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2020-01-28

BRIA LOGAN

Living the Legacy of African American Education Fountain Books
This encyclopedia is the most current and exhaustive reference available on international education. It provides thorough, up-to-date coverage of key topics, concepts, and issues, as well as in-depth studies of approximately 180 national educational systems throughout the world. Articles examine education broadly and at all levels--from primary grades through higher education, formal to informal education, country studies to global organizations. Report African Books Collective

The National Council for Higher Education (NCHE) and the Growth of the University Sub-sector in Uganda, 2002-2012, narrates the experience of the Ugandan NCHE in the establishment, development and regulation of higher education institutions in Uganda from 2002 to 2012. In this period, student numbers in higher education institutions increased from about 65,000 to some 200,000 and university institutions from about ten to more than triple the number. The book discusses the role of a regulatory agency in the delivery of higher education, the relations of universities and colleges with such an agency, its impact on developing university capacities, and leadership in creating and refining higher education ideas. The experience of Uganda's regulatory agency, the NCHE, in those ten years should help both the Ugandan and other African countries' higher education stakeholders in sharing lessons learned from this one case study. The author sees the roles of regulatory agencies as vital in the initial stages of building a higher education sub-sector and in periods of system transitions such as the current journey from elite to mass systems but is of the view that the university remains the home of knowledge creation, dissemination, and its application in society.

Scholars in the Marketplace. The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005 UJ Press

Increasingly, students worldwide are seeking post-secondary education to acquire new skill-sets and credentials. There is an explosion of community college models that provide educational opportunities and alternative pathways for students who do not fit the traditional higher educational profile. This book focuses on economic models to help local and national economies develop strong workforce training, humanitarian models to bring about social mobility and peace, transformative models to help institutions expand and keep up with societal needs, and newly created models that respond to the educational and training needs of a constantly changing world. These models seek to capture the imagination of those who are committed to learning about what works in higher education and in particular, the impact community college models are having on the changing nature of world social, political and economic landscapes. With contributors representing 30 countries, this book presents an international perspective.

Educational Systems of Africa Rowman & Littlefield

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.

Adventures in Education Springer Nature

Springer is proud to announce that 'Universities in the Knowledge Society' has received the ASHE-CIHE award for Significant Research on International Higher Education. Congratulations to Timo Aarrevaara, Martin Finkelstein, Glen A. Jones, Jisun Jung and all contributors! This book explores the complex, multi-faceted relationships between national research and innovation systems and higher education. The transition towards knowledge

societies/economies is repositioning the role of the university and transforming the academic profession. The volume provides a foundational introduction to the concepts of knowledge society and knowledge economy, and these concepts ground the detailed case studies of eighteen systems, located across five continents. Each case study was written by a leading expert in that jurisdiction, and provides a critical analysis of the research and development infrastructure, the role of universities, and the implications for the academic profession. The book describes how nations in various geographic regions and at various stages of economic maturity are restructuring their university systems to adapt to the new imperatives, and provides a cross-case analysis identifying common themes and distinctive features. In telling the story of higher education's on-going global metamorphosis, the contributing authors place current developments in the context of the university's historic evolution, survey the changing metrics that national governments are adopting to measure university performance, and describe a new international project, the Academic Profession in the Knowledge-based Society [APIKS] that involved a common survey of academics in more than twenty countries to take the pulse of developments "on the ground" while documenting the challenges confronting knowledge workers in the new economy.

Women Leading Education across the Continents African Books Collective

Differing approaches have been used to establish formal education in East Africa. This book traces developments from pre-colonial indigenous systems, to the pioneering work of missionaries, and education during the colonial and post-colonial periods. The work is organised by country - parts one to four systematically look at pre-independence education in Kenya, Uganda, Tanganyika and Zanzibar; part five gives a comparative analysis of education in the region since independence. The authors, academics at Makerere University, argue that East African educational policies have brought about significant progress within the limits of resources. The new challenge is what to do about the number of unemployed school leavers and graduates. The authors refute the tendency to view the educated as victims of their own success and a potential social nuisance; and instead argue they are a resource crucial to national development processes.

