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Improving Learning In Uganda, Volume 2   Nov 20 2021 This book attempts to answer (a) what are the learning areas of the curriculum that are most difficult for students and teachers? (b) How much do teachers know about the curriculum they teach? (c) Why do some students perform better than others? And why do some teachers know more about what they teach than others?

Official Bulletin   Nov 28 2019

Official Bulletin   Oct 27 2019

Education Reforms in Sub-Saharan Africa   Jul 29 2022 Looks at the new educational reform movement that began in the late 1980s in sub-Saharan Africa, after a World Bank policy study documented that African educational systems had entered a period of severe decline as a result of intensifying economic and political instability.

RoboCup 2010: Robot Soccer World Cup XIV   Aug 25 2019 This book includes the thoroughly refereed post-conference proceedings of the 14th RoboCup International Symposium, held in Singapore, in June, 2010 - representing the scientific tracks structured in four sessions entitled simulation and rescue robots; robot perception and localization; robot motion and humanoid robots; and human robot interaction and semantic scene analysis. The 20 revised full papers and 16 revised short papers presented were carefully reviewed and selected from 78 submissions. Documenting the research advances of the RoboCup community since the predecessor symposium, this book constitutes a valuable source of reference and inspiration for R&D professionals interested in RoboCup or in robotics and distributed AI more generally.

Advances in Computing and Intelligent Systems   Mar 25 2022 This book gathers selected papers presented at the International Conference on Advancements in Computing and Management (ICACM 2019). Discussing current research in the field of artificial intelligence and machine learning, cloud computing, recent trends in security, natural language processing and machine translation, parallel and distributed algorithms, as well as pattern recognition and analysis, it is a valuable resource for academics, practitioners in industry and decision-makers.

Energy in U.S. Agriculture   Mar 13 2021

The Triumph of National Movements and New States   May 15 2021

Conservation Paper   Apr 13 2021

Comparative Analysis on Universal Primary Education Policy and Practice in Sub-Saharan Africa   Sep 18 2021 The concept of universal education is, however, not well defined and is used to mean many different things to different people. This book contains a five-year research work conducted by a group of African and Japanese researchers who have developed an equal partnership and network to review the expansion of primary education, some policies prompting the free primary education intervention, and the challenges of implementation based on the case study of two districts in four countries, namely, Ghana, Kenya, Malawi, and Uganda.

Springer Handbook of Marine Biotechnology   Jul 25 2019 This Springer Handbook provides, for the first time, a complete and consistent overview over the methods, applications, and products in the field of marine biotechnology. A large portion of the surface of the earth (ca. 70%) is covered by the oceans. More than 80% of the living organisms on the earth are found in aquatic ecosystems. The aquatic systems thus constitute a rich reservoir for various chemical materials and (bio-)chemical processes. Edited by a renowned expert with a longstanding experience, and including over 60 contributions from leading international scientists, the Springer Handbook of Marine Biotechnology is a major authoritative desk reference for everyone interested or working in the field of marine biotechnology and bioprocessing - from undergraduate and graduate students, over scientists and teachers, to professionals. Marine biotechnology is concerned with the study of biochemical materials and processes from marine sources, that play a vital role in the isolation of novel drugs, and to bring them to industrial and pharmaceutical development. Today, a multitude of bioprocess techniques is employed to isolate and produce marine natural compounds, novel biomaterials, or proteins and enzymes from marine organisms, and to bring them to applications as pharmaceuticals, cosmeceuticals or nutraceuticals, or for the production of bioenergy from marine sources. All these topics are addressed by the Springer Handbook of Marine Biotechnology. The book is divided into ten parts. Each part is consistently organized, so that the handbook provides a sound introduction to marine biotechnology - from historical backgrounds and the fundamentals, over the description of the methods and technology, to their applications - but it can also be used as a reference work. Key topics include: - Marine flora and fauna - Tools and methods in marine biotechnology - Marine genomics - Marine microbiology - Bioenergy and biofuels - Marine bioproducts in industrial applications - Marine bioproducts in medical and pharmaceutical applications - and many more...

