



ZIMBABWE OPEN UNIVERSITY

"Empowerment Through Open Learning"



Zimbabwe Open University Programmes And Qualifications

Edward Shizha, Michael T. Kariwo



Zimbabwe Open University Programmes And Qualifications:

Managing Digital Records in Africa Mpho Ngoepe, 2022-05-23 Managing Digital Records in Africa draws on the research work of the InterPARES Trust ITrust project that investigated interrelated archival issues focusing on legal analysis infrastructure trust authentication and education within the African context This research focused book provides a legal analysis and systematic assessment of how African institutions manage digital records in four countries i e Botswana Kenya South Africa and Zimbabwe It also examines the extent to which records are managed using Internet based applications trust in such records and digital record authentication to support the auditing process Finally it provides a curriculum analysis in digital records at institutions of higher learning in 38 African countries The book s case studies illustrate the threads of discussion which span the ITrust domains of legislation infrastructure authentication trust and education in archives and records management The book can be used as a premier reference source by private and public organizations researchers educators archivists records managers and postgraduate students to make informed decisions about digital records records management systems cloud based services authenticating records and identifying universities on the continent that offer archival programmes The book may also find expression to practitioners in other fields such as law and auditing

Agricultural, Biosystems, and Biological Engineering Education Umezuruike Linus Opara, 2024-09-30 Agricultural engineering developed as an engineering discipline underpinned by physics applies scientific principles knowledge and technological innovations in the agricultural and food industries During the last century there was exponential growth in engineering developments which has improved human wellbeing and radically changed how humans interact with each other and our planet Among these Agricultural Mechanization is ranked among the top 10 in a list of 20 Top Engineering Achievements of the last century that have had the greatest impact on the quality of life While many success stories abound the problems of low appeal among students identity crises and limited job opportunities in many climes continue to trouble the discipline s future in many parts of the world Yet agriculture and agricultural engineering remain fundamental to assuring food and nutrition security for a growing global population Agricultural Biosystems and Biological Engineering Education provides the first comprehensive global review and synthesis of different agricultural biosystems and biological engineering education approaches including a detailed exposition of current practices from different regions Key Features Describes novel approaches to curriculum design and reform Outlines current and emerging epistemology and pedagogies in ABBE education Provides a framework to grow agricultural engineering in Africa and other developing regions Highlights the role of ABBE education in the context of the SDGs Presented in 3 parts and containing 42 chapters this book covers the historical evolution of agricultural engineering education and discusses the emergence of biological and biosystems engineering education It will appeal to engineers and other professionals education planners and administrators and policy makers in agriculture and other biological industries Chapters 4 11 19 32 and 41 of this book are freely available as a

downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Handbook of Open Universities Around the World Sanjaya Mishra, Santosh Panda, 2025-06-27 The Handbook of Open Universities Around the World is the first collection to provide a comprehensive and critical overview of open universities internationally. Over 80 open universities have been established across five continents to provide a distance orientated class inclusive and high quality education for learners left behind by existing formal systems for higher and continuing education and lifelong learning. This mission has been continually reshaped by major developments in open education, learning technologies and online social networking as well as by the evolution of specific concerns such as the massification of education, employability, financial trends, artificial intelligence and development agendas on the regional, national and global levels. This landmark volume analyzes and reflects on the planning, organization, management, pedagogic, skilling and employability and accreditation dimensions of 47 open universities in relation to their national and institutional contexts, the internationalization of education and the integration of advanced learning technologies. Featuring contributions by internationally recognized scholars, practitioners and educational administrators, this authoritative resource provides insights into the business model, finances, operations, instructional systems, enrollment patterns, learner supports, quality assurance, professional development and more of today's open universities. Through historical trajectories, institutional profiles, case studies, lessons learned and best practices, this book provides rich analytical perspectives on the status and challenges of single mode distance learning universities as an educational phenomenon while unpacking the premise of openness itself. This Handbook is primarily written for planners, managers, administrators, instructional designers and teaching faculty at single mode distance teaching universities who are seeking to sustain their institutions in a period of rapid change; government policymakers, training organizations, technology providers and education think tanks who are in need of authentic and research based information on technology enabled learning modeled by open universities around the world; and graduate students, teaching faculty and scholars who are affiliated with online and distance education, learning design and technology, higher education planning and management, adult education and lifelong learning and education policy and future studies. Chapter 54 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license. Watch a stimulating discussion between the book's volume editors and Sir John Daniel and Professor Stephen Murgatroyd on YouTube.

