

## UACE 2023: Top 1000 A'Level schools

| SCHOOL | AVE. POINTS | LEAST SCORE | BEST SCORE | NO. OF CANDIDATES |
|--------|-------------|-------------|------------|-------------------|
| 2021   | 12          | 4           | 10         | 12                |
| 2022   | 12          | 5           | 10         | 11                |
| 2023   | 12          | 5           | 12         | 12                |
| 2024   | 12          | 5           | 12         | 12                |
| 2025   | 12          | 5           | 12         | 12                |
| 2026   | 12          | 5           | 12         | 12                |
| 2027   | 12          | 5           | 12         | 12                |
| 2028   | 12          | 5           | 12         | 12                |
| 2029   | 12          | 5           | 12         | 12                |
| 2030   | 12          | 5           | 12         | 12                |
| 2031   | 12          | 5           | 12         | 12                |
| 2032   | 12          | 5           | 12         | 12                |
| 2033   | 12          | 5           | 12         | 12                |
| 2034   | 12          | 5           | 12         | 12                |
| 2035   | 12          | 5           | 12         | 12                |
| 2036   | 12          | 5           | 12         | 12                |
| 2037   | 12          | 5           | 12         | 12                |
| 2038   | 12          | 5           | 12         | 12                |
| 2039   | 12          | 5           | 12         | 12                |
| 2040   | 12          | 5           | 12         | 12                |
| 2041   | 12          | 5           | 12         | 12                |
| 2042   | 12          | 5           | 12         | 12                |
| 2043   | 12          | 5           | 12         | 12                |
| 2044   | 12          | 5           | 12         | 12                |
| 2045   | 12          | 5           | 12         | 12                |
| 2046   | 12          | 5           | 12         | 12                |
| 2047   | 12          | 5           | 12         | 12                |
| 2048   | 12          | 5           | 12         | 12                |
| 2049   | 12          | 5           | 12         | 12                |
| 2050   | 12          | 5           | 12         | 12                |
| 2051   | 12          | 5           | 12         | 12                |
| 2052   | 12          | 5           | 12         | 12                |
| 2053   | 12          | 5           | 12         | 12                |
| 2054   | 12          | 5           | 12         | 12                |
| 2055   | 12          | 5           | 12         | 12                |
| 2056   | 12          | 5           | 12         | 12                |
| 2057   | 12          | 5           | 12         | 12                |
| 2058   | 12          | 5           | 12         | 12                |
| 2059   | 12          | 5           | 12         | 12                |
| 2060   | 12          | 5           | 12         | 12                |
| 2061   | 12          | 5           | 12         | 12                |
| 2062   | 12          | 5           | 12         | 12                |
| 2063   | 12          | 5           | 12         | 12                |
| 2064   | 12          | 5           | 12         | 12                |
| 2065   | 12          | 5           | 12         | 12                |
| 2066   | 12          | 5           | 12         | 12                |
| 2067   | 12          | 5           | 12         | 12                |
| 2068   | 12          | 5           | 12         | 12                |
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| 2070   | 12          | 5           | 12         | 12                |
| 2071   | 12          | 5           | 12         | 12                |
| 2072   | 12          | 5           | 12         | 12                |
| 2073   | 12          | 5           | 12         | 12                |
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| 2081   | 12          | 5           | 12         | 12                |
| 2082   | 12          | 5           | 12         | 12                |
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| 2111   | 12          | 5           | 12         | 12                |
| 2112   | 12          | 5           | 12         | 12                |
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| 2170   | 12          | 5           | 12         | 12                |
| 2171   | 12          | 5           | 12         | 12                |
| 2172   | 12          | 5           | 12         | 12                |
| 2173   | 12          | 5           | 12         | 12                |
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| 2179   | 12          | 5           | 12         | 12                |
| 2180   | 12          | 5           | 12         | 12                |
| 2181   | 12          | 5           | 12         | 12                |
| 2182   | 12          | 5           | 12         | 12                |
| 2183   | 12          | 5           | 12         | 12                |
| 2184   | 12          | 5           | 12         | 12                |
| 2185   | 12          | 5           | 12         | 12                |
| 2186   | 12          | 5           | 12         | 12                |
| 2187   | 12          | 5           | 12         | 12                |
| 2188   | 12          | 5           | 12         | 12                |
| 2189   | 12          | 5           | 12         | 12                |
| 2190   | 12          | 5           | 12         | 12                |
| 2191   | 12          | 5           | 12         | 12                |
| 2192   | 12          | 5           | 12         | 12                |
| 2193   | 12          | 5           | 12         | 12                |
| 2194   | 12          | 5           | 12         | 12                |
| 2195   | 12          | 5           | 12         | 12                |
| 2196   | 12          | 5           | 12         | 12                |
| 2197   | 12          | 5           | 12         | 12                |
| 2198   | 12          | 5           | 12         | 12                |
| 2199   | 12          | 5           | 12         | 12                |
| 2200   | 12          | 5           | 12         | 12                |

