
Uganda National Examinations Board Uneb

Improving Schools Through Teacher Development
Assessing National Achievement Levels in Education
Against All Odds
To the Hague from Nabinene
Rethinking Teacher Education
Multilingualism and Education in Africa
Information Technology and Educational Management in the Knowledge Society
The Power of Babel
Advancing the Ugandan Economy
The Bloomsbury Handbook of Prison Education
Uganda
Proceedings from the International Conference on Advances in Engineering and
Technology (AET2006)
Global Education Policy and International Development
Policy Debates in Comparative, International, and Development Education

What Makes Africans Laugh? Reflections of an Entrepreneur in Humour, Media and Culture

School Science Practical Work in Africa

The National Council for Higher Education and the Growth of the University Sub-sector in Uganda, 2002-2012

The National Council for Higher Education and the Growth of the University Sub-sector in Uganda, 2002-2012

Education Policy Formation in Africa

Education and the UN Sustainable Development Goals

African Acronyms and Abbreviations

COVID-19 and Education in Africa

Planning and Development in Education

Où sont passés tous les manuels scolaires?

Parliamentary Debates (Hansard).

Public Investment Plan

Battling over Human Rights

The Role of Intergovernmental Fiscal Transfers in Improving Education Outcomes

Educating Tomorrow

Regulating Romance

Impact of Disruptive Technologies on the Socio-Economic Development of Emerging

Countries

Ugandan English

Teaching Chemistry Around the World

Administrator and Scholar

Where Have All the Textbooks Gone?

Cases on Leadership in Adult Education

Uganda

Decolonising State and Society in Uganda

Évaluations nationales des acquis scolaires, Volume 1

*Uganda National
Examinations Board
Uneb*

*Downloaded from
intra.itu.edu.ug by guest*

KIERA LUCA

Improving Schools Through Teacher
Development Springer

Linguists estimate that there are currently nearly 2,000 languages in Africa, a staggering figure that is belied by the relatively few national languages.

While African national politics, economics, and law are all conducted primarily in the colonial languages, the cultural life of the majority of citizens is conducted in a bewildering Babel of local and regional dialects, making language itself the center of debates over multiculturalism, gender studies, and social theory. In *The Power of Babel*, the noted Africanist scholar Ali Mazrui and

linguist Alamin Mazrui explore this vast territory of African language. *The Power of Babel* is one of the first comprehensive studies of the complex linguistic constellations of Africa. It draws on Ali Mazrui's earlier work in its examination of the "triple heritage" of African culture, in which indigenous, Islamic, and Western traditions compete for influence. In bringing the idea of the triple heritage to language, the Mazruis unravel issues of power, culture, and modernity as they are embedded in African linguistic life. The first section of the book takes a global perspective, exploring such issues as the Eurocentrism of much linguistic scholarship on Africa; part two takes an African perspective on a variety of issues from the linguistically disadvantaged

position of women in Africa to the relation of language policy and democratic development; the third section presents a set of regional studies, centering on the Swahili language's exemplification of the triple heritage. *The Power of Babel* unites empirical information with theories of nationalism and pluralism—among others—to offer the richest contextual account of African languages to date.

[Assessing National Achievement Levels in Education](#) Elsevier

This book focuses on the complex relationship between education and the Sustainable Development Goals (SDGs) and highlights how important context is for both critiquing and achieving the Goals through education, given the critical role teachers, schools and

curriculum play in young people's lives. Readers will find examples of thinking and practice across the spectrum of education and training sectors, both formal and informal. The book adds to the increasing body of literature that recognises that education is, and must be, in its praxis, at the heart of all the SDGs. As we enter the third decade of the 21st century, we have a clear understanding of the wicked and complex crises regarding the health of life on our planet, and we cannot ignore the high levels of anxiety our young people are experiencing about their future. Continuing in the direction of unsustainable exploitation of people and nature is no longer an option if life is to have a flourishing future. The book illustrates how SDGs are supported in

and by education and training, showcasing the conditions necessary to ensure SDGs are fore fronted in policy reform. It includes real-world examples of SDGs in education and training contexts, as well as novel critiques of the SDGs in regard to their privileging of anthropocentrism and neoliberalism. This book is beneficial to academics, researchers, post graduate and tertiary students from all fields relating to education and training. It is also of interest to policy developers from across disciplines and government agencies who are interested in how the SDGs relate to education.

