

## ***Uganda National Examination Board Past Papers***

Linguists estimate that there are currently nearly 2,000 languages in Africa, a staggering figure that is belied by the relatively few national languages. While African national politics, economics, and law are all conducted primarily in the colonial languages, the cultural life of the majority of citizens is conducted in a bewildering Babel of local and regional dialects, making language itself the center of debates over multiculturalism, gender studies, and social theory. In *The Power of Babel*, the noted Africanist scholar Ali Mazrui and linguist Alamin Mazrui explore this vast territory of African language. *The Power of Babel* is one of the first comprehensive studies of the complex linguistic constellations of Africa. It draws on Ali Mazrui's earlier work in its examination of the "triple heritage" of African culture, in which indigenous, Islamic, and Western traditions compete for influence. In bringing the idea of the triple heritage to language, the Mazruis unravel issues of power, culture, and modernity as they are embedded in African linguistic life. The first section of the book takes a global perspective, exploring such issues as the Eurocentrism of much linguistic scholarship on Africa; part two takes an African perspective on a variety of issues from the linguistically disadvantaged position of women in Africa to the relation of language policy and democratic development; the third section presents a set of regional studies, centering on the Swahili language's exemplification of the triple heritage. *The Power of Babel* unites empirical information with theories of nationalism and pluralism—among others—to offer the richest contextual account of African languages to date.

**Some Developments in Research in Science and Mathematics in Sub-Saharan Africa**  
Access, Relevance, Learning, Curriculum Research  
African Minds

Linguistics – the close study of language and languages – is an indispensable foundation for all forms of knowledge. The African continent is blessed with hundreds of languages which act as local repositories of culture and interaction. South Africa alone has eleven official languages, plus Sign Language, many heritage languages, and new languages of global movements and migration. Part of the linguist's business is to document, record and affirm languages and diversity. Applied linguists use their training to understand and enhance the role of language in education and upliftment, and the opportunities and challenges of new technologies of communication. The International Congress of Linguists meets every five years to reflect the development of the field and 2018 is the first time that the congress is being held in Africa. This book is a collection of the plenary and focus papers presented at the conference and thus represents current thinking in the major branches of language study as represented by leading local and international scholars. The papers discuss the history of languages, their structure, acquisition, diversity and use. At the same time due regard is paid to the African continent in connection with its linguistic diversity, multilingualism and educational and societal concerns. The Congress is meant to affirm the value of the languages of Africa, of languages and Linguistics in general, as well as to inspire and equip younger scholars to undertake advanced research into language in its many facets.

As teachers we often tend to expect other countries to teach chemistry in much the same way as we do, but educational systems differ widely. At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world: *Teaching Chemistry around the World*. 25 countries have participated in the project. The resulting country studies are presented in this book. This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries. Especially in the case of the school subject chemistry, which is very unpopular on the one hand and occupies an exceptional position on the other hand – due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving – we have to learn from each others' educational systems.

**School-Based Management: Policy and Functionality**

**At the Crossroads**

**Understanding and Challenging Early School Leaving in Africa**

**National Integration in Uganda 1962-2013**

**Solutions to UNEB Past Papers in African Nationalism Since 1997-2008**

**A Personal Account**

**Training, Business Culture and Economic Development**

This book is the first ever major effort to document and study hundreds of texts from an African (Ugandan) oral culture for children – folktales, riddles, and rhymes – and at the same time to make them available in the local Languages and to focus on their cultural and national value. The author surveys the history of collecting in Uganda and situates the texts in their broader geographical, historical, socio-cultural and educational Setting, including the early collecting efforts of heritage-minded Ugandans and European missionaries. Most of this preservational work is elusive and under-explored – so that the present book constitutes a major pioneering summary of Ugandan oral culture for children. The book addresses key questions such as: What happens when we collect, transcribe, and translate an oral text? How do we transfer components of the oral text to the page? What are the challenges of translating oral forms targeting specifically a child Audience, and what choices ought to be made in the process? The book provides possible ways of rethinking the debate about orality and literacy as modes of representation – the generic interrelationship between the oral and the written text, and how the two can enter dialogue through transcription and translation. The latter are effective means to archive these oral forms for children and use them to promote literacy and numeracy skills in predominantly oral communities. In the current institutions of formal education in Uganda, this coexistence of orality and literacy is evident in the classroom environment, where the oral text is turned into words on the page to encourage literacy. Through transcription, the collector is able to capture oral texts in other forms – audio, written, visual, and digital. With the new technologies available, the task is not as arduous as in the past, and the information thus captured is made available in all its wealth for purposes of instruction or entertainment.

CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students, researchers and practitioners in all of

the social and language-related sciences carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the development of the sociology of language.

Internal conflicts, dictatorship, and economic disintegration characterized the first twenty-five years of Uganda's independence from British colonial rule, which culminated in the reign of Idi Amin and a violent civil war. The country has since achieved an astounding turnaround of stability and growth. *Advancing the Ugandan Economy* is a first-hand look at the remarkable policy changes that took place from 1986 to 2012 and their effect in contrast with the turbulent events after independence. Ezra Suruma held several key positions in the Ugandan government during the nation's transition period, including minister of finance. His insightful recounting of those times demonstrates that African countries can achieve economic stability and sustain rapid growth when they meet at least two interdependent conditions: establishing a stable and secure political framework and unleashing entrepreneurialism. Suruma also highlights the strategic areas that still require fundamental reform if Uganda is to become a modern state and shares his vision for the future of his country. Rarely in African history has so much positive political and economic transformation of a country been achieved in such a short time. Suruma's account of the commitment, determination, vision, and dexterity of the Ugandan government holds invaluable lessons in managing the still complex policy challenges facing the African continent.

The aim of this study was to determine if there were gender differences in the performance of Chemistry practical skills among senior six girls and boys in selected mixed secondary schools in Kampala District from February to March 2004. The study participants were drawn from five mixed secondary schools in the district. A total of fifty students participated, half of them girls and the other half boys. A cross sectional descriptive research design was used involving both quantitative and qualitative research strategies. The instruments of data collection were a Chemistry practical test (Quantitative analysis), student questionnaires and in-depth interviews. Questionnaires were filled out by all students and forty randomly selected students were interviewed by the researcher. The following were the findings: 1. There were no statistical significant differences between girls and boys in their ability to manipulate the apparatus/equipment, take observation, report/record results correctly, and compute/interpret/analyze results during the Chemistry practical. 2. Both female and male students perceived interpreting/analyzing results to be the most difficult skill to perform, whereas manipulation of apparatus/equipment was perceived to be the easy skill to perform during Chemistry practical by both gender. 3. Girls had a poor self-confidence in their ability to perform Chemistry practical, as most of them (90%) believed that boys are better than them. Although girls performed slightly better than boys overall, the skills in which boys performed slightly better than girls in recording/reporting results correctly, and computing/interpreting/analyzing results, contributed a higher percentage in the assessment of Chemistry practical examinations by the UNEB examiners. Hence, it may be the reason why boys perform better than girls in UNEB Chemistry practical examinations, and in 'A' Level Chemistry examinations generally. The recommendations were that Chemistry teachers in 'O' Level should make sure that students are taught mole concept, volumetric analysis and Ionic Chemistry, and balancing equations early enough so that both girls and boys are able to compute/interpret/analyze results. Also, further research should be done on gender and Chemistry practical skill performance, considering qualitative analysis practical for both 'O' and 'A' Level, so that more knowledge is gained about the effect of gender on performance of Chemistry practical skills.

School Science Practical Work in Africa

Plenary and focus lectures from the 20th International Congress of Linguists

Giving Space to African Voices

Uganda's Human Resource Challenge

The National Council for Higher Education and the Growth of the University Sub-sector in Uganda, 2002-2012

Status Change in Former British and American Colonies, 1940-1990

Improving Learning In Uganda, Volume 2

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, do.

