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Based on the work of the African Copyright and Access to Knowledge (ACA2K) research network, this book describes the legal and practical issues posed by copyright for access to learning materials in eight countries in AfricaEgypt, Ghana, Kenya, Morocco, Mozambique, Senegal, South Africa and Uganda. It identifies the policies and practices that would broaden this access.

"Physical Geology is a comprehensive introductory text on the physical aspects of geology, including rocks and minerals, plate tectonics, earthquakes, volcanoes, glaciation, groundwater, streams, coasts, mass wasting, climate change, planetary geology and much more. It has a strong emphasis on examples from western Canada, especially British Columbia, and also includes a chapter devoted to the geological history of western Canada. The book is a collaboration of faculty from Earth Science departments at Universities and Colleges across British Columbia and elsewhere"--BCcampus website.

This pioneering text provides a holistic approach to decisionmaking in transportation project development and programming, whichcan help transportation professionals to optimize their investmentchoices. The authors present a proven set of methodologies forevaluating transportation projects that ensures that all costs andimpacts are taken into consideration. The text's logical organization gets readers started with asolid foundation in basic principles and then progressively buildson that foundation. Topics covered include: Developing performance measures for evaluation, estimatingtravel demand, and costing transportation projects Performing an economic efficiency evaluation that accounts forsuch factors as travel time, safety, and vehicle operatingcosts Evaluating a project's impact on economic development and landuse as well as its impact on society and culture Assessing a project's environmental impact, including airquality, noise, ecology, water resources, and aesthetics Evaluating alternative projects on the basis of multipleperformance criteria Programming transportation investments so that resources can beoptimally allocated to meet facility-specific and system-widegoals Each chapter begins with basic definitions and concepts followedby a methodology for impact assessment. Relevant legislation isdiscussed and available software for performing evaluations ispresented. At the end of each chapter, readers are providedresources for detailed investigation of particular topics. Theseinclude Internet sites and publications of international anddomestic agencies and research institutions. The authors alsoprovide a companion Web site that offers updates, data foranalysis, and case histories of project evaluation and decisionmaking. Given that billions of dollars are spent each year ontransportation systems in the United States alone, and that thereis a need for thorough and rational evaluation and decision makingfor cost-effective system preservation and improvement, this textshould be on the desks of all transportation planners, engineers,and educators. With exercises in every chapter, this text is anideal coursebook for the subject of transportation systems analysisand evaluation.

Philosophy of education basically deals with learning issues that attempt to explain or answer what we describe as the major questions of its domains, i.e., what education is needed, why such education, and how would societies undertake and achieve such learning possibilities. In different temporal and spatial intersections of people's lives, the design as well as the outcome of such learning program were almost entirely indigenously produced, but later, they became perforce responsive to externally imposed demands where, as far as the history and the actualities of colonized populations were concerned, a cluster of de-philosophizing and de-epistemologizing educational systems were imposed upon them. Such realities of colonial education were not conducive to inclusive social well-being, hence the need to ascertain and analyze new possibilities of decolonizing philosophies of education, which this edited volume selectively aims to achieve. The book should serve as a necessary entry point for a possible re-routing of contemporary learning systems that are mostly of de-culturing and de-historicizing genre. With that in mind, the recommendations contained in the 12 chapters should herald the potential of decolonizing philosophies of education as liberating learning and livelihood praxes. [This collection of critical and scholarly analyses provides an insightful and timely resource for decolonizing philosophies of education that continue to shape discourses, policies, curricula and practices in all levels of educational and social institutions. It also usefully challenges versions of postcolonial studies that fail to recognize and demystify the continuity of colonial hegemony in contemporary societal formations in both the global north and south.] Toh Swee-Hin, Distinguished Professor, University for Peace, Costa Rica & Laureate, UNESCO Prize for Peace Education (2000) [Decolonizing philosophies of education edited by Ali A. Abdi is a collection of twelve essays by noted scholars in the field who provide strong readings of postcolonialism in education with an emphasis on decolonizing epistemologies. It provides a clear and comprehensive introduction to the critical history of colonization, postcolonial studies and the significance of education to the colonial project. This is an important book that provides a global perspective on the intellectual and epistemological escape from the colonial condition.] Michael A. Peters, Professor, Educational Policy Studies, University of Illinois at Urbana-Champaign

