

List of Tables

<i>Page 21</i>	Table One:	Graphic Presentation of the Phases of Inquiry
<i>Page 22</i>	Table Two:	Number of Interviews
<i>Page 32</i>	Table Three:	Codes, Sub-codes and Coded Segments
<i>Page 46</i>	Table Four:	A Sample of Transnational Advocacy Networks
<i>Page 103</i>	Table Five:	An Overview of the modern Spheres of Colonisation, its Agencies and Impacts on the South
<i>Page 171</i>	Table Six:	From Academics to Educator Activists: Development of an Educator-Activist Identity
<i>Page 173</i>	Table Seven:	Levels of Learning and Areas of Action
<i>Page 249</i>	Table Eight:	Roles of Southern and Northern advocates/Movement Organisers in the Push-Pull-Balance phases.

List of Illustrations

<i>Page 36</i>	Fig.One:	The three central components of the Interview.
<i>Page 35</i>	Fig.Two:	The Interview Process
<i>Page 40</i>	Fig.Three:	The Conditional Matrix of Educator Activism
<i>Page175</i>	Fig.Four:	The Components of Educator Activist Identity
<i>Page 224</i>	Fig. Five:	Phases in the Learning Cycle
<i>Page 246</i>	Fig. Six:	The Push
<i>Page 247</i>	Fig. Seven:	The Pull
<i>Page 248</i>	Fig. Eight:	The Balance