

History Of Art Appreciation Uneb Past Papers

This book addresses the lifelong effects of racism, covering its social, psychological, family, community and health impacts. The studies brought together in this contributed volume discuss experiences of discrimination, prejudice and exclusion experienced by children, young people, adults, older adults and their families; the processes of socialization, emotional regulation and construction of ethnic-racial identities; and stress-producing events associated with racism. This volume intends to contribute to a growing international effort to develop an antiracist agenda in developmental psychology by showcasing studies developed mainly in Brazil, the country with the largest black population in the world outside of Africa. Racism as an ideology that structures social relations and attributes superiority to one race over the others have developed in different ways in different countries. As a response to the 2020 social and health crisis, some North American developmental psychologists have started promoting initiatives to openly challenge racism. This book intends to contribute to this movement by bringing together studies conducted mainly in Brazil, but also in Germany and Norway, that adopt a racially informed approach to different topics in developmental psychology. Racism and Human Development intends to be an inspiration to students, scholars and practitioners who are seeking tools and examples of studies of race and racism from a developmental perspective. The establishment of an antiracist agenda in developmental psychology will never be possible without a commitment to the study of race as an indispensable social marker of human ontogeny in any society. This book is another step towards racial equity and towards a developmental science that leaves no one behind.

Creolizing the Nation identifies the nation-form as a powerful resource for political struggles against colonialism, racism, and other manifestations of Western hegemony in the Global South even as it acknowledges the homogenizing effects of the politics of nationalism. Drawing on Caribbean, decolonial, and Latina feminist resources, Kris F. Sealey argues that creolization provides a rich theoretical ground for rethinking the nation and deploying its political and cultural apparatus to imagine more just, humane communities. Analyzing the work of thinkers such as Édouard Glissant, Frantz Fanon, Gloria Anzaldúa, María Lugones, and Mariana Ortega, Sealey shows that a properly creolizing account of the nation provides an alternative imaginary out of which collective political life might be understood. Creolizing practices are always constitutive of anticolonial resistance, and their ongoing negotiations with power should be understood as everyday acts of sabotage. Sealey demonstrates that the conceptual frame of the nation is not fated to re-create colonial instantiations of nationalism but rather can support new possibilities for liberation and justice.

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.

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.

Assessing National Achievement Levels in Education
The IDRC Experience

The Alien Woman
A Prehistory of Religion
From Theory to Practice
Promising Futures

"Nowhere in archaeology is the gap between theory and practice more evident than in its ambivalent engagement with economic development. This groundbreaking volume assembles practicing archaeologists, economists, and NGO officials in an extensive exploration of the theoretical, practical and ethical issues raised by archaeologists' use of cultural heritage to support economic development. The first chapters consider the problem of articulating the value of tangible and intangible heritage when economic measures alone are inadequate. Subsequent chapters present regional perspectives on archaeology and development, and present a host of case studies from around the globe that describe archaeologists' development projects, including some that are successful and others that

are less so. These studies both suggest best practices in the implementation of development projects and illuminate the obstacles to success created by political conflict and competing human needs. Ethical issues and practical considerations converge in chapters that explore the role that members of local communities should play in the design, management and governance of archaeological and heritage resources. In this volume, archaeologists and heritage professionals will encounter a thought-provoking international discourse concerning the path forward for archaeology as the field engages with economic development."

Teaching Statistics in School Mathematics—Challenges for Teaching and Teacher Education results from the Joint ICMI/IASE Study *Teaching Statistics in School Mathematics: Challenges for Teaching and Teacher Education*. Oriented to analyse the teaching of statistics in school and to recommend improvements in the training of mathematics teachers to encourage success in preparing statistically literate students, the volume provides a picture of the current situation in both the teaching of school statistics and the pre-service education of mathematics teachers. A primary goal of *Teaching Statistics in School Mathematics—Challenges for Teaching and Teacher Education* is to describe the essential elements of statistics, teacher's professional knowledge and their learning experiences. Moreover, a research agenda that invites new research, while building from current knowledge, is developed. Recommendations about strategies and materials, available to train prospective teachers in university and in-service teachers who have not been adequately prepared, are also accessible to the reader.