| SCHOOL | AVE. POINTS | LEAST SCORE | BEST SCORE | NO. OF CANDIDATES |
|--------|-------------|-------------|------------|-------------------|
| 2201   | 12          | 5           | 12         | 12                |
| 2202   | 12          | 5           | 12         | 12                |
| 2203   | 12          | 5           | 12         | 12                |
| 2204   | 12          | 5           | 12         | 12                |
| 2205   | 12          | 5           | 12         | 12                |
| 2206   | 12          | 5           | 12         | 12                |
| 2207   | 12          | 5           | 12         | 12                |
| 2208   | 12          | 5           | 12         | 12                |
| 2209   | 12          | 5           | 12         | 12                |
| 2210   | 12          | 5           | 12         | 12                |
| 2211   | 12          | 5           | 12         | 12                |
| 2212   | 12          | 5           | 12         | 12                |
| 2213   | 12          | 5           | 12         | 12                |
| 2214   | 12          | 5           | 12         | 12                |
| 2215   | 12          | 5           | 12         | 12                |
| 2216   | 12          | 5           | 12         | 12                |
| 2217   | 12          | 5           | 12         | 12                |
| 2218   | 12          | 5           | 12         | 12                |
| 2219   | 12          | 5           | 12         | 12                |
| 2220   | 12          | 5           | 12         | 12                |
| 2221   | 12          | 5           | 12         | 12                |
| 2222   | 12          | 5           | 12         | 12                |
| 2223   | 12          | 5           | 12         | 12                |
| 2224   | 12          | 5           | 12         | 12                |
| 2225   | 12          | 5           | 12         | 12                |
| 2226   | 12          | 5           | 12         | 12                |
| 2227   | 12          | 5           | 12         | 12                |
| 2228   | 12          | 5           | 12         | 12                |
| 2229   | 12          | 5           | 12         | 12                |
| 2230   | 12          | 5           | 12         | 12                |
| 2231   | 12          | 5           | 12         | 12                |
| 2232   | 12          | 5           | 12         | 12                |
| 2233   | 12          | 5           | 12         | 12                |
| 2234   | 12          | 5           | 12         | 12                |
| 2235   | 12          | 5           | 12         | 12                |
| 2236   | 12          | 5           | 12         | 12                |
| 2237   | 12          | 5           | 12         | 12                |
| 2238   | 12          | 5           | 12         | 12                |
| 2239   | 12          | 5           | 12         | 12                |
| 2240   | 12          | 5           | 12         | 12                |
| 2241   | 12          | 5           | 12         | 12                |
| 2242   | 12          | 5           | 12         | 12                |
| 2243   | 12          | 5           | 12         | 12                |
| 2244   | 12          | 5           | 12         | 12                |
| 2245   | 12          | 5           | 12         | 12                |
| 2246   | 12          | 5           | 12         | 12                |
| 2247   | 12          | 5           | 12         | 12                |
| 2248   | 12          | 5           | 12         | 12                |
| 2249   | 12          | 5           | 12         | 12                |
| 2250   | 12          | 5           | 12         | 12                |
| 2251   | 12          | 5           | 12         | 12                |
| 2252   | 12          | 5           | 12         | 12                |
| 2253   | 12          | 5           | 12         | 12                |
| 2254   | 12          | 5           | 12         | 12                |
| 2255   | 12          | 5           | 12         | 12                |
| 2256   | 12          | 5           | 12         | 12                |
| 2257   | 12          | 5           | 12         | 12                |
| 2258   | 12          | 5           | 12         | 12                |
| 2259   | 12          | 5           | 12         | 12                |
| 2260   | 12          | 5           | 12         | 12                |
| 2261   | 12          | 5           | 12         | 12                |
| 2262   | 12          | 5           | 12         | 12                |
| 2263   | 12          | 5           | 12         | 12                |
| 2264   | 12          | 5           | 12         | 12                |
| 2265   | 12          | 5           | 12         | 12                |
| 2266   | 12          | 5           | 12         | 12                |
| 2267   | 12          | 5           | 12         | 12                |
| 2268   | 12          | 5           | 12         | 12                |
| 2269   | 12          | 5           | 12         | 12                |
| 2270   | 12          | 5           | 12         | 12                |
| 2271   | 12          | 5           | 12         | 12                |
| 2272   | 12          | 5           | 12         | 12                |
| 2273   | 12          | 5           | 12         | 12                |
| 2274   | 12          | 5           | 12         | 12                |
| 2275   | 12          | 5           | 12         | 12                |
| 2276   | 12          | 5           | 12         | 12                |
| 2277   | 12          | 5           | 12         | 12                |
| 2278   | 12          | 5           | 12         | 12                |
| 2279   | 12          | 5           | 12         | 12                |
| 2280   | 12          | 5           | 12         | 12                |
| 2281   | 12          | 5           | 12         | 12                |
| 2282   | 12          | 5           | 12         | 12                |
| 2283   | 12          | 5           | 12         | 12                |
| 2284   | 12          | 5           | 12         | 12                |
| 2285   | 12          | 5           | 12         | 12                |
| 2286   | 12          | 5           | 12         | 12                |
| 2287   | 12          | 5           | 12         | 12                |
| 2288   | 12          | 5           | 12         | 12                |
| 2289   | 12          | 5           | 12         | 12                |
| 2290   | 12          | 5           | 12         | 12                |
| 2291   | 12          | 5           | 12         | 12                |
| 2292   | 12          | 5           | 12         | 12                |
| 2293   | 12          | 5           | 12         | 12                |
| 2294   | 12          | 5           | 12         | 12                |
| 2295   | 12          | 5           | 12         | 12                |
| 2296   | 12          | 5           | 12         | 12                |
| 2297   | 12          | 5           | 12         | 12                |
| 2298   | 12          | 5           | 12         | 12                |
| 2299   | 12          | 5           | 12         | 12                |
| 2300   | 12          | 5           | 12         | 12                |

