

Botswana General Certificate Botswana General Certificate

The latest addition to The Open and Flexible Learning Series addresses the challenges created by the successes and the failures of the universal primary education campaign. It advocates new approaches for providing access to secondary education for today's rapidly growing youth population.

This volume brings together significant international research in technology education by focusing on contemporary postgraduate research, elaborating on the findings with the aim of making the content relevant to researchers, teachers and other potential researchers in the field. The book shares with readers what the research means for classroom teachers through understanding different motivations for teaching technology in schools and observing the model of learning supported by the research. Each chapter in the book includes references to the digital edition of the respective full thesis, allowing readers to consult the research in detail if necessary. This book continues the work done by 2017's Contemporary Research in Technology Education by the same editors.

The Handbook of Research on Information Communication Technology Policy: Trends, Issues and Advancements provides a comprehensive and reliable source of information on current developments in information communication technologies. This source includes ICT policies; a guide on ICT policy formulation, implementation, adoption, monitoring, evaluation and application; and background information for scholars and researchers interested in carrying out research on ICT policies.

English Language and Literature: Cross Cultural Currents is a collection of essays that interrogate the precarious positions of English and African languages in an era in which English is increasingly becoming the dominant language in Africa while at the same time there is a growing resistance against it. Though many Africans take pride in their own cultural heritage that is expressed by their African languages, they require the economic and social benefits of English. The book presents a language dilemma in which both African languages and English enhance, inhibit, and influence each other. The data used by the authors spans a broad spectrum of sources including: fiction, courts, parliamentary Hansards, House of Chiefs, classrooms, internet, roads and bus ranks. Thus, it is reflective of the most and least educated, the most and least influential Africans. The presentations provide broad insights about African symbols, metaphors, imagery and folklores representing undocumented

literature that challenge scientific imperialism and deficit theories. The diversity and freshness of the ideas in the book stem from the unique blend of the background of the contributors: English language and literature teachers, teachers of African languages, educationalists, sociologists, historians and politicians. Thus the book is a valuable asset to scholars in linguistics, anthropology and language policy makers.

Teaching Syllabus : Geography

a global mapping of textbooks and curricula

Explorations in Technology Education Research

Botswana General Elections, 24 October 2014

Culture and Customs of Botswana

Innovation Systems and Capabilities in Developing Regions

How do schools worldwide treat the Holocaust as a subject? Are representations of the Holocaust always accurate, balanced and unprejudiced in curricula and textbooks? This study compares representations of the Holocaust in school textbooks and national curricula. It highlights evolving practices worldwide and formulates recommendations that will help policy-makers provide the educational means by which pupils may develop Holocaust literacy.

Since the 1990s, sub-Saharan Africa has experienced unprecedented attempts at reforming teacher and student classroom practices, with a learner-centred pedagogy regarded as an effective antidote to the prevalence of teacher-centred didactic classroom practices. Attempts at reform have been going on all over the continent. In fact, learner-centred pedagogy has been described as one of the most pervasive educational ideas in contemporary sub-Saharan Africa and elsewhere. Research has revealed that the major attempts have largely failed mainly because teachers have not been able to adopt instructional innovations to technical problems. This failure is also related to lack of resources, and poor teacher training programmes which lead to poor teacher quality, among others. This book attempts to explain why pedagogical change has not occurred in spite of the much energy and resources that have been committed to such reforms. The book also takes us inside what the author calls 'the socio-cultural world of African classrooms' to help us understand the reasons teachers dominate classroom life and rely disproportionately on didactic methods of teaching. Its conceptual analyses capture the best of both the sociology and the anthropology of education in contexts of poverty, as well as the politics of education. The book concludes that a socio-cultural approach should be the basis for developing culturally responsive indigenous pedagogies, though these may or may not turn out to be in any way akin to constructivist learner-centred pedagogies.