Ugandan English is a variety that has scarcely been noticed in past research. This timely volume brings together African and European scholars in a first-ever collection of articles that offer comprehensive discussions of the historical and present-day sociolinguistics of English in Uganda and fine-grained analyses of the structural characteristics of and attitudes to this hitherto largely unknown variety. Using rich archive, corpus, and interview data as well as ethnographic and observational methods, the various contributions paint a comprehensive picture of Ugandan English as distinct from other East African Englishes and as characterized by nativisation despite a still strong exonormative orientation, reflecting the modern nation's status as a post-protectorate under the influence of globalisation. Apart from advancing our understanding of Ugandan English itself, the individual chapters contribute to theoretical debates on language contact and variation as regards the influence of substrate languages, founder populations, language ideologies and socio-economic factors.

This book sets out to bring voices of the South to the debate on localization of education and makes the case that it should be considered a right in education. Despite all the scientifically-based evidence on the improved quality of education through the use of a local language and local knowledge, English as a language of instruction and "Western" knowledge based curriculum continue to be used at all educational levels in many developing nations. This means that in many African countries, the goal of rights to education is becoming increasingly remote, let alone that of rights in education. With this understanding and with the awareness of the education challenges of millions of children throughout Africa, the authors argue that local curriculum through

local languages needs to be valued and to be preserved, and that children need to be prepared for the world in a language that promotes understanding. The authors make a clear case that policy makers are in a position to work towards a quality education for all as part of a more comprehensive right-based approach. We owe it to the children of the South to offer the best quality education possible in order to achieve social justice.

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 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.

Technical Assistance Report-Managing and Preventing Expenditure Arrears

(Re)Constructing Memory: Education, Identity, and Conflict

The Power of Babel

ICT Policy Making in East Africa

Advancing the Ugandan Economy

The Burden of Educational Exclusion

Improving Teaching and Learning

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.

How can children simultaneously be the most important and least powerful people in a nation? In her innovative ethnography of Ugandan children—the pillars of tomorrow's Uganda, according to the national youth anthem—Kristen E. Cheney answers this question by exploring the daily contradictions children face as they try to find their places amid the country's rapidly changing social conditions. Drawing on the detailed life histories of several children, Cheney shows that children and childhood are being redefined by the desires of a young country struggling to position itself in the international community. She moves between urban schools, music festivals, and war zones to reveal how Ugandans are constructing childhood as an empowering identity for the development of the nation. Moreover, through her analysis of children's rights ideology, national government strategy, and children's everyday concerns, Cheney also shows how these young citizens are vitally linked to the global political economy as they navigate the pitfalls and possibilities for a brighter tomorrow.

African Human Rights Yearbook / Annuaire africain des droits de l'homme 2 (2018) 2018 ISSN: 2523-1367 Pages: 521 Print version: Available Electronic version: Free PDF available About the publication The three institutions making up the African regional human rights system, the African Court on Human and Peoples' Rights, the African Commission on Human and Peoples' Rights, and the African Committee of Experts on the Rights and Welfare of the Child, decided to jointly publish the African Human Rights Yearbook, to spearhead studies on the promotion and protection of human rights, and to provide a forum for constructive engagement about the African human rights system with academics and other human rights commentators on the continent. Volume 2 of the Yearbook, published in 2018, contains 21 contributions by scholars from Africa and beyond. Les trois institutions qui composent le système régional africain des droits de l'homme, la Cour africaine des droits de l'homme et des peuples, la Commission africaine des droits de l'homme et des peuples et le Comité africain d'experts sur les droits et le bien-être de l'enfant ont décidé de publier conjointement l'Annuaire africain des droits de l'homme pour encourager les études sur la promotion et la protection des droits de l'homme et offrir un forum d'interaction constructive sur le système avec les universitaires et observateurs du continent. Le Volume 2 de l'Annuaire, publié en 2018, contient 21 contributions de chercheurs du continent et d'ailleurs.

