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Reveals practices and issues in higher education admissions, which are critical factors for improving worldwide access and equity.

Criteria for Awarding School Leaving Certificates: An International Discussion focuses on formal and official evaluation of school learning

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and student achievement at the time schooling is discontinued. The book is based on the proceedings of the 1977 Conference of the International Association for Educational Assessment held at the Kenyatta Conference Center in Nairobi, Kenya on May 23-28, 1977. The selection first discusses school leaving examinations as a function of external and educational factors and the terms of reference for school leaving examinations. The book also

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takes a look at the comparability of grading standards in public examinations in England and Wales; basic assessment issues in school-leaving examination programs; and the case for school leaving examinations in The Netherlands. The text reviews the alternatives to school leaving examinations in Sweden and Brazil, as well as the abolition of final examination, transition from secondary school to higher education, and support

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structures. The book also ponders on the structure of secondary school system in Austria, Australia, Bermuda, Cyprus, Hong Kong, India, and Ireland. The selection is a dependable reference for readers interested in school learning and student achievement measurements.

Mental tests and cultural adaptation
Higher Education Admission Practices
An International Perspective
Regulations and Syllabuses for the West

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African Senior Secondary School

Certificate Examination

The Case of Liberia

Half a Century of Commitment to

Excellence and Regional Co-operation

Development analysts tend to give short shrift to the seemingly minor bureaucratic hitches faced by practitioners—those who design, manage, implement, and evaluate aid projects. Often critical of foreign aid either for its apparent ineffectiveness at alleviating poverty or

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its purported neocolonial implications, the academic literature rarely acknowledges the experiences and pressures faced by practitioners themselves as they implement aid-funded development projects—the meetings, paperwork, negotiations, site visits, financial transactions, logistical arrangements, interviews, program activities, and beneficiary interactions—that keep projects running. And yet the impact of aid projects, and indeed the impact of development itself, often grows out of the

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daily activities and personal interactions of development practitioners. This unique book considers challenges from the perspective of development practitioners who confront technical, managerial, political, theoretical, and moral quandaries on a daily basis. With chapters written by expert practitioners on different aspects of design and management of international development activities, this book examines real issues and navigates the often contradictory demands of local development needs, including

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international donor imperatives; limited financial resources, time, information, and assurance of results; the competing pulls of administrative efficiency; and the desire to alleviate suffering. It also gives readers access to the crucial but little-heard voices of those who spend their professional lives designing and managing foreign aid projects, offering insight into what did or did not work on projects they have managed, implemented, or evaluated. These insights do not seek to identify universally right or wrong

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ways of doing development; instead, they highlight pros and cons associated with various approaches and decisions. This book provides valuable insights for students and others interested in a development career, encourages practitioners to engage in reflection, and persuades researchers to further consider the influence of practice on project success or failure.

A text on map-work for secondary-school and training-college students in West Africa. The book's main features are

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illustrated with topographical maps of Nigeria, Ghana, Liberia, Sierra Leone and The Gambia. Map-reading exercises and examination practice are included.

Issue 8542 April 7 1978

*West African Journal of Education
Annual Report*

*Nation-states and the Challenges of
Regional Integration in West Africa*

Patterns and Promising Practices

The Practice of International Development

This book covers all the topics included in the

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syllabus for Elective Mathematics at the West African Senior School Certificate Examination. The purpose of this book is to provide students with tools they need to be successful in their elective mathematics course. The material is presented in relevant and easy to understand manner. The step- by- step worked examples and many varied exercises help students build their skills. The concise explanation of concepts makes the book excellent for students preparing for the West African Examinations Council examination in elective mathematics.

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Education in West Africa is a comprehensive critical reference guide to education in the region. Written by regional experts, the book explores the education systems of Benin, Burkina Faso, Cameroon, Cape Verde, Chad, The Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone and Togo. It critically examines the development of education provision in each country, whilst exploring both local and global contexts. Including a comparative introduction to the issues facing

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education in the region as a whole, this handbook is an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

***Criteria for Awarding School Leaving Certificates
Education in Ghana***

***Public Awareness of Malpractice during the
Examinations by WAEC in Nigeria***

West African Church History

Issue 1,49665 February 16 2006

Ghana Gazette

Educational Assessment in a Time of Reform

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provides background information on large-scale examination systems more generally and the South African examination specifically. It traces the reforms in the education system of South Africa since 1994 and provides a description of the advances in modern test theory that could be considered for future standard setting endeavours. At the heart of the book is the debate on whether the current standard of education in Africa is good enough . If not, then how can it be improved? The aim of this book is to provide a point of

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departure for discussions on standard-setting, quality assurance, equating of examinations and assessment approaches.

From this point of departure recommendations for practices in general and the exit-level (Grade 12) examination results in particular can be made. This book is ideal reading for principals, teachers, academics and researchers in the fields of educational assessment, measurement, and evaluation.

Gle, a chief priest, abandons his role as custodian and defender of age-old customs

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to fight voluntarily on the side of the British in the Second World War. When the war ends, Gle and his fellow African soldiers do not receive their promised rewards. But they do not return peacefully to their homesteads or reassume their traditional values. Politicised by their role in the foreign conflicts they join together and march in protest to present a petition to the Governor of the Gold Coast (now Ghana), in an act of self-determination. The colonial forces respond with fire; soldiers are shot dead. The

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angry protesters descend into Accra and loot the shops, in what became the famous looting of 28 February 1948, and would mark the beginning of Ghana's fight for independence from Britain.

