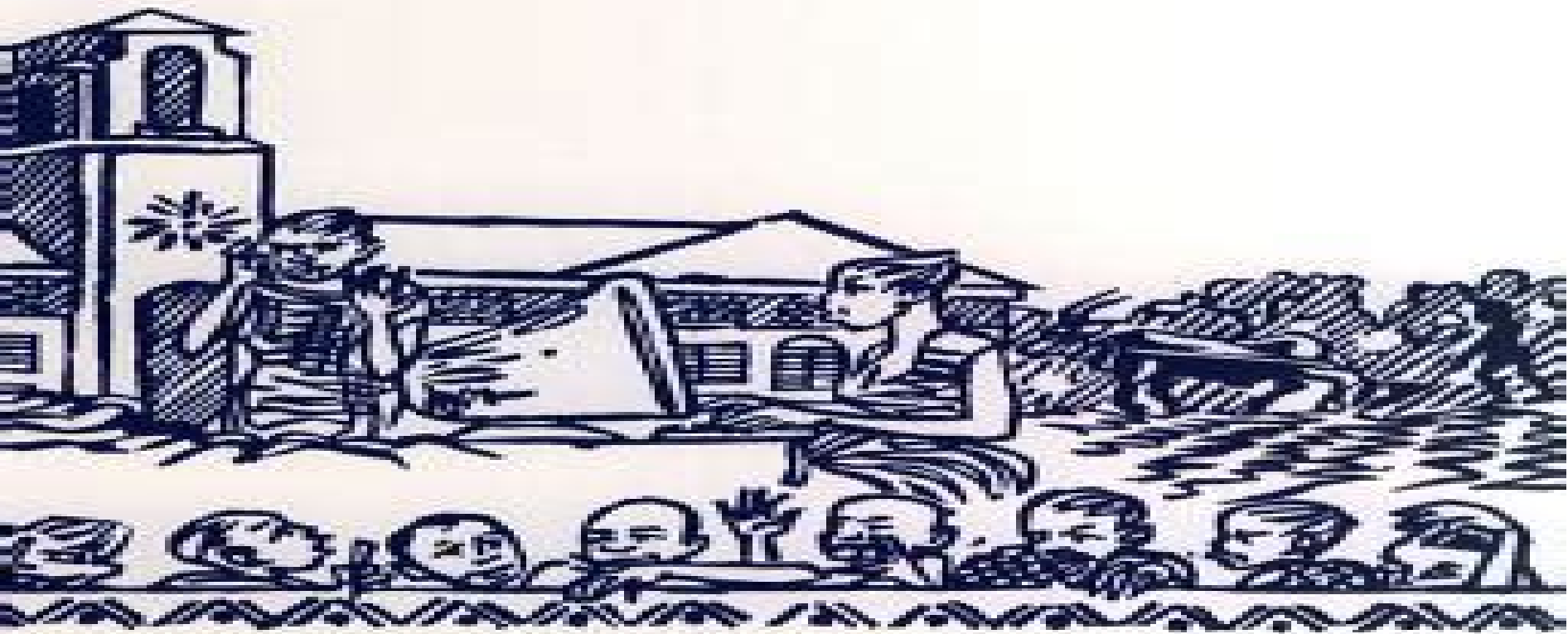


Makerere University in Transition 1993-2000

Nakanyike B. Musisi & Nansozi K. Muwanga



PARTNERSHIP FOR HIGHER EDUCATION IN AFRICA

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**Peter Darvas, Shang Gao, Yijun
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Makerere University in Transition 1993-2000 Nakanyike Musisi, Nansozi K. Muwanga, 2003 Makerere University was first established as a colonial university and its challenge is to consolidate and improve on previous bold reforms. The Partnership for Higher Education in Africa commissioned case studies of higher education provision in Tanzania, Uganda, Kenya, Mozambique, Nigeria, Ghana, and South Africa as part of its effort to stimulate enlightened equitable and knowledge-based national development and to provide guides to understanding. Makerere University has shown tremendous resilience from its establishment as a colonial university through the economic hardships, political instability, and mismanagement that began in the 1970s. It has embarked on an impressive road to recovery involving numerous bold reforms. The challenge now is to harness, sustain, improve, and consolidate these changes. In association with Partnership for Higher Education in Africa, Uganda Fountain Publishers. *Within the Realm of Possibility* Mokubung O. Nkomo, Derrick Swartz, Botshabelo Maja, 2006. Past, present, and future is what this book documents and reveals about higher education in South Africa. Because place and space have contextual effects, the story of university education is told through the experiences of two schools: the University of Fort Hare and the University of the North; they are both similar and different. Knowledge Society vs. Knowledge Economy S. Sörlin, H. Vessuri, 2007-02-05. A new collection in the IAU Issues in Higher Education Series that deals with the major tensions between education and science. Drawing on experiences from a range of countries and regions, the book demonstrates the need to find new avenues for the management of knowledge production to ensure that it can meet increasingly global goals and demands. Knowledge Production and Contradictory Functions in African Higher Education Nico Cloete, Peter Maassen, 2015-03-01. The dominant global discourse in higher education now focuses on world-class universities inevitably located predominantly in North America, Europe, and increasingly East Asia. The rest of the world, including Africa, is left to play catch up. But that discourse should focus rather on the tensions, even contradictions, between excellence and engagement with which all universities must grapple. Here the African experience has much to offer the high participation and generously resourced systems of the so-called developed world. This book offers a critical review of that experience and so makes a major contribution to our understanding of higher education. **Knowledge Production and Contradictory Functions in African Higher Education** Nico Cloete, Peter Maassen, 2015-03-01. The dominant global discourse in higher education now focuses on world-class universities inevitably located predominantly in North America, Europe, and increasingly East Asia. The rest of the world, including Africa, is left to play catch up. But that discourse should focus rather on the tensions, even contradictions, between excellence and engagement with which all universities must grapple. Here the African experience has much to offer the high participation and generously resourced systems of the so-called developed world. This book offers a critical review of that experience and so makes a major contribution to our understanding of higher education. **Decolonising Geography? Disciplinary Histories and the End of the British**

