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Empowerment Through Language Mapping research and innovation in the Republic of Zimbabwe Rhodesia: Beleaguered Country The Routledge Handbook of Disability in Southern Africa Pre-colonial and Post-colonial Drama and Theatre in Africa Suffering for Territory

In this collection of essays written from different critical perspectives, African playwrights demonstrate through their art that they are not only witnesses, but also consciences, of their societies. Robert Mugabe KCB is about two countries forced into one by British imperialistic interests, cemented by the

optimism of African nationalism and plundered by the wrath of Africa's longest serving tyrant. It traces 19th Century King Mzilikazi and his peoples' settlement in Matabeleland, through the colonization of Mashonaland in 1890, the destruction and occupation of the Ndebele State in 1893 by the B. S. A. Company before examining the politics of African nationalism by ZAPU and ZANU in the quest for black majority rule. It dissects the gukurahundi genocide unleashed by the independent and majoritarian government on the ethnic minorities of Matabeleland and the Ndebele speaking parts of the Midlands province. It interrogates the

concepts of gukurahundism (policy of annihilation), zanuism (longevity of the leader and his/her ethnic group) and mugabeism (mastery of demagoguery in order to deceive). It portrays the genocide, and the three isms as the four pillars that have sustained the leprosy that ravaged the Zimbabwean anatomy from day one of independence to two years after Mugabe's unceremonious fall by the barrel of the same gun that had ushered him in in 1980. Ncube explores possible solutions which include, a rotational presidency, devolution of government power, federalism, restoration of the Ndebele monarchy and

the secession of the pre-colonial Mthwakazi State from Zimbabwe. 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 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. This timely book reflects on discourses of identity that pervade local talk and texts in Zimbabwe, a nation beset by political and economic crisis. As she explores questions of culture that play out in broadly accessible local and foreign film and television, Katrina Daly Thompson shows how viewers interpret these media and how they impact everyday life, language use, and thinking about community. She offers a unique understanding of how

media reflect and contribute to Zimbabwean culture, language, and ethnicity. This is an original study of women self-identified as working-class and lesbian, showing the significance of class and sexuality in their biographies, everyday lives and identities. It provides insight, a critique of queer theory and an empirical interrogation of the embodied, spatial and material intersection of class and sexuality. This volume brings to the fore the interface of religion, women's sexual reproductive health and rights (SRHR), and the sustainable development goals (SDGs) in Zimbabwe. It emphasizes that empowering African women is

a pivotal pillar for attaining sustainable development. Contributors discuss the need for implementing structural changes as a prerequisite for social progress and development to occur in Southern Africa. They interrogate the extent to which religious beliefs and practices either promote or impede women's SRHR. The contributors also proffer several ways in which addressing the themes of health for all and equality for all women and girls can make a meaningful contribution towards the fulfillment of the goals set for Agenda 2030. The Interview: Tendai Rinos Mwanaka & Five Poems.

Featured Poems: Barbara Loots, AM Roselli, Evan Guilford-Blake, Xuanjie Huang. Free Verse: John Grey, Emily Strauss, Susan Richardson, L.R. Harvey, Doug Pinkston, Luis Cuauhtémoc Berriozábal, and more. Haiku: Gerry Fabian, Sarah Calvello, Andrea Cecon, Paula R. Hilton, Tate Lewis, Goran Gatalica and more. Formal & Rhyming Poetry: Richard Wakefield, Alfred Nicol, Aaron Poochigian, Jennifer Reeser, Jean L. Kreiling, Chris O'Carroll, and more. Free Verse: Heather Brett, Yahia Lababidi, and more. Poetry Translations Janice D. Soderling, Michael R. Burch. International Poetry: Kushal Poddar, Zohar

Teshartok, and more. African Poetry: Lazola Pambo, Emmanuel Stephen Ogbob, Ibrahim Sorie Bangura, and more. Poetry Unplugged Arthur Powers, Sonia Beauchamp, David Gershan, and more. Experimental & Form Poetry: Stephen Bett, James Swafford, and more. Fiction: Jonathan Ferrini. Flash Fiction: Clive Aaron Gill, Timothy Gager. Creative Non-Fiction: John Haymaker. Since 2000, black squatters have forcibly occupied white farms across Zimbabwe, reigniting questions of racialized dispossession, land rights, and legacies of liberation. Donald S. Moore probes these contentious politics by analyzing fierce