Table of Contents ARTICLES FOCUSED ON ASPECTS OF THE AFRICAN HUMAN RIGHTS SYSTEM AND

AFRICAN UNION HUMAN RIGHTS NORMS ARTICLES PORTANT SUR LES ASPECTS DU SYSTEME AFRICAIN DES DROITS

DE L'HOMME ET LES NORMES DES DROITS DE L'HOMME DE L'UNION AFRICAINE Le système africain de protection des

droits de l'homme et le droit international humanitaire Abelungu, Junior Mumbala & Cirimwami, Ezéchiél Amani Les grands

silences jurisprudentiels de la Cour africaine des droits de l'homme et des peuples Adjolahoun, Sègnonna Horace The normative

power of the right to self-determination under the African Charter and the principle of territorial integrity: competing values of

human dignity and system stability Anyangwe, Carlson Perspective d'une fusion entre la Commission et la Cour africaine des

droits de l'homme et des peuples: quel scénario possible pour une unification du contentieux régional africain des droits de

l'homme? Badugue, Patrick The application of African Union (human rights) law in Uganda: trends and prospects from a

comparative review Kabumba, Busingye Signs of triumph, trial and tribulation: reflections on the domestication and implementation

of article 9 of the Women's Rights Protocol in Namibia Kariseb, Kennedy L'exercice de la compétence contentieuse de la Cour

africaine des droits de l'homme et des peuples à l'épreuve de la souveraineté des États Kéké, Sakré La déclaration de l'article

34(6) du Protocole de Ouagadougou dans le système africain des droits de l'homme: entre régressions continentales et

progressions régionales Kemkeng, Carole Valérie Nouazi Follow-up as a 'choice-less choice': towards improving the

implementation of decisions on communications of the African Children's Committee Mezmur, Benyam Dawit & Kahbila, Mbutoro

Ulrike The interpretation of the right to mental health in the Africa and American systems Wachira, Miriam & Cassell, Doug

Assessing Rwexit: the impact and implications of Rwanda's withdrawal of its article 34(6) declaration before the African Court

Human and Peoples' Rights Windridge, Oliver Le mécanisme de garantie des droits de l'homme de la CEDEAO: entre emprunt

et appropriation des instruments du système continental Yougbaré, Robert Human rights in the African Union decision-making

processes: an inside view of states' reaction to the Activity Reports of the African Commission on Human and Peoples' Rights

Zewudie, Tilahun Adamu SPECIAL FOCUS ON THE AFRICAN UNIONS' THEME FOR 2018: THE FIGHT AGAINST

CORRUPTION FOCUS SPECIAL SUR LE THEME DE L'UNION AFRICAINE POUR L'ANNEE 2018: LA LUTTE CONTRE LA

CORRUPTION Combating corruption-related illicit financial flows from Africa: legal approaches and challenges Duri, Jorum  
L'hydre de la corruption dans les relations euro-africaines Hassan, Adam Abdou Corruption and the right to vote in free and fair  
elections in Africa: is the will of the people on auction? Murimi, Edward Kahuthia & Kinyunyu, Selemani CASE COMMENTARIES  
COMMENTAIRES DE DECISIONS The (un)willingness to implement the recommendations of the African Commission on Human  
and Peoples' Rights: revisiting the Endorois and the Mamboleo decisions Inman, Derek; Smis, Stefaan; Cirimwami, Ezéchiel  
Amani & Bahalaokwibuye, Christian Bahati Will Konaté set African journalists free? Interrogating the promises of an emerging  
press freedom jurisprudence in African regional courts Jansen Reventlow, Nani & Adjolohoun, Ségnonna Horace Genocide denial  
and freedom of political expression in the Ingabire case Khamala, Charles A Inclusive dialogue, freedom of speech in Rwanda and  
the milestone decision of the African Court in the matter of Victoire Ingabire Umuhoya v Republic of Rwanda Namwase, Sylvie  
première décision au fond de la Cour africaine des droits de l'homme et des peuples: l'affaire Yogogombaye c. Sénégal (15  
décembre 2009) Tchikaya, Blaise

This book is based on research carried out in Eastern and Southern Africa by scholars from Africa and the Netherlands who  
cooperated within the framework of the ESLA project. The contributions to this book reflect the exchanges and discussions  
that took place in this research group, initiated by staff of Mzumbe University in Tanzania, Uganda Martyrs University and the  
University of Groningen in the Netherlands. The group aims to go beyond figures and uncover the causes, effects and stories of  
the young people involved, as well as explore promising new strategies with which to address their needs.