Literaturas de lingua inglesa   Apr 25 2022

Decolonizing Philosophies of Education   Jul 17 2021 Philosophy of education basically deals with learning issues that attempt to explain or answer what we describe as the major questions of its domains, i.e., what education is needed, why such education, and how would societies undertake and achieve such learning possibilities. In different temporal and spatial intersections of people's lives, the design as well as the outcome of such learning program were almost entirely indigenously produced, but later, they became perforce responsive to externally imposed demands where, as far as the history and the actualities of colonized populations were concerned, a cluster of de-philosophizing and de-epistemologizing educational systems were imposed upon them. Such realities of colonial education were not conducive to inclusive social well-being, hence the need to ascertain and analyze new possibilities of decolonizing philosophies of education, which this edited volume selectively aims to achieve. The book should serve as a necessary entry point for a possible re-routing of contemporary learning systems that are mostly de-culturing and de-historicizing genre. With that in mind, the recommendations contained in the 12 chapters should herald the potential of decolonizing philosophies of education as liberating learning and livelihood praxes. "This collection of critical and scholarly analyses provides an insightful and timely resource for decolonizing philosophies of education that continue to shape discourses, policies, curricula and practices in all levels of educational and social institutions. It also usefully challenges versions of postcolonial studies that fail to recognize and demystify the continuity of colonial hegemony in contemporary societal formations in both the global north and south." Toh Swee-Hin, Distinguished Professor, University for Peace, Costa Rica & Laureate, UNESCO Prize for Peace Education (2000) "Decolonizing philosophies of education edited by Ali A. Abdi is a collection of twelve essays by noted scholars in the field who provide strong readings of postcolonialism in education with an emphasis on decolonizing epistemologies. It provides a clear and comprehensive introduction to the critical history of colonization, postcolonial studies and the significance of education to the colonial project. This is an important book that provides a global perspective on the existential and epistemological escape from the colonial condition." Michael A. Peters, Professor, Educational Policy Studies, University of Illinois at Urbana-Champaign

Multilingualism and Education in Africa   May 03 2020 This book is a must-read for every language teaching professional and researcher working in a multilingual context. Multilingualism and Education in Africa: The State of the State of the Art is an up-to-date exploration and wide-ranging review of the symbiotic relationship between multilingualism and education in Africa. The African continent is rich in languages. Most of her inhabitants are multilingual and many of the nations have embraced multilingual education. This book examines multilingualism in education from three broad perspectives: multilingualism and language in education policy in Africa; multilingualism as an educational resource in Africa; and attitudes and challenges of multilingualism and education in Africa. The book's nineteen chapters discuss these three perspectives from East, West, Central and South Africa. All the contributors are leading authorities in multilingualism and education. The chapters combine a wide range of viewpoints based on theoretical, empirical and personal experiences. The reader is left

with a deeper understanding of the unique features of multilingualism and education in Africa that have seldom been addressed by those who experience them first-hand. The book demonstrates successful practices in multilingualism and education; showing how African nations have determined what works for them without ignoring challenges such as policies on paper, attitudes towards African languages and limited resources. The benefits of multilingual education override the challenges. The book's extensive coverage makes it an important resource for scholars and policy makers in the field of multilingualism and education. Overall, this book represents an important contribution to an important subject in education globally. The editors have provided an introductory overview to the book and commentaries on the three sections.

A checklist of academic theses produced with support from CIMMYT 1966-2000   Jun 27 2022

Some Developments in Research in Science and Mathematics in Sub-Saharan Africa   Nov 01 2022 Much attention in late-developing countries is given to providing access to studies which allow school leavers to enter science and technology-related careers. This book reviews research related to the crucial dimension of epistemological access to the disciplines of import, which students need as much as institutional access in order to improve their chances of success. A significant feature of this collection's research studies is that their empirical bases are highly localised, covering areas such as research methods, access, curriculum, instruction and assessment, and the relevance of science and mathematics education in Zimbabwe, Uganda, Swaziland, South Africa, Namibia, Malawi, Ghana and Lesotho. It is the outcome of a doctoral research capacity-development project, the Graduate Studies in Science, Mathematics and Technology Education (GRASSMATE).

Employability & Competences   Jun 23 2019 The book is the final report of the researches, discussions, conversations around and about the Project PRIN Employability & Competences which took place on March 9th-?11th, 2017 within an International Conference at the University of Florence. It was the final event of the project PRIN2012LATR9N which aims were: «to design innovative programs for higher education, to promote personalized and learner-centered teaching and learning, to build on job competencies, to value talents to create new work opportunities, to support young adults during their employment emergency, as a response to socio economic crisis and as a citizenship action». The research activities concerned the main phases of the students' academic life: career guidance upon entry, personalized teaching, career calling, professional vocation, profession building activities such as internships and work related experiences, and lastly job placement.

English as a Lingua Franca in Teacher Education   May 27 2022 A lingua franca perspective into English language teaching in Brazil has only recently take flight. As an emerging economy, the country faces enormous challenges when it comes to language education in schools, where English has traditionally been taught as a foreign language. This collection brings the perspectives of academics and language practitioners in their efforts to incorporate an ELF approach into teacher education, thus offering a voice sorely missed in the international community interested in developing new approaches to English in a global world.

