



15 16 Makerere Graduate Studies

Betty Grace Stein George



15 16 Makerere Graduate Studies:

Education for Africans in Tanganyika Betty Grace Stein George,1960 **Societies in Transition — Challenges to Women's and Gender Studies** Heike Fleßner, Lydia Potts,2013-04-17 The book presents inside perspectives of women s and gender studies programs from a great variety of countries It analyses how societal transitions influence the emergence and further development of such programs and by doing this reflects the contradictory changes of women s status and roles worldwide **Bulletin** ,1960 **Bridge Builder** Peter Okaalet,2009 *Statistics of Land-grant Colleges and Universities* United States. Office of Education,1963 **Postgraduate Research Engagement in Low Resource Settings** Atibuni, Dennis Zami,2019-09-27 The general academic progression and particularly research engagement of postgraduate students is characterized by various problems such as high dropout rates longer completion times low graduation rates and high repetition or retake rates This means that there are far fewer students pursuing postgraduate studies at tertiary institutions and universities than there are at the lower levels of education Yet there is growing demand for postgraduate education given its strong projected association with socioeconomic transformation at national and international levels among developed and developing countries alike Postgraduate Research Engagement in Low Resource Settings sets out to garner strategies for fostering efficiency of research conduct among the students and faculty so as to enhance high quality output for the envisaged personal societal national and international socioeconomic transformation Covering a range of topics such as intellectual property mental health and quality assurance this book is ideal for research supervisors higher education faculty librarians educators administrators researchers academicians and students Research in School and College Personnel Services Paul Macminn,United States. Office of Education,Carroll Hiram Miller, Frank E. Wellman,1960 Bulletin United States. Office of Education,1960 **Quality Assessment and Enhancement in Higher Education in Africa** Peter Neema-Abooki,2022-12-16 This book explores quality assessment and enhancement in higher education in Africa to illustrate the need to develop quality practices in measuring effective education and continually search for permanent improvement The book demonstrates that technological and socio economic trends innovations and inventions of the twenty first century demand that additional attention be placed upon education for national regional and international development Since conventions for quality assessment and enhancement need to be defined and systematic structures constructed to develop quality practices the book shows how quality in higher education within Africa has been established and advanced to provide a framework for monitoring auditing and reviewing assessment and enhancement Though the book considers African complexities and diversity it incorporates global trends and utilises an international focus that enables readers to devise appropriate strategies for developing and enhancing quality and standards in higher education in both continental Africa and beyond Illustrating why quality assessment and enhancement should be embraced in all aspects including inputs processes outputs and outcomes in educational settings globally this book will be of interest to policymakers

and scholars in the fields of Higher Education Quality and Global Studies African Education African Studies and Management and Administration Leadership and Professional Development Studies Oral Literature for Children Aaron

Mushengyezi, 2013 This book is the first ever major effort to document and study hundreds of texts from an African Ugandan oral culture for children folktales riddles and rhymes and at the same time to make them available in the local Languages and to focus on their cultural and national value The author surveys the history of collecting in Uganda and situates the texts in their broader geographical historical socio cultural and educational Setting including the early collecting efforts of heritage minded Ugandans and European missionaries Most of this preservational work is elusive and under explored so that the present book constitutes a major pioneering summary of Ugandan oral culture for children The book addresses key questions such as What happens when we collect transcribe and translate an oral text How do we transfer components of the oral text to the page What are the challenges of translating oral forms targeting specifically a child Audience and what choices ought to be made in the process The book provides possible ways of rethinking the debate about orality and literacy as modes of representation the generic interrelationship between the oral and the written text and how the two can enter dialogue through transcription and translation The latter are effective means to archive these oral forms for children and use them to promote literacy and numeracy skills in predominantly oral communities In the current institutions of formal education in Uganda this coexistence of orality and literacy is evident in the class room environment where the oral text is turned into words on the page to encourage literacy Through transcription the collector is able to capture oral texts in other forms audio written visual and digital With the new technologies available the task is not as arduous as in the past and the information thus captured is made available in all its wealth for purposes of instruction or entertainment **Higher Education in**

Sub-Saharan Africa in the 21st Century Ben Kei Daniel, Ronald Bisaso, 2023-07-08 This book contributes to the understanding of regional and global perspectives on the development and challenges the higher education sector in sub Saharan Africa faces in the era of globalization It focuses on the critical aspects of the higher education sector in the Global South with a particular emphasis on sub Saharan Africa It brings together empirical theoretical and philosophical perspectives from researchers in some of the leading universities in sub Saharan Africa The book highlights the higher education sector's stages of growth and development and the contemporary challenges it faces in aligning its goals and capacity globally and maintaining its image and public identity locally This book covers neoliberal educational reforms leadership and governance pedagogy technology the global knowledge economy and digital advancement It delves into how the nature and practice of learning teaching research and community engagement as core functions of higher education are re-oriented to contribute to societal transformation in Africa Further the book discusses the implications of contemporary issues in higher education internationalization employability leadership and management and accountability and autonomy in teaching research and community engagement Statement of Current Research, Mid Year 1968 Makerere Institute of

