History Of Art Appreciation Uneb Past Papers

This book forms a serious, in-depth study of the subject and proposes that e-learning is not simply a matter of 'digitizing' traditional materials, but involves a new approach, which must take into account pedagogical, technological and organizational features to form a well-designed education system.

Based on the work of the African Copyright and Access to Knowledge (ACA2K) research network, this book describes the legal and practical issues posed by copyright for access to learning materials in eight countries in Africa—Egypt, Ghana, Kenya, Morocco, Mozambique, Senegal, South Africa and Uganda. It identifies the policies and practices that would broaden this access.

The book offers examples of how statistics is conceived in the mathematics school curriculum and how school teachers are trained to teach statistics around the world, as well as discussion of fundamentals in the teaching of statistics. The book also includes a state-of-the-art summary of the research on Teachers beliefs, attitudes and knowledge in relation to statistics education and analyses the implications and activities for training school teachers to teach statistics.

Covering the period from the interwar years through the arrival of the steamship SS Empire Windrush from Jamaica in 1948 and culminating in the period of decolonization in the British Caribbean by the early 1970s, this project situates the development of networks of communication, categories of identification, and Caribbean radical politics both in the metropole and abroad. Blackening Britain explores how articulations of Caribbean identity formation corresponded to the following themes: organic collective action, political mobilization, cultural expressions of shared consciousness, and novel patterns of communication. Blackening Britain shows how colonial migrants developed tools of resistance in the imperial center predicated on their racialized consciousness that emerged from their experiences of alienation and discrimination in Britain. This book also interrogates the ways in which prominent West Indian activists, intellectuals, political actors, and artists conceived of their relationship to Britain. Ultimately, this work shows a move away from British identity and a radical, revolutionary consciousness rooted in the West Indian background and forged in the contentious space of metropolitan Britain.

Lusoga Grammar

Multiple Intelligences

The IDRC Experience

Historical and Art Appreciation

A Diary in the Strict Sense of the Term

Musical Sense and Musical Meaning

Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education

For centuries divers have been raising treasures from the sea. Today archaeologists can excavate at previously unimaginable depths, using sophisticated technology to provide invaluable information about our past. This book highlights the danger and excitement of this work, and shows the painstaking research involved in exploring our unique underwater heritage.

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.

Bleak House opens in the twilight of foggy London, where fog grips the city most densely in the Court of Chancery. The obscure case of Jarndyce and Jarndyce, in which an inheritance is gradually devoured by legal costs, the romance of Esther Summerson and the secrets of her origin, the sleuthing of Detective Inspector Bucket and the fate of Jo the crossing-sweeper, these are some of the lives Dickens invokes to portray London society, rich and poor, as no other novelist has done.

A detailed survey of native music in South Africa by Emeritus Professor P. R. Kirby, who studied the instruments under the guidance of native experts while living among the tribesmen. Firstly, a study of primitive music and secondly, a book of anthropological interest as it adds greatly to the knowledge of the customs of native tribes. It is profusely illustrated by photographs of living subjects, as well as of instruments from his own collection.

School-based food and nutrition education

Informed by African Indigenous Knowledge Systems

A Contemporary Study of Musical Arts

Who's Who of American Women 2004-2005

Exploring the World Beneath the Sea

Promoting the Educational Success of Children and Youth Learning English

The Alien Woman

Cities in the ancient world, much like in the modern era, were not simply a locus for population and a hub for social, cultural, and economic activity, but were themselves the products of urban practices. This volume draws together two often disparate fields - urban space and human practice - to explore the actors and actions that underpinned ancient cities and to offer unique insights into the lives of those who dwelt there. Placing particular emphasis on social practice theory, the contributions gathered together in this book seek to analyse the development of the city, especially public urban spaces, from the archaic period up to Roman Imperial times. A key focus is on infrastructure, public spaces used for politics (particularly the Forum Romanum), and the role of sanctuaries and the way in which they were shaped by cult activity. Through this unique approach, this volume is able, for the first time, to bring the inhabitants of ancient cities to the fore, and in doing so, to offer key insights into the development of spatial routines, the interaction of these routines with the material setting of a city, and the way in which cities themselves played an important role in shaping the people and practices within them.

