

Learn Ndebele

This book is the story of my incredible journey across Africa (from South to North) and through Europe with my first husband, Ray, who, sadly—at the end of it—wanted a divorce from me.

Professor Phinias Makhurane AKA "Double Brain" in this book remembers a life in education. As one of the first Africans to major in Physics and Mathematics at the University College of Rhodesia and Nyasaland Professor Makhurane was also the first black Zimbabwean to acquire a PhD in the sciences. He later went on to hold numerous high level positions in the Education sector in Southern Africa such as Deputy Vice-Chancellor of the University of Botswana and Pro Vice-Chancellor of the University of Zimbabwe where he was influential in the expansion of the university's infrastructure. Until his retirement Professor Makhurane was Vice-Chancellor at the National University of Science and Technology in Bulawayo.

How realistic is it to expect translation to render the world intelligible in a context shaped by different historical trajectories and experiences? Can we rely on human universals to translate through the unique and specific webs of meaning that languages represent? If knowledge production is a kind of translation, then it is fair to assume that the possibility of translation has largely rested on the idea that Western experience is the repository of these human universals against the background of which different human experiences can be rendered intelligible. The problem with this assumption, however, is that there are limits to Western claims to universalism, mainly because these claims were at the service of the desire to justify imperial expansion. This book addresses issues arising from these claims to universalism in the process of producing knowledge about diverse African social realities. It shows that the idea of knowledge production as translation can be usefully deployed to inquire into how knowledge of Africa translates into an imperial attempt at changing local norms, institutions and spiritual values. Translation, in this sense, is the normalization of meanings issuing from a local historical experience claiming to be universal. The task of producing knowledge of African social realities cannot be adequately addressed without a prior critical engagement with how translation has come to shape our ways of rendering Africa intelligible.

When women from different parts of the world get together around a dining table what do they do? They tell stories. Each person sparks memories and imagination in the others until experience and invention are stitched into a rich patchwork. Join the Dining Table Writers; Vim, Urmilla, Rose, Marlene, Ki, Isabelle and Denise with their tales of a right of passage in traditional Sri Lanka, the art of making dahi in rural India and mysterious events in New Zealand. Uncover family secrets in a wardrobe in Mexico. Find out how a marriage is saved by timely advice from a Filipino nun, how living with the man you love in Lyon is quite a different matter from being a bride in rural Zimbabwe, and what one Oxford student came up against when seeking to visit the capital of seventeenth century Persia. Each story in this collection represents a highly individual interpretation of a situation or relationship where one culture bumps into another and the world tilts, if ever so slightly. Patchwork is the result of collaboration by seven writers and the proceeds will go to the Margaret McNamara Memorial Fund, a charity which awards grants to women from developing countries.

My First Ndebele (IsiNdebele) Alphabets Picture Book with English Translations Bilingual Early Learning & Easy Teaching Ndebele (IsiNdebele) Books for Kids

Little learners will read essential first words in Shona and Ndebele, the two main native languages of Zimbabwe. Colorful illustrations are paired with simple first words for readers of all ages to learn.

Notebook with the colorful artistic blossom cover and the quote "Write something notebook." You can take note or write down your ideas, your experiences or memories that you want to keep. This beautiful notebook can be a gift for friends, family, and all your loved ones. The paperback notebook consists of 100 pages, size 6 x 9 inches.

