

Uganda Primary Leaving Examination Past Papers

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. 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.

A low-cost private school is a charitable or religious organization, but is a school that has been set up and is owned by an individual or individuals for the purpose of making profit.

The 14 chapters in this book address education policy as it is being implemented in three world regions - Africa, the Caribbean and the Middle East. The diverse authors utilize original local data, interpreting it to describe policy development and implementation across a range of nations who share commonalities but also differences. The chapters begin with the premise that policy must respond to the needs of the citizenry and to the challenges faced by each society internally as well as globally. Meeting the challenge of frequently competing existing needs while addressing educational development to prepare for future needs, is an ongoing task for policymakers. The researchers authoring the book’s chapters are aware of competing challenges and of the need for frequent revision of educational policy as well as continuing support for its implementation. They base their conclusions and the implications offered on the data while taking into account the culture within which successful and appropriate policy must be implemented. The implications have relevance for any society in the world as diversity exists everywhere so all societies are experiencing challenges generated by our interdependence with each other.

Insights into Uganda

The Cases of Ghana, Kenya, Malawi and Uganda

The Department of Labor’s ... Findings on the Worst Forms of Child Labor

Information and Communication Technologies for Development in Africa

Success Stories from a Dynamic Continent

The Role of Farms, Firms, and Government

Lessons from Uganda, Senegal, and The Gambia

Takes an in-depth look at twenty-six economic and social development successes in Sub-Saharan African countries, and addresses how these countries have overcome major developmental challenges.

Insights into Uganda is a selection of newspaper articles written by columnist Kevin O'Connor for the Sunday Monitor, drawn almost entirely from 2007 to 2015. Divided into 13 chapters ranging from sex to religion and from inequality to the environment, the 193 articles are always thoughtful, often provocative and sometimes humorous. The text is further enlivened by Moses Balagaddes cartoons. Kevin provides a multitude of insights into Ugandan society, which amply reflect both the title of his column, Roving Eye, and his catchphrase, For the observer of human behaviour every scene has its interest.

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

This book, which was originally written as a dissertation, broadens the approach to gender equality in primary education by exploring the magnitude of complex interactions between schools and rural livelihood household processes in the context of HIV/AIDS. The arguments are based on recent ethnographic research using dimensions of rural pupils', parents', and teachers' responses to the socio-economic impact of HIV/AIDS on their livelihoods. It gives insight into some of the current debates that have been generated in the field of education, HIV/AIDS and rural livelihoods.

Yes, Africa Can

Rethinking Orality, Literacy, Performance, and Documentation Practices

Rural livelihood pathways in the context of HIV/AIDS

Understanding and Challenging Early School Leaving in Africa

African Perspectives

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

Évaluations nationales des acquis scolaires, Volume 5

The aim of these essays is to discuss the process of evolution in under-developed countries and to show what difficulties are now encountered in these newly-developed states.

The aim of this volume 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.

This reissue, first published in 1986, offers a comprehensive treatment of educational development in four countries in West and East Africa: Nigeria, Uganda, Kenya and Tanzania. The author focuses on the role of education in promoting or hindering national development; the way the educational system varies in response to societal and dialectical forces; the place of education in major theories of change and development; and the contribution made by education to economic, social and political development.

Routledge Library Editions: Development will re-issue works which address economic, political and social aspects of development. Published over more than four decades these books trace the emergence of development as one of the most important contemporary issues and one of the key areas of study for modern social science. The books cover the most important themes within development and include studies of Latin America, Africa and Asia. Authors include Sir Alexander Cairncross, W. Arthur Lewis, Lord Peter Bauer and Cristóbal Kay. An extensive collection of previously hard to access or out of print books, this set presents an unrivalled opportunity to build up a wealth of material in the field of development studies, with a particular focus upon economic and political concerns. The volumes in the collection offer both a global overview of the history of development in the twentieth century, and a huge variety of case studies on the development of individual nations.

Multigrade Teaching in Sub-Saharan Africa

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

Problematic Curriculum Areas and Teacher Effectiveness: Insights from National Assessments

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

The combat for gender equality in education

Schooling for Peaceful Development in Post-Conflict Societies

Differentiation and Articulation in Tertiary Education Systems

Networking Institutions of Learning - Schoolnet

The majority of the world's children live in countries where local governments are responsible for providing basic education services. The study assesses how funding transfers from central government to subnational governments affect education funding and student schooling and learning outcomes.

