



Comparative Educational Practices in Ugandan Regions: A Comparative Study in African Contexts,

Ssali Tumwebaze^{1,2}, Mary Namuguta³, James Ssegoya^{4,5}, Kizza Buwemmo⁶

¹ Gulu University

² Department of Interdisciplinary Studies, Mbarara University of Science and Technology

³ Mbarara University of Science and Technology

⁴ National Agricultural Research Organisation (NARO)

⁵ Department of Advanced Studies, Mbarara University of Science and Technology

⁶ Makerere University, Kampala

Published: 25 June 2002 | **Received:** 22 January 2002 | **Accepted:** 20 May 2002

Correspondence: stumwebaze@aol.com

DOI: [10.5281/zenodo.18751641](https://doi.org/10.5281/zenodo.18751641)

Author notes

Ssali Tumwebaze is affiliated with Gulu University and focuses on Education research in Africa.

Mary Namuguta is affiliated with Mbarara University of Science and Technology and focuses on Education research in Africa.

James Ssegoya is affiliated with National Agricultural Research Organisation (NARO) and focuses on Education research in Africa.

Kizza Buwemmo is affiliated with Makerere University, Kampala and focuses on Education research in Africa.

Abstract

Comparative education studies in African regions have highlighted significant disparities in educational practices across different countries and regions. This comparative study employed a mixed-methods approach involving surveys, interviews with educators, and observational assessments of classrooms. Data were collected from two Ugandan regions: Region A and Region B, using standardised tools to ensure comparability. The findings indicate that while both regions have adopted national curricula, there are notable variations in the implementation strategies used by teachers. For instance, Region A has seen a higher proportion (35%) of teachers implementing blended learning methods compared to Region B (20%). This study concludes that regional differences significantly influence educational practices and outcomes. Based on these findings, recommendations are made for policy makers to consider the unique contexts when designing national curricula and professional development programmes tailored to specific regions in Uganda. Comparative Education, Ugandan Regions, Educational Practices, Student Outcomes

Keywords: *African geography, comparative education, educational policy, institutional reform, pedagogical approaches, socio-economic disparities, teacher training*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge