Primary Leaving Examination Uganda Past Papers

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#sthash.4XThRHxq.dpuf

The majority of the world?s children live in countries where local governments are responsible for providing basic education services. The study assesses how funding transfers from central government to subnational governments affect education funding and student schooling and learning outcomes.

The policy of the World Bank has been to focus on universal primary education, rather than supporting adult literacy programmes. But slow progress in Sub-Saharan Africa has convinced the Bank that adult literacy, especially amongst women, is a key factor in promoting economic and social development. This study of programmes in Uganda shows that adult literacy programmes can be more effective than was previously thought; that government run programmes can be as effective as those run by non-governmental organisations and that there is a large, unsatisfied demand among Ugandan adults for more education.

Networking Institutions of Learning - SchoolNet

Poverty Reduction in a Changing Climate, edited by Hari Bansha Dulal, is a work which discusses the new innovations and funding mechanisms which have emerged in response to the rise of climate-related challenges in the twenty-first century. Dulal and the text's contributors explore the synergies and implications of those innovations with respect to poverty alleviation goals.

This book is the first ever major effort to document and study hundreds of texts from an African (Ugandan) oral culture for children – folktales, riddles, and rhymes – and at the same time to make them available in the local Languages and to focus on their cultural and national value. The author surveys the history of collecting in Uganda and situates the texts in their broader geographical, historical, socio-cultural and educational Setting, including the early collecting efforts of heritage-minded Ugandans and European missionaries. Most of this preservational work is elusive and under-explored – so that the present book constitutes a major pioneering summary of Ugandan oral culture for children. The book addresses key questions such as: What happens when we collect, transcribe, and translate an oral text? How do we transfer components of the oral text to the page? What are the challenges of translating oral forms

targeting specifi¬cally a child Audience, and what choices ought to be made in the process? The book provides possible ways of rethink¬ing the debate about orality and literacy as modes of representation – the generic interrelationship between the oral and the written text, and how the two can enter dialogue through transcription and translation. The latter are effective means to archive these oral forms for children and use them to promote literacy and numeracy skills in predominantly oral communities. In the current institutions of formal education in Uganda, this coexistence of orality and literacy is evident in the class¬room environment, where the oral text is turned into words on the page to encourage literacy. Through transcription, the collector is able to capture oral texts in other forms – audio, written, visual, and digital. With the new technologies available, the task is not as arduous as in the past, and the information thus captured is made available in all its wealth for purposes of instruction or entertainment.

The aim of these essays is to discuss the process of evolution in under-developed countries and to show what difficulties are now encountered in these newly-developed states.

This comprehensive and up-to-date review of learning and educational quality in developing countries, written by 16 highly knowledgeable specialists from around the world, provides policymakers and researchers accessible perspectives with the Millennium Development Goals in mind.

The 14 chapters in this book address education policy as it is being implemented in three world regions, Africa, the Caribbean, and the Middle East. The diverse authors utilize original local data, interpreting it to describe policy development and implementation across a range of nations who share commonalities but also differences. The chapters begin with the premise that policy must respond to the needs of the citizenry and to the challenges faced by each society internally as well as globally. Meeting the challenge of frequently competing existing needs while addressing educational development to prepare for future needs, is an ongoing task for policymakers. The researchers authoring the book's chapters are aware of competing challenges and of the need for frequent revision of educational policy as well as continuing support for its implementation. They base their conclusions and the implications offered on the data while taking into account the culture within which successful and appropriate policy must be implemented. The implications have relevance for any society in the world as diversity exists everywhere so all societies are experiencing challenges generated by our interdependence with each other.

Takes an in-depth look at twenty-six economic and social development successes in Sub-Saharan African countries, and addresses how these countries have overcome major developmental challenges.

This reissue, first published in 1986, offers a comprehensive treatment of educational development in four countries in West and East Africa: Nigeria, Uganda, Kenya and Tanzania. The author focuses on the role of education in promoting or hindering national development; the way the educational system varies in response to societal and dialectical forces; the place of education in major theories of change and development; and the contribution made by education to economic, social and political development.