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.

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.

Did the First Christians Worship Jesus?

New Curriculum History

A grande fazenda

Informed by African Indigenous Knowledge Systems

Access to Knowledge in Africa

Food and the Environment in Belo Horizonte, Brazil, and Beyond

Archaeology and Economic Development

To answer the title question effectively requires more than the citing of a few texts; we must first acknowledge that the way to the answer is more difficult than it appears and recognize that the answer may be less straightforward than many would like. The author raises some fascinating yet vexing questions: What is worship? Is the fact that worship is offered to God (or a god) what defines him (or her) as "G/god?" What does the act of worship actually involve? The conviction that God exalted Jesus to his right hand obviously is central to Christian recognition of the divine status of Jesus. But what did that mean for the first Christians as they sought to reconcile God's status and that of

the human Jesus? Perhaps the worship of Jesus was not an alternative to worship of God but another way of worshiping God. The questions are challenging but readers are ably guided by James Dunn, one of the world's top New Testament scholars.

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. Originally published in Spanish and edited by Cuban historian Daisy Rubiera Castillo and playwright and theater critic Inés María Martiatu Terry, this ground-breaking edited collection is the first work of its kind. It places the experiences of black and mulata women at the center of Cuban history. Including essays from a mix of well-known and newly published Cuban authors, the volume examines the lives of Afro-Cubanas from the late nineteenth century to the present. The volume's contributors collect and interrogate the voices of black Cuban women and the political, cultural, social, and ideological contributions they have made to the history of their nation. One of the unique qualities of *Afro-Cubanas* is that the text is the product of a grassroots community working group in Havana. A number of antiracist organizations emerged to fight racial inequality in light of Cuba's new economic challenges after the fall of its chief trading partner, the Soviet Union in 1991. But, the Afro-Cubanas Project (founded in the mid-2000s) is one of the few groups that challenges racism and sexism together. The members of the Afro-Cubanas Project hail from a variety of professions, ages, and sexual orientations. They share a collective interest in challenging negative stereotypes about black women. This volume merges their activism and scholarship to offer a counter discourse to existing narratives about black women in Cuba while also creating and disseminating new knowledge about Afro-Cubanas. There is no other published work in English devoted to analyzing the political and intellectual dimensions of black Cuban women's thought across the island's history. This text is essential reading for scholars and students of Africana Studies, Afro-Latin American Studies, Caribbean history, and courses focusing on black women in the Atlantic region.

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.

Where Have All the Textbooks Gone?

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

An Indigenous African Perception

ICT Policy Making in East Africa

The Art of Teaching Science

Harry Potter and the Deathly Hallows

Things Fall Apart

From Zora Neale Hurston to Derek Walcott to Toni Morrison, New World black authors have written about African-derived religious traditions and spiritual practices. The Sacred Act of Reading examines religion and sociopolitical power in modern and contemporary texts of a variety of genres from the black Americas. By engaging with spiritual traditions such as Vodou, Kumina, and Protestant Christianity while drawing on canonical Eurocentric literary theory, Anne Margaret Castro presents a novel, nuanced reading of power through the physical and metaphysical relationships portrayed in these great works of New World black literature. Castro examines prophecy in the dramas of Derek Walcott, preaching in the ethnography of Zora Neale Hurston, and liturgy in the novels of Toni Morrison, offering comparative readings alongside the works of Afro-Colombian anthropologist Manuel Zapata Olivella, Jamaican sociologist Erna Brodber, and Canadian fiction

writer Nalo Hopkinson. *The Sacred Act of Reading* is the first book to bring together literary texts, historical and contemporary anthropological studies, theology, and critical theory to show how black authors in the Americas employ spiritual phenomena as theoretical frameworks for thinking within, against, and beyond structures of political dominance, dependence, and power.

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 ELs "who account for more than 9 percent of enrollment in grades K-12 in U.S. schools" 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.

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.

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.