Oral Literature for Children

Gender Differences in Performance of Chemistry Practical Skills Among Senior Six Students in Kampala District

Improving Learning In Uganda, Volume 3

General Regulations, June-July 1982-84

Pillars of the Nation

Problematic Curriculum Areas and Teacher Effectiveness: Insights from National Assessments

The Cases of Ghana, Kenya, Malawi and Uganda

This Technical Assistance Report discusses recommendation for managing and preventing  
expenditure arrears in Uganda. There is need to reconcile the verified stock of arrears  
with those reported in the annual financial statements. The verification for Budgetary  
Central Government must be completed, and mechanisms for regular reporting and  
verification of arrears by local government and the broader public sector must be  
established. It is also recommended to develop and publish an arrears clearance strategy  
including prioritization criteria, liquidation policy and institutional responsibility  
for monitoring and clearance of arrears.

This volume focuses on school based management in Uganda, specifically, study focuses  
school based management policy and roles of key players; participation in school  
governance; beneficiary participation and response to education; school autonomy;  
information for accountability; and school organization for learning.

Annotation Uganda's recovery over the past 15 years from economic decline, conflict, and  
repressive government to macroeconomic stability, high growth, and considerable political  
freedom signifies a major turnaround in Africa. Uganda's postconflict recovery coincides  
with one of Africa's most ambitious programs of economic liberalization.

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.

Uganda

Preserving Order Amid Chaos

closer perspectives

Poverty Reduction in a Changing Climate

Why Regional Tier Form of Decentralization Governance's Implementation Is a Preliquist  
for Uganda's Better Service Delivery of 21st Century

Experiences and Challenges

**This book attempts to answer (a) what are the learning areas of the curriculum that are most difficult for students and  
teachers? (b) How much do teachers know about the curriculum they teach? (c) Why do some students perform better than**

others? And why do some teachers know more about what they teach than others?

**Networking Institutions of Learning - SchoolNet**

**Testing and Inclusive Schooling** provides a comparative perspective on seemingly incompatible global agendas and efforts to include all children in the general school system, thus reducing exclusion. With an examination of the international testing culture and the politics of inclusion currently permeating national school reforms, this book raises a critical and constructive discussion of these movements, which appear to support one another, yet simultaneously offer profound contradictions. With contributions from around the world, the book analyses the dilemma arising between reforms that urge schools to move towards a constantly higher academic level, and those who practice a politics of inclusion leading to a greater degree of student diversity. The book considers the types of problems that arise when reforms implemented at the international level are transformed into policies and practices, firmly placing global educational efforts into perspective by highlighting a range of different cases at both national and local levels. **Testing and Inclusive Schooling** sheds light on new possibilities for educational improvements in global and local contexts and is essential reading for academics, researchers and postgraduate students interested in international and comparative education, assessment technologies and practices, inclusion, educational psychology and educational policy.

The concept of universal education is, however, not well defined and is used to mean many different things to different people. This book contains a five-year research work conducted by a group of African and Japanese researchers who have developed an equal partnership and network to review the expansion of primary education, some policies prompting the free primary education intervention, and the challenges of implementation based on the case study of two districts in four countries, namely, Ghana, Kenya, Malawi, and Uganda.

**Access to Knowledge in Africa**

**Uganda's Recovery**

**The Handbook of Critical Literacies**

**Some Developments in Research in Science and Mathematics in Sub-Saharan Africa**

**African Human Rights Yearbook / Annuaire africain des droits de l'homme 2 (2018) 2018**

**A Study of Twelve African Countries**

**International Challenges and Opportunities**

How do schools protect young people and call on the youngest citizens to respond to violent conflict and division operating outside, and sometimes within, school walls? What kinds of curricular representations of conflict contribute to the construction of national identity, and what kinds of encounters challenge presumed boundaries between us and them? Through contemporary and historical case studies—drawn from Cambodia, Egypt, Northern Ireland, Peru, and Rwanda, among others—this collection explores how societies experiencing armed conflict and its aftermath imagine education as a space for forging collective identity, peace and stability, and national citizenship. In some contexts, the erasure of conflict and the homogenization of difference are central to shaping national identities and attitudes. In other cases, collective memory of conflict functions as a central organizing frame through which citizenship and national identity are (re)constructed, with embedded messages about who belongs and how social belonging is achieved. The essays in this volume illuminate varied and complex inter-relationships between education, conflict, and national identity, while accounting for ways in which policymakers, teachers, youth, and community members replicate, resist, and transform conflict through everyday interactions in educational spaces.

