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Information and Communication Technologies for Development in Africa Ramata Molo Thioune 2003 Networking Institutions of Learning - SchoolNet

Becoming Rwandan S. Garnett Russell 2019-10-11 In the aftermath of the genocide, the Rwandan government has attempted to use the education system in order to sustain peace and shape a new generation of Rwandans. Their hope is to create a generation focused on a unified and patriotic future rather than the ethnically divisive past. Yet, the government's efforts to manipulate global models around citizenship, human rights, and reconciliation to serve its national goals have had mixed results, with new tensions emerging across social groups. Becoming Rwandan argues that although the Rwandan government utilizes global discourses in national policy documents, the way in which teachers and students engage with these global models distorts the intention of the government, resulting in unintended consequences and undermining a sustainable peace.

Education Policy Formation in Africa 1994

Ugandan English Christiane Meierkord 2016-10-20 Ugandan English is a variety that has scarcely been noticed in past research. This timely volume brings together African and European scholars in a first-ever collection of articles that offer comprehensive discussions of the historical and present-day sociolinguistics of English in Uganda and fine-grained analyses of the structural characteristics of and attitudes to this hitherto largely unknown variety. Using rich archive, corpus, and interview data as well as ethnographic and observational methods, the various contributions paint a comprehensive picture of Ugandan English as distinct from other East African Englishes and as characterized by nativisation despite a still strong exonormative orientation, reflecting the modern nation's status as a post-protectorate under the influence of globalisation. Apart from advancing our understanding of Ugandan English itself, the individual chapters contribute to theoretical debates on language contact and variation as regards the influence of substrate languages, founder populations, language ideologies and socio-economic factors.

Upgrading Book Distribution in Africa Tony Read 2001

Not just hot air UNESCO 2015-08-24

School Science Practical Work in Africa Umesh Ramnarain 2020-06-01 School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools.

It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research-informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry-based learning, which signals a definite paradigm shift from the traditional teacher-dominated to a learner-centered approach. The book provides empirical research on approaches to practical work, contextual factors in the enactment of practical work, and professional development in teaching practical work. This book will be of great interest to academics, researchers and post-graduate students in the fields of science education and educational policy.

National Integration in Uganda 1962-2013 Nsibambi, Apolo Robin 2014-10-20 National Integration in Uganda 1962-2013 delves into the problems that have beset Uganda on the path to national integration and explores the prospects for consolidating this integration. The book reviews the process of incorporating three regions - Buganda, Karamoja and the Northern Region - into present-day Uganda, and examines the effects of this process. Besides ethno-cultural diversity, what impact has religious diversity had on this process? And what role has the language factor played? Is integration, in terms of territorial integrity, social cohesion and subordination to a central authority over the long term possible? The book offers insights that are crucial to the achievement of Uganda's dream of nationhood.

Overcoming AIDS Donald E. Morisky 2006-06-01 As a result of the AIDS epidemic, many nations around the world have faced the demands of caring for a particularly vulnerable population of children, the orphans of parents who have died of AIDS or whose caregivers are terminally ill from the disease. Overcoming AIDS: Lessons Learned from Uganda offers an in-depth exploration of this global issue and provides a broad focus on evolving a constructive response to the HIV/AIDS epidemic. This collaborative resource is the fourth in the Research in Global Child Advocacy book series, and it offers readers a glimpse into the experience of HIV/AIDS infected and affected people from the perspective of researchers, policy makers, and professionals who diligently work toward crafting a framework for action that is integrated across disciplines. Despite the enormity and intensity of the problem, chapter authors share a commitment to advocate for a better world in which social and economic disparities do not preclude children from experiencing a future that is bright with potential opportunities and hope.

Facing Forward Sajitha Bashir 2018-09-17 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

Uganda Chemistry Students' Book for S1 and S2 Richard Walugere 2007-09-25 New Secondary Sciences has been specificially written to cover the Ugandan syllabus. This course comprises Students' Books and Teacher's Guides for each subject that meet all the requirements of the syllabus.