disputes over territory, sovereignty, and subjection in the country's eastern highlands. He focuses on poor farmers in Kaerezi who endured colonial evictions from their ancestral land and lived as refugees in Mozambique during Zimbabwe's guerrilla war. After independence in 1980, Kaerezians returned home to a changed landscape. Postcolonial bureaucrats had converted their land from a white ranch into a state resettlement scheme. Those who defied this new spatial order were threatened with eviction. Moore shows how Kaerezians' predicaments of place pivot on memories of "suffering for territory," at

once an idiom of identity and entitlement. Combining fine-grained ethnography with innovative theoretical insights, this book illuminates the complex interconnections between local practices of power and the wider forces of colonial rule, nationalist politics, and global discourses of development. Moore makes a significant contribution to postcolonial theory with his conceptualization of “entangled landscapes” by articulating racialized rule, situated sovereignties, and environmental resources. Fusing Gramscian cultural politics and Foucault’s analytic of governmentality, he enlists ethnography to foreground the

spatiality of power. Suffering for Territory demonstrates how emplaced micro-practices matter, how the outcomes of cultural struggles are contingent on the diverse ways land comes to be inhabited, labored upon, and suffered for. Thousands upon thousands fail in their examinations either by attaining average or poor grades. This compellingly written book is of practical relevance to students who are at O’level, A’ level or even University and Tertiary education institutions to aid them to study and attain the attainable distinctions. The young author of this book advocates implementation of the ten principles which

address the common and rare mistakes which lead many to the bottomless pit of U’s or ultimate failure. It is apparent that the most educated fill the highly paying and honorable positions in the market place. This book gives you the secret, that is, to be the distinction or one who stands shoulders above the rest. By being that you will attain distinctions and honorable positions will be your reward. Thus enjoy your interaction with this simply yet comprehensively written book. Help learners build a deep understanding of sociological concepts by exploring links between global topics such as identity, family and culture. Varied activities support the

development of key research and analysis skills, as learners apply what they have learnt to real-world scenarios. Written with English as second language learners in mind, this coursebook includes key word definitions and opportunities for learners to check their understanding. Suitable for the Cambridge IGCSE(TM) and O Level Sociology syllabuses (0495/2251) for examination from 2025. Answers are available to teachers via Cambridge GO. 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 This book examines the exclusion of minority languages (and their speakers) from the mainstream domains of everyday social life in postcolonial Zimbabwe. It considers forces of hegemonic nation building, subtle cultural oppression and a desire for linguistic uniformity as major factors contributing to the social exclusion of Zimbabweans from language groups other than Shona and Ndebele. The book interprets

the various forms of language-based exclusion exercised by Shona and Ndebele language speakers over minority groups as constituting a form of linguistic imperialism. Contrary to the popular view that English is Zimbabwe's «killer language», which should be replaced by selected indigenous languages that are perceived as more nationally «authentic» and better grounded in both pre- and post-imperial frameworks, this book argues that linguistic imperialism has very little to do with whether the dominating language is «foreign» or «indigenous». The author discusses oral submissions from minority language

speakers, language experts, policy-makers and educators. While the focus is specifically on the politics of language and identity in Zimbabwe, this case study gives an insight into the complexity of identity and nation building in postcolonial Africa. This title is endorsed by Cambridge Assessment International Education to support the full syllabus for examination from 2020. Discover business theory beyond the classroom by exploring real-world international businesses through case studies; rely on a tried-and-tested Student's Book to ensure full coverage of the latest Cambridge IGCSE and O Level Business Studies

syllabuses (0450/0986/7115). - Encourage understanding with engaging case studies and clear and lively text gradually building content knowledge. - Develop application and evaluation skills with hundreds of engaging activities and examination-style questions throughout. - Deepen understanding through systematic syllabus coverage and a spiral structure revisiting material in a structured way. - Navigate the syllabuses confidently with subject outlines clearly defined at the start of each chapter and syllabus-matching section headings. - Check understanding with revision checklists enabling reflection,

and suggested further practice. - Reinforce learning with selected answers and additional multiple-choice questions as well as a glossary of key terms online. Available in this series: Student Textbook Fifth edition (ISBN 9781510421233) Student eTextbook (ISBN 9781510420106) Whiteboard eTextbook (ISBN 9781510420113) Workbook (ISBN 9781510421257) Online Teacher's Guide (ISBN 9781510424128) Study and Revision Guide (ISBN 9781510421264) Codeswitching may be broadly defined as the use of two or more linguistic varieties in the same conversation. Using data

from multilingual African context, Carol Myers-Scotton advances a theoretical argument which aims at a general explanation of the motivations underlying the phenomenon. She treats codeswitching as a type of skilled performance, not as the 'alternative strategy' of a person who cannot carry on a conversation in the language in which it began. Speakers exploit the socio=psychological values associated with different linguistic varieties in a particular speechcommunity: by switching codes speakers negotiate a change in social distance between themselves and other participants in a conversation. Switching