Continuing Professional Teacher Development in Sub-Saharan Africa explores the prospects that the on-going continuous professional development (CPD) of teachers working in schools offers for meaningful change, particularly towards improving the quality of educational provision for the majority of the continent's children. By reflecting on teacher professional development efforts and their place in broader education reforms, the book highlights the challenges of teacher CPD in these education contexts - contexts strongly shaped by endemic poverty, under-development and social upheaval. The collection draws together examples of innovation and resilience, and the valuing of teachers as critical role players, enabled and empowered through their on-going development as education professionals. Drawing together a wealth of experience, the volume identifies the policy and research implications for the future of CPD across the continent, providing important lessons that can be integrated into a post-2015 development agenda for Africa.

\*THIS BOOK WILL SOON BE AVAILABLE AS OPEN ACCESS BOOK\* This book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place. It is also a valuable resource for courses in mathematics education in the teacher education colleges, and departments of education in the sub-Saharan Africa region. In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility. Hence, countries and development agencies in the broader sub-Saharan Africa region are looking towards increasing access to relevant and high-quality secondary education as a lever towards economic development. Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform. In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education. This book provides an in-depth comparative analysis of the developments and issues in mathematics education in Kenya, Tanzania, Rwanda and Uganda, and advances our understanding of the state of secondary mathematics education in East Africa. Much attention in late-developing countries is given to providing access to studies which allow school leavers to enter science and technology-related careers. This book reviews research related to the crucial dimension of epistemological access to the disciplines of import, which students need as much as institutional access in order to improve their chances of success. A significant feature of this collection's research studies is that their empirical bases are highly localised, covering areas such as research methods, access, curriculum, instruction and assessment, and the relevance of science and mathematics education in Zimbabwe, Uganda, Swaziland, South Africa, Namibia, Malawi, Ghana and Lesotho. It is the outcome of a doctoral research capacity-development project, the Graduate Studies in Science, Mathematics and Technology Education (GRASSMATE).

**Mathematics Education in East Africa**

**The Dynamics of Language**

**A -level History. Part one**

**Public Examinations Examined**

**Rethinking Orality, Literacy, Performance, and Documentation Practices**

**Access, Relevance, Learning, Curriculum Research**

**The Role of Copyright**

**World Bank Technical Paper No. 272. Public examinations in developing countries play a critical role in the selection of**

students for participation in the educational system. The exams dictate what is taught, how it is taught, and what is and is no

To say that education in Africa is under stress is all too obvious. News reports from that continent seem to describe only war and violence, poverty and malnutrition, corruption and mismanagement, or natural disasters that destroy or threaten already frail infrastructures - most news from Africa is bad news. When an education system survives in a country like Uganda, long subjected to the whims of despotic leadership, it warrants an investigation. This book tells the story of four senior secondary schools during a time of war and intractable social conflict, examining a complex topic through multiple perspectives such as documentary history, oral history, ethnography, and organization theory. The author develops a broad picture of the Amin/Obote years and the accompanying political and social chaos in Uganda, while at the same time filling in the crucial details essential for developing an understanding of school survival in the Kaborole District. The author's intensive field work gives this study a unique dimension: by preserving a record of African voices - students, teachers, parents, alumni, board members, community leaders - a rich tableau of the local conditions for school survival emerges. At the same time the discussion is situated within the larger Ugandan historical and political context, thus offering an excellent example of the application of multiple research perspectives to a complex social, cultural and political setting.

