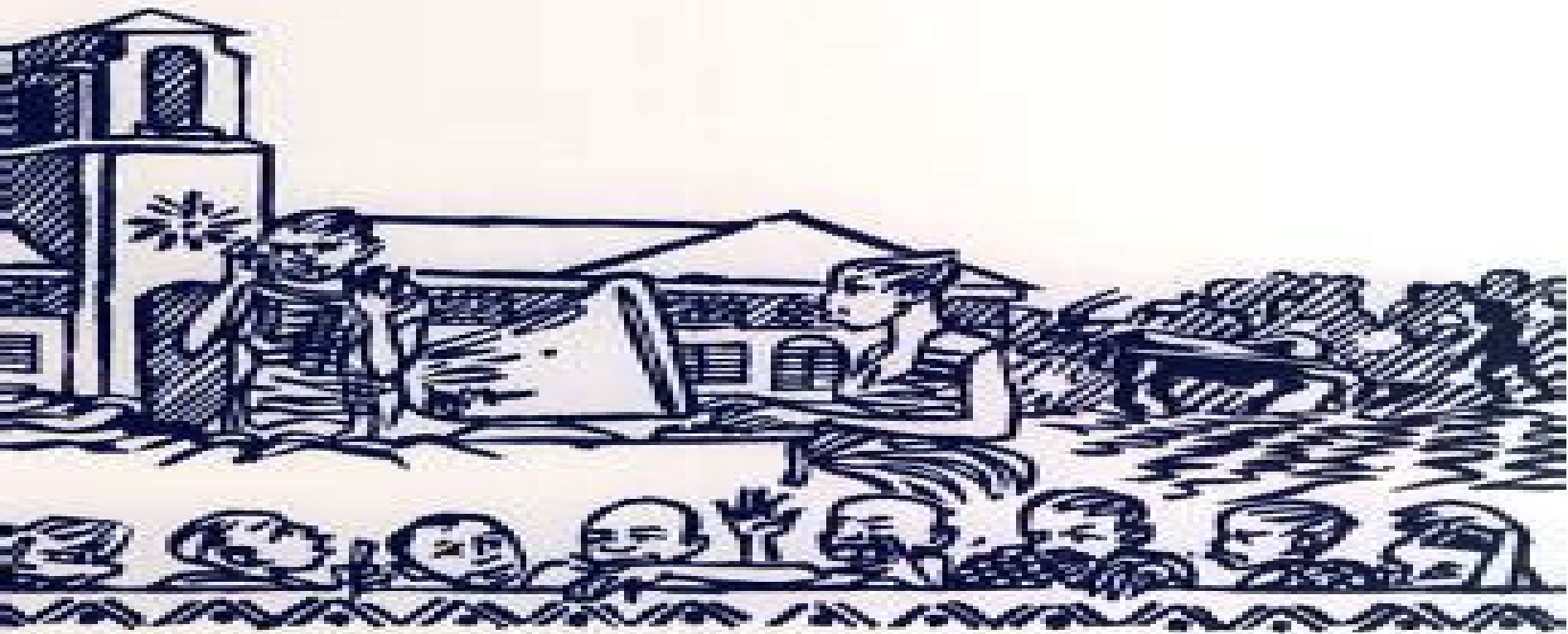


Makerere University in Transition 1993-2000

Nakanyike B. Musisi & Nansozi K. Muwanga



PARTNERSHIP FOR HIGHER EDUCATION IN AFRICA

Makerere University In Transition 1993

James H. Mittelman



Makerere University In Transition 1993 :

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. *Evolution of Information Technology in Educational Management* Arthur Tatnall, Adrie J.

Visscher, Andrew Finegan, Christopher O'Mahony, 2009-04-01 *Evolution of Information Technology in Educational Management*. As the editors of this volume, we are very happy to publish a selection of the papers that were presented at the eighth Conference of Working Group 3.7 of the International Federation for Information Processing, which was held in July 2008. The focus of Working Group 3.7 is on ITEM: Information Technology in Educational Management. For more information, please visit our website <http://item.wceruw.org> and the theme of its 2008 conference was on the Evolution of Information Technology in Educational Management. Our Working Group started its activities officially; we were not an IFIP Working Group at that time in 1994 in Israel, so it made sense to look at how ITEM has evolved over the years and to reflect on what its future may be. The conference took place in Darwin, northern Australia, which even during the Australian winter is a very pleasant location for having a conference. The town of Darwin was given its name by the Captain of the Beagle, the ship on which Darwin travelled when he made the investigations on which he based his Theory of Evolution. He came to the area and named the town after the giant of science he admired.

