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

While everybody recognizes the development challenges facing Sub-Saharan Africa, few have put together coherent plans that offer real hope for any feasible and general improvement. Facing Forward combines an evidence-based plan that not only recognizes the deep problems but provides specific prescriptions for dealing with the problems. In the simplest version, focus on the skills of the people and do it in a rational and achievable manner. † " Eric Hanushek, Paul and Jean Hanna Senior Fellow, Hoover Institute, Stanford University This book offers a clear perspective on how to improve learning in basic education in Sub-Saharan Africa, based on extremely rigorous and exhaustive analysis of a large volume of data. The authors shine a light on the low levels of learning and on the contributory factors. They have not hesitated to raise difficult issues, such as the need to implement a consistent policy on the language of instruction, which is essential to ensuring the foundations of learning for all children. Using the framework of " From Science to Service Delivery, † ? the book urges policy makers to look at the entire chain from policy design, informed by knowledge adapted to the local context, to implementation. Facing Forward: Schooling for Learning in Africa is a unique addition to the literature that is relevant for African policy makers and stakeholders. † " Professor Hassana Aidou, Ambassador of the Republic of Niger to the United States and Canada As the continent gears itself up to provide universal basic education to all its children by 2030, it has to squarely address the challenge of how to improve learning. Facing Forward helps countries to benchmark themselves against each other and to identify concrete lines of action. It forces policy makers to think " where do I go from here? † ? " what do I do differently? † ? and to examine the hierarchy of interventions that can boost learning. It rightly urges Ministries of Education to build capacity through learning by doing and continuous adaptation of new knowledge to the local context. Facing Forward will unleash frank conversations about the profound reforms that are required in education policy and service delivery to ensure learning for every child on the continent. † " Dr. Fred Matiang ' I, Cabinet Secretary for the Interior and Coordination of National Government, Government of Kenya (former Cabinet Secretary for Education) Facing Forward couldn ' t have come at a more opportune time as countries in the region, including Mauritius, focus more on learning outcomes rather than simply on inputs and processes in education systems. The book underscores the important point that African countries need not exclusively model themselves on high-performing education systems in the world. Much can as well be learnt from other countries at the same level of development, or lower, by virtue of the challenges they have faced and successfully overcome. This presents opportunities for greater peer-sharing and networking with these countries. Indeed a number of key focus areas are highlighted in the book that demonstrate good practices worthy of being emulated. These cover domains as diverse as enabling factors leading to improved student progression, strengthened teacher capacity, increased budgetary allocation with a focus on quality, as well as improved technical capacity of implementing agencies in the region. † " Hon. (Mrs.) Leela Devi Dookun-Luchoomun, Minister of Education and Human Resources, Tertiary Education and Scientific Research, Republic of Mauritius

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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.

Betrayal in the City, first published in 1976 and 1977, was Kenya's national entry to the Second World Black and African Festival of Arts and Culture in Lagos, Nigeria. The play is an incisive, thought-provoking examination of the problems of independence and freedom in post-colonial African states, where a sizeable number of people feel that their future is either blank or bleak. In the words of Mosese, one of the characters: "It was better while we waited. Now we have nothing to look forward to. We have killed our past and are busy killing our future."--Page 4 of cover.

Blossoms of the Savannah is the story of two sisters, Taiyo and Resian, who are on the verge of womanhood and torn between their personal ambitions and the humiliating duty to the Nasila tradition. Relocation to their rural home heralds a cultural alienation born of their refusal to succumb to female genital mutilation and early marriages. In pursuit of the delicate and elusive socio-economic cultural balance in Nasila, Ole. Kaelo, the girls' father is ensnared by a corrupt extortionist. To extricate himself he sends his daughters into a flat-spin labyrinth from which they have to struggle to escape.

Master's Thesis from the year 2016 in the subject Pedagogy - General, grade: B (3.0), , course: Masters of Art in Educational Management, language: English, abstract: The study aimed at investigating on the factors influencing poor performance in science subjects in secondary schools in Shinyanga Municipal Council. The study used survey research design by applying quantitative technique. Six public secondary schools out of eighteen public secondary schools were sampled for the study; it involved 415 respondents. The form four National Examination results for the past five years in selected secondary schools were used to show trend of performance in science subjects. Structured questionnaires were used to obtain information, and the criterion used in sampling was simple random method. The study found out that the factors influences poor performance were; Inadequate number of teachers, Lack of teaching and learning materials, Poor teaching methods (theory) and students ' attitudes towards science subjects. Also the study found out that the suggested solutions to the problem of poor performance in science subjects in secondary schools in Shinyanga municipal council were; presence of adequate teachers, availability of science teaching and learning materials. The study conclude that Scarcity of qualified Science subjects ' teachers and inadequate availability of teaching and learning materials are the major factors influencing poor performance in science subjects in secondary schools in Shinyanga municipality. The study recommends the following; the ministry should ensure enough availability of qualified science subjects ' teachers in secondary schools, and to make sure there is availability of adequate teaching and learning materials like books, teaching aids, specimens, chemicals and laboratory apparatuses, with conducive learning and friendly environment at schools.

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