"Nowhere in archaeology is the gap between theory and practice more evident than in its ambivalent engagement with economic development. This groundbreaking volume assembles practicing archaeologists, economists, and NGO officials in an extensive exploration of the theoretical, practical and ethical issues raised by archaeologists' use of cultural heritage to support economic development. The first chapters consider the problem of articulating the value of tangible and intangible heritage when economic measures alone are inadequate. Subsequent chapters present regional perspectives on archaeology and development, and present a host of case studies from around the globe that describe archaeologists' development projects, including some that are successful and others that are less so. These studies both suggest best practices in the implementation of development projects and illuminate the obstacles to success created by political conflict and competing human needs. Ethical issues and practical considerations converge in chapters that explore the role that members of local communities should play in the design, management and governance of archaeological and heritage resources. In this volume, archaeologists and heritage professionals will encounter a thought-provoking international discourse concerning the path forward for archaeology as the field engages with economic development."

An investigative approach to Cambridge IGCSE Geography, written in partnership with the Geographical Association. Encourage students to make links between case studies and their own local contexts as well as exploring the core themes and skills of the 0460 syllabus in the context of global case studies and processes. Prepare for exam success with full coverage of the core themes of Paper 1 (Population and Settlement, The Natural Environment, Economic Development and the Use of Resources) as well as the geographical and fieldwork skills elements of Papers 2, 3 and 4. Help students focus on achieving the best grades with excellent exam support for each Paper, with exam-style questions, answers at different levels and accompanying comments. Be confident in the content and approach - this resource is written by highly experienced Geography teachers, consulted edited by a CIE Principal Examiner, and produced in partnership with the UK Geographical Association - the home of best practice in Geography teaching.

Signifying [others] or signs of life? This book critically examines the ways in which crossing sex and gender is imagined in key cultural texts from contemporary Latin America. Unlike previous studies, Crossing Sex and Gender in Latin America does not hold that sexually diverse figures are always and only performative or allegorical and instead places the accent on questions of the presence or absence of an account of subjectivity in contemporary representation. Via analysis of selected films and literary works of Reinaldo Arenas, Mayra Santos-Febres, Pedro Lemebel, among others, the author reflects on the political implications of recent visions (1985-2005).

When a body was discovered by two German hikers walking in the Alps in 1991, little did they realise it had been there for over 5000 years! Who was Ã-tzi the Ice Man, as he has become known? What did scientists find out by examining his remains? And what further finds from the ancient past might our changing climate reveal? â€¢Help Key Stage 3 students move from Level 3a to Level 4c in reading. â€¢Support comprehension with the amazing photographs from the South Tyrol Museum of Archaeology. â€¢Encourage shared and guided reading using the ready-made tasks and discussion points on the activity pages at the back of the book

Beginning to End Hunger presents the story of Belo Horizonte, home to 2.5 million people and the site of one of the world's most successful city-run food security programs. Since its Municipal Secretariat of Food and Nutritional Security was founded in 1993, Belo Horizonte has sharply reduced malnutrition, leading it to serve as an inspiration for Brazil's renowned Zero Hunger programs. The secretariat's work with local family farmers shows how food security, rural livelihoods, and healthy ecosystems can be supported together. While inevitably imperfect, Belo Horizonte offers a vision of a path away from food system dysfunction, unsustainability, and hunger. In this convincing case study, M. Jahi Chappell establishes the importance of holistic approaches to food security, suggests how to design successful policies to end hunger, and lays out strategies for enacting policy change. With these tools, we can take the next steps toward achieving similar reductions in hunger and food insecurity elsewhere in the developed and developing worlds.

