
















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# When Uganda Universities Take Intake 2014

**Timo Aarrevaara, Martin  
Finkelstein, Glen A. Jones, Jisun Jung**

## **When Uganda Universities Take Intake 2014:**

**iCEER2014-McMaster Digest** Mohamed Bakr,Ahmed Elsharabasy,2014-11-18 International Conference on Engineering Education and Research      **Annual Review of Comparative and International Education 2014** Alexander W. Wiseman,Emily Anderson,2014-08-18 The Annual Review of Comparative and International Education ARCIIE is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education      Women, Mission and Church in Uganda Elizabeth Dimock,2017-04-21 Cover Title Copyright Dedication Contents Illustrations Acknowledgements A note on orthography and semantics A note on primary sources Introduction PART I Imperial awakenings 1 Women the Church Missionary Society and imperialism 2 In journeyings oft missionary journeys to and around Uganda at the end of the nineteenth century PART II Arrivals 3 Welcome encounters early relations with Ugandans 4 Female missionaries and moral authority a case study from Toro PART III Mission and Church 5 Ugandan women and the Church generational change 6 The experience of women in mission and Church organisations 7 Training for motherhood the Mothers Union PART IV Tensions within 8 A Christian women s protest in Buganda in 1931 9 Tensions within the Uganda Mission gender and patriarchy Conclusion links 1895 1960s Index      Universities in the Knowledge Society Timo Aarrevaara,Martin Finkelstein,Glen A. Jones,Jisun Jung,2021-09-28 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      *Annual Review of Comparative and International Education 2022* Alexander W. Wiseman,2023-12-14 Reflecting on ten prolific years of publication both volumes

of the 2022 Annual Review together present discussions on education trends and directions conceptual and methodological developments research to practice area studies and regional developments and diversification of the field of education

*The Status of Student Involvement in University Governance in Kenya* M. Mulinge, N. Arasa, 2017-05-05 This book examines the concept of the democratization of governance in universities in Kenya with particular emphasis on students involvement in governance processes and decision making Data were collected from members of the student community utilizing a structured self administered questionnaire and from purposively selected key informants and focus group discussants drawn from Kenyatta University representing the public sector and the United States International University representing the private sector The guiding argument for the study was that shared governance one of the principles of good governance is critical in enabling the universities to deliver their visions and the missions effectively The results revealed that while in principle Kenyan universities have embraced democratic governance in which all stakeholders including students have a role to play in practice they continue to violate the core principles of good governance particularly shared governance Specifically students who are major stakeholders in university education are largely excluded from significant structures of governance thereby limiting their influence and participation Although their representation is mainly provided via student self governance organs unions associations and or councils their effectiveness is undermined considerably by the lack of trust and confidence of the student body and the unending manipulation by top university administrators and external political actors Student active involvement in decision making is mainly confined to lower levels such as the school faculty and departmental programme The authors call for a paradigm shift in the involvement of students in the governance of universities in ways that discourage the current culture of tokenism and political correctness that characterizes public and private universities in Kenya

**Transcultural Nursing - E-Book** Joyce Newman Giger, 2016-01-29 Get up to speed on how to properly assess the care needs of today's culturally diverse clientele with Transcultural Nursing Assessment Intervention 7th Edition Centering on Giger's unique transcultural model of clear easy to apply assessment and intervention strategies for the clinical setting this one of a kind resource will help you learn to identify the six key cultural phenomena used in caring for clients from different backgrounds communication space social organization time environmental control and biological variations and show you how to apply these phenomena to a variety of individuals in different cultures UNIQUE Giger Davidhizar's Transcultural Assessment Model devotes a full chapter to each of the six aspects of cultural assessment communication space social organization time environmental control and biologic variations to help readers apply this model to any client of any culture even those not covered in the text 2010 census data is incorporated through the book to provide the most current analysis of demographic trends UNIQUE Sample care plans demonstrate how to apply principles to specific client needs UNIQUE Discussion of the spiritual component provides a more holistic integrated approach to culture and assessment Case studies and critical thinking questions help readers apply the assessment framework in practice

Clarification of biologic variations for select cultural groups raises readers awareness of potential risks influences on client health NEW Completely revised cultural chapters reflect the shifting experiences of various cultural groups in our society