Empire in Africa, 1948-1998 Ruth Craggs, Hannah Neate, 2023-10-16 **DECOLONISING GEOGRAPHY** This book presents an extraordinarily sensitive account of geography's histories in five African countries subjected to British colonial rule. Craggs and Neate draw together political and imaginative processes of decolonisation through an innovative biographical approach that humanizes and enlivens the story of our academic discipline. It will be an invaluable resource for those seeking a deeper understanding of decolonisation, its recent trajectories and far-reaching implications on the African continent. Shari Daya, Affiliate Associate Professor in Environmental and Geographical Science, University of Cape Town. By placing the experiences, ideas and practices of African geographers in the center of their analyses, Craggs and Neate provide an unprecedented account of historical and contemporary decolonizing struggles within Geography and the academy. This book should be required reading for all those looking to decolonize the discipline and dislodge it from its Global North histories, institutions and ideologies. Mona Domosh, Professor of Geography, The Joan P and Edward J Foley Jr 1933 Professor, Dartmouth College. This meticulous work explores how colonialism, decolonization and postcolonialism shaped African geography and geographers. It sheds light on efforts to Africanize the discipline, a process which I was both witness to and a participant in. Stanley Okafor, Professor of Geography, Retired, University of Ibadan. How did a generation of academic geographers engage with constitutional decolonisation during the end of the British empire in Africa? In *Decolonising Geography: Disciplinary Histories and the End of the British Empire in Africa 1948-1998*, Ruth Craggs and Hannah Neate explore how the teaching, research, administration and activism of geographers in Africa shaped the discipline and the post-colonial geopolitics of the continent. The authors follow the professional lives of individual geographers to provide fresh insights into decolonisation in the former British Empire in Africa, drawing from extensive archival research and more than 40 oral history interviews with geographers in Ghana, Nigeria, South Africa, Tanzania and the UK. *Decolonising Geography* is a must-read for any reader in the UK and Africa with an interest in the relationships between geography and decolonisation.

Financing Higher Education D. Bruce Johnstone, 2006-01-01 Public systems of higher education worldwide are caught between increasing public and private demand for their products, rising per student costs and flat or even declining governmental revenues. Thus the fundamental condition of higher education, especially in the low and middle income countries, is dominated by the radically diverging trajectories of higher education costs and available governmental revenues, underscoring the worldwide search for other than governmental revenue sources for higher education. This is the higher educational austerity rationale for cost sharing, which term reflects both the simple fact that the underlying costs of higher education are shared by governments or taxpayers, parents, students and philanthropists, as well as a description of a worldwide policy trend of these costs being increasingly shifted from governments to parents and students. The underlying theory of cost sharing, as well as the description of its worldwide reach, were developed from 1986 through 2006 mainly by the works of Johnstone and his Ford Foundation-financed International Higher Education Finance and Accessibility Project at the State University of New York at