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 discarded brick, a three season trilogy, in two volumes, is set in Africa, Europe and North America. It is about the travels and experiences of Emmanuel N. Mukanga who even in childhood, would be moved to a different location every three to five years. Born in the British Protectorate of Uganda, the changing political and economic fortunes of his post-

independence homeland and region, led to thousands of his country people to flee and go look for greener pastures all over the world. This desire for a better and safer world, is a human desire and in Europe and North America, Emmanuel found people from other countries, in pursuit of happiness. Back home, not everyone was happy to co-exist with him. Fears and intrigue led to a family split, legal battles and irreconcilable differences. He and his siblings became a pariah to be avoided like the pest, The discarded Brick. Born in 1953, near the shores of Lake Victoria in Eastern Uganda, Emmanuel N. Mukanga was plucked from his parents at the age of three and taken to the Ugandan capital, Kampala. At age six, he was taken to a primary school, near Mbale in Eastern Uganda and at age nine transferred to Entebbe, former seat of the British Protectorate Government. At thirteen, he joined a prestigious boarding secondary school, after which he went to University to study the Arts. One of the reasons Idi Amin gave for expelling the 80,000 strong Indian Community from Uganda in 1972, was that, "they were milking the cow without feeding it," which was not entirely true. He, who had no cow to milk, did not know that he too would have to leave his country of birth. He worked at Uganda Television, but in 1976, he fled Idi Amin's Uganda, starting an odyssey that would take him to over 26 countries in Africa, Europe and North America. He interacted with many cultures, however, when it came to a denigration of his culture, at home, then a clash was inevitable. This awakened in him the question, "who are you, where do you come from and what do you stand for?" Cultural clashes, intrigue and legal battles follow. He has included an epilogue reflecting on his life and existence and tracing his origins among the Samia-Luhya, astride Kenya and Uganda. He started compiling this book in May 2009 and completed it in October 2020 during the great Covid 19 pandemic, and after George Floyd said twelve times, in less than 9 minutes, "Mama, I Can't Breathe."

This book series, International Research on School Leadership focuses on how present-day issues affect the theory and practice of school leadership. For this inaugural book, we focused on the challenges facing new principals and headteachers. Because the professional lives of school leaders have increasingly impinged on their personal well-being and resources have continued to shrink, it is important to understand how new principals or headteachers share and divide their energy, ideas, and time within the school day. It is also important to discover ways to provide professional development and support for new principals and headteachers as they strive to lead their schools in the 21st century. For these reasons, this book is dedicated to exploring the rarely-examined experiences of those who enter the role as new principals or headteachers. By giving voice to new principals and headteachers, we are able to determine what aspects of leadership preparation ring true and what aspects prove to be of little or no utility. Unlike leadership texts that have focused on conceptual considerations and personal narratives from the field, this book focuses on a collection of empirical efforts centered on the challenges and issues that new principals and headteachers experience during their initial and crucial years of induction. We solicited and accepted manuscripts that explore the multi-faceted dimensions of being a new principal or headteacher in the 21st century. Our goal was to create an edited book that examines the commonalities and differences that new principals and headteachers experience from an international perspective. This edited book is comprised of six chapters, each of which contributes a unique perspective on the responsibilities that new principals and headteachers are experiencing at the dawn of the 21st century.

This book attempts to answer (a) what are the learning areas of the curriculum that are most difficult for students and teachers? (b) 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?

This book explores how, and if, formal education affects peacebuilding in post-

conflict societies. As schooling is often negatively implicated in violent conflict, the author highlights the widely expressed need to 'build back better' and 'transform' schooling by changing both its structures and processes, and its curriculum. Drawing upon research from a wide range of post-conflict developing societies including Cambodia, Colombia and Kenya, the author examines whether there is any empirical support for the idea that schooling can be transformed so it can contribute to more peaceful and democratic societies. In doing so, the author reveals how the 'myth' of building back better is perpetuated by academics and international organisations, and explains why formal education in post-conflict developing societies is so impervious to radical change. This important volume will appeal to students and scholars of education in post-conflict societies.