Competing Kingdoms rethinks the importance of women and religion within U.S. imperial culture from the early nineteenth century to the mid-twentieth. In an era when the United States was emerging as a world power to challenge the hegemony of European imperial powers, American women missionaries strove to create a new Kingdom of God. They did much to shape a Protestant empire based on American values and institutions. This book examines American women's activism in a broad transnational context. It offers a complex array of engagements with their efforts to provide rich intercultural histories about the global expansion of American culture and American Protestantism. An international and interdisciplinary group of scholars, the contributors bring under-utilized evidence from U.S. and non-U.S. sources to bear on the study of American women missionaries abroad and at home. Focusing on women from several denominations, they build on the insights of postcolonial scholarship to incorporate the agency of the people among whom missionaries lived. They explore how people in China, the Congo Free State, Egypt, India, Japan, Ndebeleland (colonial Rhodesia), Ottoman Bulgaria, and the Philippines perceived, experienced, and negotiated American cultural expansion. They also consider missionary work among people within the United States who were constructed as foreign, including African Americans, Native Americans, and Chinese immigrants. By presenting multiple cultural perspectives, this important collection challenges simplistic notions about missionary cultural imperialism, revealing the complexity of American missionary attitudes toward race and the ways that ideas of domesticity were reworked and appropriated in various settings. It expands the field of U.S. women's history into the international arena, increases understanding of the global spread of American culture, and offers new concepts for analyzing the history of American empire. Contributors: Beth Baron, Betty Bergland, Mary Kupiec Cayton, Derek Chang, Sue Gronewold, Jane Hunter, Sylvia Jacobs, Susan Haskell Khan, Rui Kohiyama, Laura Prieto, Barbara Reeves-Ellington, Mary Renda, Connie A. Shemo, Kathryn Kish Sklar, Ian Tyrrell, Wendy Urban-Mead

For over 1500 years before the Empire Windrush docked on British shores, people of African descent have played a significant and far-ranging role in the country's history, from the African soldiers on Hadrian's Wall to the Black British intellectuals who made London a hub of radical, Pan-African ideas. But while there has been a growing interest in this history, there has been little recognition of the sheer breadth and diversity of the Black British experience, until now. This collection combines the latest work from both established and emerging scholars of Black British history. It spans the centuries from the first Black Britons to the latest African migrants, covering everything from Africans in Tudor England to the movement for reparations, and the never ending struggles against racism in between. An invaluable resource for both future scholarship and those looking for a useful introduction to Black British history, Black British History: New Perspectives has the potential to transform our understanding of Britain, and of its place in the world.

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 bantustans – or 'homelands' – were created by South Africa's apartheid regime as ethnically-defined territories for Africans. Granted self-governing and 'independent' status by Pretoria, they aimed to deflect the demands for full political representation by black South

Africans and were shunned by the anti-apartheid movement. In 1972, Steve Biko wrote that 'politically, the bantustans are the greatest single fraud ever invented by white politicians'. With the end of apartheid and the first democratic elections of 1994, the bantustans formally ceased to exist, but their legacies remain inscribed in South Africa's contemporary social, cultural, political, and economic landscape. While the older literature on the bantustans has tended to focus on their repressive role and political illegitimacy, this edited volume offers new approaches to the histories and afterlives of the former bantustans in South Africa by a new generation of scholars. This book was originally published as various special issues of the South African Historical Journal.

The courageous few Zimbabweans who dared to stand up to President Robert Mugabe and his Zanu PF party in the election campaigns of 2008 were persecuted, assaulted and in many cases brutally murdered. *Should I Forgive?* is based on the experiences of a young wife and mother, Nyasha Gapa, who was raped and beaten for daring to campaign for Morgan Tsvangirai's opposition party MDC (Movement for Democratic Change). While many of the details of the story have been changed to protect Nyasha's family and friends from further violence, all the events related in this tragic story, from the sadistic beating of Nyasha's husband to their flight to South Africa, their exploitation by a white farmer, the racist persecution the refugees experienced there and the catastrophic fire, actually happened. *Should I Forgive?* is a heartbreaking story of staggering courage, endurance and love.

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.