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

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 Higher Education and Capacity Building in Africa Hanne Kirstine Adriansen, Lene Madsen, Stig Jensen, 2015-11-06 Higher education has recently been recognized as a key driver for societal growth in the Global South and capacity building of African universities is now widely included in donor policies The question is how do capacity building

projects affect African universities researchers and students Universities and their scientific knowledges are often seen to have universal qualities therefore capacity building may appear straight forward Higher Education and Capacity Building in Africa contests such universalistic notions Inspired by ideas about the geography of scientific knowledge it explores what role specific places and relationships have in knowledge production and analyses how cultural experiences are included and excluded in teaching and research Thus the different chapters show how what constitutes legitimate scientific knowledge is negotiated and contested In doing so the chapters draw on discussions about the hegemony of Western thought in education and knowledge production The authors own experiences with higher education capacity building and knowledge production are discussed and used to contribute to the reflexive turn and rise of auto ethnography This book is a valuable resource for researchers and postgraduate students in education development studies African studies and human geography as well as anthropology and history

Thus Until Emilia Ilieva, Reuben Matheka, 2025-08-04 **Thus Until A History of Egerton University** is a thorough historical chronological and well researched account of Egerton University from a whites only college when it started in 1939 through to the expansion it has experienced over the years culminating in being a full university More than any other university in Kenya Egerton has a long and colourful history but like all the other universities it has suffered from the political economic and financial challenges of the time especially since the double intake of the 1990s Chapter One provides the required background to the study highlighting agricultural and educational policies and steering away from the Happy Valley hype so characteristic of the period The reader will learn about the Egerton family in Chapter Two and particularly about Lord Egerton himself and the colonial circumstances within which he lived The chapter dispels some of the popularly held myths about him Chapter Three deals with the beginnings of the college and the various structural and curriculum experiments tried out and the kind of enrolment and students it experimented with as an all white establishment The chapter ends with Africans beginning to agitate for change With great attention to detail the later chapters put the university in a broader local and international context thereby increasing its relevance to society **A History of Egerton University** though heavily footnoted and with a detailed bibliography is written in a simple easy flowing and accessible style

Scholars in the Marketplace. The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005 Mahmood Mamdani, 2007 **Scholars in the Marketplace** is a case study of market based reforms at Uganda s Makerere University With the World Bank heralding neoliberal reform at Makerere as the model for the transformation of higher education in Africa it has implications for the whole continent At the global level the Makerere case exemplifies the fate of public universities in a market oriented and capital friendly era The Makerere reform began in the 1990s and was based on the premise that higher education is more of a private than a public good Instead of pitting the public against the private and the state against the market this book shifts the terms of the debate toward a third alternative than explores different relations between the two The book distinguishes between privatisation and commercialisation two processes that

drove the Makerere reform It argues that whereas privatisation the entry of privately sponsored students is compatible with a public university where priorities are publicly set commercialisation financial and administrative autonomy for each faculty to design a market responsive curriculum inevitably leads to a market determination of priorities in a public university The book warns against commercialisation of public universities as the subversion of public institutions for private purposes

Higher Education in Sub-Saharan Africa in the 21st Century Ben Kei Daniel, Ronald Bisaso, 2023-07-08 This book contributes to the understanding of regional and global perspectives on the development and challenges the higher education sector in sub Saharan Africa faces in the era of globalization It focuses on the critical aspects of the higher education sector in the Global South with a particular emphasis on sub Saharan Africa It brings together empirical theoretical and philosophical perspectives from researchers in some of the leading universities in sub Saharan Africa The book highlights the higher education sector's stages of growth and development and the contemporary challenges it faces in aligning its goals and capacity globally and maintaining its image and public identity locally This book covers neoliberal educational reforms leadership and governance pedagogy technology the global knowledge economy and digital advancement It delves into how the nature and practice of learning teaching research and community engagement as core functions of higher education are re oriented to contribute to societal transformation in Africa Further the book discusses the implications of contemporary issues in higher education internationalization employability leadership and management and accountability and autonomy in teaching research and community engagement

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

Cyberspace, Distance Learning, and Higher Education In Developing Countries N'Dri Thérèse

Assié-Lumumba, 2004 This resourceful book provides cutting edge exploration and insightful analysis of educational implications of technology and distance higher education in Africa and Asia critically examining access curriculum pedagogy externally designed programs the quest for ownership and strategies for creating a knowledge society **Student Power in**

