

Socialism, Education and Development

*A Challenge
to Zimbabwe*

Ray Chikungo and
Christopher Muganyizi

Socialism Education And Development A Challenge To Zimbabwe

S. Darnolf, L. Laakso



Socialism Education And Development A Challenge To Zimbabwe:

Education and Development in Zimbabwe Edward Shizha, Michael T. Kariwo, 2012-01-01 The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe. It challenges scholars to think about the role of education, its funding, and the egalitarian approach to widening access to education. The nexus between education, democracy, and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language, and citizenship from the Zimbabwean experience. The book discusses educational successes and challenges by examining the ideological effects of social, political, and economic considerations on Zimbabwe's colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking, and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political, and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students, and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators, and researchers, and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social, political, and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in-depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe. Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist universal elementary education to the disarray of contemporary socioeconomic crisis, covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide-ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education, how ideology, policy, international pressures, economic factors, and shifts in values collectively forge the historical and contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia.

Socialism, Education, and Development Fay Chung, Emmanuel Ngara, 1985 *Twenty Years of Independence in Zimbabwe* S. Darnolf, L. Laakso, 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 *South Africa's Destabilisation of Zimbabwe, 1980-89* J. Dzimba,1998-01-01 South Africa s Apartheid regime saw Zimbabwean independence and black majority rule in 1980 as a major threat to its interests security and regional hegemony John Dzimba explains how and why Pretoria sought to destabilise Zimbabwe and other front line states examining the successes and failures of destabilisation against Zimbabwe s economic and political vulnerabilities and attempted responses He shows why P W Botha s crisis ridden regime had to drop the policy in 1989 Underdevelopment, Development and the Future of Africa Munyaradzi Mawere,2017-02-10 In view of the resilience of Africas underdevelopment what do Africans make of their determined aspirations for development The continent of Africa has constantly drawn global attention most especially for both human and natural evils Underdevelopment it appears is one of the most eminent threatening evils It has plunged and promises to maintain the majority of Africa in abject poverty insecurity and vulnerability What perpetuates the ghost and gory of underdevelopment in Africa despite a proliferation of development rhetoric and initiatives How do ordinary Africans react to repeated talk and claims of development with little evidence of transformation for the better in their material circumstances This book interrogates the tenacity of underdevelopment amid calls for Africa to rise from its slumber and reclaim its position in global affairs as the mother continent of humankind It contributes to the ongoing debates on why Africa remains trapped in the clutch of underdevelopment many decades after the purported end of colonialism The book comes at a critical time in human history a time when the talk on Africas under development is louder due to the ravages of economic downturns and dysfunctional conflicts It poses a challenge to development practitioners civil society activists statesmen economists political scientists and theorists to rethink and reconsider their role as technocrats experts and ambassadors of positive change in Africa and the world beyond *Education, Communication and Democracy in Africa* Chikumbutso Herbert Manthalu,Victor Chikaipa,Anthony Mavuto Gunde,2021-07-22 This innovative volume critically examines the intersection between democracy education and communication in African educational domains Providing a platform for multidisciplinary research it advances scholarship in democratic citizenship education in African higher education through methodological and theoretical innovation The book discusses the extent to which explicit or subtle communication frameworks that underlie policymaking institutional culture teaching and learning experiences in African higher education significantly engender democratic mind habits and practices in students as citizens Chapters in the book examine how communication frameworks in pedagogy ought to navigate power imbalances between students on the one hand and the institution and academics on the other The book also examines how dis empowering higher education policies are and whether they contribute to democratic equality This book will be of great interest to academics researchers and post graduate students in the fields of education democratic citizenship education communication and African studies

Education in Southern Africa Clive Harber,2013-09-12 Education in Southern Africa is a comprehensive critical

reference guide to education in the region With chapters written by an international team of leading regional education experts the book explores the education systems of each country in the region With chapters covering Botswana Lesotho Madagascar Mozambique Namibia South Africa Swaziland and Zimbabwe the book critically examines the development of education provision in each country as well as local and global contexts Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this handbook will be an essential reference for researchers scholars international agencies and policy makers at all levels Women, Education and Empowerment

