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National Budget Framework Paper for the Financial Years ... Uganda 2015

Universities in the Knowledge Society Timo Aarrevaara 2021-09-28
Springer is proud to announce that 'Universities in the Knowledge Society' has received the ASHE-CIHE award for Significant Research on International Higher Education. Congratulations to Timo Aarrevaara, Martin Finkelstein, Glen A. Jones, Jisun Jung and all contributors! This book explores the complex, multi-faceted relationships between national research and innovation systems and higher education. The transition towards knowledge societies/economies is repositioning the role of the university and transforming the academic profession. The volume provides a foundational introduction to the concepts of knowledge society and knowledge economy, and these concepts ground the detailed case studies of eighteen systems, located across five continents. Each case study was written by a leading expert in that jurisdiction, and provides a critical analysis of the research and development infrastructure, the role of universities, and the implications for the academic profession. The book describes how nations in various geographic regions and at various stages of economic maturity are restructuring their university systems to adapt to the new imperatives, and provides a cross-case analysis identifying common themes and distinctive features. In telling the story of higher education's on-going global metamorphosis, the contributing authors place current developments in the context of the university's historic evolution, survey the changing metrics that national governments are adopting to measure university performance, and describe a new international project, the Academic Profession in the Knowledge-based Society [APiKS] that involved a common survey of academics in more than twenty countries to take the pulse of developments "on the ground" while documenting the

challenges confronting knowledge workers in the new economy.

Postgraduate Research Engagement in Low Resource Settings

Atibuni, Dennis Zami 2019-09-27 The general academic progression, and particularly research engagement, of postgraduate students is characterized by various problems such as high dropout rates, longer completion times, low graduation rates, and high repetition or retake rates. This means that there are far fewer students pursuing postgraduate studies at tertiary institutions and universities than there are at the lower levels of education. Yet, there is growing demand for postgraduate education given its strong projected association with socioeconomic transformation at national and international levels among developed and developing countries alike. *Postgraduate Research Engagement in Low Resource Settings* sets out to garner strategies for fostering efficiency of research conduct among the students and faculty so as to enhance high quality output for the envisaged personal, societal, national, and international socioeconomic transformation. Covering a range of topics such as intellectual property, mental health, and quality assurance, this book is ideal for research supervisors, higher education faculty, librarians, educators, administrators, researchers, academicians, and students.

British Education Index 1978

Supporting Entrepreneurship and Innovation Janet Crum 2019-04-29
Libraries have recently begun doing more to support entrepreneurship and innovation within their communities. This volume explores how this has come about, looking at libraries from across North America, Europe and Africa, and helps position readers to better understand what is happening, and how this can be brought to further institutions.

Research Report University of Ghana 2014

The Uganda Gazette Uganda 2018-07-13

Intra-Africa Student Mobility in Higher Education Chika Trevor Schoole

2022-01-01 This book examines student mobility within Africa. International student mobility is among the central activities of higher education internationalization. As the number of international students increase, so do the destinations, in both number and geographic diversity. Historically, international student mobility has followed South-North and North-North patterns. However, recent literature show the growth in North-South and South-South patterns of student mobility. There has also been a rise in regional mobility. In what is referred to in the book as intra-Africa mobility, the books explores and analyzes the patterns of intra-Africa mobility based on seven African countries: South Africa, Kenya, Uganda, Nigeria, Ghana, Senegal and Egypt. The editors and contributors address three central research questions: Why did the students choose the country they are studying in? Why did they choose the institution they are studying in? What are their academic and social experiences in these countries and their respective institutions? This book is the first comprehensive exploration of intra-Africa student mobility in a field that traditionally centers on the Global North.

Country Frameworks for Development Displacement and Resettlement
Susanna Price 2019-03-28 The problem of escalating population displacement demands global attention and country co-ordination. This book investigates the particular issue of development-induced displacement, whereby land is seized or restricted by the state for the purposes of development projects. Those displaced by these schemes often risk losses to their homes, livelihoods, food security, and socio-cultural support; for which they are rarely fully compensated. Bringing together 22 specialist researchers and practitioners from across the globe, this book provides a much-needed independent analysis of country frameworks for development-induced displacement spanning Asia, Africa, Central and South America. As global competition for land increases, public and private sector lenders are lightening their social safeguards, shifting the oversight for protecting the displaced to national law and regulations. This raises a central question: Do countries have effective ways of addressing the risks and lost opportunities for their people who are displaced? While many countries remain impervious to

the problem, the book also shines a light on the few who are pioneering new legislation and strategies, intended to address questions such as: should the social costs to those displaced help determine whether a project meets the public interest and merits financing? Does the modern state need powers of eminent domain? How can country laws, systems, institutions and negotiations be reformed to protect citizens better against disempowering public and private sector development displacement? This book will interest those working on forced and voluntary migration, property and expropriation law, human rights, environmental and social impact assessment, internal and refugee displacement from conflicts, environment change, disasters and development.