between languages has much in common with making stylistic choices within the same language: it is as if bilingual and multilingual speakers have an additional style at their command when they engage in codeswitching. While it is commonly assumed that languages epenthesize context-free default vowels, this book shows that in loanword adaptation, several strategies are found which interact intricately. Large loanword corpora in Shona, Sranan, Samoan and Kinyarwanda are analyzed statistically, and the patterns are modeled in a version of Optimality Theory which introduces constraints on

autosegmental representations. The focus of this book is on English loans in Shona, providing an in-depth empirical and formal analysis of epenthesis in this language. The analysis of additional languages allows for solid typological generalizations. In addition, a diachronic study of epenthesis in Sranan provides insight into how insertion patterns develop historically. In all languages analyzed, default epenthesis exists alongside vowel harmony and spreading from adjacent consonants. While different languages prefer different strategies, these strategies are subject to the same set of constraints, however. In spreading, feature

markedness plays an important role alongside sonority. We suggest universal markedness scales which combine with constraints on autosegmental configurations to model the patterns found in individual languages and at the same time to constrain the range of possible crosslinguistic variation. Presenting a mixed methods study conducted in a bilingual mathematics classroom in Zimbabwe, this text reveals the semantic pedagogical functions and linguistic forms of code-switching during STEM instruction. Code-Switching as a Pedagogical Tool in Bilingual Classrooms offers a detailed analysis of code-switching in

the context of educational linguistics, and reveals ten major pedagogical techniques which illustrate how teachers use code-switches to engage students and provide guidance, clarification, discipline, and recaps during individual and whole-class interactions. Chapters highlight that code-switching can be used in a targeted manner to harness the cognitive potential of bilingual speakers and enhance instruction. Ultimately, the text identifies implications for teacher education, language policy, and educational leadership more broadly, and demonstrates intersections with key areas including functional, critical, and cultural

literacy. This text will benefit researchers, academics, and educators with an interest in bilingualism, applied linguistics, and secondary education more broadly. Those specifically interested in multicultural education, sociolinguistics and educational policy will also benefit from this book. There are little strokes that fell great oaks and often unattended cracks in a diversity of our socio-economic and political institutions can ultimately lead to a total collapse of systems. Cracks and Other Short Stories is an anthology that offers readers an insight into some of the major cracks in our personalities and institutions as

a subtle means of encouraging everyone to investigate them further and seek lasting solutions for the good of humanity. Cracks signal that things are out of sorts and need timeous repair, healing and mending before systems become dysfunctional and torturous to humanity. Thus, each story in this impeccable collection deals with specific metaphorical cracks which require problem solving for the betterment of society. The influence of the learner's mother tongue on the use of a second language has long been of interest within applied linguistics. Whilst most studies have focused on the sentence level, contrastive rhetoric has

broadened this area of investigation to the levels of discourse and text. This study explores and applies the approach to written English and Shona of Shona native speakers in Zimbabwe. It is both theoretical and practical, highlighting the importance of multi-dimensional and non-evaluative analytical frameworks, and providing information for second language teachers and learners. This study raises awareness to the emergence of a new genre in world literature hybridized literature. It rejects the assumption according to which literatures written in less commonly taught languages should be subsumed into one

universally accessible global idiom. Instead, Vakunta challenges literary scholars and readers of literature to regard untranslatability as the key to cross-cultural engagement. The book's multiple approaches and innumerable sources generate complex interdisciplinary connections and provide an excellent introduction to a complex literary phenomenon alien to literati resident outside the officially bilingual multicultural and multilingual Republic of Cameroon. Three years after the advent of Zimbabwe's Inclusive Government in February 2009, the country still awaits the elections that people hope will lead to a more enduring

political settlement. Zimbabwe: Mired in Transition reviews the experience of recent years assesses the progress that has been made. What is the public mood, and how has it changed? What steps have been taken to reform the media? How important is a new constitution. Although the economy has stabilised to some extent with the adoption of a multi-currency regime, industrial and agricultural production are depressed, and investment inflows are limited; what spaces exist for fiscal reform? Are local authority structures and the state bureaucracy equipped to handle the tasks that will be asked of them? In terms of two important areas,

the book extends its analysis further back than 2009. First, is the issue of emigration. Estimates of the number of Zimbabweans in the diaspora range from three to four million; what impact is this having on national development, and to what extent might the trend of migration be reversed? The second concerns young people, the chapter on which concludes: 'We already have a "lost generation" - those who were once called the "born frees". Unless positive changes are made, we will still have another'. This collection of eleven essays examines in detail some of the pressing questions which Zimbabweans

must ask as they chart a way forward. 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. This book is a must-read for every language teaching professional and researcher working in a multilingual context.