Issue your students a passport to travel the globe with this incredible packet on Botswana! Units feature in-depth studies of its history, culture, language, foods, and so much more. Reproducible pages provide cross-curricular reinforcement and bonus content, including activities, recipes, and games. Numerous ideas for extension activities are also provided. Beautiful illustrations and photographs make students feel as if they're halfway around the world. Perfect for any teacher looking to show off the world, this must-have packet will turn every student into an accomplished globetrotter! An innovative and indispensable guidebook for people traveling to Africa to work on health or humanitarian projects

Passport to Africa

The Praeger International Handbook of Special Education [3 volumes]
Globalization, Mass Education and Technical and Vocational Education and Training
Design and Technology Education's Contribution to Sustainable Global Futures
Cross Cultural Currents
Essentials for Role Development
The Validity of Coursework

"This collection engages environmental, ethical and cultural values perspectives to show how Design and Technology (D&T) Education actively contributes to the significant educational goal of attaining sustainable global futures. An international collection of authors representing all levels of education articulate how D&T research, curriculum theory, policy, and classroom practices can synergise to contribute positively to the education of children for sustainable global futures. The book offers a spectrum of theorised curriculum positions, political and policy analysis, and case studies of successful school practice. A key word in the title is that of contribution which is construed in several senses: first, of D&T as a vehicle for understanding the range of political and social values that arise with such a major educational challenge; second, of D&T as an agent of critical and practical action for students as global citizens; third, by taking global and multiple perspectives (rather than, say, Western or mono-cultural positions); and, fourth, by demonstrating D&T's capacities for working in holistic and integrative cross-curricular ways. The authors show how students can not only learn about their potential as humans-as-designers but can also develop designerly capacities that enable them to contribute meaningfully in practical ways to their communities and to wider society, that is, as global citizens who can apply design capability in ethical ways that are respectful of peoples, cultures and environments alike."

This book clearly shows that a significant number of physical education students achieved high coursework marks, but then performed poorly in Botswana General Certificate of Secondary Education (BGCSE) physical education examinations. Given that the two assessment modes generally tested the same knowledge base and skills, it was thought that a diligent and proper conduct of coursework would enhance learning which would, in turn, be reflected in a good examination performance. The study in the culmination of this book, explored a survey inferential design. Data were collected from Botswana Examination Council official academic record and analyzed by finding the Pearson correlation coefficient, regression coefficients and performing ANOVA for trend analysis. The prediction model for coursework was determined by fitting the values of the relevant parameters in the linear regression model. The book's findings indicate clearly that coursework scores were a good predictor of performance in BGCSE physical education examinations among senior secondary school students.

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.

Education in Southern Africa is a comprehensive critical reference guide to education in the region. With chapters written by an international team of leading regional education experts, the book explores the education systems of each country in the region. With

chapters covering Botswana, Lesotho, Madagascar, Mozambique, Namibia, South Africa, Swaziland and Zimbabwe, the book critically examines the development of education provision in each country as well as local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this handbook will be an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

The Emerald Handbook of Higher Education in a Post-Covid World

Education in Southern Africa

New Approaches and Technologies for Teaching and Learning

Volume 39

Essays in Honor of Michael Omolewa

Botswana General Certificate of Secondary Education

Learning to Live Together in Africa through History Education

This study sheds light on the current state of history education in Africa and reflects on its potential to prepare this continent's learners for the challenges of "learning to live together". Drawing on an examination of school curricula and the experiences of educational stakeholders, it identifies trends in the processes and outcomes of recent curricular revisions, and discerns key challenges relating to the teaching and learning of history across Africa. It scrutinises the place afforded to history within African education systems, and surveys related contents and pedagogies. While it identifies African history as a fundamental yet sensitive and controversial subject, it also illustrates examples of present-day curricular strategies to integrating a concern for promoting a "culture of peace".

This book assesses the influence of the international organization UNESCO on the development of national Technical and Vocational Education and Training (TVET) systems in the Southern African Community Region (SADC), focusing particularly on Botswana and Namibia. Designed around UNESCO's Better Education for Africa's Rise (BEAR) project, the study is an excellent example of applied policy research. Analysis is from the perspective of key stakeholders including UNESCO headquarters and field offices, Ministries of Education and of Labor, employers and employees, education and training institutions, international partners and more. Both qualitative and quantitative evidence are used to provide a comparative overview, and the author also reveals the current state of data on skills. Readers will discover common goals and challenges across the nations but also a common lack of action to measure the impact and influence that UNESCO's programs have had at a national level, prior to this study. Were the newly implemented educational policies successful or not? If the public policies failed, why was that? These chapters shed light on such questions and how UNESCO's contribution influenced the national development processes, in the context of globalization processes and trends of global mass education. The book has much to offer for both scholars and those working in UN agencies or national governments who seek to develop education systems and better link them to the world of work.

