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For the last three decades, Uganda has been one of the fastest growing economies in Africa. Globally praised as an African success story and heavily backed by international financial institutions, development agencies and bilateral donors, the country has become an exemplar of economic and political reform for those who espouse a neoliberal model of development. The neoliberal policies and the resulting restructuring of the country have been accompanied by narratives of progress, prosperity, and modernisation and justified in the name of development. But this self-celebratory narrative, which is critiqued by many in Uganda, masks the disruptive social impact of these reforms and silences the complex and persistent crises resulting from neoliberal transformation. Bringing together a range of leading scholars on the country, this collection represents a timely contribution to the debate around the New Uganda, one which confronts the often sanitised and largely depoliticised accounts of the Museveni government and its proponents. Harnessing a wealth of empirical materials, the contributors offer a critical, multi-disciplinary analysis of the unprecedented political, socio-economic, cultural and ecological transformations brought about by neoliberal capitalist restructuring since the 1980s. The result is the most comprehensive collective study to date of a neoliberal market society in contemporary Africa, offering crucial insights for other countries in the Global South.

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 organising 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.

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.

Environmental Science Class XII

The first in a two-volume set of selected papers presented at the 3rd Pan-African Conference on Reading for All, in Kampala, Uganda. This volume considers literacy within the formal education system in Africa, bringing international perspectives to the topic. It documents programs that are working to improve practices and the teaching of reading in schools and literacy in more than one language, presenting case studies from Tanzania, Uganda, Zambia, and Nigeria. It addresses the subject of developing culturally appropriate educational and literacy materials, particularly in African languages. The final section considers more esoteric debates about cultural barriers to reading and the development of a reading culture, and the cultural differences in reading and interpretation of literary texts.

These collections of the official past papers of the GCE O Level Examinations from the University of Cambridge International Examinations has been developed for students of GCE O level. These books will act as tools for preparation and revision for students. These books have an edited Answer Guide for each paper based on the marks scheme written by CIE Principal

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