This book series, International Research on School Leadership focuses on how present-day issues affect the theory and practice of school leadership. For this inaugural book, we focused on the challenges facing new principals and headteachers. Because the professional lives of school leaders have increasingly impinged on their personal well-being and resources have continued to shrink, it is important to understand how new principals or headteachers share and divide their energy, ideas, and time within the school day. It is also important to discover ways to provide professional development and support for new principals and headteachers as they strive to lead their schools in the 21st century. For these reasons, this book is dedicated to exploring the rarely-examined experiences of those who enter the role as new principals or headteachers. By giving voice to new principals and headteachers, we are able to determine what aspects of leadership preparation ring true and what aspects prove to be little or no utility. Unlike leadership texts that have focused on conceptual considerations and personal narratives from the field, this book focuses on a collection of empirical efforts centered on the challenges and issues that new principals and headteachers experience during their initial and crucial years of induction. We solicited and accepted manuscripts that explore the multi-faceted dimensions of being a new principal or headteacher in the 21st century. Our goal was to create an edited book that examines the commonalities and differences that new principals and headteachers experience from an international perspective. This edited book is comprised of six chapters, each of which contributes a unique perspective on the responsibilities that new principals and headteachers are experiencing at the dawn of the 21st century.

Universal Primary Education programs are being promoted around the globe as the solution to poverty and health problems, but very little in-depth qualitative knowledge is available about the experiences of these programs in children’s life-worlds. Hopes in Friction offers a vivid portrait of life and the implementation of Universal Primary Education in Eastern Uganda, based on long-term fieldwork following a group of children as they grow up. The book considers how the actions and hopes of these children and families, to attain what they perceive as ‘a good life’, are crossed by political aspirations and projects of schooling and health education. When hopes are in friction inspiration as well as disappointment occur. Policy makers in Uganda and in international organisations expect health improvements as one of the bonuses of education programs. Families in Eastern Uganda also hope for and experience health - in the local sense of a good life - as part of schooling. Lotte Meinert explores the taken for granted effect of schooling on health and focuses a careful eye on how boys and girls appropriate and negotiate ideas and moralities about health in the context of what is possible ethically, materially and experientially.

Testing and Inclusive Schooling

Preserving Order Amid Chaos

Bulletin

Research on the Influences of Educational Policy on Teaching and Learning

Training, Business Culture and Economic Development

Uganda

The Discarded Brick Volume 1

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 shows how testing 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. This reissue, first published in 1986, offers a comprehensive treatment of educational development in four countries in West and East Africa: Nigeria, Uganda, Kenya and Tanzania. The author focuses on the role of education in promoting or hindering national development; the way the educational system varies in response to societal and dialectical forces; the place of education in major theories of change and development; and the contribution made by education to economic, social and political development.

What are students learning? Throughout the world, governments striving to improve educational quality are turning to national assessments to provide this much-needed information in key curriculum areas. The capacity for carrying out national assessments has grown remarkably in recent years, but it has not been matched by widespread use of their findings. This book seeks to maximize an appreciation for the value of such data and to assist countries in exploiting the knowledge that national assessments yield. Uganda is the main focus, but the book also includes findings from other countries. However, the political context in which an assessment is carried out (the nature of the assessment (consus based or sample based), the assignment of accountability for the results, and the quality of assessment instruments. The book describes the type of information that the main report of a national assessment should contain, as well as other means of communicating findings to technical and nontechnical audiences. It outlines general and examines specific procedures for using the data in policy making, educational management, teaching, and promoting public awareness. The topics addressed in this volume should be of interest to policy makers, educators, researchers, and development practitioners.

This comprehensive and up-to-date review of learning and educational quality in developing countries, written by 16 highly knowledgeable specialists from around the world, provides policymakers and researchers accessible perspectives with the Millennium Development Goals in mind.

In Africa, with the expansion of coverage of primary education in recent decades, many of the remaining out-of-school children are in hard to reach areas, with low population density and poor transport. Providing access to education is challenging in such contexts, as the population in any village is often too small to support a conventional primary school. One of the answers is the use of multigrade teaching, where one teacher works with students of two or more grades. This paper examines the practice of multigrade teaching in Uganda. Although these three cases had very different approaches to multigrade, their experiences suggest that multigrade teaching is a promising and cost-effective option, but that successful implementation requires sustained support from policymakers, adequate training of teachers, and careful explanation of the approach to parents and the communities.

Improving Learning In Uganda, Volume 2

Uganda’s Human Resource Challenge

International Challenges and Opportunities

Learning and Education in Developing Countries: Research and Policy for the Post-2015 UN Development Goals

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

Impacts on Achieving Universal Primary Education

An African Autobiography in 26 countries on 3 continents. A trilogy in 3 seasons.