In recent years Uganda has consistently been one of the fastest growing economies in Africa, leading to a substantial reduction in poverty. This book looks at how the country managed to carry out this economic transformation in the wake of Idi Amin's rule and the civil war of the 1980s. 'Official SQA Past Papers' provide perfect exam preparation. As well as delivering at least three years of actual past papers - including the 2008 exam - all papers are accompanied by examiner-approved answers to show students how to write the best responses for the most marks.

This forward-thinking text challenges educators to think about and question the purpose of education and explores international understandings of the role played by early years professionals in promoting participatory, ethical and reflexive practice which benefits children as independent decision-makers. By exploring the different perspectives, concepts and practices adopted in early childhood settings in Denmark, Finland, Aotearoa, New Zealand and Sweden, Empowering Early Childhood Educators demonstrates the potential of participatory and democratic approaches in day-to-day practice. Illustrating how pedagogical approaches such as Te Whāriki, Reggio Emilia and the Montessori method may be understood and interpreted to maximise children's engagement in their socio-cultural context, chapters empower educators to question their professional experience, knowledge and initiative to find a balance between directives and ethical practice. A rich combination of case studies, commentaries, interviews and conversations, the text offers critical insight into the daily practices and challenges of early years educators around the world and inspires critical reflection on practices which empower them. A powerful revaluation of the purposes and value of early childhood education, Empowering Early Childhood Educators will be of interest to early years practitioners, students and researchers.

Caribbean Radicalism from Windrush to Decolonization

Inquiry and Innovation in Middle School and High School

The Musical Instruments of the Native Races of South Africa

The Common Wind

An Indigenous African Perception

At the Crossroads

A grande refazenda

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.

Rereading the historical record indicates that it is no longer so easy to argue that history is simply prior to its forms. Since the mid-1990s a new wave of research has formed around wider debates in the humanities and social sciences, such as decentering the subject, new analytics of power, reconsideration of one-dimensional time and three-dimensional space, attention to beyond-archival sources, alterity, Otherness, the invisible, and more. In addition, broader and contradictory impulses around the question of the nation - transnational, post-national, proto-national, and neo-national movements - have unearthed a new series of problematics and focused scholarly attention on traveling discourses, national imaginaries, and less formal processes of socialization, bonding, and subjectification. New Curriculum History challenges prior occlusions in the field, building upon and departing from previous waves of scholarship, extending the focus beyond the insularity of public schooling, the traditional framework of the self-contained nation-state, and the psychology of the schooled individual. Drawing on global studies, historical sociology, postcolonial studies, critical race theory, visual culture theory, disability studies, psychoanalytics, Cambridge school structuralisms, poststructuralisms, and infra- and transnational approaches the volume holds together not despite but because of differences and incommensurabilities in rereading historical records. Audience: Scholars and students in curriculum studies, history, education, philosophy, and cultural studies will be interested in these chapters for their methodological range, their innovations and their deterritorializations.

This World Bank report is a rich compilation of information on teaching learning materials (TLM) in Africa based on the extensive and multi-faceted experience of the author's work in the education sector in Africa. The study examines a wide range of issues around TLM provision including curriculum, literacy and numeracy, language of instruction policy, procurement and distribution challenges, TLM development and production and their availability, management and usage in schools. It also looks at the role of information and communication technology (ICT) based TLMs and their availability. The study recognizes that improved TLM system management is a critical component in achieving affordable and sustainable TLM provision for all students. This study, which draws from more than 40 Anglophone, Francophone, Lusophone, and Arabic-speaking countries will be particularly useful for policymakers, development partners, and other stakeholders attempting to understand the wide range of issues surrounding the complexity of textbook provision in Sub Saharan Africa. Most people only know one London: but what if there were several? Kell is one of the last Travelers--magicians with a rare ability to travel between parallel Londons. There's Grey London, dirty and crowded and without magic, home to the mad king George III. There's Red London, where life and magic are revered. Then, White London, ruled by whoever has murdered their way to the throne. But once upon a time, there was Black London...

