

HIV/AIDS, gender inequality and rural livelihoods - the impact of HIV/AIDS on rural livelihoods in Northern Province, Zambia.

FAO - Health Promot. Int.



Description: -

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Implications of this study will help the group management and administration in planning, implementation and evaluation of effective integration of ICTs in teaching and learning within the group of schools, efficient use of limited technology infrastructure and resources, and improvement of access to learning for the students.

Evaluation of HIV/AIDS peer education projects in Zambia

The loss of wild edible plant species would also threaten the knowledge and skills associated with the collection and the utilization of such species, particularly among women, who are often responsible for their collection, preparation and consumption and thus have a more highly specialized knowledge than men of wild plants used for food, fodder and medicine FAO, 1999.

Gender, HIV/AIDS and Rural Livelihoods: Micro

The type of living conditions in which women live is largely associated with not only their own socioeconomic status, but also that of their nation.

Greg Gondwe of Zambia: CAUSES OF POVERTY IN ZAMBIA

According to WHO, the ratio of physicians per population is drastically lower in the countries , , Yemen, and Djibouti, while health infrastructures are nearly nonexistent in. According to a 2006 study by the WHO involving 28,393 women, increases when women have experienced FGM; an additional ten to twenty babies were estimated to die per 1,000 deliveries. The specific purpose of this report is to present the measures taken by Members States who have submitted monitoring country reports.

Intersectoral debate on social research strengthens alliances, advocacy and action for maternal survival in Zambia

However, the availability is considerably dwindling as a result of several factors such as unsustainable harvesting practices, the increasing encroachment in most forests and woodlands, deforestation and the expansion of forest land for agricultural production. The World Bank Group World Bank WB support to Zambia commenced in 1955, well before attaining its independence in 1964. Conclusion: There is a strong intersection of poverty, post-colonialism and disability which makes working under an inclusive lens very difficult for teachers.

Related Books

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