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Teso Kenya. Ministry of State for Planning, National Development, and Vision 2030,2009

African Women and ICTs Ineke Buskens,Anne Webb,2009-04 Based on the outcome of an extensive research project, this book features chapters based on original primary field research undertaken by academics & activists who have investigated situations within their own communities & countries.

ICT Human Resource Development in Africa T. M. Waema,2002

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Cross-National Information and Communication Technology Policies and Practices in Education Tjeerd Plomp,Ronald E. Anderson,Nancy Law,Andreas Quale,2009-04-01 This compendium of papers documents educational ICT policies and practices in 37 countries, making it a valuable resource for understanding and comparing ICT-related national policy developments in education. We believe that this work offers a unique in-depth examination of the trends within major education systems and how they have adapted to and taken advantage of the challenges and opportunities posed by the new information and communication technologies. A special feature of this edition is that it allows for interesting comparative analyses of sub-groups of countries, as many Asian, European Union, and former eastern-European countries, as well as the United States and Canada (among others), are included in the book. But it allows also for other than regional comparisons given that a number of newly industrialized countries (such as Brazil, Chile, Malaysia, and South Africa) are represented in this book, together with many OECD countries. This book is the result of the effort and hard work of the contributing authors,

many of whom are the NRCs for IEA SITES in their respective countries. Special thanks must go to the Norwegian Royal Ministry of Education and Research and the Netherlands Kennisnet ICT OP School Foundation, both of which provided generous support for the preparation and dissemination of the book, to the Center for Information Technology in Education (CITE) of the University of Hong Kong, which assisted in the technical preparation of the manuscript, and to the IEA Secretariat, which facilitated the copyediting of the chapters. We want to acknowledge especially the professional contribution of Paula Wagemaker, who has copyedited the entire volume. This copyediting work is especially critical and challenging, as many of the chapters were written by authors for whom English is a foreign language. We also want to express our appreciation to David Robitaille, chair of the IEA Publications and Editorial Committee, and his committee for the critical and constructive review of the manuscript.

Trends in Education and Practice Ekpo-Eloma, Ekpo O, Ernest S. Assey, Prof. Jimmy. Macharia, Dare, S.O., 2023-01-27
Journal of Education and Practice Vol 6 No 3 (2022) Journal of Education and Practice is a high profile peer reviewed journal approved for its information on critical knowledge published by CARI Journals USA LLC. The journal is concerned with an individual's psychological, economic, moral, emotional, physical, religious, personal, spiritual and professional development in education. The journal delights in its affordable and swift publication and it's featured in the Google scholar, amidst other journal indices. TOPICS IN THE BOOK Effect of Google Classroom Application on Undergraduate Students' Scores in Educational Technology in University of Calabar, Nigeria The Strategies of Improving Effective Implementation of the Competence-Based Curriculum in Secondary Schools in Tanzania: The Case Study of Tabora Region Factors That Hinder Community-Based Secondary Schools in Tanzania from Implementing the Curriculum Effectively: A Case Study of Tabora Region Systematic Literature Review of Interventions Supported by Integration of ICT in Education to Improve Learners' academic Performance in Stem Subjects in Kenya Redefining Punishment as a Means of Discipline in Schools: An Example from Kopano Matlwa's Spilt Milk

Science Education in Countries Along the Belt & Road Ronghuai Huang, Bing Xin, Ahmed Tlili, Feng Yang, Xiangling Zhang, Lixin Zhu, Mohamed Jemni, 2022-01-18 This book aims to highlight science education in countries along the Belt and Road. It consists of 30 chapters divided into three main parts, namely Arab and African countries, Asian countries and European countries,. We invited science education experts from 29 "Belt and Road" countries to introduce the current status of science education in their countries and the new requirements with the rapid evolution of Information Technology. The major contributions of this book include: 1) Provide the current status of science education in countries along the Belt and Road as well as the requirement for developing and improving science education in these countries; 2) Discuss new insights of science education in future years; 3) Inspire stakeholders to take effective initiatives to develop science education in countries along the Belt and Road.