The report of the Commonwealth Expert Team for Botswana's general

election held on 24 October 2014. The mission was chaired by Justice Maxon Mbendera, SC, chairperson of the Malawi Electoral Commission and included Mrs Pelagie Uwera, commissioner of the Rwanda National Electoral Commission. The team found that the elections were peaceful, credible and transparent and exemplified Botswana's commitment to democratic values and principles. They made a number of recommendations to help strengthen the process further.

This study surveys music and dance from a global perspective, viewing them as a composite whole found in every culture. To some, music means sound and body movement. To others, dance means body movement and sound. The author examines the complementary connection between sound and movement as an element of the human experience as old as humanity itself. Music and dance from Africa, the Americas, Asia, Europe, the Middle East and the South Pacific are discussed.

Concepts, Issues and Cases

Agriculture Assessment Syllabus

An Analysis of School Curricula and Stakeholders' Perspectives

An International Examination of the Influence of Context on Science

Curricula Development and Implementation

Educational Media and Technology Yearbook

Widening Access to Education as Social Justice

Environment, Ethics and Cultures

The book is a cutting-edge contribution to the debate which has occurred for some time on the pros and cons of secondary education becoming more closely and explicitly related to preparing young people for the world of work. The book provides concrete examples of the vocationalisation of secondary education, with particular reference to the situation in Africa. The target audience for the book includes policy-makers, practitioners, administrators, education planners, researchers, teachers and teacher educators with a concern about the relationship between secondary education and education for the world of work (with particular reference to technical and vocational education and training - TVET.) The book appears in the Springer book series on 'Technical and Vocational Education and Training: Issues, Concerns and Prospects' and compliments the 'International Handbook of Technical and Vocational Education and Training' and other publications in the 'International Library of TVET' all of which are publications of the 'UNESCO-UNEVOC International Centre for TVET' in Bonn, Germany

Providing perspectives across multiple nations and settings, this volume is essential reading for higher education staff, researchers, and policy makers, to ensure higher education across the world is prepared to offer the best quality teaching and learning in the Covid and Post-Covid world.

While everybody recognizes the development challenges facing Sub-Saharan Africa, few have put together coherent plans that offer real hope for any feasible and general improvement. Facing Forward combines an evidence-based plan that not only recognizes the deep problems but provides specific prescriptions for dealing with the problems. In the simplest version, focus on the skills of the people

