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Title: The burden of educational exclusion: understanding and challenging early school leaving in Africa

Editor: [Zeelen, Jacques](#)

Year: 2010

Pages: 270

Language: [English](#)

City: Rotterdam

Publisher: Sense Publishers

ISBN: 9789460912832; 9789460912825

Geographic terms: [Africa](#)
[Kenya](#)
[Lesotho](#)
[Malawi](#)
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Subjects: [dropouts](#)
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This book on educational exclusion 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 Early School Leaving in Africa (ESLA) project. An introduction by the editors provides information on the project. The book is structured around four themes. The first part sets the scene, focusing on policy, curriculum and coping strategies, with contributions on education policy in Uganda (George Ladaah Openjuru), access to education for

Abstract:

herd boys in Lesotho (Julia Preece and Mapheleba Lekhetho), early primary school leaving and guidance in Tanzania (Hanna Peels and Jacques Zeelen), agricultural education and early school leavers in Uganda (Paul Kibwika, John James Okiror and Florence Birungi-Kyazze), and early school leaving in the Netherlands (Henriette Kuiper and Josje van der Linden). In part 2, four chapters discuss issues of globalization, tradition and conflict, including experiences from Tanzania (Saida Fundi), northern Uganda (Margaret Angucia and Kennedy Amone-P'Olak), and South Sudan (Clement Lado Lako, Josje van der Linden and William Deng). Part 3 focuses on gender issues with chapters on girls' education in rural primary schools (Speranza Namusisi) and drop-out rates among boys (Maximiano Ngabirano), both in Uganda. The final part discusses intervention programmes in South Africa (Jacques Zeelen, Makgwana Rampedi and Wim Boerkamp), Uganda (Cuthbert Tukundane and Marit Blaak), Malawi (Dorothy Nampota) and Kenya (Dinah Changwony Mwinzi and Joy Kasandi Kelemba). [ASC Leiden abstract]

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