

# Ordinary Level Zimbabwe

*People and Power* Andre Proctor, Ian R. Phimister. 1991

*A certificate geography of Zimbabwe* John M. Pritchard, Ernest Munowenyu. 1990

**Code-Switching as a Pedagogical Tool in Bilingual Classrooms** Miriam Chitiga. 2021-11-29 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.

**The Gods Sleep Through It All** Wonder Guchu. 2019-02-11 It has been said before that Africa is one of the richest continents in the world but the poorest and colonialism was blamed for Africa's problems before the continent was liberated. Although some leaders still blame colonialism for the poverty that is ravaging the continent today, it cannot be denied that poor governance, corruption, greed among many other ills are causing Africa's current problems. The essays in this collection *The Gods Sleep Through It All* discusses Africa's leadership problems and how most countries still rely on former colonisers for help despite boasting of untold natural wealth. The essays discuss the corruption of political parties and politics in Africa and question why African countries readily open their arms to countries like China but close borders to people from other African countries.

*Gendered Spaces, Religion and Migration in Zimbabwe* Ezra Chitando, Sophia Chirongoma, Molly Manyonganise. 2022-10-12 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. This book assesses the gender and migration nexus in Zimbabwe and examines the impact of religio-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.

*Total History* T. G. Mpofu, Z. M. Muponda, N. Mutami, B. Tavuyanago. 2009

**Restoring the Educational Dream. Rethinking Educational Transformation in Zimbabwe** Shizha, Edward. 2013-12-07 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.

*Pre-colonial and Post-colonial Drama and Theatre in Africa* Lokangaka Losambe, Devi Sarinjeive. 2001 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.

Handbook of Research on Inequities in Online Education During Global Crises Kyei-Blankson, Lydia, Blankson, Joseph, Ntuli, Esther. 2021-05-07 In response to the COVID-19 pandemic, many educational institutions implemented social distancing interventions such as initiating closure, developing plans for employees to work remotely, and transitioning teaching and learning from face-to-face classrooms to online environments. The abrupt switch to online teaching and learning, for the most part, has been a massive change for administration, faculty, and students at traditional brick-and-mortar universities and colleges as concerns regarding the pedagogical soundness of this mode of delivery remain among some stakeholders. Not only that, but the switch has also revealed the inequities in the system when it comes to the types of students universities serve. It is important as institutions move forward with online instruction that consideration be made about all students and what policies and strategies need to be put into place to help support and meet the needs of all constituents now or when unprecedented situations arise. The only way this can be done is by documenting the experiences through the eyes of faculty who were at the frontline of providing instruction and advising services to students. The Handbook of Research on Inequities in Online Education During Global Crises brings to light the struggles faculty and students faced as they were required to switch to online education during the global COVID-19 health crisis. This crisis has revealed inequities in the educational system as well as the specific effects of inequities when it comes to learning online, and the chapters in this book provide information to help institutions be better prepared for online education or remote learning in the future. While highlighting topics such as new educational trends, remote instruction, diversity in education, and teaching and learning in a pandemic, this book is ideal for in-service and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the inequalities within the educational systems and the new policies and strategies put in place with online education to combat these issues and support the needs of all diverse student populations.

'O' Level Commerce Practice Book Samuel Makore. 1989

*Gender and Mobility in Africa* Kalpana Hiralal, Zaheera Jinnah. 2018-07-10 This volume examines gender and mobility in Africa through the central themes of borders, bodies and identity. It explores perceptions and engagements around 'borders'; the ways in which 'bodies' and women's bodies in particular, shape and are affected by mobility, and the making and reproduction of actual and perceived 'boundaries'; in relation to gender norms and gendered identity. Over fourteen original chapters it makes revealing contributions to the field of migration and gender studies. Combining historical and contemporary perspectives on mobility in Africa, this project contextualises migration within a broad historical framework, creating a conceptual and narrative framework that resists post-colonial boundaries of thought on the subject matter. This multidisciplinary work uses divergent methodologies including ethnography, archival data collection, life histories and narratives and multi-country survey level data and engages with a range of conceptual frameworks to examine the complex forms and outcomes of mobility on the continent today. Contributions include a range of case studies from across the continent, which relate either conceptually or methodologically to the central question of gender identity and relations within migratory frameworks in Africa. This book will appeal to researchers and scholars of politics, history, anthropology, sociology and international relations.