Against All Odds Springer Nature
Rethinking Teacher Education:
Improvement, Innovation and Change is
the result of the conference organised

by The Aga Khan University - Institute for Educational Development, East Africa (AKU-IED, EA) on education, in Uganda in 2017. The Conference, gathered participants from nine countries, to deliberate on a cross section of factors regarding teacher education in the region and landscaping the same on global perspectives. The choice of the conference theme was inspired by a need to consider new systems, policies, structures and reforms to help drive sustainable education for the development of nations in the East African region. A variety contributors participated from across the education landscape, and included researchers working in higher education, practitioners such as teachers in schools, tutors, instructors in colleges, and

lecturers and professors at universities. Also contributing were non-governmental organisations with interests in education and student learning outcomes, civil society organisations whose interests navigate the role education plays in social and national development, policy makers and curriculum developers, librarians, publishers, booksellers and teacher trainees, all of who shared their rich experiences and perspectives on teacher education in the 21st century in East Africa and globally.

Springer

This is a directory of approximately 13,000 acronyms and abbreviations relating to Africa, including names of societies, institutions, associations, movements, government departments,

agencies, ministries, committees, trade unions and commercial companies, from the 19th century onwards, which have been gathered from scholarly monographs and journal articles. The acronyms and abbreviations are international in scope, with many cross-references.

To the Hague from Nabinene Xlibris Corporation

The autobiography deals with my early life, from birth up to my first graduation from Makerere University, followed by coverage on my grandparents and parents. This is followed by a broad review of my experience abroad, covering 13 years in the United Kingdom and Nigeria in the capacities of a student, lecturer, author and administrator. The next chapter deals

with the period after my return to Uganda, principally settling down, teaching at Makerere University, serving as Secretary of the Uganda Law Society and working as Commissioner at the Uganda Revenue Authority. The following chapter focuses largely on my administrative roles at Makerere University. The next chapter is basically a synopsis of my published books. This is followed by an account of my work with Busoga Diocese and the Uganda National Academy of Sciences. Finally is a brief on my immediate family.

Rethinking Teacher Education African Books Collective

Written by activists and scholars based in Australia, Kenya, Pakistan, New Zealand, South Africa, Uganda and the USA, The Bloomsbury Handbook of

Prison Education offers the first global state-of-the-field overview of research into educational practices and programs in prisons. It covers the history of the field and puts forward future directions for research. The range of topics covered include discussions of how gender, race, sexuality, indigeneity, age and faith impact incarceration rates around the world; educational leadership; STEM education; creative writing programs; distance learning; abolition; education after prison and education for correctional staff. The book includes a Foreword by Donald Sawyer, III (Director of Correctional Education, Quinnipiac University, USA).

Multilingualism and Education in

Africa Brookings Institution Press

It is well accepted that education needs

to be equalised along gender lines. However, until the management of education is also gender sensitive, that content cannot expect to be effectively communicated. This is the premise of this groundbreaking book. It addresses gender issues and management practices in education, by critically examining both successes and failures drawn from a number of African countries. It proposes ways of improving the management of education to focus on women - who have hitherto been left out of the mainstream of educational and training practices. It throws a uniquely African light on an issue that goes to the heart of the process of democratisation. In order to empower the girl child in the new South Africa and in Africa, the patriarchal and parochial

structures that exist within the African educational paradigm need to be broken down and replaced. This would address problems such as: why women are discouraged from certain fields of studies, like sciences; the effect that interactions in learning situations can have on the achievement and attainment of female students; and the critical necessity of educating and training girls in rural Africa. The book speaks to the heart of the administrative processes within the education framework and shows how the way classes are structured or materials selected needs to be adapted in order to correct the present imbalance. It was created and developed with the aim of seeking out the best education management practices, finding common

analyses from these and using them to develop guidelines for future education management.

Information Technology and Educational Management in the Knowledge Society
World Bank Publications

Cette étude de la Banque mondiale est une riche compilation d'informations sur le matériel pédagogique d'apprentissage (MPA) sur la base de la vaste expérience et les multiples facettes de l'oeuvre de l'auteur dans le secteur de l'éducation en Afrique. L'étude examine un large éventail de questions autour de la fourniture MPA dont le curriculum, l'alphabétisation et le calcul, la langue de la politique d'instruction, d'approvisionnement et de distribution des défis, ainsi que le développement et la production du MPA et de leur

disponibilité, gestion et utilisation dans les écoles. Il se penche également sur le rôle de la technologie de l'information et de la communication (TIC) basé sur le matériel pédagogique d'apprentissage et de leur disponibilité. L'étude reconnaît que l'amélioration de la gestion du système MPA est un élément essentiel dans la réalisation de la prestation du MPA abordable et durable pour tous les élèves. Cette étude, qui puise dans plus de 40 pays anglophones, francophones, lusophones et de pays arabophones sera particulièrement utile pour les décideurs, les partenaires au développement, et d'autres intervenants qui tentent de comprendre le large éventail de questions liées à la complexité de la fourniture de manuels scolaires en Afrique subsaharienne.