High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease" takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog." † Angela W. Little, Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings." † Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning "I am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations." † Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

In the drive to achieve universal primary education as one of the Millennium Development Goals, there is an increasing recognition of the urgency of focusing on teacher education to both meet the demand for more than one million qualified teachers required to achieve this goal within sub-Saharan Africa, as well as to combat the sometimes poor quality educational experience reported in the school. Currently, approximately only one third of teachers are qualified to teach. This dearth in qualified teachers also means that secondary and tertiary education need to be improved upon to provide an educated cohort of graduates. This in turn will ensure that the quality of teacher trained and retained within the profession is of a sufficiently high standard to ensure sustainable progress. This volume focuses on the various aspects of teacher education which need to be addressed in order for the wider Millennium Goals to be achieved, but more importantly, so that each African child living within sub-Saharan Africa will have the right to a quality education: ensuring they too experience their right and entitlement as children to reach their full potential - often taken for granted in Western countries - giving African children the necessary tools to build a better future for themselves. Of particular interest to the education researcher and policy maker, this volume's contributors look at the various issues and challenges around the teacher profession, particularly in relation to resources and practices within sub-Saharan Africa. The contributors examine the issue of building research capacity for educational research within teacher education Colleges and explore the concept of education for sustainable development with the view to improving the development of quality teacher education within the global South. In this volume, research reports are presented highlighting the various challenges within the structure and provision of teacher education within certain national contexts, including assessment and curricula issues, which need to be addressed. This volume goes from the global to the local and examines teacher educator teaching, learning and reflective practice issues within different contexts, as well as exploring alternative pre-service experiences for western teachers who wish to work within the sub-

Saharan context as well as some teacher educator exchange programmes between the South and North. Case countries explored include Lesotho, South Africa, Mozambique, Uganda, Kenya, Tanzania and Madagascar, to mention but a few. Of particular value to the education researcher and policy maker, this book provides a timely resource focusing on an area of neglect, highlighting the central role of the teacher and teacher education towards sustainable development within the sub-Saharan African context.

Differentiation and Articulation in Tertiary Education Systems

Child Citizens and Ugandan National Development

Assessing National Achievement Levels in Education

Its sociolinguistics, structure and uses in a globalising post-protectorate

Teacher Education in Sub-Saharan Africa

Equity Issues in Public Examinations in Developing Countries

The Survival of Schools in Uganda, 1971-1986

Despite significant economic recovery and improved macro-economic indicators since 1986, Uganda's economy continues to face considerable challenges. This book analyses the relationship between economic and human resource development in the country. It identifies deficits in capabilities, skills, know-how, experience, linkage building, and technology use as well as undesirable business practices. These shortcomings limit economic diversification, productivity enhancement, job and income creation, as well as poverty reduction. The book calls for more efforts towards human resource development. The current narrow mainstream economic policy focus on macro-economic stability, a favourable investment climate, and improved physical infrastructure alone will not foster economic development and broad-based well-being. The Ugandan people and the private sector need more state support - in addition to the predominant education and health focus of the government and donors - if they are to develop the required human resources. More and better training, enhanced learning at the place of work and an improved business culture are vital. It is essential to focus on technical, organisational, managerial, entrepreneurial, learning, innovative, social, and institutional capabilities. Efforts towards dealing with these challenges will require attention to the political-economic climate of the country. To make the argument, the author covers a wide range of topics such as training and learning, technology, productivity, latecomer development, competitiveness, labour market, MSMEs, entrepreneurship, value chains, cooperation and trust, and human resource management. The book contains more than 130 figures, tables and information boxes. - See more at: <http://www.africanbookscollective.com/books/ugandas-human-resource-challenge#sthash.4XThRHxq.dpuf>

Poverty Reduction in a Changing Climate, edited by Hari Bansha Dulal, is a work which discusses the new innovations and funding mechanisms which have emerged in response to the rise of climate-related challenges in the twenty-first century. Dulal and the text's contributors explore the synergies and implications of those innovations with respect to poverty alleviation goals.

School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research-informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry-based learning, which signals a definite paradigm shift from the traditional teacher-dominated to a learner-centered approach. The book provides empirical research on approaches to practical work, contextual factors in the enactment of practical work, and professional development in teaching practical work. This book will be of great interest to academics, researchers and post-graduate students in the fields of science education and educational policy.