Historical Dialogue and the Prevention of Mass Atrocities Elazar Barkan 2020-04-06 This book brings together a diverse range of international voices from academia, policymaking and civil society to address the failure to connect historical dialogue with atrocity prevention discourse and provide insight into how conflict histories and historical memory act as dynamic forces, actively facilitating or deterring current and future conflict. Established on a variety of international case studies combining theoretical and practical points of view, the book envisions an integrated understanding of how historical dialogue can inform policy, education, and the practice of atrocity prevention. In doing so, it provides a vital basis for the development of preventive policies sensitive to the importance of conflict histories and for further academic study on the topic. It will be of interest to all scholars and students of history, psychology, peace studies, international relations and political science.

The Burden of Educational Exclusion 2010-01-01 This book is based on research carried out in Eastern and Southern Africa by scholars from Africa and the Netherlands who cooperated within the framework of the ESLA project. The contributions to this book reflect the exchanges and discussions which took place in this research group, initiated by staff of Mzumbe University in Tanzania, Uganda Martyrs University and the University of Groningen in the Netherlands. The group aims to go beyond figures and uncover the causes, effects and stories of the young people involved, as well as explore promising new strategies with which to address their needs.

Parental Engagement and Early Childhood Education Around the World Susanne Garvis 2021-12-24 Exploring the importance of parental engagement in early childhood education, this book delves into research and practices in 25 countries to bring students, researchers, teachers and policy-makers insights into working families around the world. The incorporation and consideration of parental

engagement and involvement in early childhood education are a new phenomenon to many countries. Yet, increasing research recognises the importance of parental engagement and involvement in early childhood education services, and the role both parents and teachers play to support children's learning and development. Using a range of materials from curriculum to policy documents, Garvis et al. demonstrate differences in practices and terminologies pertaining to the topic and provide an international perspective on the importance of parental involvement and engagement in early childhood education services. The content covers a range of countries as well as countries beyond an 'Anglo-Saxon' perspective. The different policy settings across these countries highlight how countries work with, and involve, parents differently, which is useful for jurisdictions where early childhood education is a developing aspect of a country's education system. Looking at cultural influences, partnership approaches, parental collaboration, institutional dominance and child involvement in parent meetings, the content offers readers real understanding of parental engagement and involvement in different settings. The readership includes students in early childhood education, and researchers, teachers, policy makers, and general members of the public interested in parental engagement or involvement in early childhood education across the globe.

Narrating and Teaching the Nation Denise Bentrovato 2016-02-15 The book investigates the politics of education in pre- and post-genocide Rwanda, examining the actors, interests, and discourses that have historically influenced educational policy and practice and in particular the production and revision of history curricula and textbooks.This study combines a systematic historical and comparative analysis of curricula and textbooks in Rwanda, stakeholder interviews, classroom observations, and a large-scale investigation of pupils' understandings of the country's history. Written at a crucial time of transition in Rwanda, it illuminates the role of education as a powerful means of socialisation through which dominant discourses and related belief systems have been transmitted to the younger generations, thus moulding the nation. It outlines emergent challenges and possibilities, urging a move away from the use of history teaching to disseminate a conveniently selective official history towards practices that promote critical thinking and reflect the heterogeneity characteristic of Rwanda's post-genocide society.

Improving Learning In Uganda, Volume 2 Innocent Mulindwa Najjumba 2013-03-14 This book attempts to answer (a) what are the learning areas of the curriculum that are most difficult for students and teachers? (b) How much do teachers know about the curriculum they teach? (c) Why do some students perform better than others? And why do some teachers know more about what they teach than others?

The Orderly Entrepreneur Catherine A. Honeyman 2016-09-14 The first generation of children born after Rwanda's 1994 genocide is just now reaching maturity, setting aside their school uniforms to take up adult roles in Rwandan society and the economy. At the same time, Rwanda's post-war government has begun to shrug off international aid as it pursues an increasingly independent path of business-friendly yet strongly state-regulated social and economic development. The Orderly Entrepreneur tells the story of a new Rwanda now at the vanguard among developing countries, emulating the policies of Singapore, Korea, and China, and devoutly committed to entrepreneurship as a beacon for 21st century economic growth. Drawing on ethnographic research with nearly 500 participants, The Orderly Entrepreneur investigates the impact and reception of the Rwandan government's multiyear entrepreneurship curriculum, first implemented in 2007 as required learning in all secondary schools. As Honeyman shows, "entrepreneurship" is more than a benign buzzword or hopeful panacea for economic development, but a complex ideal with unique meanings across Rwandan society. She reveals how curriculum developers, teachers, and students all brought their own interpretations and influence to the new entrepreneurship curriculum, exposing how even a carefully engineered project of social

transformation can be full of indeterminacies and surprising twists every step of the way.