Bulletin Springer

The pursuit of higher education has become increasingly popular among students of many different backgrounds and cultures. As these students embark on higher learning, it is imperative for educators and universities to be culturally sensitive to their differing individualities. Student Culture and Identity in Higher Education is an essential reference publication including the latest scholarly research on the impact that gender, nationality, and language have on educational systems. Featuring extensive coverage on a broad range of topics and perspectives such as internationalization, intercultural competency, and gender equity, this book is ideally designed for students, researchers, and educators seeking current research on the cultural issues students encounter while seeking higher education.

The Humble Beginnings of Makerere University Cambridge University Press

Makerere University was first established as a colonial university and its challenge is to consolidate and improve on previous bold reforms. The Partnership for Higher Education in Africa commissioned case studies of higher education provision in Tanzania, Uganda, Kenya, Mozambique, Nigeria, Ghana and South Africa, as part of its effort to stimulate enlightened, equitable, and knowledge-based national development, and to provide guides to understanding. Makerere University has shown tremendous resilience from its establishment as a colonial university, through the economic hardships, political instability and mismanagement that began in the 1970s. It has embarked on an impressive road to recovery involving numerous bold reforms. The challenge now is to harness, sustain, improve and consolidate these changes. In association with Partnership for Higher Education in Africa; Uganda: Fountain Publishers

Education in Eastern Africa Routledge

The National Council for Higher Education (NCHE) and the Growth of the University Sub-sector in Uganda, 2002-2012, narrates the experience of the Ugandan NCHE in the establishment, development and regulation of higher education institutions in Uganda from 2002 to 2012. In this period, student numbers in higher education institutions increased from about 65,000 to some 200,000 and university institutions from about ten to more than triple the number. The book discusses the role of a regulatory agency in the delivery of higher education, the relations of universities and colleges with such an agency, its

impact on developing university capacities, and leadership in creating and refining higher education ideas. The experience of Ugandas regulatory agency, the NCHE, in those ten years should help both the Ugandan and other African countries higher education stakeholders in sharing lessons learned from this one case study. The author sees the roles of regulatory agencies as vital in the initial stages of building a higher education sub-sector and in periods of system transitions such as the current journey from elite to mass systems but is of the view that the university remains the home of knowledge creation, dissemination, and its application in society.

Innovating University Education Springer Science & Business Media

Monograph outlining the educational system of each African country - includes information on primary education, secondary education, higher education, vocational training, teacher training, technical education, etc. In respect of examinations, certificates and degrees, curriculum, hours per week for each subject, matriculation requirements, etc. Bibliography pp. 1510 to 1550, maps, references and statistical tables.

Preserving Order Amid Chaos Berghahn Books

Women Leading Education across the Continents is a collection of research about and stories of women in basic and higher education leadership from every region of the globe.

Women's Access to Higher Education in Africa Symposium Books Ltd

Makerere University started in 1922 as a humble technical school enrolling 14 day students of Carpentry, Building and Mechanics. Nine decades later, the University has made giant strides-enrolling over 35,000 students in over 145 study programmes hosted by nine colleges spread across various campuses. As one of the first higher education institutions in East and Central Africa, the university has had to contend with a multiplicity of issues, including relevance, curricula reform, community engagement and graduate employability; access, equity, massification and quality assurance; national politics, regulation, institutional autonomy and academic freedom; funding and financial management; student politics and activism; staff unionisation, management and brain drain; physical resources expansion, utilisation and maintenance; liberalisation, privatisation, commercialisation and internationalisation; Information and Communication Technology (ICT); and institutional leadership and integrity. Today, the University stands out proudly as a hallmark of innovation and excellence in teaching, research and community engagement, notwithstanding the challenges it has experienced over the years. As it celebrates 90 years, the higher education scholarly and policy fraternity take the opportunity to honour and continue the University's tradition of scholarship and innovation — through contributing ideas for dealing with some of the challenges that the University and similar institutions are contending with. Although studies of Makerere University have been included, it must be understood that this book is not necessarily about the University. Additional studies have been drawn from Botswana, Ethiopia, Ghana, Kenya, Malawi, Nigeria, Tanzania and other institutions in Uganda. *A History of Education in East Africa* Rowman & Littlefield This book addresses the gender divide in access to higher education and the Ugandan situation. It examines theories of girls' education, human capital, gender inequality and gender-development, bringing views from Africa and its institutions to debates often constructed and conducted in the West. Whilst commending the work of women's movements and NGO's in furthering the educational cause, it criticises fashionable neo-liberal economic/educational policies which are diverting researchers not institutions, thus diminishing local universities and women. The volume also presents the results of a survey of female undergraduates at the University of Makerere, which give rise to discussions about family, societal, and institutional influences on women's access to higher education. This is a welcome book on women in higher education written by an African female academic, insider, and popular and outstanding contributor to the progress of women in higher education in East Africa.