Africa's Higher Education Frederick K. Byaruhanga, 2013-10-08 This book the first of its kind to treat Uganda provides a historical analysis of the role of student voices in the development of Uganda's higher education It not only chronicles incidents of student protests but also explores and analyses their trigger points as well as the strategies employed by the university the government and the students to manage or resolve those crises In addition the book highlights the role played by national politics in shaping student political consciousness in particular their involvement in protests riots and demonstrations The book therefore limits its scope to the unfolding and impact of student crisis on the process of higher education Byaruhanga recommends that colleges and universities need to increase communication with students as well as promote student involvement in decision and policy making among other things in order to forestall future conflicts Most distinctively the book aims to address the current paucity of research on student activism in Uganda's higher education and highlights the critical need for research on higher education in Africa as a field of study The book also may serve as a base for cross national comparative analysis The Columbia Guide to East African Literature in English Since 1945 Simon

Gikandi, Evan Mwangi, 2007-04-24 The Columbia Guide to East African Literature in English Since 1945 challenges the conventional belief that the English language literary traditions of East Africa are restricted to the former British colonies of Kenya Uganda and Tanzania Instead these traditions stretch far into such neighboring countries as Somalia and Ethiopia Simon Gikandi and Evan Mwangi assemble a truly inclusive list of major writers and trends They begin with a chronology of key historical events and an overview of the emergence and transformation of literary culture in the region Then they provide an alphabetical list of major writers and brief descriptions of their concerns and achievements Some of the writers discussed include the Kenyan novelists Grace Ogot and Ngugi wa Thiong'o Ugandan poet and essayist Taban Lo Liyong Ethiopian playwright and poet Tsegaye Gabre Medhin Tanzanian novelist and diplomat Peter Palangyo Ethiopian novelist Berhane Mariam Sahle Sellassie and the novelist M G Vassanji who portrays the Indian diaspora in Africa Europe and North America Separate entries within this list describe thematic concerns such as colonialism decolonization the black aesthetic and the language question the growth of genres like autobiography and popular literature important movements like cultural nationalism and feminism and the impact of major forces such as AIDS HIV Christian missions and urbanization Comprehensive and richly detailed this guide offers a fresh perspective on the role of East Africa in the development of

African and world literature in English and a new understanding of the historical cultural and geopolitical boundaries of the region

Implausible Dream James H. Mittelman, 2020-08-04 Why the paradigm of the world class university is an implausible dream for most institutions of higher education Universities have become major actors on the global stage Yet as they strive to be world class institutions of higher education are shifting away from their core missions of cultivating democratic citizenship fostering critical thinking and safeguarding academic freedom In the contest to raise their national and global profiles universities are embracing a new form of utilitarianism one that favors market power over academic values In this book James Mittelman explains why the world class university is an implausible dream for most institutions and proposes viable alternatives that can help universities thrive in today's competitive global environment Mittelman traces how the scale reach and impact of higher education institutions expanded exponentially in the post World War II era and how the market led educational model became widespread Drawing on his own groundbreaking fieldwork he offers three case studies the United States which exemplifies market oriented educational globalization Finland representative of the strong public sphere and Uganda a postcolonial country with a historically public but now increasingly private university system Mittelman shows that the world class paradigm is untenable for all but a small group of wealthy research intensive universities primarily in the global North Nevertheless institutions without substantial material resources and in far different contexts continue to aspire to world class stature An urgent wake up call **Implausible Dream** argues that universities are repurposing at the peril of their high principles and recommends structural reforms that are more practical than the unrealistic worldwide measures of excellence prevalent today

The National Council for Higher Education and the Growth of the University Sub-sector in Uganda, 2002-2012 Kasozi, A.B.K., 2017-05-05 The National Council for Higher Education NCHE and the Growth of the University Sub sector in Uganda 2002 2012 narrates the experience of the Ugandan NCHE in the establishment development and regulation of higher education institutions in Uganda from 2002 to 2012 In this period student numbers in higher education institutions increased from about 65 000 to some 200 000 and university institutions from about ten to more than triple the number The book discusses the role of a regulatory agency in the delivery of higher education the relations of universities and colleges with such an agency its impact on developing university capacities and leadership in creating and refining higher education ideas The experience of Uganda's regulatory agency the NCHE in those ten years should help both the Ugandan and other African countries higher education stakeholders in sharing lessons learned from this one case study The author sees the roles of regulatory agencies as vital in the initial stages of building a higher education sub sector and in periods of system transitions such as the current journey from elite to mass systems but is of the view that the university remains the home of knowledge creation dissemination and its application in society

Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University Kronstad Felde, Tor Halvorsen, 2021-09-20 Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University is

set against the backdrop of the spread of neoliberal ideas and reforms since the 1980s While accepting that these ideas are rooted in a longer history the authors reveal how neoliberalism has transformed the university sector and the academic profession In particular they focus on how understandings of what knowledge is relevant and how this is decided have changed Taken as a whole reforms have sought to reorient universities and academics towards economic development in various ways Shifts in how institutions and academics achieve recognition and status combined with the flow of public funds away from the universities and the increasing privatisation of educational services are steadily downgrading the value of public higher education As research universities adopt user and market oriented operating models and prioritise the demands of the corporate sector in their research agendas the sale of intellectual property is increasingly becoming a primary criterion for determining the relevance of academic knowledge All these changes have largely succeeded in transforming the discourse around the role of the academic profession in society In this context Makerere University in Uganda has been lauded as having successfully achieved transformation However far from highlighting the allegedly positive outcomes of this reform this book provides worrying insights into the dissolution of Ugandas academic culture Drawing on interviews with over ninety academics at Makerere University from deans to doctoral students the authors provide first hand accounts of the pressures and problems the reforms have created Disempowered overworked and under resourced many academics are forced to take on consultancy work to make ends meet The evidence presented here stands in stark contrast to the successes claimed by the university However as the authors also show local resistance to the neoliberal model is rising as academics begin to collaborate to regain control over what knowledge is considered relevant and wrestle with deepening democracy The authors careful expos of how neoliberalism devalues academic knowledge and the urgency of countering this trend makes *Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University* highly relevant for anyone working in higher education or involved in shaping policy for this sector

National Policy & a Regional Response in South African Higher Education Nico Cloete, 2004 This study looks at measures taken in the Eastern Cape to provide the higher educational institutions in a region of high poverty and high unemployment with strategic co operation scenarios for post school education Fort Hare College Rhodes University two of South Africa s historic institutions of higher education are both in the Eastern Cape book cover *Power, Voice and the Public Good* Rodney Hopson, Carol Camp-Yeakey, Francis Musa Boakari, 2008-12-01 Focuses on such themes as attention to the definitional and theoretical underpinnings of globalization the ubiquitous nature and topical display of globalization and the possibilities of understanding redefining and rethinking aspects of globalization with the backdrop of issues that relate to education and the pursuit of public good

Social Policy in Sub-Saharan African Context J. Adésinà, 2007-07-12 This volume reviews Africa s past experiences of social policy with an eye on the future Contributions examine a range of social policy issues around healthcare education the labour market and social welfare and highlight important conceptual and policy issues for

rebuilding Africa **Accelerating Catch-up** ,2009 This book lays out a rationale provides supporting evidence and suggests promising pathways for Sub Saharan Africa to sustain current economic growth by aligning its tertiary education systems with national economic strategies and labor market needs *Differentiation and Articulation in Tertiary Education Systems* Njuguna Ng'ethe,George Subotzky,George Afeti,2008-01-01 This title explores an area of tertiary education that is currently understudied this is the extent and nature of differentiation and articulation in African tertiary education systems The overall finding is that the binary system is dominant characterised by universities and polytechnics as distinct types of institutions Differentiation is clearly evident in Africa However though varied in nature and extent the differentiation is mostly horizontal as opposed to vertical Articulation on the other hand seems to be in its infancy as some universities in their admission requirements d

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Table of Contents Makerere University In Transition 1993

1. Understanding the eBook Makerere University In Transition 1993
 - The Rise of Digital Reading Makerere University In Transition 1993
 - Advantages of eBooks Over Traditional Books
2. Identifying Makerere University In Transition 1993
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Makerere University In Transition 1993
 - User-Friendly Interface
4. Exploring eBook Recommendations from Makerere University In Transition 1993
 - Personalized Recommendations
 - Makerere University In Transition 1993 User Reviews and Ratings

- Makerere University In Transition 1993 and Bestseller Lists
- 5. Accessing Makerere University In Transition 1993 Free and Paid eBooks
 - Makerere University In Transition 1993 Public Domain eBooks
 - Makerere University In Transition 1993 eBook Subscription Services
 - Makerere University In Transition 1993 Budget-Friendly Options
- 6. Navigating Makerere University In Transition 1993 eBook Formats
 - ePub, PDF, MOBI, and More
 - Makerere University In Transition 1993 Compatibility with Devices
 - Makerere University In Transition 1993 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Makerere University In Transition 1993
 - Highlighting and Note-Taking Makerere University In Transition 1993
 - Interactive Elements Makerere University In Transition 1993
- 8. Staying Engaged with Makerere University In Transition 1993
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Makerere University In Transition 1993
- 9. Balancing eBooks and Physical Books Makerere University In Transition 1993
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Makerere University In Transition 1993
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Makerere University In Transition 1993
 - Setting Reading Goals Makerere University In Transition 1993
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Makerere University In Transition 1993
 - Fact-Checking eBook Content of Makerere University In Transition 1993
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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