The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties
Steve Chinn 2014-11-20 Mathematics plays an important part in every person's life, so why isn't everyone good at it? The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties brings together commissioned pieces by a range of hand-picked influential, international authors from a variety of disciplines, all of whom share a high public profile. More than fifty experts write about mathematics learning difficulties and disabilities from a range of perspectives and answer questions such as: What are mathematics learning difficulties and disabilities? What are the key skills and concepts for learning mathematics? How will IT help, now and in the future? What is the role of language and vocabulary? How should we teach mathematics? By posing notoriously difficult questions such as these and studying the answers The Routledge International Handbook of Dyscalculia and Mathematical Learning Difficulties is the authoritative volume and is essential reading for academics in the field of mathematics. It is an incredibly important contribution to the study of dyscalculia and mathematical difficulties in children and young adults.

Handbook of Research on the Impact of Culture in Conflict Prevention and Peacebuilding
Essien, Essien 2020-03-20 The contemporary conflict scenarios are beyond the reach of standardized approaches to conflict resolution. Given the curious datum that culture is implicated in nearly every conflict in the world, culture can also be an important aspect of efforts to transform destructive conflicts into more constructive social processes. Yet, what culture is and how culture matters in conflict scenarios is contested and regrettably unexplored. The Handbook of Research on the Impact of Culture in Conflict Prevention and Peacebuilding is a critical publication that examines cultural differences in conflict resolution based on various aspects of culture such as morals, traditions, and laws. Highlighting a wide range of topics such as criminal justice, politics, and technological development, this book is essential for educators, social scientists, sociologists, political leaders, government officials, academicians, conflict resolution practitioners, world peace organizations, researchers, and students.

Mathematics Education in East Africa Anjum Halai 2016-03-08 *THIS BOOK WILL SOON BE AVAILABLE AS OPEN ACCESS BOOK* This book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place. It is also a valuable resource for courses in mathematics education in the teacher education colleges, and departments of education in the sub-Saharan Africa region. In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility. Hence, countries and development agencies in the broader sub-Saharan Africa region are looking towards increasing access to relevant and high-quality secondary education as a lever towards economic development. Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform. In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education. This book provides an in-depth comparative analysis of the developments and issues in mathematics education in Kenya, Tanzania, Rwanda and Uganda, and advances our understanding of the state of secondary mathematics education in East Africa.

Sociolinguistics in African Contexts Augustin Emmanuel Ebongue 2017-05-11 This volume offers a new perspective on sociolinguistics in Africa. Eschewing the traditional approach which looks at the interaction between European and African languages in the wake of colonialism, this book turns its

focus to the social dynamics of African languages and African societies. Divided into two sections, the book offers insight into the crucial topics such as: language vitality and endangerment, the birth of 'new languages', a sociolinguistics of the city, language contact and language politics. It spans the continent from Algeria to South Africa, Guinea-Bissau to Kenya and addresses the following broad themes: Language variation, contact and changeThe dynamics of urban, rural and youth languagesPolicy and practice This book provides an alternative to the Eurocentric view of sociolinguistic dynamics in Africa, and will make an ideal read or supplemental textbook for scholars and students in the field/disciplines of African languages and linguistics, and those interested in southern theory or 'sociolinguistics in the margins'.