Leading and Managing Open and Distance e-Learning (ODEL) Institutions in Africa Cuthbert Majoni, 2022-10-18 *Leading and Managing Open and Distance E Learning ODeL Institutions in Africa* focuses on e learning especially in developing countries in Africa. The outbreak of COVID 19 has forced most educational institutions including conventional institutions in higher education to embrace e learning as a tool to ensure that education is not paralysed but continues to thrive. However, the major challenge has been shifting focus from the conventional face to face mode to the e learning mode. This calls for a

change of mindset and a review of practices to ensure success in implementing e learning This book has 12 chapters that explore the leadership theories and approaches that influence administrative practices in ODeL institutions as well as student support within library and information services the complexities of student affairs the inclusion of students with special needs the contemporary issues of innovation and industrialisation and effective marketing techniques for the survival and growth of tertiary institutions It is hoped that the recipients of this book can acquire the theoretical and practical knowledge relevant to the successful implementation of e learning *International Handbook of Leadership for Learning* Tony

Townsend, John MacBeath, 2011-07-10 The *International Handbook of Leadership for Learning* brings together chapters by distinguished authors from thirty one countries in nine different regions of the world The handbook contains nine sections that provide regional overviews a consideration of theoretical and contextual aspects system and policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning It also considers the challenge of educating current leaders for this new perspective and how leaders themselves can develop leadership for learning in others and in their organisations especially in diverse contexts and situations The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this It concludes that the preposition for between the two readily known and understood terms of leadership and learning changes everything as it foregrounds learning and complexifies rather than simplifies what that word may mean Whereas common terms such as instructional leadership reduce learning to outcomes leadership for learning embraces a much wider developmental view of learning **International Guidelines on**

Open and Distance Teacher Education D.Bhaskara Rao, 2004 Contents What is Wrong with Teacher Education Is Distance Education Relevant What Has It Been Used for How is It Planned And Managed What Technologies Can We Use How Can You Fund It How Do Teachers Learn Practical Skills How Can We Assess It **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

Implementing National Qualifications Frameworks Across Five Continents Michael Young, Stephanie Matseleng Allais, 2016-04-08 This book assesses the impact and implementation of national qualifications frameworks in sixteen different countries It presents two major lessons for policy makers thinking of introducing a National Qualifications Framework NQF First that an NQF is only a way of framing existing provision it cannot on its own lead to the acquisition of skills or knowledge Second as an attempt to standardize learning something that is only to a limited extent standardizable NQFs have disadvantages as well as advantages The research was funded by the International Labour Organization ILO and the European Training Foundation ETF and partly as a result of the ILO ETF Report the Editors were asked by the World Bank to help them in advising the government of India on introducing a NQF for vocational qualifications Building on the findings of the report the editors of this book presented an NQF implementation strategy to the Government of India on behalf of the World Bank It laid out the steps and stages that would be involved and took account of the earlier experiences of introducing an NQF Although this strategy was prepared specifically for the Government of India others who have read it felt it deserved wider circulation The report has therefore been included in this volume Since this research was undertaken the number countries especially developing countries implementing or introducing a NQF has continued to increase This book will be of interest to policy makers and researchers This book was originally published as a special issue of the Journal of Education and Work

STEM Education in Poverty Brantina

Chirinda, Gladys Sunzuma, Perkins Muredzi, 2025-07-15 This book is about Science Technology Engineering and Mathematics STEM education in poverty and the lessons we learn from Zimbabwe The world is driving towards the fourth Industrial Revolution 4IR where economic growth has been attributed to STEM education STEM education is vital in this era where both developed and developing countries are undergo rapid changes Globally STEM education has been practised differently in schools and universities University programs new school curricula instructional methods extracurricular programs and professional development programs for in service teachers have been created to cater to STEM subjects STEM education is envisioned to produce critical thinkers inventors creators problem solvers innovators and professionals who will solve the world's ever changing challenges including inequity food insecurity climate change inequality and poverty STEM is essential to modern education Zimbabwe has faced significant economic challenges but has made remarkable strides in STEM education By examining the successes and challenges of STEM education in Zimbabwe we can learn valuable lessons about improving STEM education in underserved communities This book contributes to the international debate surrounding the optimal STEM education for students in underserved schools It incorporates detailed accounts of STEM education in Zimbabwe schools shedding light on the challenges students and educators face in impoverished areas In Zimbabwe STEM education faces significant challenges such as materials and facilities pedagogy policy reform access and relevance Some of the main issues highlighted in this book are the need for more resources including funding teaching materials and adequate laboratories Effective STEM pedagogy is hampered by an education system that emphasises the curriculum and teacher centred focus instead of focusing on how students can be taught or learn Research has shown that in Zimbabwe STEM teachers must apply inventive pedagogies and suitable learner centred STEM teaching approaches As a result there is a need for more STEM related programs and courses in schools and universities to improve the opportunities for students to pursue careers in these fields Another challenge is the need for more awareness about the opportunities and importance of STEM education and interest in STEM subjects among students which can be attributed to a lack of exposure and understanding of the relevance and importance of these fields in today's world While lack of resources and other challenges hinder effectiveness opportunity lies in promising pathways of policy and practice In Zimbabwe there is a varying degree of success in the implemented competence based curriculum which emphasises inquiry based learning and STEM education Finally there is a need for early exposure to STEM based career opportunities and for more collaboration between the government private sector and educational institutions to address these challenges and promote STEM education in Zimbabwe This book uses Zimbabwe as an example to explore STEM education in poverty By examining the successes and challenges of STEM education in Zimbabwe this book offers valuable insights into how STEM education can be integrated into the curriculum in countries with developing and emerging economies This book is an essential resource for anyone interested in improving STEM education in underserved communities