L'évaluation efficace de la performance des systèmes éducatifs est un élément essentiel de la mise au point de politiques visant à optimiser le développement du capital humain dans le monde. Les cinq manuels de la collection Évaluations nationales des acquis scolaires introduisent les concepts clés des évaluations nationales du niveau de performances des élèves, dont les questions politiques à traiter dans la conception et la mise en ŷuvre des évaluations ou le développement d'un test, la conception d'un questionnaire, l'échantillonnage, l'organisation et la mise en ŷuvre de la collecte de données, le nettoyage et l'analyse statistique des données, la rédaction de rapports et l'exploitation des résultats pour améliorer la qualité de l'éducation. Qu'apprennent les élèves ? Dans le monde, les gouvernements qui aspirent à améliorer la qualité de l'éducation se tournent vers les évaluations nationales pour obtenir ces informations si précieuses dans les domaines clés des programmes de cours. La capacité à mener des évaluations nationales s'est remarquablement renforcée ces dernières années, mais l'utilisation généralisée des conclusions n'a pas suivi. Ce manuel vise à démontrer la valeur essentielle de ces données et à assister les pays dans l'exploitation des connaissances issues des évaluations nationales. Communiquer et utiliser les résultats d'une évaluation nationale des acquis scolaires recense les principaux facteurs qui affectent l'utilisation des constatations des évaluations nationales. Ceux-ci comprennent le contexte politique dans lequel une évaluation est menée, la nature de l'évaluation (sur la base d'un recensement ou d'un échantillon), les responsabilités de chacun vis-à-vis des résultats, et la qualité des instruments d'évaluation. Le manuel décrit le type d'informations requises dans le rapport principal d'une évaluation nationale, et d'autres moyens de communiquer les conclusions aux publics techniques et non techniques. Il énonce les principes généraux à suivre pour traduire les résultats des évaluations nationales dans le cadre de politiques et de mesures, et examine les procédures spécifiques d'utilisation des données dans l'élaboration de politiques, la gestion de l'éducation, l'enseignement et la promotion de la sensibilisation du public. Les thèmes traités dans ce volume sont de nature à intéresser les responsables des politiques, les équipes pédagogiques, les chercheurs et les professionnels du développement.

Insights into UgandaAfrican Books Collective

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.

I have written an e-book about "China Africa Economic Relations" I have included a deep brief information and successes about China Africa Economic Relations. This book has been widely appreciated by the foreign ministry and the Chinese embassies in Africa.

Uganda's Recovery

Communiquer et utiliser les résultats d'une évaluation nationale des acquis scolaires

People Planning and Development Studies

Planning and Development in Education

Some Reflections on Social Planning

Measure Development and Multilevel Modeling

China-Africa Relations

This book explores how, and if, formal education affects peacebuilding in post-conflict societies. As schooling is often negatively implicated in violent conflict, the author highlights the widely expressed need to ‘ build back better ’ and ‘ transform ’ schooling by changing both its structures and processes, and its curriculum. Drawing upon research from a wide range of post-conflict developing societies including Cambodia, Colombia and Kenya, the author examines whether there is any empirical support for the idea that schooling can be transformed so it can contribute to more peaceful and democratic societies. In doing so, the author reveals how the ‘ myth ’ of building back better is perpetuated by academics and international organisations, and explains why formal education in post-conflict developing societies is so impervious to radical change. This important volume will appeal to students and scholars of education in post-conflict societies.

This book is based on research in Eastern and Southern Africa by scholars from Africa and the Netherlands and the Network of African 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.

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 Kabole 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 their 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.

This study examined the multilevel factors that influence mathematics and English performance on the Primary Leaving Examinations (PLEs) among primary seven pupils (i.e. equivalent to the United States [U.S.] 7th graders) in Uganda. Existing student state test data from the Wakiso District were obtained. In addition, a newly created Teacher Quality Measure (TQM) was used to collect teacher data from the same district. Pupil data from primary seven (7th grade) and the TQM data were analyzed via Rasch Analysis, Analysis of Covariance, and Hierarchical Linear Modeling to investigate the following two main objectives: (1) Developing a behavioral frequency measure of teacher quality for Ugandan teachers, (2) Examining the relationship between pupil-, teacher-, and school-level factors on pupil achievement on the PLEs in Uganda. Specific to the first objective, it was found that a psychometrically sound measure of teacher quality can be developed. The results rendered a 38-question measure focusing on four domains: (1) Teacher Planning and Preparation, (2) Classroom Environment, (3) Teacher Instruction, and (4) Teacher Professionalism. The second objective found that there are no significant differences in the achievement of Eastern and Southern African pupils on the PLEs on mathematics achievement, with boys having higher scores. Additionally, the results showed that there is a significant relationship between student SES (i.e. boarding and day schools) and student achievement, with higher SES students (i.e. boarding schools) having higher achievement. It was also found that teacher TOM scores were a significant predictor of student PLE mathematics and English test scores, with higher teacher quality rendering higher student achievement. There was also a significant difference between school types (i.e. urban and rural) on student achievement in mathematics, with rural schools (i.e. lower SES schools) having higher means compared to urban schools. Future research should continue to define the network of relationships between pupil-, teacher-, and school-level factors and pupil achievement, and maintain the measure revision and validation process of the TQM. Assessment is becoming commonplace in the classroom in Uganda, and the need to examine the influence of the teacher on pupil achievement is in high demand. Results from this study can provide insight into the disparities involving sex, student SES, and school SES that influence pupil achievement in Uganda. The findings also support administrative demands for more efficient ways to monitor teacher quality, and in turn, meet educational standards and increase student achievement.