Hopes in Friction Lotte Meinert 2009-01-01 Universal Primary Education programs are being promoted around the globe as the solution to poverty and health problems, but very little in-depth qualitative knowledge is available about the experiences of these programs in children's life-worlds. Hopes in Friction offers a vivid portrait of life and the implementation of Universal Primary Education in Eastern Uganda, based on long-term fieldwork following a group of children as they grow up. The book considers how the actions and hopes of these children and families, to attain what they perceive as 'a good life', are crosscut by political aspirations and projects of schooling and health education. When hopes are in friction inspiration as well as disappointment occur. Policy makers in Uganda and in international organisations expect health improvements as one of the bonuses of education programs. Families in Eastern Uganda also hope for and experience health – in the local sense of a good life – as part of schooling. Lotte Meinert explores the taken for granted effect of schooling on health and focuses a careful eye on how boys and girls appropriate and negotiate ideas and moralities about health in the context of what is possible ethically, materially and experientially.

Chemistry Teacher's Guide Benchmark Education Company 2009 Teacher's Guide to correspond with theme

Ecology in Education Monica Hale 1995-09-28 Ecological and environmental education in schools and institutes of further and higher education has gained increasing importance in recent years, both as an area of study in its own right, and as a component of other disciplines. There is now a requirement in many countries to include the environment in both formal and informal curricula. This volume presents a long overdue account of the status, progress and underlying concepts of ecological education. It explores areas of recent development and debate in ecological and environmental education, describes the evolution and development of environmental education in different countries and examines the importance and provision for fieldwork. Case studies illustrate how ecological studies are undertaken in several culturally different settings. This book will interest teachers and research workers in ecology, environmental science and education.

The Handbook of Critical Literacies Jessica Zacher Pandya 2021-09-08 The Handbook of Critical Literacies aims to answer the timely question: what are the social responsibilities of critical literacy academics, researchers, and teachers in today's world? Critical literacies are classically understood as ways to interrogate texts and contexts to address injustices and they are an essential literacy practice. Organized into thematic and regional sections, this handbook provides substantive definitions of critical literacies across fields and geographies, surveys of critical literacy work in over 23 countries and regions, and overviews of research, practice, and conceptual connections to established and emerging theoretical frameworks. The chapters on global critical literacy practices include research on language acquisition, the teaching of literature and English language arts, Youth Participatory Action Research, environmental justice movements, and more. This pivotal handbook enables new and established

researchers to position their studies within highly relevant directions in the field and engage, organize, disrupt, and build as we work for more sustainable social and material relations. A groundbreaking text, this handbook is a definitive resource and an essential companion for students, researchers, and scholars in the field.

Global Education Policy and International Development Antoni Verger 2013-03-28 Exploring the interplay between globalization, education and international development, this book surveys the impact of global education policies on local policy in developing countries. With chapters written by leading international scholars, drawing on a full range of theoretical perspectives and offering a diverse selection of case studies from Africa, Asia and South America, this book considers such topics as: How are global education agendas and policies formed and implemented? What is the impact of such policy priorities as public-private partnerships, child-centred pedagogies and school-based management? What are the effects of political and economic globalization on educational reform and change? How do mediating institutions affect the translation of global policies to particular educational contexts? What are the limitations of globalised policy solutions and what problems do they encounter at local levels? From students of education, development and globalization to practitioners working in developing contexts, this book is an important resource for those seeking to understand how global forces and local realities meet to shape education policy in the developing world.

The Role of Intergovernmental Fiscal Transfers in Improving Education Outcomes Samer Al-Samarrai 2021-07-23 The majority of the world's children live in countries where local governments are responsible for the provision of basic education services. Although subnational governments manage their own education systems, they often rely on transfers from the central government for funding. The main purpose of this study is to assess how these fiscal transfers affect public funding for education and how they ultimately affect student schooling and learning outcomes. Through a careful analysis of how fiscal transfers have affected education systems in different contexts, the investigation develops a set of principles to support improvements in the design and implementation of transfer systems with a specific focus on the provision of education services. The study is centered on seven country case studies that aim to answer a set of common research questions using a similar approach. Country case studies were conducted in Brazil, Bulgaria, China, Colombia, Indonesia, Sudan, and Uganda. The analysis shows that fiscal transfer mechanisms can improve the adequacy of public education spending, reduce spending inequalities between regions, and improve spending efficiency. Moreover, the study highlights that carefully designed and implemented transfer systems can help raise overall education outcomes and reduce education inequality. This publication was funded by a grant from the Results in Education for All Children (REACH) trust fund at the World Bank. REACH is supported by the government of Germany through theFederal Ministry for Economic Cooperation and Development, the government of Norway through NORAD, and the government of the United States of America through the U.S. Agency for International Development.