Connecting ICTs to Development

Promising Futures

The Theory In Practice, A Reader

A white paper on the current state, principles, challenges and recommendations for low- and middle-income countries

Uganda

The Art of Teaching Science

Reinventing Industrial Strategy

The Art of Teaching Science emphasizes a humanistic, experiential, and constructivist approach to teaching and learning, and integrates a wide variety of pedagogical tools. Becoming a science teacher is a creative process, and this innovative textbook encourages students to construct ideas about science teaching through their interactions with peers, mentors, and instructors, and through hands-on, minds-on activities designed to foster a collaborative, thoughtful learning environment. This second edition retains key features such as inquiry-based activities and case studies throughout, while simultaneously adding new material on the impact of standardized testing on inquiry-based science, and explicit links to science teaching standards. Also included are expanded resources like a comprehensive website, a streamlined format and updated content, making the experiential tools in the book even more useful for both pre- and in-service science teachers. Special Features: Each chapter is organized into two sections: one that focuses on content and theme; and one that contains a variety of strategies for extending chapter concepts outside the classroom Case studies open each chapter to highlight real-world scenarios and to connect theory to teaching practice Contains 33 Inquiry Activities that provide opportunities to explore the dimensions of science teaching and increase professional expertise Problems and Extensions, On the Web Resources and Readings guide students to further critical investigation of important concepts and topics. An extensive companion website includes even more student and instructor resources, such as interviews with practicing science teachers, articles from the literature, chapter PowerPoint slides, syllabus helpers, additional case studies, activities, and more. Visit http://www.routledge.com/textbooks/9780415965286 to access this additional material.

Presently, Management has witnessed vast advancements, clearly becoming an area of trans and interdisciplinary knowledge. It has widened its scope from traditional business areas – such as marketing, strategy, management control, accounting and finance, taxation or operations – to other spaces, namely deepening bridges with behavioural sciences, engineering, health, or energy, fostering both quantitative models and methods. Management thinking at the Faculty of Economics of the University of Coimbra (FEUC) has followed these trends, enabling students with the essential skills supporting the practice of the profession, both in business and public sector organisations. This book features topical trends of research in Management studies, in which FEUC professors are involved, together with international peers, evidencing the openness of the Faculty to the world. Numerous of the subjects addressed relate to challenges that organisations are already facing or will have to deal with shortly. Therefore, the book not only presents innovative research questions, but it also delivers a practical perspective. Thus, organisations will certainly find here some support to better manage those issues in practice.

School-based food and nutrition education (SFNE) helps schoolchildren and the school community to achieve lasting improvements in their food practices and outlooks; build the capacity to change and to adapt to external change; and pass on their learning to others. SFNE has also an important role in complementing efforts that are being made globally to improve food environments, and in empowering children and adolescents to become active participants in shaping the food system to be better able to deliver healthy and sustainable diets. Despite increasing interest for SFNE, the evidence that supports it and its potential, much of traditional SFNE, particularly in LMICs, is largely underfunded, not delivering results, and disconnected from other key interventions that aim to support the food, nutrition, environment, and education nexus. SFNE is under-resourced, with capacity development opportunities lacking throughout the school system.This White Paper is the first document of its kind, and it is based on the evidence, professional expertise, and field experience, lessons learned, and documented challenges of SFNE work in a variety of contexts. It presents the case for raising the profile and transforming the vision and learning model of SFNE. This document is directed firstly to a technical audience working in governmental organizations that deal with schoolchildren and adolescents and is also of interest to researchers, technical advisors, decision-makers, donors and investors, civil society, and UN organizations. Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELsâ€"who account for more than 9 percent of enrollment in grades K-12 in U.S. schoolsâ€"are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

Empowering Early Childhood Educators

Where Have All the Textbooks Gone?

From Theory to Practice

West, Central and East Africa. Book four

Urban Practices

Uganda's Experience

The Functional-notional Approach

Master's Thesis from the year 2014 in the subject Sociology - Law, Delinquency, Abnormal Behavior, grade: 40.0 credits, University College Cork (School of Applied Social Studies), course: Master of Social Sciences (Social Policy), language: English, abstract: This research focused on the nature of rehabilitation provided to prisoners in correctional facilities in Uganda as offered by the Uganda Prisons Service (UPS). The specific objectives of the research were to: map the kind of rehabilitation programs provided to prisoners; clarify who provides them and how they are organised; and, to critically analyse the rehabilitation programs from the point of view of a human rights framework that is underpinned by basic standards for treatment of prisoners. It was premised on the fact that the UPS is currently shifting its approach from a purely penal role to become a correctional institution that upholds offenders' human rights. The overall finding was that indeed the UPS (attempts to) provide rehabilitation to prisoners. The types of rehabilitation programs are of varying degrees of efficiency. Particularly, programs in the UPS were undermined by prison overcrowding, poor resourcing, and understaffing. They mostly include functional adult literacy for those without prior academic education, and formal education at primary, secondary, and tertiary levels. They also include vocational and skills training, and limited psychosocial interventions. Psychosocial interventions were largely conducted on an informal basis by prison staff and social work volunteers and often took the form of group sensitisation programs. A key observation was that the rehabilitation programs that are being offered by the UPS lacked therapeutic integrity. In other words, they are not well conceived and do not rely on sound academic / criminological theory; they have no standardised curriculum; and they used staff (instructors) who were mostly unqualified and not adequately trained.