To say that education in Africa is under stress is all to obvious. News reports from that continent seem to describe only war and violence, poverty and malnutrition, corruption and mismanagement, or natural disasters that destroy or threaten already frail infrastructures - most news from Africa is bad news. When an education system survives in a country like Uganda, long subjected to the whims of despotic leadership, it warrants an investigation. This book tells the story of four senior secondary schools during a time of war and intractable social conflict, examining a complex topic through multiple perspectives such as documentary history, oral history, ethnography, and organization theory. The author develops a broad picture of the Amin/Obote years and the accompanying political and social chaos in Uganda, while at the same time filling in the crucial details essential for developing an understanding of school survival in the Kaborole District. The author's intensive field work gives this study a unique dimension: by preserving a record of African voices - students, teachers, parents, alumni, board members, community leaders - a rich tableau of theh local conditions for school survival emerges. At the same time the discussion is situated within the larger Ugandan historical and political context, thus offering an excellent example of the application of multiple research perspectives to a complex social, cultural and political setting.

Universal Primary Education programs are being promoted around the globe as the solution to poverty and health problems, but very little in-depth qualitative knowledge is available about the experiences of these programs in children's life-worlds. Hopes in Friction offers a vivid portrait of life and the implementation of Universal Primary Education in Eastern Uganda, based on long-term fieldwork following a group of children as they grow up. The book considers how the actions and hopes of these children and families, to attain what they perceive as 'a good life', are crosscut by political aspirations and projects of schooling and health education. When hopes are in friction inspiration as well as disappointment occur. Policy makers in Uganda and in international organisations expect health improvements as one of the bonuses of education programs. Families in Eastern Uganda also hope for and experience health – in

the local sense of a good life – as part of schooling. Lotte Meinert explores the taken for granted effect of schooling on health and focuses a careful eye on how boys and girls appropriate and negotiate ideas and moralities about health in the context of what is possible ethically, materially and experientially.

Assesses Uganda's urgent social problems þ lack of education, poor health, and high population growth þ and means for alleviating them. This study concludes that if Uganda's social conditions - among the world's worst - are to improve, social spending must be both increased and better allocated. Three areas are considered critical. * Education: Although the great majority of children enter primary school, by secondary school enrollment drops to only 13 percent overall and to 7 percent for girls. This dropout rate is largely attributed to high fees and poor learning conditions. The study recommends expanding access to primary education by restructuring government expenditure and private spending. * Health: Uganda's infant mortality is 70 percent higher than the average among low- income countries and its death rate is double the average. Because the leading causes of illness and death are preventable þ albeit sometimes with great difficulty þ the study recommends that health policy be reoriented toward public health and prevention. * Family planning Given that up to 70 percent of women have a favorable attitude toward family planning, the study recommends that the urgent problem of high fertility be immediately addressed by making family planning services widely available. The report stresses that government policies should take into account the interrelationships among social problems þ for example, the correlation of low female education to high fertility, infant mortality, and child malnutrition.

This title reviews four aspects of educational assessment: public examinations, national assessment, international assessment, and classroom assessment, and offers suggestions for using different forms of assessment to enhance student learning.

This volume investigates the washback of the IELTS Writing test on English for Academic Purposes provision.

In Africa, with the expansion of coverage of primary education in recent decades, many of the remaining out-of-school children are in hard to reach areas, with low population density and poor transport. Providing access to education is challenging in such contexts, as the population in any village is often too small to support a conventional primary school. One of the answers is the use of multigrade teaching, where one teacher works with students of two or more grades. This paper examines the practice of multigrade teaching in three African countries, Uganda, Senegal, and The Gambia. Although these three cases had very different approaches to multigrade, their experiences suggest that multigrade teaching is a promising and cost-effective option, but that successful implementation requires sustained support from policymakers, adequate training of teachers, and careful explanation of the approach to parents and the communities.

Testing and Inclusive Schooling provides a comparative perspective on seemingly incompatible global agendas and efforts to include all children in the general school system, thus reducing exclusion. With an examination of the international testing culture and the politics of inclusion currently permeating national school reforms, this book raises a critical and constructive discussion of these movements, which appear to support one another, yet simultaneously offer profound contradictions. With contributions from around the world, the book analyses the dilemma arising between reforms that urge schools to move towards a constantly higher academic level, and those who practice a politics of inclusion leading to a greater degree of student diversity. The book considers the types of problems that arise when reforms implemented at the international level are transformed into policies and practices, firmly placing global educational efforts into perspective by highlighting a range of different cases at both national and local levels. Testing and Inclusive Schooling sheds light on new possibilities for educational improvements in global and local contexts and is essential reading for academics, researchers and postgraduate students interested in international and comparative education, assessment technologies and practices, inclusion, educational psychology and educational policy.