*Proceedings of the Legislative Council* Uganda. Legislative Council,1961-11      **Education and the UN Sustainable Development Goals** Kim Beasy,Caroline Smith,Jane Watson,2023-11-02 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 though 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      *The Psychosocial Aspects of a Deadly Epidemic* Judy Kuriansky,2016-03-21 Edited by a clinical psychologist who has been on the ground helping to develop psychosocial support for Ebola survivors in one of the hardest hit regions of West Africa this book explains the devastating emotional aspects of the epidemic and its impact on survivors and the population in West Africa families in the diaspora and people in the United States and other countries It also describes lessons learned from past epidemics like HIV AIDS and SARS and valuable approaches to healing from future epidemics While the devastating Ebola epidemic has been contained the effects of this outbreak referred to by the World Health Organization as the most severe acute public health emergency seen in modern times have wreaked a tremendous emotional toll on the populations of West Africa as well as on families and survivors worldwide This groundbreaking book covers the psychosocial needs programs and policies related to the Ebola epidemic and examines broader lessons of the outbreak such as changes in the ways in which healing from future epidemics can be handled Edited by Judy Kuriansky PhD a noted clinical psychologist and United Nations NGO representative with extensive experience helping after disasters worldwide and direct experience gained from being on the ground in West Africa in the midst of the epidemic this book identifies and explains universal psychological factors at play in all such crises It debunks myths regarding Ebola and describes the resulting psychological and social harm caused by the epidemic The

chapters cover overarching emotional issues and problems as well as the long term impact on at risk groups such as children women and health workers the impact of emotional issues on social and economic life responses of government officials media and various aid organizations and solutions being offered by groups worldwide including service and humanitarian organizations politicians policymakers and public health education groups      Education and Elitism Conrad Hughes,2021-04-26 Education and Elitism discusses polemical debates around privilege private schools elitist universities equal access to education and underlying notions of fairness The overarching question that runs through the book is about the future of education worldwide how can schools and universities tread the tightrope between access and quality This book investigates the philosophical positions that characterize elitism and anti elitism to establish three types meritocratic plutocratic and cultural These types of elitism and their counter positions are used as reference points throughout the book s analysis of successive educational themes The conclusion leads to suggestions that bridge the worlds of elitism and egalitarianism worldwide The book covers critical questions related to the sociology and philosophy of education with particular focus on contemporary disruptors to education such as the COVID 19 pandemic and protest movements for social justice With an attempt to offer readers an objective overview this book will be an excellent compendium for students academics and researchers of the sociology of education education policy and comparative education It will also be of interest to school leaders university provosts and professionals working in curriculum design      **Facing Forward** Sajitha Bashir,Marlaine Lockheed,Elizabeth Ninan,Jee-Peng Tan,2018-09-20 Facing Forward lays out a range of policy and implementation actions that are needed for countries in Sub Saharan Africa to meet the challenge of improving learning while expanding access and completion of basic education for all The book underscores the importance of aligning the education system to be relentlessly focused on learning outcomes and to ensuring that all children have access to good schools good learning materials and good teachers It is unique in characterizing countries according to the challenges they faced in the 1990s and the educational progress they have made over the past 25 years allowing countries in the region to learn from each other The authors review the global literature and add to it by their extensive new analyses of multiple datasets from more than three dozen countries in the region they integrate findings about what affects children s learning their access to schooling and progress through basic education The book draws lessons from the region and for the region about what works and what is needed to better implement what is known to have worked The book examines four areas to help countries better align their systems to improve learning 1 completing the unfinished agenda of reaching universal basic education with quality 2 ensuring effective management and support of teachers 3 targeting spending priorities and budget processes on improving quality and 4 closing the institutional capacity gap It concludes with an assessment of how future educational progress may be affected by projected fertility rates and economic growth      *The Handbook of Social Work and Social Development in Africa* Mel Gray,2016-10-26 All recent books on international social work mention Africa only briefly

and few engage with the broader field of development studies This book focuses solely on the unique African context engaging with issues relating to social work and development more broadly thus enabling a deeper examination and more complex and nuanced picture to emerge Unlike most academic works this book highlights multiple practitioner voices with authors or co authors that have recently been or are currently practising social workers As an edited book it draws from both academic research as well as lived practice experience supported by strong theoretical positioning and guidance in introductory chapters drawing on African literature wherever possible Looking at case studies from Lesotho Botswana Kenya Zimbabwe Ethiopia Namibia Uganda Nigeria Kenya South Africa Rwanda Zambia and Tanzania and covering established areas of practice such as child protection working with older people working with people with disabilities mental health and mainstream services targeting women as well as emerging areas of developmental social work practice such as humanitarian assistance in post conflict situations work with immigrants and refugees and the training of community based workers this book takes a future oriented perspective that aims to move beyond well worn critiques to envision constructive and sustainable futures for social work and social development in Africa from a critical perspective