Winner of the 2019 Stone Book Award, Museum of African American History A remarkable intellectual history of the slave revolts that made the modern revolutionary era The Common Wind is a gripping and colorful account of the intercontinental networks that tied together the free and enslaved masses of the New World. Having delved deep into the gray obscurity of official eighteenth-century records in Spanish, English, and French, Julius S. Scott has written a powerful "history from below." Scott follows the spread of "rumors of emancipation" and the people behind them, bringing to life the protagonists in the slave revolution. By tracking the colliding worlds of buccaneers, military deserters, and maroon communards from Venezuela to Virginia, Scott records the transmission of contagious mutinies and insurrections in unparalleled detail, providing readers with an intellectual history of the enslaved. Though The Common Wind is credited with having "opened up the Black Atlantic with a rigor and a commitment to the power of written words," the manuscript remained unpublished for thirty-two years. Now, after receiving wide acclaim from leading historians of slavery and the New World, it has been published by Verso for the first time, with a foreword by the academic and author Marcus Rediker.

Howard Gardner's brilliant conception of individual competence is changing the face of education today. In the ten years since the publication of his seminal Frames of Mind , thousands of educators, parents, and researchers have explored the practical implications of Multiple Intelligences (MI) theory—the powerful notion that there are separate human capacities, ranging from musical intelligence to the intelligence involved in understanding oneself. Multiple Intelligences: The Theory in Practice brings together previously published and original work by Gardner and his colleagues at Project Zero to provide a coherent picture of what we have learned about the educational applications of MI theory from projects in schools and formal research over the last decade.

This book, which is the eighth volume in the 12-volume book series Globalisation, Comparative Education and Policy Research, presents scholarly research on major discourses in decentralisation, school-based management (SBM) and quality in education globally. This book, which focuses on decentralisation and SBM as a governance strategy in education, presents theoretical aspects of the phenomenon of decentralisation/privatisation and contextualises them within the education research literature. It provides an easily accessible, practical yet scholarly source of information concerning the dynamics of decentralisation and SBM that normally take place when reforms are instituted to decentralize authority and power. Above all, the authors offering the latest findings regarding major discourses in decentralisation, SBM and quality in educational systems in the global culture emphasise aspects of that dynamic interactive process (see also Geo-JaJa 2006a; Gamage and Sooksomchitra 2006, Zajda 2009). This dynamic interaction in the process that is implicit in the title of the book is reified by calls for restructuring of schools f- lowing the idea that schools are not promoting human rights, social cohesion and sustainable development. The chapters as a source book of ideas for researchers, practitioners and policy makers in decentralisation and SBM in education contr- ute to the educational literature while enhancing the understanding of the larger dynamics involved in educational reform. It offers a timely overview of current issues affecting decentralisation in education in the global culture.

Blackening Britain

Decentralisation, School-Based Management, and Quality
A Darker Shade of Magic
Integrated E-learning
Uganda's Economic Reforms
Underwater Archaeology
The Home and Foreign Record of the Free Church of Scotland

Considering that information and communication technology (ICT) policymaking, e-strategies, or indeed e-government implementations have a recent history in Africa, not many countries have fully developed working policies or extensive related experience in these areas. The short history of ICTs in Africa shows that in 2003 only about a third of African countries had developed ICT policies. Those countries that have tell of a long, tedious, and little understood process. Kenya is only one example. Some ICT historians assert, not without contention, that the first attempts at ICT policymaking in Kenya actually date back to the early 1990s. The process is ongoing: Kenya\2019s maiden draft ICT policy was made public in November 2004. This book, which presents experience from Kenya and other countries of East Africa, captures elements of both the process and the outcomes of ICT policymaking processes. With contributions from research projects, institutions, and spokespersons from Kenya, Uganda, Tanzania, and Rwanda, this book shows what worked and what did not work. It will be a useful guide for countries and institutions that are contemplating their own ICT-policymaking exercise, and will be of interest to researchers, educators, and students in development studies, history, and comparative studies; development professionals specializing in social policy and ICTs; and decision-makers and policy advisors in research and development organizations worldwide.