Giving Space to African Voices Zehlia Babaci-Wilhite 2014-08-07 This book sets out to bring voices of the South to the debate on localization of education and makes the case that it should be considered a right in education. Despite all the scientifically-based evidence on the improved quality of education through the use of a local language and local knowledge, English as a language of instruction and "Western" knowledge based curriculum continue to be used at all educational levels in many developing nations. This means that in many African countries, the goal of rights to education is becoming increasingly remote, let alone that of rights in education. With this understanding and with the awareness of the education challenges of millions of children throughout Africa, the authors argue that local curriculum through local languages needs to be valued and to be preserved, and that children

need to be prepared for the world in a language that promotes understanding. The authors make a clear case that policy makers are in a position to work towards a quality education for all as part of a more comprehensive right-based approach. We owe it to the children of the South to offer the best quality education possible in order to achieve social justice.

New Curriculum History Bernadette Baker 2009 Rereading the historical record indicates that it is no longer so easy to argue that history is simply prior to its forms. Since the mid-1990s a new wave of research has formed around wider debates in the humanities and social sciences, such as decentering the subject, new analytics of power, reconsideration of one-dimensional time and three-dimensional space, attention to beyond-archival sources, alterity, Otherness, the invisible, and more. In addition, broader and contradictory impulses around the question of the nation - transnational, post-national, proto-national, and neo-national movements - have unearthed a new series of problematics and focused scholarly attention on traveling discourses, national imaginaries, and less formal processes of socialization, bonding, and subjectification. New Curriculum History challenges prior occlusions in the field, building upon and departing from previous waves of scholarship, extending the focus beyond the insularity of public schooling, the traditional framework of the self-contained nation-state, and the psychology of the schooled individual. Drawing on global studies, historical sociology, postcolonial studies, critical race theory, visual culture theory, disability studies, psychoanalytics, Cambridge school structuralisms, poststructuralisms, and infra- and transnational approaches the volume holds together not despite but because of differences and incommensurabilities in rereading historical records. Audience: Scholars and students in curriculum studies, history, education, philosophy, and cultural studies will be interested in these chapters for their methodological range, their innovations and their deterritorializations.

Teachers' ICT Skills for Pedagogical Integration in a Developing Country: Discrepancy between Policy and Practice Ismail Luwangula 2013-06-01 Developing countries try their best to articulate good policies but, many times such policies are not well implemented for various reasons. This book presents a typical example of discrepancy between policy and policy implementation in East Africa's third largest economy that is based on empirical evidence. Moreover, the book clearly highlights the intensions of the country's policy on ICT in education, examines the attempts to implement the policy, and evaluates the impact of such an implementation.

Coming of Age Kamau, Kiarie 2016-05-03 The sixteen chapters in this book form a Festschrift in honour of Henry Chakava, the distinguished Kenyan publisher. With a Forward by Tanzanian publisher Walter Bgoya , his long-time collaborator in furthering the causes of independent African publishing, the topics cover the full range of issues in which he has been central over more than forty years. His notable achievements include the first local buy-out of a British multinational publishing house, being one of the founders of African Books Collective and the African Publishers' Network, and participation in international counsels such as the Bellagio Publishing Network. Amongst the contributors are prominent Kenyan authors Ngugi wa Thiong'o, Simon Gikandi and Micere Githae Mugo; Kenyan colleagues from the book trade world; close collaborators in Uganda and Nigeria, and some international colleagues. The greatest range of the contributors are from within Africa. There are subject specific chapters on such issues as training, copyright, publishing in the digital age, and an overview of publishing at Codesria including the vexed issue of marginalisation of African language publishing.