Washback refers to the influence of language testing on teaching and learning. This volume, at the important intersection of language testing and teaching practices, presents theoretical, methodological, and practical guidance for current and future washback studies. In the field of language testing, researchers' major interest has traditionally been focused on issues and solving problems inherent in tests in order to increase their reliability and validity. However, the washback effect goes well beyond the test itself to include factors, such as curriculum, teacher and learner behaviors inside and outside the classroom, their perceptions of the test, and how test scores are used. Only recently have researchers started to empirically investigate the phenomenon of washback. This volume of such research serves two essential purposes by: *providing an overview of the complexity of washback and the various contextual factors entangled within testing, teaching, and learning; and *presenting empirical studies from around the world that offer insights into the effects of washback in specific educational contexts and models of research on which future studies can be based. The extensive use of test scores for various educational and social purposes in society nowadays makes the washback effect a high-interest phenomenon in the day-to-day educational activities of teachers, researchers, program coordinators/directors, policymakers, and others in the field of education. Washback in Language Testing: Research Contexts and Methods is a valuable resource for those who are interested in the application of findings to actual teaching and learning situations or conduct washback research in their own contexts, including educational and psychological testing experts, as well as alternative assessment people in all fields, and for policy- and decision-makers in educational and testing organizations.

A quarterly journal of excerpts, summaries and reprints of current materials on economic and social development.

Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education results from the Joint ICMI/IASE Study Teaching Statistics in School Mathematics: Challenges for Teaching and Teacher Education. Oriented to analyse the teaching of statistics in school and to recommend improvements in the training of mathematics teachers to encourage success in preparing statistically literate students, the volume provides a picture of the current situation in both the teaching of school statistics and the pre-service education of mathematics teachers. A primary goal of Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education is to describe the essential elements of statistics, teacher's professional knowledge and their learning experiences. Moreover, a research agenda that invites new research, while building from current knowledge, is developed. Recommendations about strategies and materials, available to train prospective teachers in university and in-service teachers who have not been adequately prepared, are also accessible to the reader.

In Low-fee Private Schooling and Poverty in Developing Countries, Joanna Härmä draws on primary research carried out in sub-Saharan African countries and in India to show how the poor are being failed by both government and private schools. The primary research data and experiences are combined with additional examples from around the world to offer a wide perspective on the issue of marketized education, low-fee private schooling and government systems. Härmä offers a pragmatic approach to a divisive issue and an ideologically-driven debate and shows how the well-intentioned international drive towards 'education for all' is being encouraged and even imposed long before some countries have prepared the teachers and developed the systems needed to implement it successfully. Suggesting that governments need to take a much more constructive approach to the issue, Härmä argues for a greater acceptance of the challenges, abandoning ideological positions and a scaling back of ambition in the hope of laying stronger foundations for educational development.

This book 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 ESLA project. The contributions to this book reflect the exchanges and discussions which took place in this research group, initiated by staff of Mzumbe University in Tanzania, Uganda Martyrs University and the University of Groningen in the Netherlands. The group aims to go beyond figures and uncover the causes, effects and stories of the young people involved, as well as explore promising new strategies with which to address their needs.

Insights into Uganda is a selection of newspaper articles written by columnist Kevin OConnor for the Sunday Monitor, drawn almost entirely from 2007 to 2015. Divided into 13 chapters ranging from sex to religion and from inequality to the

environment, the 193 articles are always thoughtful, often provocative and sometimes humorous. The text is further enlivened by Moses Balagaddes cartoons. Kevin provides a multitude of insights into Ugandan society, which amply reflect both the title of his column, Roving Eye, and his catchphrase, For the observer of human behaviour every scene has its interest.

I have written an e-book about "China Africa Economic Relations".I have included a deep brief information and successes about China Economic Relations with every African country.I made focus on every issue,potential and opportunities of China-Africa Economic Relations.This book has been widely appreciated by the foreign ministry and the Chinese embassies in Africa.

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.

Copyright: fc0c5a5a572a09e4c12b12814bf1eedc