| SCHOOL | AVE. POINTS | LEAST SCORE | BEST SCORE | NO. OF CANDIDATES |
|--------|-------------|-------------|------------|-------------------|
| 2301   | 12          | 5           | 12         | 12                |
| 2302   | 12          | 5           | 12         | 12                |
| 2303   | 12          | 5           | 12         | 12                |
| 2304   | 12          | 5           | 12         | 12                |
| 2305   | 12          | 5           | 12         | 12                |
| 2306   | 12          | 5           | 12         | 12                |
| 2307   | 12          | 5           | 12         | 12                |
| 2308   | 12          | 5           | 12         | 12                |
| 2309   | 12          | 5           | 12         | 12                |
| 2310   | 12          | 5           | 12         | 12                |
| 2311   | 12          | 5           | 12         | 12                |
| 2312   | 12          | 5           | 12         | 12                |
| 2313   | 12          | 5           | 12         | 12                |
| 2314   | 12          | 5           | 12         | 12                |
| 2315   | 12          | 5           | 12         | 12                |
| 2316   | 12          | 5           | 12         | 12                |
| 2317   | 12          | 5           | 12         | 12                |
| 2318   | 12          | 5           | 12         | 12                |
| 2319   | 12          | 5           | 12         | 12                |
| 2320   | 12          | 5           | 12         | 12                |
| 2321   | 12          | 5           | 12         | 12                |
| 2322   | 12          | 5           | 12         | 12                |
| 2323   | 12          | 5           | 12         | 12                |
| 2324   | 12          | 5           | 12         | 12                |
| 2325   | 12          | 5           | 12         | 12                |
| 2326   | 12          | 5           | 12         | 12                |