Resources in Education

An International Discussion

Deathmask

Issue 5,790 May 14 1969

Junior Graphic

Regulations for the West African School

Certificate Examination

Academic Paper from the year 2017 in the subject Sociology -

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Individual, Groups, Society, , language: English, abstract: This paper examined the impact of awareness creation and administration of various sanctions on examination malpractice, using the West African Examinations Council as a case study. The effects of the awareness level and the sanctions were also critically x-rayed with a view to applauding the results if encouraging or suggesting an improved strategy for an effective control and noticeable reduction in the rate of examination malpractice in public examinations like the West African Senior Secondary Certificate Examinations (WASSCE) conducted by WAEC. The rate of candidates' involvement in malpractice during the public examinations conducted across West African subregion is of great concern to many stakeholders. In spite of stringent measures taken to curb malpractice, the rate of involvement seems to be increasing

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geometrically. It is in reaction to this worrisome trend that this study was conducted to probe into the root-cause of continuous indulgence in malpractice during the examinations conducted by the West African Examinations Council (WAEC) in Nigeria. This is with a view to measuring the public awareness level as regards the implications of involvement in examination malpractice and appealing to their moral instinct to eschew this menace, using the proposed theory of awareness-creation and sanction-strategy (SACS). The study employed purposive sampling technique in selecting 10 (ten) states where various stakeholders in education were sampled for the administration of a questionnaire designed to gauge their knowledge of implications of involvement in examination malpractice of different forms. One thousand copies (1,000) of the instrument were administered in the States of Abia,

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Katsina, Kebbi, Benue, Kwara, Cross-River, Bayelsa, Nasarawa Niger and Edo among the Senior Secondary three Students, their teachers and parents of the same students. These states were purposively selected for their high level of malpractice recorded in the examination conducted by WAEC in recent times. Out of the administered copies of the instrument, nine hundred and forty-two (942) were retrieved for analysis.

This book is a short, essential guide for students revising for the West African Examination Council's English exam. It should be used as a starting point for your English revision. To improve your chances in the English exam, you should do three things often: 1. Read a lot (books, magazines, newspapers etc). 2. Write a lot (in fact, you should have a blog). 3. Join an online revision group or forum to exchange ideas with your peers all over West Africa.

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The Cultural Project of the Late British Empire

Essential Writing for Waec Students

Education in West Africa

Regulations & Syllabuses for the Joint Examination for the West African School Certificate and General Certificate of Education, 1965

Developing Science, Mathematics, and ICT Education in Sub-Saharan Africa

Collected Poems

Developing Science, Mathematics and ICT (SMICT) in Secondary Education is based on country studies from ten Sub-Saharan African countries: Botswana, Burkina Faso, Ghana, Namibia, Nigeria, Senegal,

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South Africa, Uganda, Tanzania and Zimbabwe, and a literature review. It reveals a number of huge challenges in SMICT education in sub-Saharan Africa: poorly-resourced schools; large classes; a curriculum hardly relevant to the daily lives of students; a lack of qualified teachers; and inadequate teacher education programs. Through examining country case studies, this paper discusses the lessons for improvement of SMICT in secondary education in Africa.

In the 1930s, British colonial officials introduced drama performances, broadcasting services, and

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publication bureaus into Africa under the rubric of colonial development. They used theater, radio, and mass-produced books to spread British values and the English language across the continent. This project proved remarkably resilient: well after the end of Britain's imperial rule, many of its cultural institutions remained in place. Through the 1960s and 1970s, African audiences continued to attend Shakespeare performances and listen to the BBC, while African governments adopted English-language textbooks produced by metropolitan publishing houses. Imperial Encore traces British

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drama, broadcasting, and publishing in Africa between the 1930s and the 1980s—the half century spanning the end of British colonial rule and the outset of African national rule. Caroline Ritter shows how three major cultural institutions—the British Council, the BBC, and Oxford University Press—integrated their work with British imperial aims, and continued this project well after the end of formal British rule. Tracing these institutions and the media they produced through the tumultuous period of decolonization and its aftermath, Ritter offers the first account of the global footprint of British cultural

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imperialism.

A Byproduct of Missionary Work in West Africa

Commonwealth in the 1980's

Comprehensive Mapwork for West African Schools

The West African Methodist Collegiate School,

1911-2021

1998-2000

Imperial Encore

The West African Methodist Collegiate School 1911-2021 presents an intricate analysis of challenging missionary work in Sierra Leone and West Africa. In meticulous detail, the

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book revisits an era that spans the slave trade and the manumission of slaves, and examines the ways that missionaries helped to educate former slaves and free men for a viable form of existence. The checkered history of the school chronicles the adversities, courage, and determination of men who dared to preserve an educational institution that was designed to provide religious and secular education. In more elaborate terms, the book reveals how changing circumstances and conditions of the twenty-first century can

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obscure a nineteenth-century concept when socioeconomic challenges and the vicissitudes of war and epidemics become too overpowering.

"Bursting at the seams" is an inescapable conclusion even after a cursory reading of this collection of poems. The poet is pushing the boundaries of poetic technique to its limit. There is so much to savour that the critic is left breathless as he goes on-long before the end. This is vintage Hallowell and if he had anything to prove in order to

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enhance his reputation as a leading contemporary young poet before this publication, there is now no need for him to go any further. Little wonder "The Dining Table" from his collection Manscape in the Sierra was selected from among thousands of African poems for study and testing at the school leaving certificate level of the primary examination body in West Africa, West African Examinations Council (WAEC). Standards and Standard Setting for Excellence in Education

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Challenges and Opportunities

Daily Graphic

DHEW Publication No. (OE).

**The West African Examinations Council
(1952-2002)**

**The West African Exams Council Agricultural
Science Syllabuses and Their Appropriateness
for Agricultural Prevocational Training in the
Gambia**