The Handbook of Critical Literacies aims to answer the timely question: what are the social responsibilities of critical literacy academics, researchers, and teachers in today's world? Critical literacies are classically understood as ways to interrogate texts and contexts to address injustices and they are an essential literacy practice. Organized into thematic and regional sections, this handbook provides substantive definitions of critical literacies across fields and geographies, surveys of critical literacy work in over 23 countries and regions, and overviews of research, practice, and conceptual connections to established and emerging theoretical frameworks. The chapters on global critical literacy practices include research on language acquisition, the teaching of literature and English language arts, Youth Participatory Action Research, environmental justice movements, and more. This pivotal handbook enables new and established researchers to position their studies within highly relevant directions in the field and engage, organize, disrupt, and build as we work for more sustainable social and material relations. A groundbreaking text, this handbook is a definitive resource and an essential companion for students, researchers, and scholars in the field.

Rights in Local Languages and Local Curriculum

Uganda Technical Education Certificates & Diplomas

Towards Harmonization and Enhancement of Education Quality

Comparative Analysis on Universal Primary Education Policy and Practice in Sub-Saharan Africa

Testing and Inclusive Schooling

Ugandan English

Teaching Chemistry Around the World

*National Integration in Uganda 1962-2013 delves into the problems that have beset Uganda on the path to national integration and explores the prospects for consolidating this integration. The book reviews the process of incorporating three regions - Buganda, Karamoja and the Northern Region - into present-day Uganda, and examines the effects of this process. Besides ethno-cultural diversity, what impact has religious diversity had on this process? And what role has the*

language factor played? Is integration, in terms of territorial integrity, social cohesion and subordination to a central authority over the long term possible? The book offers insights that are crucial to the achievement of Uganda's dream of nationhood.

The book looks at Decentralization governance of president Museveni era, that was registered in Uganda of the local government status(1987), resistance councils status(1993), as well as into the 1995 constitution, operationalized by the local government act(1997) that devolved legislative, fiscal planning & budgeting functions to districts, Municipal councils, as well as their lower tier levels, whose idea was to involve the people in a way they were governed, the dream that have not been achieved looking at what the cries of people are as expressed in all sectors. This book analyses Decentralization from 1997 to 2019, and deduces that the first phase of it (10 years), that is up to 2005, was a success that time the district were 69 in number, but beyond that time it was not at all, and up to now as it is continuously becoming harder to manage, those very many administrative units that jumped from just 39 districts in 1991 to 134 Districts in 2020, as well as municipalities created alongside districts, that now stand at 41(2018), all, contributing to formation of a Member of Parliament that total to 459 MPs(2018). All this has led Uganda to have a very poor governance system, as even primary sectors of health, education, agriculture and economy are in a dilemma state, leave alone local revenue collections that are directed from source to Centre before expenditure and the districts have to request back to do any activity, including emergencies like garbage management, repairs and salaries, making services delivery impossible to be efficient and effective in all ways at these levels. The book is based on secondary data that, reported on governance issues of the day as written in Ugandan media that were people's feelings as issues of the time as well some Journals, observations and interviews. The book introduces decentralization & governance of Uganda, identifies current state of affairs of service delivery, presents why there was need for many new administrative units, and their state now, looks at history of parliament, feudalism, identifies lost pride of Ugandans, proposes what regional tier governance can address as well as linking the past with today's Ugandan governance. Finally the book proposes prerequisite regional tier power centres relevant to today's Uganda and concludes with models that can help us achieve vision 2040 and therefore proposes immediate need to implement regional tier governance that will establish all three arms of government at regional centres of Uganda, remember it was agreed to be implemented by those that deemed it under article, 178(3). It is apparent that all regions should therefore implement it as a solution to service delivery that is very poor now.

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.

*Continuing Professional Teacher Development in Sub-Saharan Africa*

*Scanning through Uganda's decentralization process for the last 22 years (1997-2019) & identifying gaps*

*Information and Communication Technologies for Development in Africa*

*The Role of Farms, Firms, and Government*

*Post-Imperial English*

*Language and Governance in the African Experience*