and do it in a rational and achievable manner. †“ Eric Hanushek, Paul and Jean Hanna Senior Fellow, Hoover Institute, Stanford University This book offers a clear perspective on how to improve learning in basic education in Sub-Saharan Africa, based on extremely rigorous and exhaustive analysis of a large volume of data. The authors shine a light on the low levels of learning and on the contributory factors. They have not hesitated to raise difficult issues, such as the need to implement a consistent policy on the language of instruction, which is essential to ensuring the foundations of learning for all children. Using the framework of “From Science to Service Delivery,†? the book urges policy makers to look at the entire chain from policy design, informed by knowledge adapted to the local context, to implementation. Facing Forward: Schooling for Learning in Africa is a unique addition to the literature that is relevant for African policy makers and stakeholders. †“ Professor Hassana Alidou, Ambassador of the Republic of Niger to the United States and Canada As the continent gears itself up to provide universal basic education to all its children by 2030, it has to squarely address the challenge of how to improve learning. Facing Forward helps countries to benchmark themselves against each other and to identify concrete lines of action. It forces policy makers to think “where do I go from here?†? “what do I do differently?†? and to examine the hierarchy of interventions that can boost learning. It rightly urges Ministries of Education to build capacity through learning by doing and continuous adaptation of new knowledge to the local context. Facing Forward will unleash frank conversations about the profound reforms that are required in education policy and service delivery to ensure learning for every child on the continent. †“ Dr. Fred Matiang’I, Cabinet Secretary for the Interior and Coordination of National Government, Government of Kenya (former Cabinet Secretary for Education) Facing Forward couldn’t have come at a more opportune time as countries in the region, including Mauritius, focus more on learning outcomes rather than simply on inputs and processes in education systems. The book underscores the important point that African countries need not exclusively model themselves on high-performing education systems in the world. Much can as well be learnt from other countries at the same level of development, or lower, by virtue of the challenges they have faced and successfully overcome. This presents opportunities for greater peer-sharing and networking with these countries. Indeed a number of key focus areas are highlighted in the book that demonstrate good practices worthy of being emulated. These cover domains as diverse as enabling factors leading to improved student progression, strengthened teacher capacity, increased budgetary allocation with a focus on quality, as well as improved technical capacity of implementing agencies in the region. †“ Hon. (Mrs.) Leela Devi Dookun-Luchoomun, Minister of Education and Human Resources, Tertiary Education and Scientific Research, Republic of Mauritius This new edition of Bradt's Botswana remains the only full-blown, standalone guide to one of Africa's most popular and rewarding safari

destinations. Acclaimed by tour operators and travel writers alike, this is the only guide to focus on the most popular tourist areas of Botswana: the Okavango Delta, Chobe National Park and the Northern Kalahari, and this new edition includes a new full-colour wildlife guide, backed up by detailed flora and fauna information for each safari area. Fully updated, from top lodges in the Okavango Delta to small guesthouses (including many new to this edition), also included are detailed maps, comprehensive GPS coordinates (invaluable to self-drivers), and coverage of Livingstone and the Victoria Falls, ideal as an add-on trip to a safari in Botswana. With this guide, explore one of the world's most stunning wildlife destinations, read up on superb safari lodges with excellent guiding, from traditional tented camps to those offering five-star luxury and top-class cuisine, and make the most of the excellent birding (almost 600 species identified). Also included are details of how to arrange mobile safaris around the national parks and reserves with your own guide, often staying in private campsites; boat cruises on the Chobe River, where herds of elephant cross every evening; and when and how to view one of the great gatherings of zebra in Makgadikgadi National Park. Botswana's wilderness is pristine. The permanent waters of the Okavango Delta attract year-round wildlife, now including all the 'big five' - for the rhinos are back thanks to a successful re-introduction programme. Spreading out from the Delta, Botswana has tremendous variety, from the arid Kalahari to lush, well-watered forest glades and the broad Chobe River. And then there's Botswana's rich history, from the ancient rock paintings at Tsodilo, to Stone Age arrowheads on the Makgadikgadi Pans. Written and updated by experts, Bradt's Botswana is the definitive companion to discovering this enchanting destination.

Why Pedagogical Reforms Fail in Sub-Saharan Africa

The Routledge Handbook of World Englishes

Africa

A Practical Guide for Global Health Workers

Science Education in Context

Education at the Intersection of Globalization and Technology

A Southern African-Nordic contribution

The Routledge Handbook of World Englishes constitutes a comprehensive introduction to the study of World Englishes drawing on the expertise of leading authors within the field. The Handbook is structured in nine sections covering historical perspectives, core issues and topics and new debates which together provide a thorough overview of the field taking into account the new directions in which the discipline is heading. Among the key themes covered are the development of English as a lingua franca among speakers for whom English is a common but not first language, the parallel development of English as a medium of instruction in educational institutions throughout the world and the role of English as the international language of scholarship and scholarly publishing, as well as the development of 'computer-mediated' Englishes, including 'cyberprose'. The Handbook also includes a substantial introduction and conclusion from the

editor. The Routledge Handbook of World Englishes is the ideal resource for postgraduate students of applied linguistics as well as those in related degrees such as applied English language and TESOL/TEFL.

The Annual Review of Comparative and International Education (ARCIE) is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education.