The Power of Babel IGI Global Uganda has achieved significant improvements in public investment management over the last few years. The new IMF Public Investment Management Assessment (PIMA) report shows that Uganda is well ahead of its comparators in many aspects of public investment management, in particular in institutional design. A number of important measures have been undertaken, including giving the Development Committee a strong role as a gatekeeper for new investment proposals, the establishment of the Projects Analysis and Public Investment Department, and development of guidelines and manuals to improve the quality of project preparation and appraisal. Many reforms are fairly recent

and are not fully institutionalized, so there is a clear need to continue and to further strengthen public investment management in Uganda. The IMF and other development partners are active partners to the government in pursuing these reforms.

Advancing the Ugandan Economy

African Books Collective

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 Bloomsbury Handbook of Prison Education International Monetary Fund
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.

Uganda University of Chicago Press

The complementary areas of comparative, international, and development education occupy a critical part of the landscape in educational policy debates in a global context. This volume brings together a distinguished group of international scholars and practitioners who focus on key policy issues in a variety of national settings throughout the regions of Asia/Pacific, Africa, the Middle East, Europe, North America, and Latin America. The topics they address are critical for the future of education in a globalized context and include issues such as social justice, quality assurance, governance, access and equity, marketization, and the role of new media and technology, among others.

Proceedings from the International

Conference on Advances in Engineering and Technology (AET2006) Waxmann Verlag

As teachers we often tend to expect other countries to teach chemistry in much the same way as we do, but educational systems differ widely. At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world: Teaching Chemistry around the World. 25 countries have participated in the project. The resulting country studies are presented in this book. This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries. Especially in the case of the

school subject chemistry, which is very unpopular on the one hand and occupies an exceptional position on the other hand – due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving – we have to learn from each others' educational systems.

Global Education Policy and International Development IGI Global

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 the Federal 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. *Policy Debates in Comparative, International, and Development Education* World Bank Publications

What Makes Africans Laugh? is a critique of the African's attitude towards indigenous craftsmanship, knowledge and culture, especially in the post-independence era. It is woven around the life of James Tumusiime, who has been a campaigner for African self-reliance in the cultural industry - humour, media and historiography. Although Tumusiime draws many of his examples from Uganda and Kenya, the story is familiar to most people in Africa. This book brings out the practical experiences of a civil servant, the challenges of a cartoonist in a politically sensitive environment, and the struggles to localise humour to a cynical industry. It narrates the drama in starting a media house - the New Vision, a book publishing house - Fountain Publishers, a

local-language radio station ñ Radio West, and a museum - Igongo Cultural Centre, all coming amidst lukewarm political support and a sceptical audience.

**What Makes Africans Laugh?
Reflections of an Entrepreneur in
Humour, Media and Culture**

Bloomsbury Publishing

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.

School Science Practical Work in Africa
Cambridge Scholars Publishing

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.

The National Council for Higher Education and the Growth of the University Sub-sector in Uganda, 2002 2012 Notion Press
Assesses Uganda's urgent social

problems p lack of education, poor health, and high population growth p 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 but albeit sometimes with great difficulty but 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 but for example, the correlation of low female education to high fertility, infant mortality, and child malnutrition.

The National Council for Higher Education and the Growth of the University Sub-sector in Uganda, 2002-2012 World Bank Publications Information Technology and Educational Management in the Knowledge Society is an essential reference for both academic and professional researchers in the field of information technology and educational management. Since the mid-1980's, computer assisted educational information systems have been developing in various parts of the world and the knowledge surrounding the development and implementation of these systems has been growing. The papers presented in this volume are the result of an international call for papers addressing the challenges faced by the information technology and education

management (ITEM) field in a society where knowledge management is becoming a major issue both in educational and business systems. This state-of-the-art volume presents the proceedings of the 6th International Working Conference on Information Technology in Educational Management, held July 2004 in Spain. The collection will be important not only for information technology and education management experts and researchers, but also for all teachers and administrators interested in this growing field.

Education Policy Formation in Africa

Vanderbilt University Press

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.

Best Sellers - Books :

- [I Love You Like No Otter: A Funny And Sweet Board Book For Babies And Toddlers \(punderland\) By Rose Rossner](#)
- [The Very Hungry Caterpillar By Eric Carle](#)
- [American Prometheus: The Triumph And Tragedy Of J. Robert Oppenheimer By Kai Bird](#)
- [Feel-good Productivity: How To Do More Of What Matters To You By Ali Abdaal](#)
- [Fast Like A Girl: A Woman's Guide To Using The Healing Power Of Fasting To Burn Fat, Boost Energy, And Balance Hormones](#)
- [Taylor Swift: A Little Golden Book Biography By Wendy Loggia](#)
- [How To Catch A Mermaid](#)
- [Jackie: Public, Private, Secret](#)
- [A Court Of Frost And Starlight \(a Court Of Thorns And Roses, 4\)](#)
- [The Body Keeps The Score: Brain, Mind, And Body In The Healing Of Trauma By Bessel Van Der Kolk M.d.](#)