THE WEAK CAN ALSO CLIMB Sabastian Mutyambizi, 2025-02-05 This book

is a true story of the author and his siblings who were orphaned when they were very young. However, their father, Leon, on his death bed, prayed his last prayer: "Lord God, I want my children to go to school." After that prayer, he turned and faced the wall and died. It was that fervent prayer that directly reached Heaven, and the writer strongly believes that The Mighty God of Israel swiftly dispatched an Angel to guard, guide, protect, and nurture Leon's orphans, and they excelled. Leon had two wives, and after his death, whilst the widows were still moaning, they were subjected to more intense trauma exerted by some extended family members over inheritance. This led to sharp differences, and culturally, the widows were left with no option except to go back to their original families, leaving their children behind. The Lord of Turnaround, the Most Merciful, and the Most Gracious God of Israel threw the garment of grace on Leon's children, particularly Memory and Sabastian, as they climbed up the ladder of success academically, spiritually, and economically. They both reside happily with their families in Australia. They completely fulfilled their father, the late Leon's dream, as they traversed through university corridors in Zimbabwe, U.K., Australia, and USA. Over a relatively long time, they accrued several academic and professional qualifications. Conclusively, if the Grace of God locates you and submerge you honestly, one can do extraordinary things that will surprise relatives, friends, and even enemies. This book is a clear testimony that shows that **WITH THE GRACE OF GOD, THE WEAK CAN ALSO CLIMB**.

Open and Distance Learning in the Developing World H. D. Perraton, 2000. This revised and updated edition of *Open and Distance Learning in the Developing World* sets the expansion of distance education in the context of general educational change and explores its use for basic and non-formal education, schooling, teacher training, and higher education. Engaging with a range of topics, this comprehensive overview includes new material on non-formal education, mass communication approaches to education about HIV/AIDS, and recent literacy work in India, South Africa, and Zambia; schooling, new research projects in open schooling in Asia and sub-Saharan Africa; and interactive radio instruction in South Africa; the impact of new technology and globalisation; learning delivered through the internet and mobile learning; the political economy; international agencies; the role of the private sector and funding. With its critical appraisal of the facts and examination of data about effectiveness, this book provides answers to problems and poses key questions for the consideration of policy makers, educational practitioners, and all professionals involved in implementing and delivering sustainable open and distance learning.

Status of Postgraduate Training in the Livestock Sector in Southern Africa and Priorities for ILRI's Support Sikhulazo Dube, 2009-01-01

Morgan Richard Tsvangirai's Legacy Ngonidzashe Marongwe, 2022-03-11. Morgan Richard Tsvangirai is arguably the most polarising figure and advocate of democracy and human rights in the history of opposition politics in Zimbabwe. He is as much a topic of debate in Zimbabwe and beyond as the late president Robert Gabriel Mugabe. Tsvangirai's legacy, like Mugabe's, remains indisputably controversial and conflicted. Broadly, the divided opinion on the Tsvangirai legacy can be represented firstly by those who argue that Tsvangirai was the champion of democracy and the face of the struggle for human rights in Zimbabwe. In this light, Tsvangirai has been

variously described as a selfless people's hero a colossus of the struggle for democracy the commander of the struggle a symbol of courage and resistance and the doyen of constitutionalism in Zimbabwe On the other hand critics have described Tsvangirai as a sell out a Judas Iscariot traitor and coward among other nefarious and pejorative characterisations Drawing on all these opinions and the various characterisations of Tsvangirai this book provides a comprehensive and multi disciplinary appraisal of a gigantic trade unionist and political figure who in his life and in death inspires different narratives emotions and values This book is therefore about a mortal but living figure who left an indelible mark on Zimbabwe Africa and the rest of the world in fields such as trade unionism governance and politics As such the book is handy for students and practitioners in African studies political science policy studies economics history global studies and development studies

Issues in Education and Technology Cream A. H. Wright, 2000 This book explores a range of issues in education and technology and provides policy guidelines and strategies for those who have to make critical decisions about the use of technology in education systems and institutions