The Survival of Schools in Uganda, 1971-1986

Development Digest

Schooling, Health and Everyday Life in Uganda

Ugandan English

The Burden of Educational Exclusion

Poverty Reduction in a Changing Climate

Low-cost Private Education

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 class-room 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.

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.

The discarded brick, a three season trilogy, in two volumes, is set in Africa, Europe and North America. It is about the travels and experiences of Emmanuel N. Mukanga who even in childhood, would be moved to a different location every three to five years. Born in the British Protectorate of Uganda, the changing political and economic fortunes of his post-independence homeland and region, led to thousands of his country people to flee and go look for greener pastures all over the world. This desire for a better and safer world, is a human desire and in Europe and North America, Emmanuel found people from other countries, in pursuit of happiness. Back home, not everyone was happy to co-exist with him. Fears and intrigue led to a family split, legal battles and irreconcilable differences. His and his siblings became a parish to be avoided like the pest, The discarded Brick. Born in 1953, near the shores of Lake Victoria in Eastern Uganda, Emmanuel N. Mukanga was plucked from his parents at the age of three and taken to the Ugandan capital, Kampala. At age six, he was taken to a primary school, near Mbale in Eastern Uganda and at age nine transferred to Entebbe, former seat of the British Protectorate Government. At thirteen, he joined a prestigious boarding secondary school, after which he went to University to study the Arts. One of the reasons Idi Amin gave for expelling the 80,000 strong Indian Community from Uganda in 1972, was that, “they were milking the cow without feeding it,” which was not entirely true. He, who had no cow to milk, did not know that he too would have to leave his country of birth. He worked at Uganda Television, but in 1976, he fled Idi Amin’s Uganda, starting an odyssey that would take him to over 26 countries in Africa, Europe and North America. He interacted with many cultures, however, when it came to a denigration of his culture, at home, then a clash was inevitable. This awakened in him the question, “who are you, where do you come from and what do you stand for?” Cultural clashes, intrigue and legal battles follow. He has included an epilogue reflecting on his life and existence and tracing his origins among the Samia-Luhya, astride Kenya and Uganda. He started compiling this book in May 2009 and completed it in October 2020 during the great Covid 19 pandemic, and after George Floyd said twelve times, in less than 9 minutes, “Mama, I Can’t Breathe.”

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?

A Study of Twelve African Countries

Pupil, Teacher, and School Factors that Influence Student Achievement on the Primary Leaving Examination in Uganda

The Role of Intergovernmental Fiscal Transfers in Improving Education Outcomes

Education for Transformation?

Routledge Library Editions: Development Mini-Set G: Education and Development

Uganda Confidential

Low-fee Private Schooling and Poverty in Developing Countries

A quarterly journal of excerpts, summaries and reprints of current materials on economic and social development.

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.

In Low-fee Private Schooling and Poverty in Developing Countries, Joanna Härmä draws on primary research carried out in sub-Saharan African countries, and in India to show how the poor are being failed by both government and private schools. The primary research data and experiences are combined with additional examples from around the world to offer a wide perspective on the issue of marketized education, low-fee private schooling and government systems. Härmä offers a pragmatic approach to a divisive issue and an ideologically-driven debate and shows how the well-intentioned international drive towards 'education for all' is being encouraged and even imposed long before some countries have prepared the teachers and developed the systems needed to implement it successfully. Suggesting that governments need to take a much more constructive approach to the issue, Härmä argues for a greater acceptance of the challenges, abandoning ideological positions and a scaling back of ambition in the hope of laying stronger foundations for educational development.

Oral Literature for Children

Report for the Year

Using the Results of a National Assessment of Educational Achievement

Development Research Digest
The Challenges for New Principals in the 21st Century
Area Handbook for Uganda