

1. Record Nr.	UNINA990001855850403321
Autore	Basili, Marcello
Titolo	Radical ignorance in individual decision making : assessing Austrian subjectivism / Marcello Basili, Carlo Zappia
Pubbl/distr/stampa	Siena : Università degli Studi di Siena, 2000
Descrizione fisica	24 p. ; 24 cm
Collana	Quaderni del Dipartimento di economia politica / Università degli studi di Siena ; 289
Altri autori (Persone)	Zappia, Carlo
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2. Record Nr.	UNINA9910452206203321
Titolo	Leveraging educational quality in Southern African educational systems [[electronic resource] ] : a practitioners' perspective / / edited by Munyaradzi Mawere & Patient Rambe
Pubbl/distr/stampa	Mankon, Bamenda, Cameroon, : Langaa Research & Pub. CIG, 2013
ISBN	9956-790-80-X 9956-790-92-3
Descrizione fisica	1 online resource (296 p.)
Altri autori (Persone)	MawereMunyaradzi RambePatient
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	section I. Primary and secondary education -- section II. Tertiary education -- section III.
Sommario/riassunto	In the last two decades, erosion in the quality and effectiveness of education systems especially in sub-Saharan Africa has been compounded by factors -such as exogenous pressures precipitated by unsystematic provision of foreign aid - fostering corrupt practices, inadequate teacher training and limited deployment of professional educators to under-served communities. Yet, quality education is needed to attain high levels of critical thinking, analytic interpretation, academic creativity, innovativeness, effectiveness, personal and inter- personal skills in problem solving. This book, which focuses on Mozambique, South Africa, Zambia and Zimbabwe, critically reflects on primary, secondary and tertiary education in Southern Africa with a view to explore the opportunities, constraints and challenges that practitioners, learners and other educational stakeholders face in their daily lives. The book draws on the findings from the aforementioned

countries, to advance the thesis that education in sub-Saharan Africa faces problems of epic proportions that require urgent attention. Hence, the primary objective of this book is to serve as a drive and medium for informed change, critical thinking, constructive analysis, synthesis and evaluation of different situations, settings and problems situated in the interface of theory and practice in the education fraternity.

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