# Best Uace Schools Guide Uganda

**Joy C. Kwesiga**



## **Best Uace Schools Guide Uganda:**

**Transformative Strategies for Service Delivery** Paul Odeke, Barasa Jillian Nekesa, Kyalo Stanley Mugendi, Elizabeth Muthoni Wanjiku, Juma Wycliffe Odhiambo, 2025-01-29 TOPICS IN THE BOOK Developing an Ideal Change Management Framework for Enhancing Service Delivery in Government Parastatals A Case Study of Kampala Capital City Authority in Uganda Analysis of Factors Affecting Logistic Performance among Registered Freight and Forwarding Firms in Nairobi County Kenya Influence of Innovation Strategies on the Performance of Insurance Firms in Kenya Strategic Planning and Service Delivery at Kenya Power Headquarters in Kenya Digital Innovations and Competitive Advantage of Commercial Banks in Kenya **Why Regional Tier Form of Decentralization Governance's Implementation Is a Preliquist for Uganda's Better Service Delivery of 21st Century** Deo Rwangoga, The book looks at Decentralization governance of president Museveni era that was registered in Uganda of the local government status 1987 resistance councils status 1993 as well as into the 1995 constitution operationalized by the local government act 1997 that devolved legislative fiscal planning budgeting functions to districts Municipal councils as well as their lower tier levels whose idea was to involve the people in a way they were governed the dream that have not been achieved looking at what the cries of people are as expressed in all sectors This book analyses Decentralization from 1997 to 2019 and deduces that the first phrase of it 10 years that is up to 2005 was a success that time the district were 69 in number but beyond that time it was not at all and up to now as it is continuously becoming harder to manage those very many administrative units that jumped from just 39 districts in 1991 to 134 Districts in 2020 as well as municipalities created alongside districts that now stand at 41 2018 all contributing to formation of a Member of Parliament that total to 459 MPs 2018 All this has led Uganda to have a very poor governance system as even primary sectors of health education agriculture and economy are in a dilemma state leave alone local revenue collections that are directed from source to Centre before expenditure and the districts have to request back to do any activity including emergencies like garbage management repairs and salaries making services delivery impossible to be efficient and effective in all ways at these levels The book is based on secondary data that reported on governance issues of the day as written in Ugandan media that were people s feelings as issues of the time as well some Journals observations and interviews The book introduces decentralization governance of Uganda identifies current state of affairs of service delivery presents why there was need for many new administrative units and their state now looks at history of parliament feudalism identifies lost pride of Ugandans proposes what regional tier governance can address as well as linking the past with today s Ugandan governance Finally the book proposes prerequisite regional tier power centres relevant to today s Uganda and concludes with models that can help us achieve vision 2040 and therefore proposes immediate need to implement regional tier governance that will establish all three arms of government at regional centres of Uganda remember it was agreed to be implemented by those that deemed it under article 178 3 It is apparent that all regions should therefore implement it as a

solution to service delivery that is very poor now      **Higher Education and Research in Uganda** Joe Martin Aldo Opio-Odongo,1993      **Textbooks and School Library Provision in Secondary Education in Sub-Saharan Africa** World Bank,2008-02-15 This study is based on research on secondary textbook and school library provision in Botswana Cameroon Cote d Ivoire Ghana Kenya Malawi Rwanda Tanzania and Togo as well as existing recent country reports on textbook provision and an extensive desk research Considerable variations exist in Sub Saharan African textbook requirements needed to meet secondary curriculum specifications just as significant differences exist between and within countries in regard to the average price of recommended textbooks Some countries have no approved textbooks list This World Bank Working Paper aims to discuss the textbook situation in Sub Saharan Africa with a special focus on secondary textbook availability cost and financing distribution and publishing and the status of school libraries Its objective is to analyze the issues in secondary textbook and school library provision and to provide some options and strategies for improvement      [China-Africa Economic Relations](#) , 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      *Understanding Ubuntu for Enhancing Intercultural Communications* Mukuni, Joseph,Thlou, 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

**SIHA Journal: Women in Islam (Issue Four)** SIHA SIHA,2018-12-29 Women in Islam explores the complexities of gender relations in Muslim communities in the Horn of Africa and beyond engaging critically with the social political and cultural challenges associated with the intersection of Islam and gender With an eclectic selection of essays academic papers opinion pieces and personal narratives punctuated with poetry and art the journal seeks to spark creative and forward looking discussions on how to effectively improve the status of women in Muslim societies Women in Islam is published annually by SIHA the Strategic Initiative for Women in the Horn of Africa The fourth issue of Women in Islam is filled with critical analysis personal stories and cultural highlights from the Muslim world The theme of the dossier is womens sexuality one of the greatest social taboos articles in this section uncover the complex web of obsession and repression that surrounds female sexuality in Muslim cultures Further articles address social injustice and legal reform around the world while others highlight inspiring stories a womens cycling club in Sudan and how a young Somali woman followed her dream of becoming a mechanic With poetry reviews and stunning artwork throughout Women in Islam 4 is essential reading **Government**