Determination of Information and Tenor in Texts   Oct 20 2021

The Online Management Information System for UNEB   Sep 30 2022 According to the growing increase in the use and utilization of information technology in Uganda in different sectors, ministries and departments to solve the vast work in data storage, use and dissemination, it was found out by the researchers that UNEB as a body that handles sensitive data deserved an online computerized system to avoid data loss, improve data security and increase timely data transmission. This was resolved after the study of the current system that was basically manual with a lot of paper work and poor methods of data delivery to the final person as UNEB incurs great losses in transportation of officers purposely to deliver letters to schools and to the DEOs, and even HOS (Head Of Schools) traveling to UNEB to pick and receive information which is so hectic and costly. The developed system considers and emphasizes the following; Investigates and critically analyses the problems of the current system and provides the best solution. Implements ways of ensuring that the data or inputs of the current system can be verified and validated. It involves the development and implementation of a centralized data repository (Database Management System) using MySQL"

Education Inputs in Uganda   Jan 11 2021 This report is based on a study prompted by the need for improved effectiveness in the use of education resources in Uganda. Uganda's problem with increasing resource constraints for education is common in many developing countries and the lessons learned in this study may be of broad interest. Currently, Uganda allocates over 31 percent of its discretionary recurrent expenditure to education and 67 percent of this is allocated to primary education. Given increasing pressures on the budgets, there is need to implement strategies focusing on those inputs most likely to improve student learning. A major impediment to rational decision making in this area is lack of knowledge about what interventions work best and under what circumstances. Without this knowledge, Government may continue spending scarce resources on inputs that may not directly contribute to student learning achievement.

Why Regional Tier Form of Decentralization Governance's Implementation Is a Preliquist for Uganda's Better Service Delivery of 21st Century
Jan 23 2022 The book looks at Decentralization governance of president Museveni era, that was registered in Uganda of the local government status(1987),resistance councils status(1993), as well as into the 1995 constitution, operationalized by the local government act(1997) that devolved legislative, fiscal planning & budgeting functions to districts ,Municipal councils, as well as their lower tier levels, whose idea was to involve the people in a way they were governed, the dream that have not been achieved looking at what the cries of people are as expressed in all sectors. This book analyses Decentralization from 1997 to 2019, and deduces that the first phrase of it (10 years), that is up to 2005, was a success that time the district were 69 in number, but beyond that time it was not at all, and up to now as it is continuously becoming harder to manage, those very many administrative units that jumped from just 39 districts in 1991 to 134 Districts in 2020, as well as municipalities created alongside districts , that now stand at 41(2018), all , contributing to formation of a Member of Parliament that total to 459 MPs(2018). All this has led Uganda to have a very poor governance system, as even primary sectors of health, education, agriculture and economy are in a dilemma state, leave alone local revenue collections that are directed from source to Centre before expenditure and the districts have to request back to do any activity, including emergencies like garbage management, repairs and salaries, making services delivery impossible to be efficient and effective in all ways at these levels. The book is based on secondary data that, reported on governance issues of the day as written in Ugandan media that were people's feelings as issues of the time as well some Journals, observations and interviews. The book introduces decentralization &governance of Uganda, identifies current state of affairs of service delivery, presents why there was need for many new administrative units, and their state now, looks at history of parliament, feudalism, identifies lost pride of Ugandans ,proposes what regional tier governance can address as well as linking the past with today's Ugandan governance. Finally the book proposes prerequisite regional tier power centres relevant to today's Uganda and concludes with models that can help us achieve vision 2040 and therefore proposes immediate need to implement regional tier governance that will establish all three arms of government at regional centres of Uganda, remember it was agreed to be implemented by those that deemed it under article, 178(3). It is apparent that all regions should therefore implement it as a solution to service delivery that is very poor now.

Agriculture Handbook   Aug 06 2020 Set includes revised editions of some issues.

Music Education for Teen-agers   Aug 18 2021

Essentials of Business Analytics   Mar 01 2020 This comprehensive edited volume is the first of its kind, designed to serve as a textbook for long-duration business analytics programs. It can also be used as a guide to the field by practitioners. The book has contributions from experts in top universities and industry. The editors have taken extreme care to ensure continuity across the chapters. The material is organized into three parts: A) Tools, B) Models and C) Applications. In Part A, the tools used by business analysts are described in detail. In Part B, these tools are applied to construct models used to solve business problems. Part C contains detailed applications in various functional areas of business and several case studies. Supporting material can be found in the appendices that develop the pre-requisites for the main text. Every chapter has a business orientation. Typically, each chapter begins with the description of business problems that are transformed into data questions: and methodology is developed to solve these questions. Data analysis is conducted using widely used software, the output and results are clearly explained at each stage of development. These are finally transformed into a business solution. The companion website provides examples, data sets and sample code for each chapter.