A Contemporary Study of Musical Arts

The Human Rights-based Approach to STEM Education

History, Thought, and Cultural Practices

Racism and Human Development

Shamans, Sorcerers, and Saints

Connecting ICTs to Development

Blackening Britain

Okonkwo is the greatest warrior alive, famous throughout West Africa. But when he accidentally kills a clansman, things begin to fall apart. Then Okonkwo returns from exile to find missionaries and colonial governors have arrived in the village. With his world thrown radically off-balance he can only hurtle towards tragedy. Chinua Achebe's stark novel reshaped both African and world literature. This arresting parable of a proud but powerless man witnessing the ruin of his people begins Achebe's landmark trilogy of works chronicling the fate of one African community, continued in *Arrow of God* and *No Longer at Ease*.

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. Historians of art or religion and mythologists, such as Joseph Campbell and Mircea Eliade, have written extensively on prehistoric religion, but no one before has offered a comprehensive and uniquely archaeological perspective on the subject. Hayden opens his book with an examination of the difference between traditional religions, which are passed on through generations orally or experientially, and more modern "book" religions, which are based on some form of scripture that describes supernatural beings and a moral code, such as Judaism, Christianity, and Islam. He attempts to answer the question of why religion developed at all, arguing that

basic religious behaviors of the past and present have been shaped by our innate emotional makeup, specifically our ability to enter into ecstatic states through a variety of techniques and to create binding relationships with other people, institutions, or ideals associated with those states.

Covering all the main approaches in state-of-the-art machine learning research, this will set a new standard as an introductory textbook.

A Joint ICMI/IASE Study: The 18th ICMI Study

Creolizing the Nation

Afrocubanas

The Theory In Practice, A Reader

West, Central and East Africa. Book four

Prisoner Rehabilitation in the Uganda Prison Service

Caribbean Radicalism from Windrush to Decolonization

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.

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.

Philosophically addressing three fundamental aspects of the Kamëntšá, an indigenous culture located in the southwest of Colombia, this book is an investigation of how a native culture creates meaning. Time, beauty and spirit are key philosophical experiences within the Kamëntšá culture which should be interpreted both as constituting and as constituted symbols because of their historicity and actuality and their potential power of transformation. The book addresses these living symbols that take hold of the past but whose significance goes beyond their antiquity through the traditions of storytelling and dance, ritual, healing and ceremony as well as the fraught political histories of colonialism and the ownership of the land. The author, raised within Kamëntšá culture, weaves personal experience with philosophical insights and significance of the Kamentsa culture, presented through its own frameworks and narratives. The philosophical dimensions of Kamentsa culture are articulated and contextualized within a legacy of colonial domination by long-term Spanish and Catholic rule that enacts the necessary separation of Kamentsa ideas from their representations through Catholic hermeneutic approaches. However, the book also embraces intercultural philosophical engagement, as the methodological approach is formed partly through some modern and contemporary Western thinkers as well as indigenous writers and figures like Carlos Tamabioy and N. Scott Momaday. --Anna Kawalec, associate professor of philosophy, John Paul II Catholic University of Lublin

A Darker Shade of Magic, from #1 New York Times bestselling author V.E. Schwab Kell is one of the last Antari—magicians with a rare, coveted ability to travel between parallel Londons; Red, Grey, White, and, once upon a time, Black. Kell was raised in Arnes—Red London—and officially serves the Maresh Empire as an ambassador, traveling between the frequent bloody regime changes in White London and the court of George III in the dullest of Londons, the one without any magic left to see. Unofficially, Kell is a smuggler, servicing people willing to pay for even the smallest glimpses of a world they'll never see. It's a defiant hobby with dangerous consequences, which Kell is now seeing firsthand. After an exchange goes awry, Kell escapes to Grey London and runs into Delilah Bard, a cut-purse with lofty aspirations.

She first robs him, then saves him from a deadly enemy, and finally forces Kell to spirit her to another world for a proper adventure. Now perilous magic is afoot, and treachery lurks at every turn. To save all of the worlds, they'll first need to stay alive. "A Darker Shade of Magic has all the hallmarks of a classic work of fantasy. Schwab has given us a gem of a tale...This is a book to treasure."—Deborah Harkness, New York Times bestselling author of the All Souls trilogy Shades of Magic series 1. A Darker Shade of Magic 2. A Gathering of Shadows 3.