Digumarti Bhaskara Rao,1999 Women and men are equal in every human concern in this world They are equally competing in almost all spheres of work and power and are equally achieving the set goals Culture economy and polity may be barriers to women in certain parts of the globe still women are marching ahead with great conviction and confidence to keep themselves on par with their counterparts in every affair This Book will be very much useful to the policy makers planners researchers educationists and activists Women and men are the inseparable units of this universe Long live the affectionate bond between the two *GLOBAL ISSUES ON RURAL AND URBAN CONFLICT VIOLENCE IN THE 21ST CENTURY* Dada,

Adebusola Olorunfemi and Victor Lukpata ,Oyelade, O. A,Bola Abefe-Balogun ,Oyelade, O. A., Daramola, O. F., and Anwanane, N. B,Japhet E, Yerima,Adewumi Adeyemi,Okoro, Kelechi Collins; Ubaku, Kelechi Chika; Ugwuja, Amaechi Alex,Niladri Sekhar Ghosh,2014-12-12 *International Handbook of Curriculum Research* William F. Pinar,2003-04-01 The International Handbook of Curriculum Research is the first collection of reports on scholarly developments and school curriculum initiatives worldwide Thirty four essays on 28 nations framed by four introductory chapters provide a panoramic

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 These programmes are driven by the belief that graduates will then substantially contribute to the developmental needs of their countries But is providing access to institutions enough Students in developing countries often come from school environments lacking in resources human physical and financial This book in a number of chapters 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 This volume provides invaluable insights and will be of relevance to researchers policy makers and lecturers interested in these research outcomes in Sub Saharan Africa It is the outcome of a doctoral research capacity development project the Graduate Studies in Science Mathematics and Technology Education GRASSMATE *Reading Marechera* Grant Hamilton,2013 Various understood as literary genius and enfant terrible of African literature Dambudzo

Marechera's work as novelist, poet, playwright and essayist is discussed here in relation to other free thinking writers. Considered one of Africa's most innovative and subversive writers, the Zimbabwean novelist, poet, playwright and essayist Dambudzo Marechera is read today as a significant voice in contemporary world literature. Marechera wrote ceaselessly against the status quo, against unqualified ideas, against expectation. He was an intellectual outsider who found comfort only in the company of other free thinking writers: Shelley, Bakhtin, Apuleius, Fanon, Dostoyevsky, Tutuola. It is this universe of literary thought that one can see written into the fiction of Marechera that this collection of essays sets out to interrogate. In this important and timely contribution to African literary studies, Grant Hamilton has gathered together essays of world renowned established and young academics from Africa, Europe, Asia and Australia in order to discuss the important literary and philosophical influences that course through Marechera's prose, poetry and drama. From classical allusion to the political philosophy of anarchism, this collection of new research on Marechera's work makes clear the extraordinary breadth and quality of thought that Marechera brought to his writing. Grant Hamilton is Assistant Professor of English Literature at the Chinese University of Hong Kong. He is the author of *On Representation: Deleuze and Coetzee on the Colonized Subject* (Rodopi, 2011) as well as a number of articles on contemporary African, postcolonial and world literatures. He is currently working on his second book, *Deleuze and African Literature*.

[African Democratic Citizenship Education Revisited](#) Yusef Waghid, Nuraan Davids, 2017-11-28. This edited collection explores how democratic citizenship education manifests across the African continent. A recognition of rights and responsibilities coupled with an emphasis on deliberative engagement among citizens while not uniquely African provides ample evidence that the concept can most appropriately be realised in relation to its connectedness with experiences of people living on the continent. Focussing on a diverse collection of voices, the editors and authors examine countries that have an overwhelming allegiance to democratic citizenship education. In doing so, they acknowledge that this concept enveloped by a certain Africanness has the potential to manifest in practices across the African continent. By highlighting the success of democratic citizenship education, the diverse and varied contributions from across this vast continent address the malaise in its implementation in countries where autocratic rule prevails. This pioneering volume will be an invaluable resource for researchers and students working in the fields of education and sociology, particularly those with an interest in education policy, philosophy of education and global citizenship initiatives.