A biographical dictionary of notable living women in the United States of America.

Two brothers - Opito and Obina from northern Uganda, are grappling with the strict creed of their culture. Opito is in love with beautiful, educated Gladys but his parents reject his choice. He is seized by a spirit in her form - the alien woman. Obina, is courted by a southern beauty who is at the same university. She is seen as an alien woman by Obina as well as his family and at first she is rejected. But she has qualities that transcend generations and cultures.

The Contemporary study of musical arts, Volumes 1 to 5 is a series that emphasizes the intellectual security of cultural knowledge orientation in the study and research of the musical arts for students and educators that could engage in global knowledge discourse and practice with original cultural-mental integrity. The "Need" that introduces the series argues that "theoretical content, philosophical and psychological foundations of creativity and practice, the nature and principles of musical arts theatre, and research and historical process [should] derive in essence from the original African intellectual perspective about the sense and meaning of music - indigenous to contemporary." The contents discuss what is Africa-generic at the sub-structural level about musical arts conceptualization and practice. Volumes 1 to 3 are designed as a graduated series for musical arts education at the tertiary level under the module topics: musical structure and form; factors of music appreciation; music instruments; music and society; research; music theatre; and performance.

ICT Policy Making in East Africa
Repopulating the Ancient City
África e diáspora pós II CIAD
The Role of Copyright
International Pedagogies as Provocation
Implications for Pedagogy, Technology and Organization
Assessing National Achievement Levels in Education

Over the past two decades, projects supported by the International Development Research Centre (IDRC) have critically examined the ways in which information and communications technologies (ICTs) can be used to improve learning, empower the disenfranchised, generate income opportunities for the poor, and facilitate access to healthcare in Africa, Asia, Latin America and the Caribbean. Considering that most development institutions and governments are currently attempting to integrate ICTs into their practices, it is an opportune time to reflect on the research findings that have emerged from IDRC's work and research in this area. 'Connecting ICTs to Development' discusses programmatic investments made by IDRC in a wide variety of areas related to ICTs, including infrastructure, access, regulations, health, governance, education, livelihoods, social inclusion, technical innovation, intellectual property rights and evaluation. Each chapter in this book analyzes the ways in which research findings from IDRC-supported projects have contributed to an evolution of thinking, and discusses successes and challenges in using ICTs as tools to address development issues. The volume also presents key lessons learned from ICT4D programming and recommendations for future work.

This book provides an in-depth and comprehensive state-of-the-art study of 'African languages' and 'language in Africa' since its beginnings as a 'colonial science' at the turn of the twentieth century in Europe. Compiled by 56 internationally renowned scholars, this ground breaking study looks at past and current research on 'African languages' and 'language in Africa' under the impact of paradigmatic changes from 'colonial' to 'postcolonial' perspectives. It addresses current trends in the study of the role and functions of language, African and other, in pre- and postcolonial African societies. Highlighting the central role that the 'language factor' plays in postcolonial transformation processes of sociocultural modernization and economic development, it also addresses more recent, particularly urban, patterns of communication, and outlines applied dimensions of digitalization and human language technology.

The volume presents the diary of one of the great anthropologists at a crucial time in his career. Malinowski's major works grew out of his findings on field trips to New Guinea and North Melanesia from 1914-1918. His journals cover a considerable part of that period of pioneer research. The diary contains observations of native life and customs and vivid descriptions of landscapes. Many entries reveal his approach to his work and the sources of his thought. In his introduction, Raymond Firth discusses the significance of the notebooks which formed the basis for this volume. First published in 1967.

Afro-American Currents in the Age of the Haitian Revolution
Toward Sustainable Provision of Teaching and Learning Materials in Sub-Saharan Africa
Prisoner Rehabilitation in the Uganda Prison Service
New Curriculum History
Advanced Higher Biology
The Cambridge Handbook of African Linguistics
Harry Potter and the Deathly Hallows