Deaf Education Beyond the Western World Harry Knoors, Maria Brons, Marc Marschark, 2019-01-16 If teachers want to educate deaf learners effectively, they have to apply evidence-informed methods and didactics with the needs of individual deaf students in mind. Education in general -- and education for deaf learners in particular -- is situated in broader societal contexts, where what works within the Western world may be quite different from what works beyond the Western world. By exploring practice-based and research-based evidence about deaf education in countries that largely have been left out of the international discussion thus far, this volume encourages more researchers in more countries to continue investigating the learning environment of deaf learners, based on the premise of leaving no one behind. Featuring chapters centering on 19 countries, from Africa, Asia, Latin America, and Central and Eastern Europe, the volume offers a picture of deaf education from the perspectives of local scholars and teachers who demonstrate best practices and challenges within their respective regional contexts. This volume addresses the notion of learning through the exchange of knowledge; outlines the commonalities and differences between practices and policies in educating deaf and hard-of-hearing learners; and looks ahead to the prospects for the future development of deaf education research in the context of recently adopted international legal frameworks. Stimulating academic exchange regionally and globally among scholars and teachers who are fascinated by and invested in deaf education, this volume strengthens the foundation for further improvement of education for deaf children all around the world.

Kenyan English Martha M. Michieka, Evans Gesura Mecha, 2021-10-26 Kenyan English: Domains of Use, Forms, and Users' Attitudes focuses on the unique issues that concern language researchers in Kenya and elsewhere. Edited by Martha M. Michieka and Evans Gesura Mecha, the collection examines the English language forms and usages to describe the reality of Kenyan English use. The contributors address questions such as: What are the characteristics that distinguish Kenyan English from other national varieties? How is English taught, and what impact does that kind of teaching have on learner proficiency? What is the place of English in mass media, in politics, in the churches, and in multilingual homes? The contributors, all experienced language practitioners based in Kenya or currently conducting language-related research in Kenya, bring fresh perspectives to the topic at hand and give readers a glance into contexts that have not yet been addressed in this way. They highlight the sociolinguistic reality of the English language in present-day Kenya and raise questions that will prompt further research.

Managing the City Economy Le-Yin Zhang, 2015-03-24 In a world increasingly organised as networks of cities, this book offers the first full-length treatment of the subject of managing the city economy. It explores key challenges and strategies, particularly in developing countries, where developmental deficits are greatest and almost all urban growth up to 2050 will take place. Adopting a practitioner's perspective, theoretically grounded and international in scope, this book is unique in its focus and endeavours to connect theory with practice. Through an interdisciplinary and strategic approach, this book

explores the challenges and options in managing the contemporary city economy. It aims to illustrate the extent to which appropriate policy interventions in the city economy could offer effective solutions to some of the most difficult social and environmental challenges facing cities. The book comprises five main parts. Part I sets the scene and examines contemporary processes that affect cities and explains the challenges they pose for city managers. Part II presents a selection of conceptual frameworks commonly used in urban economic analysis. Part III examines the management of sectoral growth, covering manufacturing, exports of services, transport and logistics, and real estate. Part IV addresses urban poverty, low-carbon transition and the informal economy. Part V focuses on laying the foundation for long-term city development, exploring the roles of city development strategies, municipal finance, investment in people and appropriate infrastructure. This book is designed for graduate courses in urban economic development, urban planning, urban policy and public administration, and for professionals who are involved in the management of city economies or/and conducting research, consultancy or policy advocacy for cities. Through critical review of relevant debates and a dozen case studies this book will equip city managers with the knowledge required to strengthen the performance of their city economy while delivering authentic and sustainable development.

