



Uganda National Examination Board

Rajend Mesthrie, David Bradley



Uganda National Examination Board:

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

Ugandan English Christiane Meierkord, Bebwa Isingoma, Saudah Namyalo, 2016-10-20 Ugandan English is a variety that has scarcely been noticed in past research This timely volume brings together African and European scholars in a first ever collection of articles that offer comprehensive discussions of the historical and present day sociolinguistics of English in Uganda and fine grained analyses of the structural characteristics of and attitudes to this hitherto largely unknown variety Using rich archive corpus and interview data as well as ethnographic and observational methods the various contributions paint a comprehensive picture of Ugandan English as distinct from other East African Englishes and as characterized by nativisation despite a still strong exonormative orientation reflecting the modern nation's status as a post protectorate under the influence of globalisation Apart from advancing our understanding of Ugandan English itself the individual chapters contribute to theoretical debates on language contact and variation as regards the influence of substrate languages founder populations language ideologies and socio economic factors *The Uganda*

Gazette Uganda, 2018-07-13

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 Uganda's Human Resource Challenge Jörg Wiegratz, 2009 Despite significant economic recovery and improved macro economic indicators since 1986 Uganda's economy continues to face considerable challenges This book analyses the relationship between economic and human resource development in the country It identifies deficits in capabilities skills know how experience linkage building and technology use as well as undesirable business practices These shortcomings limit economic diversification productivity enhancement job and income creation as well as poverty reduction The book calls for more efforts towards human resource development The current narrow mainstream economic policy focus on macro economic stability a favourable investment climate and improved physical infrastructure alone will not foster economic development and broad based well being The Ugandan people and the private sector need more state support in addition to the predominant education and health focus of the government and donors if they are to develop the required human resources More and better training enhanced learning at the place of work and an improved business culture are vital It is essential to focus on technical organisational managerial entrepreneurial learning innovative social and institutional capabilities Efforts towards dealing with these challenges will require attention to the political economic climate of the country To make the argument the author covers a wide range of topics such as training and learning technology productivity latecomer development competitiveness labour market MSMEs entrepreneurship value chains cooperation and trust and human resource management The book contains more than 130 figures tables and information boxes See more at <http://www.africanbookscollective.com/books/ugandas-human-resource-challenge-sthash4XThRHxq.dpuf> 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

The Handbook of Critical Literacies Jessica Zacher Pandya, Raúl Alberto Mora, Jennifer Helen Alford, Noah Asher Golden, Roberto Santiago de Roock, 2021-09-07 The Handbook of Critical Literacies aims to answer the timely question what are the social responsibilities of critical literacy academics researchers and teachers in today's world Critical literacies are classically understood as ways to interrogate texts and contexts to address injustices and they are an essential literacy practice Organized into thematic and regional sections this handbook provides substantive definitions of critical literacies across fields and geographies surveys of critical literacy work in over 23 countries and regions and overviews of research practice and conceptual connections to established and emerging theoretical frameworks The chapters on global critical literacy practices include research on language acquisition the teaching of literature and English language arts Youth Participatory Action Research environmental justice movements and more This pivotal handbook enables new and established researchers to position their studies within highly relevant directions in the field and engage organize disrupt and build as we work for more sustainable social and material relations A groundbreaking text this handbook is a definitive resource and an essential companion for students researchers and scholars in the field

Access to Knowledge in Africa Chris Armstrong, 2010 This book is a result of an international and

interdisciplinary research project known as the African Copyright and Access to Knowledge ACA2K project Acknowledgments

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 Social Justice Language Teacher Education Margaret R.

Hawkins, 2011-10-06 Social justice language teacher education is a response to the acknowledgement that there are social societal inequities that shape access to learning and educational achievement In social justice language teacher education social justice is the driving force and primary organizational device for the teacher education agenda What does social justice mean in diverse global locations What role does English play in promoting or denying equity How can teachers come to see themselves as advocates for equal educational access and opportunity This volume begins by articulating a view of social justice teacher education followed by language teacher educators from 7 countries offering theorized accounts of their situated practices Authors discuss powerful components of practice and the challenges and tensions of doing this work within situated societal and institutional power structures **Comparative Analysis on Universal Primary Education Policy and Practice in Sub-Saharan Africa** ,2015-01-01

Achieving Universal Primary Education UPE has received considerable attention since the early 1950s The concept of universal education is however not well defined and is used to mean many different things to different people This book contains a five year research work conducted by a group of African and Japanese researchers who have developed an equal partnership and network to review the expansion of primary education some policies prompting the free primary education intervention and the challenges of implementation based on the case study of two districts in four countries namely Ghana Kenya Malawi and Uganda The first part discusses issues related to administrative financial and perceptive issues related to UPE policies in each country case followed by the second part that focuses on quality of education and UPE policies The book contains various lessons learnt and implications for future education policies in developing countries **World Antimicrobial Awareness Week** Vera Manageiro, Marwan Osman,

Issmat I. Kassem, Dalal Hammoudi Halat, 2025-01-21 World Antimicrobial Week was established at the 68th World Health Assembly in 2015 and it takes place from the 18th to the 24th of November every year Its key aim is to improve the awareness of antimicrobial resistance highlighting the importance of education and communication Antimicrobial resistance is caused by bacteria viruses fungi and parasites not responding to current medicines such as antibiotics antivirals antifungals and antiparasitics leading to a higher risk of severe illness and death This has a huge economic impact leading to around five million deaths yearly increased health expenditure and ultimately inequalities Several causes lead to antimicrobial resistance varying from region to region These include the misdiagnosis of certain diseases with the consequent misuse of antimicrobials the overuse of antimicrobials in humans animals and crops or the lack of hygiene sanitation and access to water Due to these different causes antimicrobial resistance needs a multisectoral response focusing on the specific circumstances of each country and region The Dynamics of Language Rajend Mesthrie, David

Bradley, 2018-06-26 Linguistics the close study of language and languages is an indispensable foundation for all forms of knowledge The African continent is blessed with hundreds of languages which act as local repositories of culture and interaction South Africa alone has eleven official languages plus Sign Language many heritage languages and new languages of global movements and migration Part of the linguist s business is to document record and affirm languages and diversity Applied linguists use their training to understand and enhance the role of language in education and upliftment and the opportunities and challenges of new technologies of communication The International Congress of Linguists meets every five years to reflect the development of the field and 2018 is the first time that the congress is being held in Africa This book is a collection of the plenary and focus papers presented at the conference and thus represents current thinking in the major branches of language study as represented by leading local and international scholars The papers discuss the history of languages their structure acquisition diversity and use At the same time due regard is paid to the African continent in connection with its linguistic diversity multilingualism and educational and societal concerns The Congress is meant to affirm the value of the languages of Africa of languages and Linguistics in general as well as to inspire and equip younger scholars to undertake advanced research into language in its many facets **The Role of Intergovernmental Fiscal Transfers in**

Improving Education Outcomes Samer Al-Samarrai, The World Bank, Blane Lewis, 2021-07-23 The majority of the world s children live in countries where local governments are responsible for the provision of basic education services Although subnational governments manage their own education systems they often rely on transfers from the central government for funding The main purpose of this study is to assess how these fiscal transfers affect public funding for education and how they ultimately affect student schooling and learning outcomes Through a careful analysis of how fiscal transfers have affected education systems in different contexts the investigation develops a set of principles to support improvements in the design and implementation of transfer systems with a specific focus on the provision of education services The study is

centered on seven country case studies that aim to answer a set of common research questions using a similar approach. Country case studies were conducted in Brazil, Bulgaria, China, Colombia, Indonesia, Sudan, and Uganda. The analysis shows that fiscal transfer mechanisms can improve the adequacy of public education spending, reduce spending inequalities between regions, and improve spending efficiency. Moreover, the study highlights that carefully designed and implemented transfer systems can help raise overall education outcomes and reduce education inequality. This publication was funded by a grant from the Results in Education for All Children (REACH) trust fund at the World Bank. REACH is supported by the government of Germany through the Federal Ministry for Economic Cooperation and Development, the government of Norway through NORAD, and the government of the United States of America through the U.S. Agency for International Development.

Coming of Age Kamau, Kiarie, Mitambo, Kirimi, 2016-05-03. The sixteen chapters in this book form a Festschrift in honour of Henry Chakava, the distinguished Kenyan publisher. With a Forward by Tanzanian publisher Walter Bgoya, his long time collaborator in furthering the causes of independent African publishing, the topics cover the full range of issues in which he has been central over more than forty years. His notable achievements include the first local buy out of a British multinational publishing house, being one of the founders of African Books Collective and the African Publishers Network, and participation in international counsels such as the Bellagio Publishing Network. Amongst the contributors are prominent Kenyan authors Ngugi wa Thiong'o, Simon Gikandi, and Micere Githae Mugo. Kenyan colleagues from the book trade world, close collaborators in Uganda and Nigeria, and some international colleagues. The greatest range of the contributors are from within Africa. There are subject specific chapters on such issues as training, copyright, publishing in the digital age, and an overview of publishing at Codesria, including the vexed issue of marginalisation of African language publishing.

Giving Space to African Voices Zehlia Babaci-Wilhite, 2014-08-07. This book sets out to bring voices of the South to the debate on localization of education and makes the case that it should be considered a right in education. Despite all the scientifically based evidence on the improved quality of education through the use of a local language and local knowledge, English as a language of instruction and Western knowledge based curriculum continue to be used at all educational levels in many developing nations. This means that in many African countries, the goal of rights to education is becoming increasingly remote, let alone that of rights in education. With this understanding and with the awareness of the education challenges of millions of children throughout Africa, the authors argue that local curriculum through local languages needs to be valued and to be preserved, and that children need to be prepared for the world in a language that promotes understanding. The authors make a clear case that policy makers are in a position to work towards a quality education for all as part of a more comprehensive, right based approach. We owe it to the children of the South to offer the best quality education possible in order to achieve social justice.

Improving Learning In Uganda, Volume 2 Innocent Mulindwa Najjumba, Jeffery H. Marshall, 2013-03-14. This book attempts to answer what are the learning areas of the curriculum that are most difficult for students and teachers.

How much do teachers know about the curriculum they teach c Why do some students perform better than others And why do some teachers know more about what they teach than others **At the Crossroads** Florence Ebam Etta,Laurent Elder,2005 Raises questions about information and communication technologies ICT and their implementation in four East African countries with particular focus on Kenya Covers the respective roles of the public and private sectors the applications of ICT in government education and in various economic sectors Concludes with recommendations for responsible policy making *School Science Practical Work in Africa* Umesh Ramnarain,2020-06-01 School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research informed practices on school science practical work The book highlights trends and patterns in the enactment and role of practical work across African countries Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry based learning which signals a definite paradigm shift from the traditional teacher dominated to a learner centered approach The book provides empirical research on approaches to practical work contextual factors in the enactment of practical work and professional development in teaching practical work This book will be of great interest to academics researchers and post graduate students in the fields of science education and educational policy *The Power of Babel* Ali A. Mazrui,Alamin M. Mazrui,Alamin Mazrui,1998-08-03 Linguists estimate that there are currently nearly 2 000 languages in Africa a staggering figure that is belied by the relatively few national languages While African national politics economics and law are all conducted primarily in the colonial languages the cultural life of the majority of citizens is conducted in a bewildering Babel of local and regional dialects making language itself the center of debates over multiculturalism gender studies and social theory In *The Power of Babel* the noted Africanist scholar Ali Mazrui and linguist Alamin Mazrui explore this vast territory of African language *The Power of Babel* is one of the first comprehensive studies of the complex linguistic constellations of Africa It draws on Ali Mazrui s earlier work in its examination of the triple heritage of African culture in which indigenous Islamic and Western traditions compete for influence In bringing the idea of the triple heritage to language the Mazruis unravel issues of power culture and modernity as they are embedded in African linguistic life The first section of the book takes a global perspective exploring such issues as the Eurocentrism of much linguistic scholarship on Africa part two takes an African perspective on a variety of issues from the linguistically disadvantaged position of women in Africa to the relation of language policy and democratic development the third section presents a set of regional studies centering on the Swahili language s exemplification of the triple heritage *The Power of Babel* unites empirical information with theories of nationalism and pluralism among others to offer the richest contextual account of African languages to date

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