Index Veterinarius 2006

A Practitioner's Guide to Supporting Graduate and Professional Students
Valerie A. Shepard 2022-02-24 This guide helps faculty and student affairs practitioners better serve graduate and professional school students as they navigate what can be an isolating, taxing, and unfamiliar context. Providing actionable strategies, as well as a common language for practitioners to advocate for themselves and for their students, this book is a quick start manual that defines current issues around graduate and professional student development. Drawing together current resources and research around post-baccalaureate student outcomes, this book explores the diverse student needs of graduate and professional students and provides a clear understanding of their social, personal, and psychological development and how to support their success. Case studies showcase specific examples of practice including a holistic development model for graduate training; integrating academic, personal, professional, and career development needs; promising practices for engagement; a diversity, equity, and inclusion approach to access and outcomes; how graduate schools can be important partners to student affairs professionals; and examples of assessment in action. This book provides tools, resources, communication strategies, and actionable theory-to-practice connections for practitioners, professionals, and faculty at all levels who work to

support post-baccalaureate student thriving. Appendix available for download online at www.routledge.com/9780367639884 on the tab that is entitled "Support Material."

Navigating Complexity in Postgraduate/Graduate Health Professions Education: Innovative Pedagogical Approaches and Assessment Strategies Shaista S. Guraya 2025-12-19

In the realm of adult learning (graduate and postgraduate education), teaching and assessment strategies are usually an extension of undergraduate strategies without contextualizing the different needs of this learner community. Unlike undergraduate learners, graduate and postgraduate learners are a population of different skills and attributes carrying strong academic (professional) and social (personal) identities. To strengthen this relationship of personal and professional self, adult learner goes through the functional, enculturation, critical thinking, and emancipation stages. While believing in relevance to their practice, they capitalize on their prior knowledge and bring complexity to the learning context using their varied experiences and needs. Despite years of research into "andragogy" and interesting findings on the differences in learning (e.g. attention, working memory, executive function, etc) in an ageing adult brain, it is harder to make any claim about dramatically different teaching and learning needs of adult learners. Additionally, there is an inadequacy of research tapping into the effectiveness of collaborative, flexible, self-directed and reflective learning, and, formative, competency-based assessment in this learner population. To strengthen healthcare systems, we aim to curate a research collection of articles considering teaching and assessment strategies for adult learners, to create a holistic and comprehensive snapshot of the preferences and needs of adults in the context of postgraduate health professions education. This article collection lead will focus on the studies exploring innovative learning and assessment strategies within the context of graduate and postgraduate health professions education. This area will also include the integration of AI and competency-based education to address the intricacies associated with graduate and postgraduate degrees, particularly in nursing, medicine, allied health, physiotherapy,

dental, and interdisciplinary teams. With a specific emphasis on adult learners, the contributions should seek to identify effective pedagogical approaches tailored to the unique learner characteristics and challenges posed by diverse healthcare disciplines. We also aim to consider the limited availability of educational collections in this domain and provide insights that will be beneficial for the potential audience, including educators, program developers, and practitioners. Manuscript submissions must focus on graduate and postgraduate health professions education, and could consider such themes as (for example, but not limited to):

- Investigation of the needs and preferences of adult (graduate and postgraduate) learners, as they differ from undergraduates.
- Novel teaching and assessment strategies for adult learners, or assessment of the effectiveness of current strategies.
- Applications of AI and other new technologies in graduate and postgraduate education.
- Differences in effective pedagogical approaches across graduate and postgraduate education in diverse healthcare disciplines.
- Exploration of educational strategies that align with the age-related changes in neurophysiological and cognitive profiles of adults.

The educational strategies may include adaptive technologies, cognitive training interventions, or teaching and learning approaches. We welcome original research, systematic reviews, policy and practice reviews, hypothesis and theory, perspectives, clinical trials, community case studies, curriculum instruction and pedagogy, data report and brief research report specific to the context of this collection. We don't accept opinion and commentary manuscripts. Topic Editor Nabil Zary has received research grants from Pfizer and GE Healthcare - independent medical education grants with no involvement from the funders. All other Topic Editors declare no conflicts of interest.

[Yearbook of International Organizations 2014-2015, Volumes 1A And 1B \(SET\)](#) Union of International Associations 2014-06-16 Volume 1 (A and B) covers international organizations throughout the world, comprising their aims, activities and events.

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