Education for All ,2015

The Trouble with Kenya: McKenzian Blueprint Lawi Sultan Njeremani,2023 The McKenzian Blueprint. Some lines are short; some lines are long. All lines are variable. Some appear parallel but connect in latency. Some appear linear. When held against the light they reveal dependence or independence; Freedom or constraints; Empowerment or strife; Subjugation or Justice. The Trouble with Kenya is a microcosm of any given country's social and justice pillars. These pillars have been subordinated to the political and economic pillars in many societies with politics and the economy being deified as the all-encompassing enablers of the advancement of Nations. With the world becoming more connected, happenings in far-flung places are increasingly becoming risk factors locally, precipitating issues of local concern and increasing the impediments to collective human development. All these may appear to be abstract concepts in daily life where making the next pay check, putting food on the table or securing a comfortable future for oneself and family is an exhausting endeavor but those who ignore the harbinger flicks subject themselves to ongoing or future succumb. The story of the founding of Kenya as a country and the continuous strides towards nationhood is similar to many countries globally that have had a monarchy in their founding DNA. Indeed, some countries have excelled in building institutions that ensure an equitable society, while some continue to struggle with cartelization and usurpation of independence of institutions and commensurately experience unjust societal confluence where only a few enjoy the benefits of a nation-wide toil. Why you should get the best historical book you are yet to read Unprecedented Insight: Offering a fresh and unparalleled perspective, this book provides a deep dive into Kenya's history in two volumes, shedding light on pivotal moments and influential figures that have shaped the nation.

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Global Library and Information Science Ismail Abdullahi, 2009-05-05 This book presents international librarianship and library science through insightful and well written chapters contributed by experts and scholars from six regions of the world. The role of public, academic, special, school libraries, as well as library and information science education are presented from the early development to the present time. Its lively, readable approach will help the reader to understand librarianship in Africa, Asia, Australia and New Zealand, Europe, Latin America and the Caribbean, the Middle East, and North America. Edited by Ismail Abdullahi, Professor of Global Library and Information Science, this book is a must-read by library science students and teachers, librarians, and anyone interested in Global Librarianship.

Global Library and Information Science Ismail Abdullahi, 2017-11-07 This 2nd edition of the highly successful Global Library and Information Science presents an up-to-date review of international librarianship and library science through insightful and well written chapters contributed by experts and scholars from all regions of the world. The role of public, academic, special, school libraries, as well as library and information science education are presented from the early development to the present time. Its lively, readable approach will help the reader to understand librarianship in Africa, Asia, Australia and New Zealand, Europe, Latin America and the Caribbean, and North America. Edited by Ismail Abdullahi, Professor of Global Library and Information Science, this book is a must-read by library science students and teachers, librarians, and anyone interested in Global Librarianship.

Rural School Improvement in Developing Countries Yuchi Zhao, Jing Liu, 2024-09-06 This open access book examines the rural school improvement programs implemented in four developing countries, including China, Myanmar, Uganda, and Kenya. It analyzes research questions such as problems faced by rural schools in these countries, approaches or models adopted to improve these rural schools, specific interventions to address the problems and their effectiveness, and lessons

learnt from these programs. It serves as a useful reference for researchers and policy makers interested in the field of rural education improvement.

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Handbook of Research on Digital Content, Mobile Learning, and Technology Integration Models in Teacher Education Keengwe, Jared,2017-07-13 While many facets of our lives are rapidly becoming more digital, educational institutions are now faced with the task of finding new and innovative ways to incorporate technology into the classroom. Examining the latest trends in digital tools provides a more effective learning environment for future generations. The Handbook of Research on Digital Content, Mobile Learning, and Technology Integration Models in Teacher Education is a pivotal scholarly reference source that outlines the most efficient ways for educators to employ technology-enhanced lesson plans in their classroom. Featuring pertinent topics that include blended learning environments, student engagement, artificial intelligence, and learner-centered pedagogy, this is an ideal resource for educators, aspiring teachers, and researchers that are interested in discovering recent trends and techniques related to digital learning environments and technology-enhanced classrooms.

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