Learning and identity development are lifetime processes of becoming. The construction of self, of interest to scholars and practitioners in adult development and adult learning, is an ongoing process, with the self both forming and being formed by lived experience in privileged and oppressive contexts. Intersecting identities and the power dynamics within them shape how learners define themselves and others and how they make meaning of their experiences in the world. The series, *I Am What I Become: Constructing Identities as Lifelong Learners*, is an insightful and diverse collection of empirical research and narrative essays in identity development, adult development, and adult learning. The purpose of this series is to publish contributions that highlight the intimate and intricate connections between learning and identity. The series aims to assist our readers to understand and nurture adults who are always in the process of becoming. We hope to promote reflection and research at the intersection of identity and adult learning at any point across the adult lifespan. The rich array of qualitative research designs as well as autobiographic and narrative essays transform and expand our understanding of the lived experience of people both like us and unlike us, from the U.S. and beyond. *Identity and Lifelong Learning: Becoming through Lived Experience*, Volume Two of the series, focuses on identity and learning within informal settings and life experiences. The contributions showcase the many ways that identity development and learning occur within cultural domains, through developmental and identity challenges or transitions in career or role, and in a variety of places from assisted living facilities to makerspaces. These chapters highlight identity and learning across the adult lifespan from millennials and emerging adults to midlife and older adults. The authors examine cultural, relational and social identity exploration and learning in international contexts and within marginalized communities. This volume features phenomenological and ethnographic qualitative studies, autoethnographies, case studies, and narratives that engage the reader in the myriad ways that adult development, learning, and identity connect and influence each other. Praise for: *Identity and Lifelong Learning: Becoming Through Lived Experience* "We all pay lip service to the importance of lifelong learning, but what is it exactly and how does it come about? The connections between identity and learning are intriguing and complex, especially when it comes to adult learners. In this very thoughtfully organized collection, researchers present qualitative and narrative studies, along with personal narratives, to explore identity development in formal and informal learning environments. Contributions from varied cultural contexts, most with powerful and moving stories to tell, provide insight into how identity, meaning-making, and adult learning and development intersect and influence each other. Psychologists, scholars and educators interested in identity development and meaning-making will find inspiration and fresh understanding in this innovative and enlightening series."

Ruthellen Josselson Author of *Paths to Fulfillment: Women's Search for Meaning and Identity* "This innovative series on adult development is inspiring and substantive. We hear voices from the margins and stories of courage. We read identity-formation narratives by young adults and experienced professionals who share impressive capacities for transparency, vulnerability, and self-reflection. Many of the narratives are embedded in rigorous qualitative research that highlights diverse ways that identity is shaped through social positionality, lived experience, the quest for individuation, and willingness to encounter life as a dynamic learning process." Jared D. Kass, Lesley University Author, of *A Person-Centered Approach to Psychospiritual Maturation: Mentoring Psychological Resilience and Inclusive Community in Higher Education*

This book examines why Zimbabwean immigrants in Britain should be viewed as a product of ethno-racial identities and prejudices developed and nurtured during the colonial and post-colonial phases of Zimbabwe's history. In the absence of shared historic socio-economic or cultural commonalities, the book will tackle the key question: 'Are Zimbabweans in Britain demarcated by race and ethnicity an imagined community?' Through an analysis of personal interviews, and secondary and primary sources, it identifies and engages historical experiences that had been instrumental in constructing diasporic identities and integration processes of Zimbabwean immigrants. With most literature tending to create perceptions that Zimbabwean immigrants are a monolithic community of Blacks, the book's comparative analysis of Blacks, Whites, Coloureds and Asians unveils a multi-racial community fragmented by historic racial and ethnic allegiances and prejudices. It is essential reading for scholars and researchers interested in migration, African Diaspora, and colonial and post-colonial studies.

Fotografisk billedværk i farver om NDebele folket og deres kunsthåndværk og udsmykninger og bemalinger af huse, klæder, skilte m.v.

Ndawana and Friends presents Let's Learn Basic Ndebele.

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.

Zimbabwe is one of the few countries in the region with no comprehensive information on its language situation. This book seeks to fill the gap. Language policy in Zimbabwe has evolved around the three official languages, English, Ndebele and Shona. The author, a lecturer in Bantu linguistics at the University of Zimbabwe highlights the status of the indigenous minority languages by identifying communities speaking minority languages, their locations, and the role minority languages have played in the education system and in the media. Languages covered are Kalanga, Hwesa, Sotho, Shangani (Tsonga), Tonga of Mudzi District, Venda, Tonga, Chikunda, Doma, Chewa/Nyanja, Khoisan (Tshwawo), Barwe, Tswana, Fingo or Xhosa, Sena and Nambya. The author also gives recommendations of how minority languages may be incorporated into future language policy.