Social Research,1968 *Area Handbook for Uganda* Allison Butler Herrick,American University (Washington, D.C.). Foreign Area Studies,1969 General study of Uganda covers historical and geographical aspects demographic aspects and social structures cultural factors tradition religion the government structure political leadership foreign policy mass media the economic structure labour administration national level defence the armed forces etc Bibliography pp 399 to 430 maps and statistical tables **Research Universities in Africa** Nico Cloete,Ian Bunting,2018-11-09 From the early 2000s a new discourse emerged in Africa and the international donor community that higher education was important for development in Africa Within this zeitgeist of converging interests a range of agencies agreed that a different collaborative approach to linking higher education to development was necessary This led to the establishment of the Higher Education Research and Advocacy Network in Africa Herana to concentrate on research and advocacy about the possible role and contribution of universities to development in Africa This book is the final publication to emerge from the Herana project The project has also published more than 100 articles chapters reports manuals and datasets and many presentations have been delivered to share insights gained from the work done by Herana Given its prolific dissemination it seems reasonable to ask whether this fourth and final publication will offer the reader anything new This book is certainly different from previous publications in several respects First it is the only book to include an analysis of eight African universities based on the full 15 years of empirical data collected by the project Second previous books and reports were published mid project This book has benefited from an extended gestation period allowing the authors and contributors to reflect on the project without the distractions associated with managing and participating in a large scale project For the first time some of those who have been involved in Herana since its inception have had the opportunity to at least make an attempt to see part of the wood for the trees Different does not necessarily mean new An emphasis on the newness of the data and perspectives presented in this book is important because it shows that it is more than a historical record of a donor funded project Rather each chapter in this book brings to a lesser or greater extent something new to our understanding of universities research and development in Africa **Transforming Tertiary Agricultural Education in Africa** David Kraybill,John Lynam,Adipala Ekwamu,2021-11-24 Enormous changes are affecting African production agriculture urbanization and food consumption patterns requiring new approaches to training and knowledge generation and dissemination to achieve food security Many agricultural universities and other tertiary agricultural education TAE organizations have been slow to respond hindered by inadequate staffing and facilities and growing competition for funds However some African agricultural universities are transforming themselves and are achieving remarkable success This book documents successful approaches to remaking TAE in Africa to inspire leaders both formal and informal of other TAE organizations It emphasises adaptive strategies and processes creating an internal culture driven by stakeholder needs and where organizational transformation improves the quality and relevance of teaching research and outreach The chapters cover the role of TAE in agricultural transformation

trends in TAE in Africa solutions to the rigour versus relevance dilemma curriculum design informed by actual and emerging labour market conditions innovation and entrepreneurship TAE quality assurance and networking among TAE institutions

Scholars in the Marketplace. The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005 Mahmood Mamdani, 2007 Scholars in the Marketplace is a case study of market based reforms at Uganda's Makerere University With the World Bank heralding neoliberal reform at Makerere as the model for the transformation of higher education in Africa it has implications for the whole continent At the global level the Makerere case exemplifies the fate of public universities in a market oriented and capital friendly era The Makerere reform began in the 1990s and was based on the premise that higher education is more of a private than a public good Instead of pitting the public against the private and the state against the market this book shifts the terms of the debate toward a third alternative than explores different relations between the two The book distinguishes between privatisation and commercialisation two processes that drove the Makerere reform It argues that whereas privatisation the entry of privately sponsored students is compatible with a public university where priorities are publicly set commercialisation financial and administrative autonomy for each faculty to design a market responsive curriculum inevitably leads to a market determination of priorities in a public university The book warns against commercialisation of public universities as the subversion of public institutions for private purposes