This handbook provides a concise overview of special education services in countries across the world, using the Article on Education in the United Nations Convention on the Rights of Persons with Disabilities as the analytical frame. • Provides a comprehensive scope and broad coverage that addresses more than 70 countries, regions, and provinces across virtually every part of the world • Offers information on each nation or area on the public education system, private education system, special education system, teacher training requirements, and barriers to inclusive and special education • Presents both information about current practices in special education and promising new trends likely to take hold in the future

Today's educators stand at the crossroads of globalization and technology. The world is rapidly shrinking. The workplace is being transformed before our very eyes. Technology is forever changing the way we perceive reality and the way we do business. Educators are required to equip students for a workplace that has yet to emerge. The skill sets of today's job market are often obsolete before students can enter the workplace. Now is the time for educators to rise to the challenges of our modern world. By embracing the vision of yesterday's practitioners and joining hands with tomorrow's practitioners, educators can transform our world and equip their students for the upward mobility and career flexibility required in tomorrow's workplace.

Human and Social Biology Assessment Syllabus

Student, Talent, Knowledge-Innovation Models

Botswana Safari Guide

The Unity of Music and Dance in World Cultures

Annual Review of Comparative and International Education 2014

Botswana General Certificate of Secondary Education Teaching Syllabus

English Language and Literature

Education hubs are the newest development in the international higher education landscape. Countries, zones and cities are trying to position themselves as reputed centres for higher education and research. But given higher education's current preoccupation with competitiveness, branding, and economic benefits are education hubs merely a fad, a branding exercise, or are they an important innovation worthy of serious investment and attention? This book tries to answer the question through a systematic and comparative analysis of the rationales, actors, policies, plans and accomplishments for six serious country level education hubs - United Arab Emirates, Qatar, Malaysia, Hong Kong, Singapore and Botswana . The in-depth case studies shows that "one size does not fit all". A variety of factors drive

countries to prepare and position themselves as an education hub. They include income generation, soft power, modernization of domestic tertiary education sector, economic competitiveness, need for trained work force, and most importantly a desire to move towards a knowledge or service based economy. In response to these different motivations, three different types of education hubs are being developed: the student hub, talent hub, and knowledge/innovation hub. Scholars, policy makers, professionals, students and senior decision makers from education, economics, geography, public policy, trade, migration will find that this book challenges some assumptions about crossborder education and provides new insights and information.

I am very pleased to have been asked by Rod Gerber to provide a preface to such a book. Not least because of the twenty-four chapters, eight are written by former students or colleagues with whom I have worked in the past and whom I still meet at conferences on geographical education. It is with a certain pride and joy that I note the progress which has been made in geographical education both in its day to day teaching and in research, in the twenty years following the end of my term of office as Chair of the Commission on Geographical Education of the International Geographical Union (CGEIUG). My successors, Joe Stoltman, Hartwig Haubrich, Rod Gerber and now Lea Houtsonen, have done much and are continuing to work hard, to foster the development of geographical education. This book is proof, if proof were needed, that the international collaboration in this field, is alive and well, with contributions coming from all the continents (except Antarctica!). It would be a moribund subject that remained unaffected in one way or another by developments on the 'great world stage', as Fairgrieve (1926) would have put it. And, as Rod Gerber shows, the issues of globalisation, of cultural encounters, of differing value systems, of new technologies, of variable economic development and of environmental quality, all feature as topics which influence and are influenced by, geographical education.

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. The search for answers to the issue of global sustainability has become increasingly urgent. In the context of higher education, many universities and academics are seeking new insights that can shift our dependence on ways of living that rely on the exploitation of so many and the degradation of so much of our planet. This is the vision that drives SANORD and many of the researchers and institutions within its network. Although much of the research is on a relatively small scale, the vision is steadily gaining momentum, forging dynamic collaborations and pathways to new knowledge. The contributors to this book cover a variety of subject areas and offer fresh insights about chronically under-researched parts of the world. Others document and critically reflect on innovative approaches to cross-continental teaching and research collaborations. This book will be of interest to anyone involved in the transformation of higher education or the practicalities of cross-continental and cross-disciplinary academic collaboration. The Southern African-Nordic Centre (SANORD) is a network of higher education institutions from Denmark, Finland, Iceland, Norway, Sweden, Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe. Universities in the southern African and Nordic regions that are not yet members are encouraged to join.