Buffalo The principal papers from this project are reproduced in this volume They examine the worldwide shift in the burden of higher education costs from governments and taxpayers to parents and students and the policies of grants loans and other governmental interventions designed to maintain higher educational accessibility in the face of this shift *Community College Models* Rosalind Latiner Raby,Edward J. Valeau,2009-03-22 Increasingly students worldwide are seeking post secondary education to acquire new skill sets and credentials There is an explosion of community college models that provide educational opportunities and alternative pathways for students who do not fit the traditional higher educational profile This book focuses on economic models to help local and national economies develop strong workforce training humanitarian models to bring about social mobility and peace transformative models to help institutions expand and keep up with societal needs and newly created models that respond to the educational and training needs of a constantly changing world These models seek to capture the imagination of those who are committed to learning about what works in higher education and in particular the impact community college models are having on the changing nature of world social political and economic landscapes With contributors representing 30 countries this book presents an international perspective *Africa After Gender?* Catherine M. Cole,Takyyiwa Manuh,Stephan Miescher,2007-02-07 Africa After Gender looks at Africa now that gender has come into play to consider how the continent its people and the term itself have changed Leading Africanist historians anthropologists literary critics and political scientists move past simple dichotomies entrenched debates and polarizing identity politics to present an evolving discourse of gender

The Status of Student Involvement in University Governance in Kenya Mulinge, Munyae M.,Arasa, Josephine N.,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

The Roots of African Conflicts Alfred G. Nhema, Paul Tiyaambe Zeleza, 2008 This work along with *The Resolution of African Conflicts* clearly demonstrates the efforts by a wide range of African scholars to explain the roots routes regimes and resolution of African conflicts and how to re build post conflict societies

Perspectives on comprehensive internationalisation of higher education Nirmala Dorasamy, Gift Mugano, 2023-03-01 This book argues that international higher education has to be competitive sustainable and contribute to educational development both locally and internationally It shows that higher education institutions HEIs are seen as being driven by an economic or an educational agenda For example internationalization can be influenced by the university ranking system which is based on the international reputation of universities the competitive quality of programmes offered in a market oriented education environment generation of income from the enrolment of international students and employment of high profile researchers Likewise the book contributes to the production of knowledge by positing that an international profile for HEIs is fundamental to building their international excellence outstanding academic standards and strengthening their competitiveness and economic growth Although virtual internationalization can be used as an effective vehicle for students to gain international exposure the majority of students have remained in their local environment This book provides a detailed array of new needs attitudes and demands that teaching and learning pedagogy has to consider with a view to fostering the internationalisation of higher education In addition this book also argues that HEIs must ethically and pedagogically respond to the needs of international students and other stakeholders across various modes of internationalization of higher education The book argues that any rationale to internationalise higher education must ensure that inequitable and unethical ideologies and practices are addressed In the same vein this book also places emphasis on the importance of institutional quality assurance mechanisms accreditation learning outcomes and multicultural connectivity through an inclusive curriculum Lastly in providing thorough strategies for comprehensive internationalisation of higher education this book provides pertinent discussions on the sustainable funding models for the HEIs repositioning the higher education sector as a vibrant export sector reforms in higher education governance in HEIs entrepreneurship in higher education and competition in higher education

Higher Education and International Capacity Building David Stephens, 2009-05-11 For the past 25 years UK Higher Education institutions have forged research and teaching partnerships with their counterparts overseas Many of these links were funded by the British Government and managed by the British Council s Higher Education Links Scheme This book takes an informed and critical look at issues and trends in global higher education over the past twenty five years with an in depth and often personal account of how these links were managed and led Ten experts representing a variety of disciplines from areas such as conserving the natural environment the promotion of human rights and education