Teacher Education in Sub-Saharan Africa Rosarii Griffin 2012-05-14 In the drive to achieve universal primary education as one of the Millennium Development Goals, there is an increasing recognition of

the urgency of focusing on teacher education to both meet the demand for more than one million qualified teachers required to achieve this goal within sub-Saharan Africa, as well as to combat the sometimes poor quality educational experience reported in the school. Currently, approximately only one third of teachers are qualified to teach. This dearth in qualified teachers also means that secondary and tertiary education need to be improved upon to provide an educated cohort of graduates. This in turn will ensure that the quality of teacher trained and retained within the profession is of a sufficiently high standard to ensure sustainable progress. This volume focuses on the various aspects of teacher education which need to be addressed in order for the wider Millennium Goals to be achieved, but more importantly, so that each African child living within sub-Saharan Africa will have the right to a quality education: ensuring they too experience their right and entitlement as children to reach their full potential - often taken for granted in Western countries – giving African children the necessary tools to build a better future for themselves. Of particular interest to the education researcher and policy maker, this volume's contributors look at the various issues and challenges around the teacher profession, particularly in relation to resources and practices within sub-Saharan Africa. The contributors examine the issue of building research capacity for educational research within teacher education Colleges and explore the concept of education for sustainable development with the view to improving the development of quality teacher education within the global South. In this volume, research reports are presented highlighting the various challenges within the structure and provision of teacher education within certain national contexts, including assessment and curricula issues, which need to be addressed. This volume goes from the global to the local and examines teacher educator teaching, learning and reflective practice issues within different contexts, as well as exploring alternative pre-service experiences for western teachers who wish to work within the sub-Saharan context as well as some teacher educator exchange programmes between the South and North. Case countries explored include Lesotho, South Africa, Mozambique, Uganda, Kenya, Tanzania and Madagascar, to mention but a few. Of particular value to the education researcher and policy maker, this book provides a timely resource focusing on an area of neglect, highlighting the central role of the teacher and teacher education towards sustainable development within the sub-Saharan African context.

Uganda 1993 Assesses Uganda's urgent social problems þ lack of education, poor health, and high population growth þ and means for alleviating them. This study concludes that if Uganda's social conditions - among the world's worst - are to improve, social spending must be both increased and better allocated. Three areas are considered critical. * Education: Although the great majority of children enter primary school, by secondary school enrollment drops to only 13 percent overall and to 7 percent for girls. This dropout rate is largely attributed to high fees and poor learning conditions. The study recommends expanding access to primary education by restructuring government expenditure and private spending. * Health: Uganda's infant mortality is 70 percent higher than the average among low- income countries and its death rate is double the average. Because the leading causes of illness and death are preventable þ albeit sometimes with great difficulty þ the study recommends that health policy be reoriented toward public health and prevention. * Family planning Given that up to 70 percent of women have a favorable attitude toward family planning, the study recommends that the urgent problem of high fertility be immediately addressed by making family planning services widely available. The report stresses that government policies should take into account the interrelationships among social problems þ for example, the correlation of low female education to high fertility, infant mortality, and child malnutrition.

Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education Carmen Batanero 2011-07-31 Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher

Education results from the Joint ICMI/IASE Study Teaching Statistics in School Mathematics: Challenges for Teaching and Teacher Education. Oriented to analyse the teaching of statistics in school and to recommend improvements in the training of mathematics teachers to encourage success in preparing statistically literate students, the volume provides a picture of the current situation in both the teaching of school statistics and the pre-service education of mathematics teachers. A primary goal of Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education is to describe the essential elements of statistics, teacher's professional knowledge and their learning experiences. Moreover, a research agenda that invites new research, while building from current knowledge, is developed. Recommendations about strategies and materials, available to train prospective teachers in university and in-service teachers who have not been adequately prepared, are also accessible to the reader.

Decolonizing Philosophies of Education Ali A. Abdi 2012-01-01 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 existential and epistemological escape from the colonial condition." Michael A. Peters, Professor, Educational Policy Studies, University of Illinois at Urbana-Champaign

Instructional Supervision Sally J. Zepeda 2011-01-11 First published in 2012. Routledge is an imprint of Taylor & Francis, an informa company.

