



Uganda National Examination Board 2012

Evelyn Arizpe, Gabrielle Cliff Hodges



Uganda National Examination Board 2012:

Advancing the Ugandan Economy Ezra Sabiti Suruma, 2014-04-30 Internal conflicts dictatorship and economic disintegration characterized the first twenty five years of Uganda's independence from British colonial rule which culminated in the reign of Idi Amin and a violent civil war The country has since achieved an astounding turnaround of stability and growth Advancing the Ugandan Economy is a first hand look at the remarkable policy changes that took place from 1986 to 2012 and their effect in contrast with the turbulent events after independence Ezra Suruma held several key positions in the Ugandan government during the nation's transition period including minister of finance His insightful recounting of those times demonstrates that African countries can achieve economic stability and sustain rapid growth when they meet at least two interdependent conditions establishing a stable and secure political framework and unleashing entrepreneurialism Suruma also highlights the strategic areas that still require fundamental reform if Uganda is to become a modern state and shares his vision for the future of his country Rarely in African history has so much positive political and economic transformation of a country been achieved in such a short time Suruma's account of the commitment determination vision and dexterity of the Ugandan government holds invaluable lessons in managing the still complex policy challenges facing the African continent

Mathematics Education in East Africa Anjum Halai, Geoff Tennant, 2016-03-08 This Open Access 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

Education for All 2000-2015: Achievements and challenges

UNESCO, 2015-04-08 Literaturverz S 414 459

Annual Report Uganda Human Rights Commission, 2012

Young People Reading Evelyn Arizpe, Gabrielle Cliff Hodges, 2018-03-19 The value of small scale qualitative research projects into young people's reading is often underestimated Yet these finely tuned studies with a precise focus and highly specialised approach can provide us with profound insights into the richness and variety of young people's reading practices Bringing together contributors from six continents this fascinating volume explores researchers' experiences of investigating the

reading habits preferences and practices of young people aged 12-21. Detailing a variety of empirical methodologies and research methods, its chapters also consider reading in an array of contexts in various languages and using diverse media. Key issues addressed in the book include the complexity of sociocultural similarities and differences in young people's reading in international contexts; multilingual, bilingual and monolingual readers' experiences of reading; how young readers use a range of different print and digital media; how our understanding of the range of texts available to young readers and the different contexts of and purposes for reading can be enhanced through small-scale qualitative research. Providing in-depth discussion of contributors' research and findings and touching on many different contexts, text types and media, this volume will support and inspire current and future researchers, lecturers and teachers interested in young people's reading.

Development economics: An aspect of development Akampurira Abraham, 2014-02-01. Development economics entail all the aspects of the development process especially meant for the developing countries to overcome the challenges that impede development. This can be through education, education and man power development, restructuring market incentives, incorporating favorable social and political approaches and practices among other factors. Human beings, however, need streamlined social and economic systems that are able to achieve development through major changes in social structures, national institutions, cultures and attitudes, as well as eradication of poverty, reduction of income inequality and acceleration of economic growth. The developing world needs a multi-disciplinary approach and ideas so as to come out of the economic backward situation. Micheal P describes that because of heterogeneity of the developing world and the complexity of the development process, development economics must be eclectic, attempting to combine relevant concepts and theories from traditional economics analysis along with new models and broader multi-disciplinary approaches from historical and contemporarily development experience of Africa, Asia and Latin America. Debraj Ray puts it that development economics studies economics of the developing world and has made excellent use of economic theory, econometrics, anthropology, sociology, political science, biology and demography. It needs a lot more dimensional approach to understand it. *Statistical Abstract*, 2016.

Achieving Education for All Ishmael I. Munene, 2016-06-16. Using the Education for All (EFA) global movement as the setting, this book surveys the complex labyrinths of international education policy making, the design and implementation of system-wide educational reform and the assessment of learning outcomes in the African context. It addresses the following questions: what does it mean for African states to reform their educational systems to meet the global agenda of Education for All and the Millennium Development Goals? Under what structural conditions have African governments implemented universal primary education programs and with what outcomes? What are the lessons learned and how do these inform the post-2015 agenda for universal primary education in Africa and other developing countries? This book provides answers to these questions and opens the possibilities for new approaches to Education for All in the context of constrained resources, unstable political climates and the agency of local communities. It is undeniable that African governments responded to the

educational goals espoused in EFA and MDG paradigms through their own education for all plans and expended vast resources to realize these objectives However there remains a serious gap in knowledge about the design of these plans the influence of local and international forces in their development the challenges inherent in executing comprehensive and multifaceted reforms to achieve these goals and the success of the reform measures as evident in student learning outcomes This book addresses this knowledge gap in three ways First it utilizes empirical data collected over a five year period from six African countries Kenya Mali Senegal Nigeria Tanzania and Uganda to illuminate how the global agenda on education has been debated designed and implemented across the continent and with what outcomes Second it frames the six nation case studies within the wider logic of international educational policy agenda and the continent wide search for education quality Finally the analysis of universal primary education strategies is undertaken from an interdisciplinary perspective thereby allowing a more comprehensive view of the educational reform