People and Power Andre Proctor. 1992

**The Colonial Past in History Textbooks** Karel Van Nieuwenhuyse, Joaquim Pires

Valentim.2018-05-01 This book examines the evolving representations of the colonial past from the mid-19th century up to decolonization in the 1960s and 70s ? the so-called era of Modern Imperialism - in post-war history textbooks from across the world. The aim of the book is to examine the evolving outlook of colonial representations in history education and the underpinning explanations for the specific outlook in different - former colonizer and colonized - countries (to be found in collective memory, popular historical culture, social representations, identity-building processes, and the state of historical knowledge within academia). The approach of the book is novel and innovative in different ways. First of all, given the complexity of the research, an original interdisciplinary approach has been implemented, which brings together historians, history educators and social psychologists to examine representations of colonialism in history education in different countries around the world while drawing on different theoretical frameworks. Secondly, given the interest in the interplay between collective memory, popular historical culture, social representations, and the state of historical knowledge within academia, a diachronic approach is implemented, examining the evolving representations of the colonial past, and connecting them to developments within society at large and academia. This will allow for a deeper understanding of the processes under examination. Thirdly, studies from various corners of the world are included in the book. More specifically, the project includes research from three categories of countries: former colonizer countries - including England, Spain, Italy, France, Portugal and Belgium -, countries having been both colonized and colonizer - Chile - and former colonized countries, including Zimbabwe, Malta and Mozambique. This selection allows pairing up the countries under review as former colonizing-colonized ones (for instance Portugal-Mozambique, United Kingdom-Malta), allowing for an in-depth comparison between the countries involved. Before reaching the research core, three introductory chapters outline three general issues. The book starts with addressing the different approaches and epistemological underpinnings history and social psychology as academic disciplines hold. In a second chapter, evolutions within international academic colonial historiography are analyzed, with a special focus on the recent development of New Imperial History. A third chapter analyses history textbooks as cultural tools and political means of transmitting historical knowledge and representations across generations. The next ten chapters form the core of the book, in which evolving representations of colonial history (from mid-19th century until decolonization in the 1960s and 1970s) are examined, explained and reflected upon, for the above mentioned countries. This is done through a history textbook analysis in a diachronic perspective. For some countries the analysis dates back to textbooks published after the Second World War; for other countries the focus will be more limited in time. The research presented is done by historians and history educators, as well as by social psychologists. In a concluding chapter, an overall overview is presented, in which similarities and differences throughout the case studies are identified, interpreted and reflected upon.

*People and power* Andre Proctor.1991

**Cambridge IGCSE® and O Level Geography Coursebook with CD-ROM** Gary Cambers, Steve Sibley.2018-03-07 Cambridge IGCSE and O Level Geography has been written specifically for Cambridge International syllabuses 0460 and 2217. Filled with sources, graphs and case studies, the coursebook requires students to examine a range of information, helping to build their analytical skills. Written by highly experienced authors and Cambridge trainers, this coursebook is updated to support both Cambridge IGCSE and O Level students. It includes clear and practical support, case studies from 25 different countries, fieldwork ideas and a range of interesting content. The accompanying CD-ROM contains support sheets for the topics covered, outline maps and sample exam-style questions. Answers to the activities are in the teacher's resource.

Cambridge O Level Economics Student's Book Susan Grant.2014-04-17 Endorsed by Cambridge International Examinations, the books cover the Cambridge syllabus (2281).

**Teaching African History in Schools** .2020-11-04 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.

**Zimbabwe: Mired in Transition** V. Masunungure, M. Shumba. 2014-04-02 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 does this have 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.

*Mapping research and innovation in the Republic of Zimbabwe* Lemarchand, Guillermo A., Schneegans, Susan. 2014-08-11

**Zimbabwe's Exodus** Jonathan Crush, Daniel Tevera. 2010-07-01 The ongoing crisis in Zimbabwe has led to an unprecedented exodus of over a million desperate people from all strata of Zimbabwean society. The Zimbabwean diaspora is now truly global in extent. Yet rather than turning their backs on Zimbabwe, most maintain very close links with the country, returning often and remitting billions of dollars each year. *Zimbabwe's Exodus. Crisis, Migration, Survival* is written by leading migration scholars many from the Zimbabwean diaspora. The book explores the relationship between Zimbabwe's economic and political crisis and migration as a survival strategy. The book includes personal stories of ordinary Zimbabweans living and working in other countries, who describe the hostility and xenophobia they often experience.

**(Re)Constructing Memory: Textbooks, Identity, Nation, and State** James H. Williams, Wendy D. Bokhorst-Heng. 2016-07-08 This book engages readers in thirteen conversations presented by authors from around the world regarding the role that textbooks play in helping readers imagine membership in the nation. Authors' voices come from a variety of contexts - some historical, some contemporary, some providing analyses over time. But they all consider the changing portrayal of diversity, belonging and exclusion in multiethnic and diverse societies where silenced, invisible, marginalized members have struggled to make their voices heard and to have their identities incorporated into the national narrative. The authors discuss portrayals of past exclusions around religion, ethnicity, sexual orientation, as they look at the shifting boundaries of insider and outsider. This book is thus about "who we are" not only demographically, but also in terms of the past, especially how and whether we teach discredited pasts through textbooks. The concluding chapters provide ways forward in thinking about what can be done to promote curricula that are more inclusive, critical and positively bonding, in increasingly larger and more inclusive contexts.