**Safe Water, Sanitation, and Early Childhood Malnutrition in East Africa** Assata Zerai, Brenda N. Sanya, 2018-01-10 To understand safe water and sanitation in East Africa it is important to consider the contributions of African feminist analysis This perspective will unveil inequities in the distribution of resources demonstrate how localized solutions which are driven by women s collaborative work have had an impact by temporarily easing the burden and paint a multilayered picture of the lives of women and girls who are the predominant providers of water to households This book explores the effects of water and sanitation quality and availability on early childhood morbidity in East Africa from an African feminist sociological perspective It presents a framework that considers the ways that the development industry neoliberalism neocolonial relations gender class ethnicity globalization and other dimensions of oppression intersect to impact upon the experiences and agency of women and children accessing clean water and safe sanitation and reducing early childhood morbidity in Kenya Tanzania and Uganda This work offers a vital contribution to the social scientific literature by adapting the vibrant intellectual work of African feminists to a quantitative methodology and enlarging the scope of empirically and theoretically grounded studies within the field of environmental sociology

Education in East and Central Africa Charl Wolhuter, 2014-06-26 Education in East and Central Africa is a comprehensive critical reference guide to education in the region With chapters written by an international team of leading regional education experts the book explores the education systems of Djibouti Eritrea Ethiopia Kenya Somalia South Sudan Tanzania Uganda Zambia Angola Burundi the Central African Republic the Democratic Republic of Congo Equatorial Guinea and Sao Tome Gabon the Republic of Congo and Rwanda The book critically examines the regional development of education provision in each country as well as recent reforms and global contexts Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this

handbook is an essential reference for researchers scholars international agencies and policy makers at all levels

*Geography of Education* Colin Brock,2016-09-22 Geography of Education sets out the scope of this emergent interdisciplinary field It illustrates the essential affinity of geographical and educational studies by emphasising the geographical factors influencing formal education systems and other forms of knowledge transfer Colin Brock begins by arguing the theoretical synergy that exists between the nature of both geography and educational studies as disciplines This is then exemplified by an analysis of the emergence of systems of schooling under the influence of religious political and economic forces The author also considers informal and non formal modes of education and argues that the huge diversity of such provision creates a rich resource for research into geographies of education In the final chapters the author turns his attention to the role of cyberspace which has its own geography in learning and considers education as a form of humanitarian response to issues of environmental sustainability By bringing together a wide range of themes and topics relating to both education and geography Colin Brock argues that the geographical approach should inform the evolution of all types of educational provision around the world The 6th of February ,2014 **Towards Impact and Resilience** J.

Oloka-Onyango,Aldo Stroebe,Frans Swanepoel,2014-09-18 This book consisting of 17 chapters focuses on clarifying the challenges issues and priorities of Agricultural Education and Training AET in sub Saharan Africa and provides suggestions for practical solutions that can help guide organisations interested in furthering AET for agricultural development on the continent It discusses the African context within which a transformed AET system needs to be located analyses African and international experiences that are relevant to identified AET needs and challenges dissects AET models that may hold important lessons and addresses the main critical issues that will impact upon AET in sub Saharan Africa The concluding chapter synthesises the ideas experiences and evidence from the preceding chapters in order to highlight critical issues for success as well as possible solutions The book is uniquely positioned to add to a call to action on AET to pull together state of the art knowledge from within and outside sub Saharan Africa and to advance out of the box thinking about the principles values and character of AET for development with an emphasis on the models that can help to cultivate leaders and change makers at all levels of the agricultural sector *LIS Education in Developing Countries* Ismail Abdullahi,C. R.

Karisdappa,A. Y. Asundi,2014-08-27 The book contains relevant subjects and topics that address the future of LIS education in the developing world of Africa Asia and Latin America Since last two decades the profile of LIS education and their content are on the constant and persistent changes LIS education is facing a fabulous task of managing and preparing future generation of library and information professionals *Anthropology and Anthropologists* Adam Kuper,2014-09-19

*Anthropology and Anthropologists* provides an entertaining and provocative account of British social anthropology from the foundations of the discipline through the glory years of the mid twentieth century and on to the transformation in recent decades The book shocked the anthropological establishment on first publication in 1973 but soon established itself as one of

the introductions for students of anthropology Forty years later this now classic work has been radically revised Adam Kuper situates the leading actors in their historical and institutional context probes their rivalries revisits their debates and reviews their key ethnographies Drawing on recent scholarship he shows how the discipline was shaped by the colonial setting and by developments in the social sciences

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