Handbook on the History of Mathematics Education Alexander Karp 2014-01-25 This is the first comprehensive International Handbook on the History of Mathematics Education, covering a wide spectrum of epochs and civilizations, countries and cultures. Until now, much of the research into the rich and varied history of mathematics education has remained inaccessible to the vast majority of scholars, not least because it has been written in the language, and for readers, of an individual country. And yet a historical overview, however brief, has become an indispensable element of nearly

every dissertation and scholarly article. This handbook provides, for the first time, a comprehensive and systematic aid for researchers around the world in finding the information they need about historical developments in mathematics education, not only in their own countries, but globally as well. Although written primarily for mathematics educators, this handbook will also be of interest to researchers of the history of education in general, as well as specialists in cultural and even social history.

Uganda's Human Resource Challenge Jörg Wiegratz 2009 Despite significant economic recovery and improved macro-economic indicators since 1986, Uganda's economy continues to face considerable challenges. This book analyses the relationship between economic and human resource development in the country. It identifies deficits in capabilities, skills, know-how, experience, linkage building, and technology use as well as undesirable business practices. These shortcomings limit economic diversification, productivity enhancement, job and income creation, as well as poverty reduction. The book calls for more efforts towards human resource development. The current narrow mainstream economic policy focus on macro-economic stability, a favourable investment climate, and improved physical infrastructure alone will not foster economic development and broad-based well-being. The Ugandan people and the private sector need more state support - in addition to the predominant education and health focus of the government and donors - if they are to develop the required human resources. More and better training, enhanced learning at the place of work and an improved business culture are vital. It is essential to focus on technical, organisational, managerial, entrepreneurial, learning, innovative, social, and institutional capabilities. Efforts towards dealing with these challenges will require attention to the political-economic climate of the country. To make the argument, the author covers a wide range of topics such as training and learning, technology, productivity, latecomer development, competitiveness, labour market, MSMEs, entrepreneurship, value chains, cooperation and trust, and human resource management. The book contains more than 130 figures, tables and information boxes. - See more at: http: //www.africanbookscollective.com/books/ugandas-human-resource-challenge#sthash.4XThRHxq.dpuf

Decolonising State and Society in Uganda Katherine Bruce-Lockhart 2022-12-13 Decolonization of knowledge has become a major issue in African Studies in recent years, brought to the fore by social movements such as #RhodesMustFall and #BlackLivesMatter. This timely book explores the politics and disputed character of knowledge production in colonial and postcolonial Uganda, where efforts to generate forms of knowledge and solidarity that transcend colonial epistemologies draw on long histories of resistance and refusal. Bringing together scholars from Africa, Europe and North America, the contributors in this volume analyse how knowledge has been created, mobilized, and contested across a wide range of Ugandan contexts. In so doing, they reveal how Ugandans have built, disputed, and reimagined institutions of authority and knowledge production in ways that disrupt the colonial frames that continue to shape scholarly analyses and state structures. From the politics of language and gender in Bakiga naming practices to ways of knowing among the Acholi, the hampering of critical scholarship by militarism and authoritarianism, and debates over the names of streets, lakes, mountains, and other public spaces, this book shows how scholars and a wide range of Ugandan activists are reimagining the politics of knowledge in Ugandan public life.p by militarism and authoritarianism, and debates over the names of streets, lakes, mountains, and other public spaces, this book shows how scholars and a wide range of Ugandan activists are reimagining the politics of knowledge in Ugandan public life.p by militarism and authoritarianism, and debates over the names of streets, lakes, mountains, and other public spaces, this book shows how scholars and a wide range of Ugandan activists are reimagining the politics of knowledge in Ugandan public life.p by militarism and authoritarianism, and debates over the names of streets, lakes, mountains, and other public spaces, this book shows how scholars and a wide range of Ugandan activists are reimagining the politics of

knowledge in Ugandan public life.

In Search of Modernity University of Illinois at Urbana-Champaign. Center for African Studies. Spring Symposium 2003 Having grappled with the question of modernisation for a long time, Africa now faces an issue that, with an increasingly knowledge-based global economy, has only become more urgent in this new millennium. This volume examines Africa's scientific and technological literacy, production and consumption, focusing in detail on the constraints and challenges, opportunities and developments, and the strategies required to promote the advancement of IT and biotechnology in Africa, to help advance our understanding of science and technology developments in Africa.