History Gr11 L/b .

**Mastering African History for Ordinary Level** Stanley R. Katere. 2006

*The Palgrave Handbook of History and Social Studies Education* Christopher W. Berg, Theodore M. Christou. 2020-04-03 This Handbook presents an international collection of essays examining history education past and present. Framing recent curriculum reforms in Canada and in the United States in light of a century-long debate between the relationship between theory and practice, this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts. With contributions ranging from Canada, Finland, New Zealand, Sweden, the Netherlands, the Republic of South Africa, the United Kingdom, and the United States, chapters illuminate the ways in which curriculum theorists and academic researchers

are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice.

**Zimbabwe** Brian Raftopoulos, Tyrone Savage. 2004 The author is from the Institute of Development Studies at the University of Zimbabwe. He examines the paradox ensuing from the Lancaster House Settlement at Zimbabwe's independence, that whilst colonial rule was ended, the framework was provided for continued white privilege, on the basis of control of the economy by this elite - and through them, transnational capital. He analyses the responses of the ruling (including official) elite, the black petty bourgeoisie, and the group associated with the former Rhodesian Front.

*O-level Additional Mathematics Challenging Drill Questions (Yellowreef)* Thomas Bond, Chris Hughes. 2014-07-18 • updated with new questions from top schools & colleges from 2003 - 2013 • complete and true encyclopedia of all question-types • exposes "surprise & trick" questions • complete answer keys • most efficient method of learning, hence saves time • arrange from easy-to-hard by topics and question-types to facilitate easy absorption • advanced trade book • complete and concise eBook editions available • also suitable for • Cambridge GCE OL • Cambridge IGCSE • Cambridge IOL • Books available for other subjects including Physics, Chemistry, Biology, Mathematics, Economics, English • Primary level, Secondary level, GCE O-level, GCE A-level, iGCSE, Cambridge A-level, Hong Kong DSE • visit [www.yellowreef.com](http://www.yellowreef.com) for sample chapters and more

*People and Power* .1992

*Cambridge O Level Commerce Coursebook* Mary Trigwell-Jones. 2016-03-17 This second edition for Cambridge O Level Commerce syllabus (7100) is thoroughly updated for first examination from 2018. Written by an experienced author in an engaging and accessible style this Coursebook provides comprehensive coverage of the syllabus and contains lots of activities and practice questions to help students apply commercial theory, with up-to-date, real-life examples.

**Cambridge IGCSE and O Level Economics 2nd edition** Paul Hoang, Margaret Ducie. 2018-04-09 This title is endorsed by Cambridge Assessment International Education to support the full syllabus for examination from 2020. Discover Economics as a real-world subject through case studies from around the world and provide in-depth coverage of the latest Cambridge IGCSE and O Level Economics syllabuses (0455/2281). - Trust an experienced author team to navigate the syllabuses confidently with clearly-defined learning objectives throughout. - Deepen understanding by applying knowledge to real-life global case studies. - Extend learning beyond the classroom by reflecting on skills learned and applying them to local and global environments. - Check understanding with engaging activities that thoroughly integrate deep learning skills. - Benefit from language support with an accessible text and definitions of technical terms throughout. - Consolidate learning with chapter reviews and examination-style questions, as well as useful links to extra activities and answers to the questions online. Available in this series: Student Textbook Second edition (ISBN 9781510421271) Student eTextbook (ISBN 9781510420212) Whiteboard eTextbook (ISBN 9781510420229) Workbook (ISBN 9781510421288) Online Teacher's Guide (ISBN 9781510424135) Study and Revision Guide (ISBN 9781510421295)

*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

**National Healing, Integration and Reconciliation in Zimbabwe** Ezra Chitando.2019-12-06 This book brings together scholars from diverse backgrounds to provide interdisciplinary perspectives on national healing, integration, and reconciliation in Zimbabwe. Taking into account the complex nature of healing across moral, political, economic, cultural, psychological, and spiritual dimensions of communities and the nation, the chapters discuss approaches, disparities, tensions, and solutions to healing and reconciliation within a multidisciplinary framework. Arguing that Zimbabwe's development agenda is severely compromised by the dominance of violence and militancy, the contributors analyse the challenges, possibilities and opportunities for national healing. This book will be of interest to scholars of African studies, conflict and reconciliation, and development studies.

The History and Political Transition of Zimbabwe Sabelo J. Ndlovu-Gatsheni, Pedzisai Ruhanya.2020-10-21 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.