Policy for Open and Distance Learning H. D. Perraton, Helen Lentell, 2004 This book considers the questions that planners and policy makers in open and distance learning need to address at any level of education

Distance Education for Teacher Training Hilary Perraton, 2002-03-11 Distance education combining the use of correspondence texts broadcasting and limited opportunities for face to face study has been used in at least a hundred teacher training programmes over the last 25 years Distance Education for Teacher Training is the first comparative review of the use of distance education and open learning for the training and upgrading of teachers The book contains case studies using a broadly common format both to describe and analyse distance teacher training programmes in eleven countries across five continents The case studies describe the methods used to examine how far the craft of teaching can be studied at a distance Using a standardised microeconomic framework they provide unique data on the comparative costs of training teachers by distance and conventional methods The authors then draw general conclusions about the advantages and drawbacks of using distance education or open learning about the conditions for success and about comparative effects and costs Distance Education for Teacher Training will be of value to all concerned with teacher education whether in developing or industrialised countries and to those working in and planning for distance education and open learning

The Handbook of International School Psychology Shane R. Jimerson, Thomas D. Oakland, Peter T. Farrell, 2006-09-14 The Handbook of International School Psychology will be THE major resource on the profession and its various applications in different countries It is a must read for school psychologists and professionals from related disciplines who wish to understand monitor and shape the field of school psychology Scott Huebner NCSP University of South Carolina This book is a very important contribution The authors are all the most well known and respected in their countries with many years of international experience within the field The reader gets a firsthand impression of both the vast differences and the many common aspects within the school psychological domain The broad range of countries also shows how trends

in school psychology and special education over years play an important role in cross national implementation strategies

Niels Egelund Institute of Educational Psychology The Danish University of Education 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 Editors Shane R Jimerson Thomas D Oakland and Peter T Farrell have brought together prominent authors from 43 countries to provide valuable information and insights regarding the numerous facets of school psychology Key Features Offers a comprehensive overview of key areas This Handbook addresses the context of school psychology its origin history and current status and the infrastructure of school psychology In addition contributors examine the preparation of school psychologists their roles functions and responsibilities and current issues impacting the field Provides a balance of breadth and depth Internationally renowned authors offer insight on the work of school psychologists around the world such as assessing children who display cognitive emotional social or behavioral difficulties developing and implementing intervention programs consulting with teachers parents and other relevant professionals and conducting research Reviews key trends in the field Trends influencing school psychology s international development are examined The past present and future of the International School Psychology Association ISPA are discussed as are findings from the International School Psychology Survey that examines the characteristics and responsibilities of school psychologists

Intended Audience The Handbook of International School Psychology is the foremost international resource regarding school psychology It is ideal for scholars practitioners and graduate students interested in acquiring an international view of school psychology

Intelligent Computing & Optimization Pandian Vasant,Ivan Zelinka,Gerhard-Wilhelm Weber,2021-12-30 This book includes the scientific results of the fourth edition of the International Conference on Intelligent Computing and Optimization which took place at December 30 31 2021 via ZOOM The conference objective was to celebrate Compassion and Wisdom with researchers scholars experts and investigators in Intelligent Computing and Optimization worldwide to share knowledge experience innovation marvelous opportunity for discourse and mutuality by novel research invention and creativity This proceedings encloses the original and innovative scientific fields of optimization and optimal control renewable energy and sustainability artificial intelligence and operational research economics and management smart cities and rural planning meta heuristics and big data analytics cyber security and blockchains IoTs and Industry 4 0 mathematical modelling and simulation health care and medicine

The Rotarian ,1990-10 Established in 1911 The Rotarian is the official magazine of Rotary International and is circulated worldwide Each issue contains feature articles columns and departments about or of interest to Rotarians Seventeen Nobel Prize winners and 19 Pulitzer Prize winners from Mahatma Ghandi to Kurt Vonnegut Jr have written for the magazine

Global Library and Information Science Ismail Abdullahi,2017-11-07 This 2nd edition of the highly successful Global Library and Information Science presents an up to date review of international librarianship and library science through insightful and well written chapters contributed by experts and scholars from all

regions of the world The role of public academic special school libraries as well as library and information science education are presented from the early development to the present time Its lively readable approach will help the reader to understand librarianship in Africa Asia Australia and New Zealand Europe Latin America and the Caribbean and North America Edited by Ismail Abdullahi Professor of Global Library and Information Science this book is a must read by library science students and teachers librarians and anyone interested in Global Librarianship

Reviewing **Zimbabwe Open University Programmes And Qualifications**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Zimbabwe Open University Programmes And Qualifications**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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Zimbabwe Open University Programmes And Qualifications Introduction

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