and gender present an insider's view of their link reflecting upon the successes and challenges in promoting research developing institutional capacity at home and abroad and the lessons they have learned This book will be of particular interest to those working in higher education and international development generally as well as students researchers and professionals engaged in bilateral and multi lateral development assistance programmes *Sharing Higher Education's Promise beyond the Few in Sub-Saharan Africa* Peter Darvas, Shang Gao, Yijun Shen, Bilal Bawany, 2017-11-15 Despite a spectacular expansion of the higher education sector in Sub Saharan Africa the supply of tertiary education has generally failed to keep pace with demand and the region continues to lag all other regions in terms of access to tertiary education This is in part a consequence of deeply entrenched patterns of inequitable access to higher education and the perpetuation of what researchers refer to as elite systems To date access to tertiary education in Sub Saharan Africa has unduly benefitted students drawn from the region's wealthiest households and overall enrollment remains disproportionately male and metropolitan These factors stifle the catalytic potential of higher education corroding its potential for driving economic growth and sustaining poverty reduction Instead patterns of access to tertiary education have generally reinforced and reproduced social inequality instead of eroding its pernicious social and economic effects This report aims to inform an improved understanding of equity in tertiary enrollment in Sub Saharan African countries and to examine the extent to which inequity functions as a bottleneck inhibiting the ability of African universities to effectively drive improvements in overall quality of life and economic competitiveness In our survey of the evidence we also aim to identify which policies most effectively address the challenge of promoting equity of access in SSA tertiary education systems In order to achieve these objectives the report collects generates and analyzes empirical evidence on patterns of equity examines the underlying causes of inequity and evaluates government policies for addressing inequity **Africanizing the School Curriculum** Anthony Afful-Broni, Jophus Anamuah-Mensah, Kolawole Raheem, George J. Sefa Dei, 2020-12-29 Connecting cultures to educational settings is an essential component of critical pedagogy This book addresses many of the key issues and challenges in decolonizing the African school curriculum It highlights important philosophical arguments on the challenges and possibilities of achieving these goals in a meaningful manner Topics covered in the book include operationalizing the key terms of inclusion and curriculum strategies for Africanizing the school curriculum and the implications of local knowledge for schooling reform This book also raises a variety of key questions how do we frame an inclusive anti colonial African future and what is the nature of the work required to collectively arrive at that future what education are learners of today going to receive and how will they apply it to their schooling and work lives how do we re fashion our work as African educators and learners to create more relevant understandings of what it means to be human how do we challenge colonizing and imperializing relations of the academy What are the possibilities and limits of counter visions of education how do we make school curricula inclusive through teaching research and graduate training in questions of Indigeneity and multi centric ways

of knowing The book identifies specific areas of an inclusive decolonized curriculum agenda through educational programming and reform It is essential reading to any student or teacher concerned about understanding the many facets of an African school curriculum Perfect for courses such as Principles of Anti Racism Education Anti Colonial Thought Pedagogical Implications Indigenous Knowledge and Decolonization Pedagogical Implications Modernization Development and Education in African Contexts African Systems of Thought Introduction to African Studies Unequal Partners Fabrice Jaumont,2016-09-20 This book offers a nuanced analysis of a US led foundation initiative of uncommon ambition featuring seven foundations with a shared commitment to strengthen capacity in higher education in Sub Saharan African universities The book examines the conditions under which philanthropy can be effective the impasses that foundations often face and the novel context in which philanthropy operates today This study therefore assesses the shifting grounds on which higher education globally is positioned and the role of global philanthropy within these changing contexts This is especially important in a moment where higher education is once again recognized as a driver of development and income growth where knowledge economies requiring additional levels of education are displacing economies predicated on manufacturing and in a context where higher education itself appears increasingly precarious and under dramatic pressures to adapt to new conditions *New Perspectives in Forestry Education* ,2008 *Funding Higher Education in Sub-Saharan Africa* D. Teferra,2013-10-08 Virtually all countries in the world are struggling to provide the necessary resources to Higher Education The challenges are particularly complex for economically poor countries in Africa which have recorded massive expansion in the past decade This book analyzes the state of funding and financing higher education in Sub Saharan Africa *Mitigating Drought Impacts in Drylands* Federica Carfagna,Raffaello Cervigni,Pierre Fallavier,2018-04-13 Drylands account for three quarters of Sub Saharan Africa s cropland two thirds of cereal production and four fifths of livestock holdings Today frequent and severe shocks especially droughts limit the livelihood opportunities available to millions of households and undermine efforts to eradicate poverty in the drylands Prospects for sustainable development of drylands are assessed in this book through the lens of resilience understood here to mean the ability of people to withstand and respond to droughts and other shocks An original model was developed expressly to consistently and coherently evaluate different type of interventions on the ground which provided a common framework to anticipate the scale of the challenges likely to arise in drylands as well as to generate insights into opportunities for addressing those challenges Such modeling framework consisted in a estimating the baseline vulnerability profiles of people living in drylands 2010 b estimate the evolution of vulnerability by 2030 under a range of assumptions c calculated the number of people affected by drought in the different administrative units of each country and d evaluate different types of interventions in agriculture and livestock for mitigating drought impact by calculating the potential for reducing the number of people affected for each scenario and conducting a simplified benefit cost B C analysis for each type of intervention For livestock simulation models were used to estimate the impacts of feed

balances livestock production and household income resilience interventions under different climate scenarios For agriculture the DSSAT Decision Support System for Agrotechnology Transfer framework was used to assess the potential impact on yields likely to result from adoption of five crop farming technologies 1 drought tolerant varieties 2 heat tolerant varieties 3 additional fertilizer 4 agroforestry practices 5 irrigation 6 water harvesting techniques and selected combinations thereof **Policy Debates in Comparative, International, and Development Education** W. Jacob,J.

Hawkins,2011-09-26 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

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