Public Examinations Examined Thomas Kellaghan, Vincent Greaney, 2019-11-19 High stakes public examinations exert a dominant influence in most education systems They affect both teacher and student behavior especially at the middle and upper levels of secondary education The content of past examinations tends to dictate what is taught and how it is taught and more important what is learned and how it is learned By changing aspects of these examinations especially their content and format education systems can have a strong positive impact on teacher behavior and student learning help raise student achievement levels and better prepare students for tertiary level education and for employment Examination agencies many of which have followed the same procedures over decades can learn from the successes and failures of other systems This book addresses current issues related to the development administration scoring and usage of these high stakes public examinations identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies The book's primary audience consists of public examination officials on national regional and state examination boards but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards to academics and researchers interested in educational assessment to governmental and education agencies responsible for student selection and to professionals at development organizations This extremely well written and comprehensive book offers a timely review of the diversity of public examination practices worldwide of the tensions between examinations and learning and of the technical expertise involved in the creation of valid reliable and fair assessments It reminds us that as the diploma disease takes hold with an ever greater intensity at every stage of education worldwide and the commercial business of testing flourishes those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog Angela W Little Professor Emerita Institute of Education University College London This book is very well structured and written and draws on the authors remarkable global knowledge across countries and histories It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to

understand the nature and impact of examinations of different types and in different settings Mark Bray UNESCO Chair Professor of Comparative Education University of Hong Kong and former Director UNESCO International Institute for Educational Planning I am sure that *Public Examinations Examined* which thoroughly analyzes the practice of public examinations in different countries and makes profound and well grounded conclusions will arouse very great interest and will serve to further improve public examinations Victor Bolotov Distinguished Professor Higher School of Economics National Research University Moscow member Russian Academy of Education and former Deputy Minister of Education Russian Federation *Education in East and Central Africa* Charl Wolhuter, 2014-06-26 *Education in East and Central Africa* is a comprehensive critical reference guide to education in the region With chapters written by an international team of leading regional education experts the book explores the education systems of Djibouti Eritrea Ethiopia Kenya Somalia South Sudan Tanzania Uganda Zambia Angola Burundi the Central African Republic the Democratic Republic of Congo Equatorial Guinea and Sao Tome Gabon the Republic of Congo and Rwanda The book critically examines the regional development of education provision in each country as well as recent reforms and global contexts Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets this handbook is an essential reference for researchers scholars international agencies and policy makers at all levels *National Integration in Uganda 1962-2013* Nsibambi, Apolo Robin, 2014-10-20 *National Integration in Uganda 1962-2013* delves into the problems that have beset Uganda on the path to national integration and explores the prospects for consolidating this integration The book reviews the process of incorporating three regions Buganda Karamoja and the Northern Region into present day Uganda and examines the effects of this process Besides ethno cultural diversity what impact has religious diversity had on this process And what role has the language factor played Is integration in terms of territorial integrity social cohesion and subordination to a central authority over the long term possible The book offers insights that are crucial to the achievement of Uganda's dream of nationhood National Bibliography of Uganda ,2013 **The National Council for Higher Education and the Growth of the University Sub-sector in Uganda, 2002-2012** Kasozi, A.B.K., 2017-05-05 The National Council for Higher Education NCHE and the Growth of the University Sub sector in Uganda 2002-2012 narrates the experience of the Ugandan NCHE in the establishment development and regulation of higher education institutions in Uganda from 2002 to 2012 In this period student numbers in higher education institutions increased from about 65 000 to some 200 000 and university institutions from about ten to more than triple the number The book discusses the role of a regulatory agency in the delivery of higher education the relations of universities and colleges with such an agency its impact on developing university capacities and leadership in creating and refining higher education ideas The experience of Uganda's regulatory agency the NCHE in those ten years should help both the Ugandan and other African countries higher education stakeholders in sharing lessons learned from this one case study The author sees the roles of regulatory agencies as vital in the initial stages of

building a higher education sub sector and in periods of system transitions such as the current journey from elite to mass systems but is of the view that the university remains the home of knowledge creation dissemination and its application in society

Continuing Professional Teacher Development in Sub-Saharan Africa Yusuf Sayed, 2018-03-22 Continuing Professional Teacher Development in Sub Saharan Africa explores the prospects that the on going continuous professional development CPD of teachers working in schools offers for meaningful change particularly towards improving the quality of educational provision for the majority of the continent s children By reflecting on teacher professional development efforts and their place in broader education reforms the book highlights the challenges of teacher CPD in these education contexts contexts strongly shaped by endemic poverty under development and social upheaval The collection draws together examples of innovation and resilience and the valuing of teachers as critical role players enabled and empowered through their on going development as education professionals Drawing together a wealth of experience the volume identifies the policy and research implications for the future of CPD across the continent providing important lessons that can be integrated into a post 2015 development agenda for Africa

Gender and Primary Schooling in Uganda Joseph Tumushabe, 2000

Independent Schools Yearbook 2012-2013 none, 2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council s Associations HMC GSA The Society of Heads IAPS ISA and COBIS

Paving Pathways for Inclusion Borkowski, Artur, Office of the United Nations High Commissioner for Refugees, UNESCO, 2023-12-07

The administration of examinations for 15-19 year olds in England Great Britain: Parliament: House of Commons: Education Committee, 2012-07-03 Additional written evidence is contained in Volume 3 available on the Committee website at www.parliament.uk/educom

Understanding Ubuntu for Enhancing

Intercultural Communications Mukuni, Joseph, Tlou, Josiah, 2021-05-28 Given the importance of cross cultural competence it is important that scholars from different parts of the world describe the conceptual frameworks underlying their cultures to provide people with knowledge helpful for understanding and navigating cultural barriers and promoting harmony and productivity in places of work The literature is replete with reference points for understanding Eurocentric worldviews Little has been written about non Eurocentric worldviews with respect to the subject of socio cultural harmony and interpersonal relations such as Ubuntu Africa s indigenous philosophy and its relevancy This philosophy teaches the importance of maintaining good human relations and sensitivity to the wellbeing of other people both as individuals and collectively In the teachings of this African conceptual framework the wellbeing of others is more important than that of self Another important distinguishing feature of Ubuntu is that it places great value on communalism as opposed to individualism The tenets of Ubuntu include human centeredness teamwork collaboration cooperation respect for diversity of opinion and joint consideration of problems These tenets can be applied for intercultural competence and communications Understanding Ubuntu for Enhancing Intercultural Communications sheds some light on Ubuntu Africa s unique philosophy and explores

how the knowledge of Ubuntu can help minimize cross cultural communication barriers Within this context the chapters work to make readers aware of the existence of an African worldview specifically Ubuntu and its possible contribution to interpersonal communication This book also shares the lived experiences of being born and raised in sub Saharan Africa where Ubuntu is a way of life This book is essential for businesses seeking to expand internationally and managers overseeing diverse workforces as well as business executives government officials public relations officers academicians researchers and students including those studying African studies world religions international business international relations management communication and more

Teacher Education in Sub-Saharan Africa Rosarii Griffin, 2012-05-14

In the drive to achieve universal primary education as one of the Millennium Development Goals there is an increasing recognition of the urgency of focusing on teacher education to both meet the demand for more than one million qualified teachers required to achieve this goal within sub Saharan Africa as well as to combat the sometimes poor quality educational experience reported in the school Currently approximately only one third of teachers are qualified to teach This dearth in qualified teachers also means that secondary and tertiary education need to be improved upon to provide an educated cohort of graduates This in turn will ensure that the quality of teacher trained and retained within the profession is of a sufficiently high standard to ensure sustainable progress This volume focuses on the various aspects of teacher education which need to be addressed in order for the wider Millennium Goals to be achieved but more importantly so that each African child living within sub Saharan Africa will have the right to a quality education ensuring they too experience their right and entitlement as children to reach their full potential often taken for granted in Western countries giving African children the necessary tools to build a better future for themselves Of particular interest to the education researcher and policy maker this volume's contributors look at the various issues and challenges around the teacher profession particularly in relation to resources and practices within sub Saharan Africa The contributors examine the issue of building research capacity for educational research within teacher education Colleges and explore the concept of education for sustainable development with the view to improving the development of quality teacher education within the global South In this volume research reports are presented highlighting the various challenges within the structure and provision of teacher education within certain national contexts including assessment and curricula issues which need to be addressed This volume goes from the global to the local and examines teacher educator teaching learning and reflective practice issues within different contexts as well as exploring alternative pre service experiences for western teachers who wish to work within the sub Saharan context as well as some teacher educator exchange programmes between the South and North Case countries explored include Lesotho South Africa Mozambique Uganda Kenya Tanzania and Madagascar to mention but a few Of particular value to the education researcher and policy maker this book provides a timely resource focusing on an area of neglect highlighting the central role of the teacher and teacher education towards sustainable development within the sub Saharan African context

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