Many people across the globe are today experiencing an era characterised by increasingly dynamic population mobility. It is, consequently, a time where previously held assumptions about individual and group identities, and about the social and political semiotics that shape them, seem inadequate. Languages and cultures are at the heart of what has been termed this "superdiversity". In contemporary superdiverse societies, the question of language poses a particularly difficult challenge, with new cultural realities giving rise to new questions. In such circumstances, how can linguistic and cultural identities be defined? The future is likely to witness tensions and oppositions between centrifugal and centripetal forces; and tendencies towards globalisation allow some to suggest that culture is becoming increasingly uniform. This book illustrates the narrowness and reductiveness of such suggestions, and underlines the importance of embracing centrifugal forces. Central to this, and to the practices argued for in this book, is the need for greater intercultural awareness on the part of teachers, curriculum planners, teacher educators and, of course, their students. The book explores major hindrances to communication in the way in which we over-generalise, stereotype and reduce the people with whom we communicate to something different or less than they are. Did you ever want to teach your kids the basics of Ndebele (isiNdebele) ? Learning Ndebele (isiNdebele) can be fun with this picture book. In this book you will find the following features: Ndebele (isiNdebele) Alphabets Ndebele (isiNdebele) Words English Translations

This book examines how names in Africa have been fashioned to create dominance and subjugation, inclusion and exclusion, others and self. Drawing on global and African examples, but with particular reference to Zimbabwe, the author demonstrates how names are used as weapons by in-groups and out-groups in class, race, ethnic, national, gender, sexuality, religious and business struggles in society. Using Othering theory as a framework, the chapters explore themes such as globalised names and their demonstration of the other, onomastic erasure in colonial naming and the subsequent decoloniality in African name changes, othering of women in onomastics and crude and sophisticated phaulisms in the areas of race, ethnicity, nationality, disability, sexuality. Highlighting social power dynamics through onomastics, this book will be of interest to researchers of onomastics, social anthropology, sociolinguistics and African culture and history.

Integrated practice and discovery problems in various languages encourage students to think analytically and scientifically about language.

In 1999, a defiant 76-year old Mr Stanley Mhlanga confronted the Zimbabwean Forestry Commission. He claimed that Queen Lozikeyi had given his people the land from which they had been evicted. Who was this woman, an inspiration to an old man 80 years after her death? Queen Lozikeyi was the senior queen of Lobhengula, king of the Ndebele people in what is now Zimbabwe. Her early life has been wreathed in mystery, but now at last her story can be told. This book is one of the first studies of a woman who led her people while the British colonial power occupied her country. She was the intellect behind one of the most effective anti-colonial revolts. Queen Lozikeyi continues to be an inspiration to Zimbabweans today. Queen Lozikeyi, as an Ndebele royal woman, inherited a strong constitutional position from Nguni royal foremothers in Zululand. This study shows how Lobhengula's senior queen and other Ndebele royal women uses their power.

Described as a prophet of the post-apartheid condition, Njabulo Ndebele is a prize-winning author, poet and critic and one of the leading lights in South Africa's literary world. These essays, beginning in 1984, were written over the storm years of the democratic struggle and are reprinted here with a new introduction by Graham Pechey.

Routledge is proud to be re-issuing this landmark series in association with the International African Institute. The series, published between 1950 and 1977, brings together a wealth of previously un-co-ordinated material on the ethnic groupings and social conditions of African peoples. Concise, critical and (for its time) accurate, the Ethnographic Survey contains sections as follows: Physical Environment Linguistic Data Demography History & Traditions of Origin Nomenclature Grouping Cultural Features: Religion, Witchcraft, Birth, Initiation, Burial Social & Political Organization: Kinship, Marriage, Inheritance, Slavery, Land Tenure, Warfare & Justice Economy & Trade Domestic Architecture Each of the 50 volumes will be available to buy individually, and these are organized into regional sub-groups: East Central Africa, North-Eastern Africa, Southern Africa, West Central Africa, Western Africa, and Central Africa Belgian Congo. The volumes are supplemented with maps, available to view on routledge.com or available as a pdf from the publishers.

This book examines the exclusion of minority languages (and their speakers) from the mainstream domains of everyday social life in postcolonial Zimbabwe. It considers forces of hegemonic nation building, subtle cultural oppression and a desire for linguistic uniformity as

