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Mathematics education in Africa.

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Summary: This chapter consists of several sections devoted to countries of various regions in Africa, examining examples of former British, French, and Portuguese colonies. This chapter attempts to trace the complex interactions between yet precolonial traditions and foreign influences. One specific case examined is Uganda. Uganda's brief historical development of mathematics education from the pre- to post-independence eras which faced a number of challenges is described. Education was structured into primary, secondary, and tertiary (mathematics) levels. The pre-independence era was dominated by the destruction of and transition from home-based African traditional education to school-based Western education introduced by missionaries. The post-independence era used syllabi, textbooks, and examinations similar to those of Britain. Mathematics education today struggles to maintain international acceptability and standards.

Classification: A30

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