Mega-Schools, Technology and Teachers
Implementing National Qualifications Frameworks Across Five Continents
Helping Teachers Develop Research Informed Practice
International Education Hubs
Advanced Practice Nursing
The International status of education about the Holocaust
Religious Education

Issue your students a passport to travel the globe with this incredible series! Eight jam-packed books visit more than 50 countries from all seven continents, from North America to Australia and back again. Units feature in-depth studies of each country's history, culture, language, foods, and so much more. Reproducible pages provide cross-curricular reinforcement and bonus content, including activities, recipes, and games. Numerous ideas for extension activities are also provided. Beautiful illustrations and photographs make students feel as if they're halfway around the world. Perfect for any teacher looking to show off the world, this must-have series will turn every student into an accomplished globetrotter!

Discusses the traditions, culture, religion, media, literature, and arts of Botswana.

As teachers we often tend to expect other countries to teach chemistry in much the same way as we do, but educational systems differ widely. At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world: Teaching Chemistry around the World. 25 countries have participated in the project. The resulting country studies are presented in this book. This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries. Especially in the case of the school subject chemistry, which is very unpopular on the one hand and occupies an exceptional position on the other hand – due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving – we have to learn from each others' educational systems.

Survive and thrive as an APN! Meet all the challenges of professional practice—whatever your specialty or environment. Noted nursing professionals and educators explore all of the non-clinical roles and responsibilities of an Advanced Practice Nurse and chart a course that enables you to meet them successfully. You'll follow the evolution of the APN's role from a historical perspective to the present and examine the issues and challenges you'll encounter in the future.

International Handbook on Geographical Education

Schooling for Learning in Africa

Achieving Education for All

Handbook of Research on Information Communication Technology Policy: Trends, Issues and Advancements

The Influence of UNESCO in Botswana and Namibia

Vocationalisation of Secondary Education Revisited

Facing Forward

This book is an annual publication entering its 40th year. The series represents current trend and issues in the field of educational communications and technology, journals and other periodicals associated with the field, and the academic programs that prepare instructional technology professionals. Springer has been the publisher for the series, in cooperation with the Association for Educational Communications and Technology, for the past four years. Volume 39 will feature a section on Information Studies, in addition to updated information about programs and a new ranking of the top academic degree programs in the field of Learning, Design, and Technology.

This book presents an international perspective of the influence of educational context on science education. The focus is on the interactions between curriculum development and implementation, particularly in non-Western and non-English-speaking contexts (i.e., outside the UK, USA, Australia, NZ, etc.).

In today's knowledge-driven world, innovation and innovation systems have become key policy issues. However, the extent of knowledge that is available on these concepts in less developed countries is still relatively low. Much of what we know about innovation theory and systems has come from the developed countries and reflects their world view. This apparent knowledge deficit has major implications for less developed countries. Innovation Systems and Capabilities in Developing Regions adds to the growing body of knowledge on developing countries. The theoretical and empirical case studies presented here advance the notion that, while developing countries may not engage in frontier research, a critical

knowledge base upon which these countries compete for global markets is emerging. There is evidence that state and non-state actors are increasingly emphasising policies that sit within the framework of national innovation systems. This book illuminates this shift in policy competence at national levels. The contributions in this volume highlight the need for thorough understanding of the role of diffusion-based innovation linked to technology transfer and acquisition. They also provide empirical evidence on the drivers, dynamics and impact of such innovation in developing economies and the constraints that apply. Contributors also document the application of the innovation system approach in developing countries as well as the build-up and diffusion of technological capabilities within innovation systems. Academics, higher level students, policy makers and practitioners involved with innovation and the economics of technical change, particularly in developing countries, will find this a valuable book.

Passport Series: Africa

Knowledge for a Sustainable World

Welcome to Botswana

Okavango Delta, Chobe and Northern Kalahari

Trends, Issues and Advancements

Teaching Chemistry Around the World

Teaching and Learning in Context