constitutional Law and Legal Philosophy, Faculty of Law, University of the Free State, South Africa. Ilze Grobbelaar-du Plessis is a senior lecturer and holds the degrees BLIS LLM LLD from the University of Pretoria. Helene Combrinck is Associate

Professor at the Centre for Disability Law and Policy, University of the Western Cape. Seres Djoyou Kamgais is Senior Lecturer at TMALI (UNISA). Table of Contents PREFACE EDITORIAL SECTION A: ARTICLES 1. The right to primary education of children with disabilities in Malawi: A diagnosis of the conceptual approach and implementation Enoch MacDonnell Chilemba 2. Forgotten or included? Disabled children's access to primary education in Cameroon Seres Djoyou Kamga 3. Choice, support and inclusion: Implementing article 19 of the CRPD in Kenya Elizabeth Kamundia 4. A critical analysis of the legal and institutional frameworks for the realisation of the rights of persons with disabilities in Zimbabwe Esau Mandipa 5. Prospects and practices for CRPD implementation in Africa Janet Lord and Michael Ashley Stein 6. 'Nothing about CRPD monitoring without us': A case study on the involvement of the disability movement in policy-making in Zambia Magdolna Birtha 7. Western Cape Forum For Intellectual Disability v Government of the Republic of South Africa: A case study of contradictions in inclusive education Charles Ngwena 8. Towards an effective litigation strategy of disability rights: The Zambian experience Likando Kalaluka SECTION B: COUNTRY REPORTS Cameroon Maître Christophe Tchudjo and Joseph Ombé Côte d'Ivoire Pierre Olivier Lobe Ghana Esther A Gyamfi Mozambique Emerson Casimiro Uassuzo Lopes Namibia Ruusa Ntinda Nigeria Ngozi C Umeh and Ramola Adeola République Democratique du Congo (RDC) Pierre Olivier Lobe South Africa Ilze Grobbelaar-du Plessis and Chazanne Grobler Tanzania Peter Josiah Shughuru SECTION C: REGIONAL DEVELOPMENTS Disability rights in the African regional human rights system during 2011 and 2012 Helene Combrinck Making progress: The African Committee of Experts on the Rights and Welfare of the Child and the rights of children with disabilities Lorenzo Wakefield Disability rights in the sub-regional economic communities during 2011 and 2012 Lucyline N Murungi, Aquinaldo Mandlate and Benedicta Armah

Advanced Level Syllabus Routledge

This comprehensive ground-breaking southern African-centred collection spans the breadth of disability research and practice. Reputable and emerging scholars, together with disability advocates adopt a critical and interdisciplinary stance to prove, challenge and shift commonly held social understanding of disability in traditional discourses, frontiers and practices in prominent areas such as inter/national development, disability studies, education, culture, health, religion, gender, sports, tourism, ICT, theatre, media, housing and legislation. This handbook provides a body of interdisciplinary analyses suitable for the development of disability studies in southern Africa.

Through drawing upon and introducing resources from several disciplines, theoretical perspectives and personal narratives from disability activists, it reflects on disability and sustainable development in southern Africa. It also addresses a clear need to bring together interdisciplinary perspectives and narratives on disability and sustainable development in ways that do not undermine disability politics advanced by disabled people across the world. The handbook further acknowledges and builds upon the huge body of literature that understands the social, cultural, educational, psychological, economic, historical and political facets of the exclusion of disabled people. The

handbook covers the following broad themes: • Disability inclusion, ICT and sustainable development • Access to education, from early childhood development up to higher education • Disability, employment, entrepreneurship and community-based rehabilitation • Religion, gender and parenthood • Tourism, sports and accessibility • Compelling narratives from disability activists on societal attitudes toward disability, media advocacy, accessible housing and social exclusion. Thus, this much-awaited handbook provides students, academics, practitioners, development partners, policy makers and activists with an authoritative framework for critical thinking and debates that inform policy and practice in incomparable ways, with the view to promoting inclusive and sustainable development.

O-Level Syllabus University of Toronto Press

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

Handbook of Research on Social Inequality and Education Anchor Academic Publishing

In comparing one public school to another, discussions frequently include talk concerning the socioeconomics of a school or district, which then leads to talk about the advantages that one socioeconomic setting has over another. Educators tend to agree that low academic achievement frequently associated with a low socioeconomic status is a characteristic difficult to resolve for a population of school children. The *Handbook of Research on Social Inequality and Education* is a critical reference source that provides insights into social influences on school and educational settings. Featuring an array of topics including online learning, social mobility, and teacher preparation, this book is excellent for educational leaders, educational researchers, teachers, academicians, administrators, instructional designers, and teacher preparation programs.

Secondary Education in Canada Routledge

Education for Sustainable Development (ESD) is globally acknowledged as a powerful driver of change, empowering learners to make decisions and take actions needed to build a just and economically viable society respectful of both the environment and cultural diversity.

The Routledge Handbook of Disability in Southern Africa Springer

This report reviews engineering's importance to human, economic, social and cultural development and in addressing the UN Millennium Development Goals. Engineering tends to be viewed as a national issue, but engineering knowledge, companies, conferences and journals, all demonstrate that it is as international as science. The report reviews the role of engineering in development, and covers issues including poverty reduction, sustainable development, climate change mitigation and adaptation. It presents the various fields of engineering around the world and is intended to identify issues and challenges facing engineering, promote better understanding of engineering and its role, and highlight ways of making engineering more attractive to young people, especially women.-- Publisher's description.

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