The Mission of a Teacher in a Catholic School IGI Global

This book advances an in-depth, comprehensive analysis of flagship universities in Africa - the largest, most selective, and most prestigious universities on the continent. The book draws on a range of country-specific case-studies, including Botswana, Egypt, Ethiopia, Ghana, Kenya, Mauritius, Nigeria, Senegal, Tanzania and Zambia, to explore a range of issues associated with flagship universities and their role in higher education in Africa. Newly-established institutions in new nation states, and states emerging from conflict, often rely on these flagship

universities to train their academics, and build their intelligentsia; flagship universities are thus capacity-builders and trend-setters in their respective countries and sub-regions. This volume brings together a range of scholars to celebrate the impact, influence and contributions of African universities, not only within Africa, but across the globe. The book will be of great significance to students and researchers in the field of education, particularly those with an interest in sociology and politics of higher education.

Leadership and Management: Case Studies in Training in Higher Education in Africa AFRICAN SUN MeDIA

This second title in the Fountain series in Education Studies assesses the structures, role and practices of government administration in the development of education in Uganda from 1900-1970 - a period which has seen drastic changes in administrative and school set-ups, and movement towards an almost unrecognisable present-day system. Part one presents an overview; part two looks at the development of teacher training and examination institutions since 1900; part three analyses structures at the level of government ministries, district education and school authorities, and student participation in the processes. [An African Elite: Makerere College Students 1922-1960](#) Fountain Books

To say that education in Africa is under stress is all too obvious. News reports from that continent seem to describe only war and violence, poverty and malnutrition, corruption and mismanagement, or natural disasters that destroy or threaten already frail infrastructures - most news from Africa is bad news. When an education system survives in a country like Uganda, long subjected to the whims of despotic leadership, it warrants an investigation. This book tells the story of four senior secondary schools during a time of war and intractable social conflict, examining a complex topic through multiple perspectives such as documentary history, oral history, ethnography, and organization theory. The author develops a broad picture of the Amin/Obote years and the accompanying political and social chaos in Uganda, while at the same time filling in the crucial details essential for developing an understanding of school survival in the Kaborole District. The author's intensive field work gives this study a unique dimension: by preserving a record of African voices - students, teachers, parents, alumni, board members, community leaders - a rich tableau of the local conditions for school survival

emerges. At the same time the discussion is situated within the larger Ugandan historical and political context, thus offering an excellent example of the application of multiple research perspectives to a complex social, cultural and political setting. *Politics and higher education in East Africa from the 1920s to 1970* Createspace Independent Publishing Platform

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.

Teacher Education in Sub-Saharan Africa Univ of California Press

This directory lists education institutions world-wide where professional education and training programmes in the field of library, archive and information science are carried out at a tertiary level of education or higher. More than ten years after the publication of the last edition, this up-to-date reference source includes more than 900 universities and other institutions, and more than 1,500 relevant programmes. Entries provide contact information as well as details such as statistical information, tuition fees, admission requirements, programmes' contents. *Student Power in Africa's Higher Education* Walter de Gruyter

The main objective of this book is to establish the salient reasons why higher education was developed in East Africa and specifically why the Federal University of East Africa was constituted. The book will identify the factors responsible for the collapse of this regional institution in June 1970. Another objective of this book is to demonstrate how the history of the University of East Africa sheds light on colonial and post-colonial policies on education, especially higher education, as a contribution to educational planning in contemporary Africa.

International Education Higher Education in Africa

For four decades, Makerere University, known as the "Oxford of Africa," was the sole university-level institution in all of East Africa. A fabled Mecca for aspiring youth, it trained many of the region's first generation of intellectual and political leaders, including the present presidents of Kenya and Tanzania. It remains one of Africa's most important universities today. As one of the first comprehensive look at an African university, this book tells the story of Makerere's colonial beginnings, its efflorescence during the 1950s and 1960s, its calamitous decline during nearly two decades of tyranny and civil war, and its resurgence following the restoration of peace and relative stability.