Marginality, Migration and Education WinniefriDAH Matsa.2020-12-21 This book provides a missing link between marginality, migration and education in Zimbabwe, focusing on the educational experiences of migrants' children in an effort to influence government policies concerning migrant parents and their left-behind children. While there is a large body of knowledge on the education of children of immigrants in destination countries, this book aims to fill in the gap by addressing the children who do not migrate with their parents. Through this unique approach, the book examines

the education statuses of these left-behind children, offering insights into their educational challenges, rights, and inequities to better inform policy decisions to meet the 2030 education agenda for action established by the United Nations in 2015. The book will of interest and use to governments, NGOs, teachers and local communities in Africa as a resource to better understand the situation of migrants' left-behind children as a category of vulnerable children in difficult circumstances.

*From Détente in Europe to European Détente* Angela Romano.2009 The Helsinki Conference on Security and Cooperation in Europe (CSCE) is usually overlooked in the literature on the Cold War and presented as the seal of détente. The Final Act came to be considered as the mere official recognition of the European balance for the sake of a fictitious dialogue and vague statements on the freer circulation of ideas, people and information. The emerging human rights movements in Eastern Europe then came as the unintentional consequence of a complete diplomatic and political failure. It is the opinion of the author that the West neither limited its action to a passive acceptance of a long-sponsored Soviet proposal nor sold out half a continent. The author carefully traces back the roots of the CSCE and argues that the Helsinki conference was also the result of the development in Western positions and a thoroughly conceived action, especially as far as the EC member states were concerned. She analyses the internal dynamics of the Western caucus and reveals the divergences on ideas, attitudes and goals that emerged between the United States and the European allies. In such a connection the author argues that the Hague Summit and the creation of the European Political Cooperation gave a boost to an active role of the EC states and the starting of serious pan-European talks. The author offers not only a thorough analysis of the Western experience at Helsinki, but also new seminal interpretations in the fields of Cold War history, transatlantic relations and the history of the European integration. By examining and reconciling all these aspects in a common context, this book contributes to more complete understanding of both détente and the CSCE.

China's Media and Soft Power in Africa X. Zhang,H. Wasserman,W. Mano.2016-04-08 This volume brings together scholars from different disciplines and nations to examine and assess the effectiveness of China's soft power initiatives in Africa. It throws light not only on China's engagement with Africa but also on how China's increasing influence is received in the African media.

### **GCE O Level Examination Past Papers with Answer Guides: Economics India Edition**

Cambridge International Examinations.2004-02-10 These Collections Of The Official Past Papers Of The Gce O Level Examinations From The University Of Cambridge International Examinations Has Been Developed For Students Of Gce O Level. These Books Will Act As Tools For Preparation And Revision For Students. These Books Have An Edited Answer Guide For Each Paper Based On The Marks Scheme Written By Cie Principal

Handbook on Social Protection and Social Development in the Global South Leila Patel,Sophie Plagerson,Isaac Chinyoka.2023-09-06 This cutting-edge Handbook argues for social protection to be situated in a wider system of social welfare and development programmes for low- and middle-income countries. Focusing on the role of citizens and communities in enhancing human development, it explores how welfare systems are unfolding in diverse contexts across the global South.

Widening Access to Education as Social Justice Akpovire Oduaran,Harbans S. Bhola.2006-07-10 Among the greatest challenges of the twenty-first century is that of providing adequate educational opportunities to all citizens of the globe. This anthology – a tribute to the life and work of the Nigerian educationist Michael A. Omolewa – discusses the educational dimensions of social justice, reviews approaches to widening access, analyzes case studies from around the world, and considers future directions in education policy and research.

Non-migration Amidst Zimbabwe's Economic Meltdown Rose Jaji.2023 This book addresses the paradox of non-migration in the context of a protracted economic unrest. Rose Jaji discusses how individual subjectivities mediate macroeconomic factors in Zimbabwe and critiques simplistic

explanations of non-migration, paying particular attention the complexities and contradictions involved in the decision not to migrate.

*Base of the Pyramid Markets in Africa* Judy N. Muthuri, Marlen Gabriele Arnold, Stefan Gold, Ximena Rueda. 2020-07-27 This book focuses on the Base of the Pyramid (BOP) in Africa and examines the role of the private sector in the fight against poverty. The BOP concept, which is a market-based approach to poverty eradication, presents a great avenue for businesses to develop opportunities and new business models that enable and empower those in the BOP population in Africa to raise their socio-economic welfare and well-being. The BOP market and the business interest in the BOP in Africa is rising. This book furthers our understanding of the characteristics of BOP markets in Africa, and the challenges and opportunities to address poverty and development in a sustainable manner. The book covers various themes of BOP markets and their embeddedness in social-cultural settings in Africa. The different chapters employ a variety of theoretical and methodological approaches to advance research and practice of BOP in Africa. The book chapters reflect multiple diversities that characterise sub-Saharan Africa based on studies in 13 country contexts and from five industry sectors. This book is recommended reading for managers and policy makers, as well as students and academics interested in Base of the Pyramid markets.

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