International Partnerships for Strengthening Health Care Workforce Capacity: Models of Collaborative Education Jeanne Mahoney Leffers, Jennifer Gail Audette, Kevin S. Hardwick, William Van Cleve, 2018-07-31 A critical problem in resource scarce countries across the globe is the shortage of appropriately trained health care providers According to the World Health Organization the current global health workforce shortage of 7.2 million providers is estimated to increase to 12.9 million by 2035 This disproportionately affects resource scarce countries denying basic health care to millions and limiting access to life saving treatments Due to limited resources in these countries not enough health professionals receive training few have the opportunity for continuing education and the ability to develop or implement educational programs and curricula is constrained Additionally many existing providers choose to emigrate in pursuit of professional advancement opportunities contributing to the overall shortage of qualified health care providers in these environments Efforts to strengthen health workforce capacity not only increases access safety and availability of care but is critical to building resilient health systems capable of caring for the world's neediest populations This requires not only cultivating new health care providers but also providing ongoing professional development to retain and support current providers advancing the level of practice in accordance with current clinical science cultivating educators and enhancing training curricula It is critical also to contribute to the limited body of research documenting the effectiveness and impact of various models of collaborative education and partnership to improve health worker training and retention This Research Topic examines strategies for building health workforce capacity through the prism of educational partnerships offering significant examples of effective models of

international collaborative education as well as insight and guidance on the structure and operation of successful global partnerships Collectively the 31 articles accepted and included in this eBook represent a diversity of health professions and geographies across academic non governmental organizations and other global partnership forms The published manuscripts highlight various elements of partnerships with several consistent themes emerging capacity building local empowerment mutual trust and respect long term commitment equity collaboration and the importance of integrating theory and practice for a balance of academic and clinical development The manuscripts provide examples of partnership and educational programs that are in the formative early stages of implementation and others which have been sustained long term some for decades The following eBook is divided into two parts with each part broken down into sections Part I of the eBook includes 18 manuscripts that showcase long term educational programs that strongly exemplify multiple foundational aspects of international partnerships in education including mutual collaboration and project management empowerment of host partners to lead and sustain programs and capacity building While individual manuscripts included in Part I look broadly at multiple aspects of successful international partnerships in education Part II manuscripts focus intently on one two elements Part II includes 13 articles that highlight partnership through short rather than long term educational initiatives as well as program development and broad academic partnerships This Research Topic was sponsored by Health Volunteers Overseas a United States based non profit that collaborates with over eighty international universities and health institutions to send volunteer health professionals to low resource countries to provide continuing education train the trainer courses professional support and consultation on academic program and curricula development Halvorsen: Sharing Knowledge, Transforming Societi ,2023-01-10 In June 2016 the Norwegian Programme for Capacity Development in Higher Education and Research for Development Norhed hosted a conference on the theme of knowledge for development in an attempt to shift the focus of the programme towards its academic content This book follows up on that event The conference highlighted the usefulness of presenting the value of Norhed s different projects to the world showing how they improve knowledge and expand access to it through co operation A wish for more meta knowledge was also expressed and this gives rise to the following questions Is this way of co operating contributing to the growth of independent post colonial knowledge production in the South based on analyses of local data and experiences in ways that are relevant to our shared future Does the growth of academic independence as well as greater equality and the ability to develop theories different to those imposed by the better off parts of the world give rise to deeper understandings and better explanations Does it at least spread the ability to translate existing methodologies in ways that add meaning to observations of local context and data and thus enhance the relevance and influence of the academic profession locally and internationally This book in its varied contributions does not provide definite answers to these questions but it does show that Norhed is a step in the right direction Norhed is an attempt to fund collaboration within and between higher education institutions We know that both the uniqueness of this programme

and ideas of how to better utilise the learning and experience emerging from it call for more elaboration and broader dissemination before we can offer further guidance on how to do things better This book is a first attempt *Doctoral Examination: Exploring Practice Across the Globe* Vijay Kumar,Stan Taylor,Sharon Sharmini,2022-11-30 This book considers how the main doctoral awarding countries from across the globe examine doctoral degrees It compares and contrasts their approaches comments on their robustness and identifies examples of good practice The doctorate is the highest award made by universities but the examination process involved varies considerably in form and structure across the globe This book studies the similarities and differences systematically on a cross national basis providing insights into the ways in which countries have sought to ensure that the awarded degree is comparable in standards This book presents case studies of examination policies and practices covering 20 countries which collectively are responsible for nearly 75% of global doctoral awards Each chapter includes a summary of the key points and a concluding chapter analyses the case studies from a comparative perspective This book is written by a distinguished international team of authors who are researchers in doctoral education and will be of interest to all those engaged in the field particularly policy makers graduate deans and programme leaders supervisors administrators examiners and scholars in the field **The Global Innovation Index 2015** Cornell University,INSEAD,World Intellectual Property Organization,2015 The Global Innovation Index ranks the innovation performance of 141 countries and economies around the world based on 79 indicators This edition explores the impact of innovation oriented policies on economic growth and development High income and developing countries alike are seeking innovation driven growth through different strategies Some countries are successfully improving their innovation capacity while others still struggle

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