A Conjuring of Light At the Publisher's request, this title is being sold without Digital Rights Management Software (DRM) applied.

Promoting the Educational Success of Children and Youth Learning English

Time, Beauty, and Spirit in Kamëntšá Culture

Beginning to End Hunger

The Role of Copyright

The Common Wind

At the Crossroads

Decentralisation, School-Based Management, and Quality

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

Did the First Christians Worship Jesus?The New Testament EvidenceWestminster John Knox Press

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.

Beginning to End Hunger presents the story of Belo Horizonte, home to 2.5 million people and the site of one of the world's most successful city-run food security programs. Since its Municipal Secretariat of Food and Nutritional Security was founded in 1993, Belo Horizonte has sharply reduced malnutrition, leading it to serve as an inspiration for Brazil's renowned Zero Hunger programs. The secretariat's work with local family farmers shows how food security, rural livelihoods, and healthy ecosystems can be supported together. While inevitably imperfect, Belo Horizonte offers a vision of a path away from food system dysfunction, unsustainability, and hunger. In this convincing case study, M. Jahi Chappell establishes the importance of holistic approaches to food security, suggests how to design successful policies to end hunger, and lays out strategies for enacting policy change. With these tools, we can take the next steps toward achieving similar reductions in hunger and food insecurity elsewhere in the developed and developing worlds.

Historical and Art Appreciation

Inquiry and Innovation in Middle School and High School

The Cambridge Handbook of African Linguistics

Helping Children Learn Mathematics

Punching Nazis and Fighting White Supremacy
Afro-American Currents in the Age of the Haitian Revolution
A Novel

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.

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's 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.

On January 20th, 2017, during an interview on the streets of Washington D.C., white nationalist Richard Spencer was punched by an anonymous antifascist. The moment was caught on video and quickly went viral, and soon "punching Nazis" was a topic of heated public debate. How might this kind of militant action be conceived of, or justified, philosophically? Can we find a deep commitment to antifascism in the history of philosophy? Through the existentialism of Simone de Beauvoir, with some reference to Fanon and Sartre, this book identifies the philosophical reasons for the political action being enacted by contemporary antifascists. In addition, using the work of Jacques Rancière, it argues that the alt-right and the far right aren't a kind of politics at all, but rather forms of paramilitary mobilization aimed at re-entrenching the power of the state and capital. Devin Shaw argues that in order to resist fascist mobilization, contemporary movements find a diversity of tactics more useful than principled nonviolence. Antifascism must focus on the systemic causes of the re-emergence of fascism, and thus must fight capital accumulation and the underlying white supremacism. Providing new, incisive interpretations of Beauvoir, existentialism, and Rancière, he makes the case for organizing a broader militant movement against fascism.

Results from national and international assessments indicate that school children in the United States are not learning mathematics well enough. Many students cannot correctly apply computational algorithms to solve problems. Their understanding and use of decimals and fractions are especially weak. Indeed, helping all children succeed in mathematics is an imperative national goal. However, for our youth to succeed, we need to change how we're teaching this discipline. Helping Children Learn Mathematics provides comprehensive and reliable information that will guide efforts to improve school mathematics from pre-kindergarten through eighth grade. The authors explain the five strands of mathematical proficiency and discuss the major changes that need to be made in mathematics instruction, instructional materials, assessments, teacher education, and the broader educational system and answers some of the frequently asked questions when it comes to mathematics instruction. The book concludes by providing recommended actions for parents and caregivers, teachers, administrators, and policy makers, stressing the importance that everyone work together to ensure a mathematically literate society.

A Diary in the Strict Sense of the Term

A Decolonial Philosophy of Indigenous Colombia

Musical Sense and Musical Meaning

The Sacred Act of Reading

Toward Sustainable Provision of Teaching and Learning Materials in Sub-Saharan Africa

The Functional-notional Approach

Machine Learning

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 following 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 contribute 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. 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.

Multiple Intelligences

Lusoga Grammar

The Art and Science of Algorithms that Make Sense of Data

Who's Who of American Women 2004-2005

The New Testament Evidence

Spirituality, Performance, and Power in Afro-Diasporic Literature

África e diáspora pós II CIAD