Multilingualism and Education in Africa: The State of the State of the Art is an up-to-date exploration and wide-ranging review of the symbiotic relationship between multilingualism and education in Africa. The African continent is rich in languages. Most of her inhabitants are multilingual and many of the nations have embraced multilingual education. This book examines multilingualism in education from three broad perspectives: multilingualism and language in education policy in Africa;

multilingualism as an educational resource in Africa; and attitudes and challenges of multilingualism and education in Africa. The book's nineteen chapters discuss these three perspectives from East, West, Central and South Africa. All the contributors are leading authorities in multilingualism and education. The chapters combine a wide range of viewpoints based on theoretical, empirical and personal experiences. The reader is left with a deeper understanding of the unique features of multilingualism and education in Africa that have seldom been addressed by those who experience them first-hand. The book

demonstrates successful practices in multilingualism and education; showing how African nations have determined what works for them without ignoring challenges such as policies on paper, attitudes towards African languages and limited resources. The benefits of multilingual education override the challenges. The book's extensive coverage makes it an important resource for scholars and policy makers in the field of multilingualism and education. Overall, this book represents an important contribution to an important subject in education globally. The editors have provided an introductory overview to the

book and commentaries on the three sections. This study focuses on the teaching and learning of Shona novels at 'O' Level with specific reference to three selected secondary schools in the High-Glen District, Harare. The main aim of the research is to determine means of making teaching and learning of Shona novels at 'O' Level more effective and meaningful. The attitude of students and teachers towards Shona novels as well as approaches being used in teaching the novels were established. Basing on the research findings, the study makes recommendations for effective and meaningful teaching and learning of Shona

novels at 'O' Level while giving room for further research. This book explores the intersections of gender, religion and migration within the context of post-independent Zimbabwe, with a specific focus on how gender disparities impact economic development. By demonstrating how these interconnections impact women's and girls' lived realities, the book addresses the need for gender equity, gender inclusion and gender mainstreaming in both religious and societal institutions. The book assesses the gender and migration nexus in Zimbabwe and examines the impact of religious-cultural ideologies on the

status of women. In doing so, it assesses the transition of Zimbabwean women across spaces and provides insights into the practical strategies that can be utilised to improve their status both "at home" and "on the move". Furthermore, chapters show how space continues to be gendered in ways that perpetuate structural inequality to challenge the exclusion of women from key social processes. Contributing to ongoing scholarly debates on gender in Africa, this book will be of interest to academics and students of Gender Studies, Women's Studies, African Studies, Development Studies as well as advocates of human rights and gender activists.

This book is the first to tackle the difficult and complex politics of transition in Zimbabwe, with deep historical analysis. Its focus is on a very problematic political culture that is proving very hard to transcend. At the center of this culture is an unstable but resilient 'nationalist-military' alliance crafted during the anti-colonial liberation struggle in the 1970s. Inevitably, violence, misogyny and masculinity are constitutive of the political culture. Economically speaking, the culture is that of a bureaucratic, parasitic, primitive accumulation and corruption, which include invasion and emptying of state coffers by a self-styled

'Chimurenga aristocracy.' However, this Chimurenga aristocracy is not cohesive, as the politics that led to Robert Mugabe's ousting from power was preceded by dirty and protracted internal factionalism. At the center of the factional politics was the 'first family': Robert Mugabe and his wife, Grace Mugabe. This book offers a multidisciplinary examination of the complex contemporary politics in Zimbabwe, taking seriously such issues as gender, misogyny, militarism, violence, media, identity, modes of accumulation, the ethnicization of politics, attempts to open lines of credit and FDI, national healing, and

the national question as key variables not only of a complete political culture but also of difficult transitional politics. This comprehensive volume provides teachers, researchers and education professionals with cutting edge knowledge developed in the last decades by the educational, behavioural and neurosciences, integrating cognitive, developmental and socioeconomic approaches to deal with the problems children face in learning mathematics. The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of intense research in

the last few decades, but the most part of this research has been conducted in non-applied settings and there's still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings. Now it's time to bring the results from the laboratory to the classroom. Apart from bringing the theoretical discussions to educational settings, the

volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments. It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues. And it

does so from an international perspective, dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world. All of this makes the International Handbook of Mathematical Learning Difficulties an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society.