Youth and Freedom Jun 03 2020

Assessing National Achievement Levels in Education   Aug 30 2022 The National Assessments of Educational Achievement Series introduces readers to key concepts and issues related to assessments of student achievement levels. The first volume focuses on policy issues which should be addressed when designing and carrying out a national assessment. It features country case studies, and descriptions of major international and regional assessment programs. The remaining books in the series cover test development, sampling, data cleaning, statistics, report writing and using national assessment results to improve educational quality.

Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education   Dec 22 2021 Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education results from the Joint ICMI/IASE Study Teaching Statistics in School Mathematics: Challenges for Teaching and Teacher Education. Oriented to analyse the teaching of statistics in school and to recommend improvements in the training of mathematics teachers to encourage success in preparing statistically literate students, the volume provides a picture of the current situation in both the teaching of school statistics and the pre-service education of mathematics teachers. A primary goal of Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education is to describe the essential elements of statistics, teacher's professional knowledge and their learning experiences. Moreover, a research agenda that invites new research, while building from

current knowledge, is developed. Recommendations about strategies and materials, available to train prospective teachers in university and in-service teachers who have not been adequately prepared, are also accessible to the reader.

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

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.

This book series, International Research on School Leadership focuses on how present-day issues affect the theory and practice of school leadership. For this inaugural book, we focused on the challenges facing new principals and headteachers. Because the professional lives of school leaders have increasingly impinged on their personal well-being and resources have continued to shrink, it is important to understand how new principals or headteachers share and divide their energy, ideas, and time within the school day. It is also important to discover ways to provide professional development and support for new principals and headteachers as they strive to lead their schools in the 21st century. For these reasons, this book is dedicated to exploring the rarely-examined experiences of those who enter the role as new principals or headteachers. By giving voice to new principals and headteachers, we are able to determine what aspects of leadership preparation ring true and what aspects prove to be of little or no utility. Unlike leadership texts that have focused on conceptual considerations and personal narratives from the field, this book focuses on a collection of empirical efforts centered on the challenges and issues that new principals and headteachers experience during their initial and crucial years of induction. We solicited and accepted manuscripts that explore the multi-faceted dimensions of being a new principal or headteacher in the 21st century. Our goal was to create an edited book that examines the commonalities and differences that new principals and headteachers experience from an international perspective. This edited book is comprised of six chapters, each of which contributes a unique perspective on the responsibilities that new principals and headteachers are experiencing at the dawn of the 21st century.

This second volume of Language Issues in Comparative Education, following the tradition of the first, introduces the state of the field and calls attention to innovations described throughout. The chapters examine language-in-education policy change, describe implementational activities, and present strategic frameworks for research and advocacy.

The aim of this study was to determine if there were gender differences in the performance of Chemistry practical skills among senior six girls and boys in selected mixed secondary schools in Kampala District from February to March 2004. The study participants were drawn from five mixed secondary schools in the district. A total of fifty students participated, half of them girls and the other half boys. A cross sectional descriptive research design was used involving both quantitative and qualitative research strategies. The instruments of data collection were a Chemistry practical test (Quantitative analysis), student questionnaires and in-depth interviews. Questionnaires were filled out by all students and forty randomly selected students were interviewed by the researcher. The following were the findings: 1. There were no statistical significant differences between girls and boys in their ability to manipulate the apparatus/equipment, take observation, report/record results correctly, and compute/interpret/analyze results during the Chemistry practical. 2. Both female and male students perceived interpreting/analyzing results to be the most difficult skill to perform, whereas manipulation of apparatus/equipment was perceived to be the easy skill to perform during Chemistry practical by both gender. 3. Girls had a poor self-confidence in their ability to perform Chemistry practical, as most of them (90%) believed that boys are better than them. Although girls performed slightly better than boys overall, the skills in which boys performed slightly better than girls in recording/reporting results correctly, and computing/interpreting/analyzing results, contributed a higher percentage in the assessment of Chemistry practical examinations by the UNEB examiners. Hence, it may be the reason why boys perform better than girls in UNEB Chemistry practical examinations, and in 'A' Level Chemistry examinations generally. The recommendations were that Chemistry teachers in 'O' Level should make sure that students are taught mole concept, volumetric analysis and Ionic Chemistry, and balancing equations early enough so that both girls and boys are able to compute/interpret/analyze results. Also, further research should be done on gender and Chemistry practical skill performance, considering qualitative analysis practical for both 'O' and 'A' Level, so that more knowledge is gained about the effect of gender on performance of Chemistry practical skills.

This new encyclopedia discusses the extraordinary importance of internet technologies, with a particular focus on the Web.