



Mutare Teachers College 2015 Interviews

Columbia University. Teachers College



Mutare Teachers College 2015 Interviews:

Critical Realism, Environmental Learning and Social-Ecological Change Leigh Price, Heila Lotz-Sistka, 2015-12-14

Southern Africa where most of these book chapters originate has been identified as one of regions of the world most at risk of the consequences of environmental degradation and climate change At the same time it is still seeking ways to overcome the century long ravages of colonial and apartheid impositions of structural and epistemic violence Research deliberations and applied research case studies in environmental education and activism from this region provide an emerging contextualized engagement that is related to a wider internationally articulated quest to achieve social ecological justice resilience and sustainability through educational interventions This book introduces a decade of mainly southern African critical realist environmental education research and thinking that asks the question How can we facilitate learning processes that will lead to the flourishing of the Earth s people and ecosystems in more socially just ways The environmental education research topics represented in this book are wide ranging However they all exhibit the common theme of social justice and wanting to create change towards a better future All the authors have used critical realist or critical realist influenced research methodologies Offering contributions from a small but growing community of researchers working with critical realism in the global South this book will be of interest to students scholars and practitioners in the areas of environmental education sustainability development and the philosophy of critical realism in general **African**

Perspectives on Poverty, Indigenous Knowledge Systems, and Innovation Oliver Mtapuri, 2022-11-15 This book examines the connections between poverty and innovation in Africa Through case studies and theorizations from a distinctly African perspective it stands in contrast to current theoretical works in the field which remain very much rooted in Western orientated thinking The book investigates the application of methodologies which explain numerous African contexts in connection with issues of poverty and inequality It reflects on comparative practices and praxes on the African continent including commonplace traditions and practices in alleviating poverty taken against a background of the failure of current prescriptions for poverty alleviation such as the Structural Adjustment Programmes SAPs and the Poverty Reduction Strategy Papers PRSP There is a dire need for new practical perspectives which move Africa forward using its indigenous knowledge Owing to a general lack of recorded African theories and methodologies on poverty inequality and innovation this book represents a pioneering corpus of African knowledge addressing poverty and inequality through local innovations Adopting a transdisciplinary approach it is relevant to students and scholars in development studies and economics African studies social studies political history and political economy climate studies anthropology and geography *Teachers College, Columbia University Contributions to Education* Teachers College. New York, NY., 19?? *Teachers College Bulletin* Columbia University. Teachers College, 1975 *The Lincoln School of Teachers College* Columbia University. Teachers College. Lincoln School, 1929 **Teachers College and International Education** Teachers College, 1963 **Teachers**

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