African Higher Education in the 21st Century, 2020-09-25. How can African philosophy of education contribute to contemporary debates in the context of complexities, dilemmas and uncertainties in African higher education? The capacity for self-reflection, self-evaluation and self-criticism enables African philosophy of higher education to examine and re-examine itself in the context of current issues in African higher education. The reflective capacity is in line with the Socratic dictum: know thyself. *African Higher Education in the 21st Century: Epistemological, Ontological and Ethical Perspectives* responds to the demands for reflection and self-knowledge by drawing from ontology, epistemology and ethics in an attempt to address

issues that affect African higher education as they connect with the past present and future From African Peer Review Mechanisms to African Queer Review Mechanisms? Artwell Nhemachena, Victor Warikandwa, 2019-04-22 Tracing recent bouts of globalised Mugabephobia to Robert Mugabes 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 onticology 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 faade in a world that is actually ruled through criminocracy **Agricultural Development in SADCC Countries: Zimbabwe**, 1989 **Higher Education in Africa. Crises, Reforms and Transformation** T. Assie-Lumumba, 2007-11-15 Higher Education in Africa Crises Reforms and Transformation Multidisciplinary Humane Perspectives on Education Lawrence Ogbo Ugwuanyi, 2024-01-16 While the majority of mankind access education and while different ideologies and philosophies may motivate education educational delivery and attainment it is important to discuss how through these humanity may become more human by realising its full potential This book addresses issues such as equality inclusiveness cosmopolitan worldviews and conflicting pressures in education in a manner that makes every member of the human community accountable to the others through education **International Handbook of Urban Education** William T. Pink, George W. Noblit, 2008-09-03 It is evident that urban education has become the central focus of educators at the present

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

Resilience Under Siege Ezra Chitando, Munyaradzi Nyakudya, Government Phiri, 2016-04-26 This volume explores the challenges and solutions experienced within Zimbabwe's economic and social spheres with particular reference to the crisis years 2000-2008 and the promising turn 2009-2012 This latter phase was prompted by the formation of the Government of National Unity GNU The contributors to the volume pay attention to how individuals and institutions sought to respond to the crisis critiquing the reactions of various actors and exploring solutions to the various challenges that were experienced Chapters in this book include reviews of agricultural subsidies a gendered approach to poverty the collapse of service delivery including a particular focus on education the look East policy the expansion of the religious sector and the experiences of Zimbabwean migrants in South Africa Underlying these contributions are the concepts of resilience and agency The authors all highlight the massive challenges that individuals and institutions had to navigate and acknowledge the creativity deployed in such quests This book will appeal to scholars in economics history and economic history religious studies education and political science as well as the general reader

Embracing the Beat of Term: An Mental Symphony within **Socialism Education And Development A Challenge To Zimbabwe**

In some sort of used by monitors and the ceaseless chatter of quick interaction, the melodic splendor and mental symphony created by the written term often fade into the back ground, eclipsed by the persistent noise and interruptions that permeate our lives. However, situated within the pages of **Socialism Education And Development A Challenge To Zimbabwe** a charming literary treasure brimming with raw feelings, lies an immersive symphony waiting to be embraced. Constructed by an outstanding composer of language, that captivating masterpiece conducts readers on a mental trip, skillfully unraveling the concealed tunes and profound impact resonating within each cautiously crafted phrase. Within the depths of this poignant assessment, we shall discover the book is main harmonies, analyze its enthralling publishing model, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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