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This study is a presentation of Zimbabwean refugee learner experiences. Children escaped political persecution and economic problems which affected Zimbabwe in the year 2008. Many of these children were abused and witnessed traumatic experiences, their close relatives and neighbours being executed in cold blood. This study was guided by three critical questions: i) who are the Zimbabwean refugee learners? ii) what were Zimbabwean refugee learners' migration experiences? and iii) what were Zimbabwean refugee learners' school experiences? The study employed Bronfenbrenner's Social Ecological Model as its overarching theoretical framework. Each stage of the refugee experience was described at each point in time.

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Housed on the campus of the University of Michigan in Ann Arbor, the University Musical Society is one of the oldest performing arts presenters in the country. A past recipient of the National Medal of Arts, the nation's highest public artistic honor, UMS connects audiences with wide-ranging performances in music, dance, and theater each season. Between 1987 and 2017, UMS was led by Ken Fischer, who over three decades pursued an ambitious campaign to expand and diversify the organization's programming and audiences—initiatives inspired by Fischer's overarching philosophy toward promoting the arts, "Everybody In, Nobody Out." The approach not only deepened UMS's engagement with the university and southeast Michigan communities, it led to exemplary partnerships with distinguished artists across the world. Under Fischer's leadership, UMS hosted numerous breakthrough performances, including the Vienna Philharmonic's final tour with Leonard Bernstein, appearances by then relatively unknown opera singer Cecilia Bartoli, a multiyear partnership with the Royal Shakespeare Company, and artists as diverse as Yo-Yo Ma, Jawole Willa Jo Zollar, Elizabeth Streb, and Nusrat Fateh Ali Khan. Though peppered with colorful anecdotes of how these successes came to be, this book is neither a history of UMS nor a memoir of Fischer's significant accomplishments with the organization. Rather it is a reflection on the power of the performing arts to engage and enrich communities—not by handing down cultural enrichment from on high, but by meeting communities where they live and helping them preserve cultural heritage, incubate talent, and find ways to make community voices heard.

The universality of the problematics with urban education, together with the importance of understanding the context of improvement interventions, brings into sharp focus the importance of an undertaking like the International Handbook of Urban Education. An important focus of this book is the interrogation of both the social and political factors that lead to different problem posing and subsequent solutions within each region.

GCE O Level Examination Past Papers with Answer Guides: English Language

This book argues that the fourth industrial revolution, the process of accelerated automation of traditional manufacturing and industrial practices via digital technology, will serve to further marginalise Africa within the international community. In this book, the author argues that the looting of Africa that started with human capital and then natural resources, now continues unabated via data and digital resources looting. Developing on the notion of "Coloniality of Data", the fourth industrial revolution is postulated as the final phase which will conclude Africa's peregrination towards recolonisation. Global cartels, networks of coloniality, and tech multi-national corporations have turned Big Data into capital, which is left unguarded in Africa as the continent lacks the strong institutions necessary to regulate the mining of data. Written from a decolonial perspective, this book employs three analytical pillars of coloniality of power, knowledge and being. It concludes with an assessment of what could be done to help to turn the fourth industrial revolution from a curse into a resource. Highlighting the crippling continuation of asymmetrical global power relations, this book will be an important read for researchers of African studies, politics and international political economy.

To the residents of Miguel Street, a derelict corner of Trinidad's capital, their neighbourhood is a complete world, where everybody is quite different from everybody else. There's Popo the carpenter, who neglects his livelihood to build "the thing without a name;" Man-man, who goes from running for public office to staging his own crucifixion; Big Foot, the dreaded bully with glass tear ducts; and the lovely Mrs. Hereira, in thrall to her monstrous husband. Their lives (and the legends their neighbours construct around them) are rendered by V. S. Naipaul with Dickensian verve and Chekhovian compassion in this tender, funny novel.

Cambridge International AS and A Level Business Revision Guide helps students apply their knowledge, understanding and skills to succeed in their course. This endorsed Cambridge International AS and A Level Business Revision Guide has been designed to further develop students' skills for the Cambridge International AS and A Level Business course. Revised to meet the latest syllabus (9609) this book is packed full of guidance to reinforce students' understanding and skills to succeed in their course. Written by experienced examiners this Revision Guide is perfect for international learners and accompanies the Cambridge International AS and A Level Business Coursebook (third edition).

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