**Handbook** Uganda,2005 *Government Handbook 2006* , **Women's Access to Higher Education in Africa** Joy C. Kwesiga,2002 This book addresses the gender divide in access to higher education and the Ugandan situation It examines theories of girls education human capital gender inequality and gender development bringing views from Africa and its institutions to debates often constructed and conducted in the West Whilst commending the work of women s movements and NGO s in furthering the educational cause it criticises fashionable neo liberal economic educational policies which are diverting resources not institutions thus diminishing local universities and women The volume also presents the results of a survey of female undergraduates at the University of Makerere which give rise to discussions about family societal and institutional influences on women s access to higher education This is a welcome book on women in higher education written by an African female academic insider and popular and outstanding contributor to the progress of women in higher education in East Africa Teacher Education in Globalised Times Jillian Fox,Colette Alexander,Tania Aspland,2020-05-12 This book provides commentary on the influence of multi layered political contexts that surround the work of teacher educators worldwide It addresses the drawbacks of the massification standards based movements and marketisation of universal business that threaten authenticity innovation and entrepreneurship within teacher education on a global scale The chapters celebrate the richly described local stories that explore the often tacit political activity that underpins teacher educators work The book highlights the commitment of both teachers and teacher educators to social justice and human rights and critical consciousness as central to the process of teacher development Teacher formation teacher education policies and curriculum development in an era of globalisation super diversity and the positioning of Indigenous populations and national

regulation and localisation are topics that are explored in this book      **Annual Report** Uganda Human Rights Commission,2012      **Agroforestry Education in Uganda** Wilson K. Kasolo,Per Rudebjer,1995      *Going to School in Sub-Saharan Africa* Jim Nesin Omatseye,Bridget Olijere Omatseye,2008-02-28 Educational practices vary widely in sub Saharan Africa due to political instability economic pressures and availability of resources This volume examines the history educational philosophies and current practices of schools in the region including a special Day in the Life feature that shows readers what an average student s school day is like for that country All educational levels are covered from primary through secondary school and both public and private systems are examined Angola Cameroon Democratic Republic of Congo Ghana Ivory Coast Kenya Nigeria South Africa Tanzania Uganda      **Handbook on the History of Mathematics Education** Alexander Karp,Gert Schubring,2014-01-25 This is the first comprehensive International Handbook on the History of Mathematics Education covering a wide spectrum of epochs and civilizations countries and cultures Until now much of the research into the rich and varied history of mathematics education has remained inaccessible to the vast majority of scholars not least because it has been written in the language and for readers of an individual country And yet a historical overview however brief has become an indispensable element of nearly every dissertation and scholarly article This handbook provides for the first time a comprehensive and systematic aid for researchers around the world in finding the information they need about historical developments in mathematics education not only in their own countries but globally as well Although written primarily for mathematics educators this handbook will also be of interest to researchers of the history of education in general as well as specialists in cultural and even social history      *Reflections on Education in East Africa* Sorobea Nyachio Bogonko,1992      *Language and Literacy in Uganda* Kate Parry,2000 Uganda s linguistic situation is complex These papers from two conferences at Makerere University present a coherent and current picture The book is divided into five parts an overview of language and literacy issues in both Ugandan and international contexts the issue of language for national communication the role of local language in the education system national policies and practices in teaching literacy and literature and ways of encouraging a reading culture in Uganda      Parliamentary Debates (Hansard) Uganda. Parliament,2012      *The Local Government Handbook* Moses Sserwanga,2011      Upgrading Book Distribution in Africa Tony Read,Carmelle Denning,Vincent Bontoux,2001

Best Uace Schools Guide Uganda: Bestsellers in 2023 The year 2023 has witnessed a remarkable surge in literary brilliance, with numerous engrossing novels captivating the hearts of readers worldwide. Lets delve into the realm of top-selling books, exploring the fascinating narratives that have charmed audiences this year. The Must-Read : Colleen Hoover's "It Ends with Us" This touching tale of love, loss, and resilience has captivated readers with its raw and emotional exploration of domestic abuse. Hoover expertly weaves a story of hope and healing, reminding us that even in the darkest of times, the human spirit can succeed. Uncover the Best : Taylor Jenkins Reids "The Seven Husbands of Evelyn Hugo" This spellbinding historical fiction novel unravels the life of Evelyn Hugo, a Hollywood icon who defies expectations and societal norms to pursue her dreams. Reids compelling storytelling and compelling characters transport readers to a bygone era, immersing them in a world of glamour, ambition, and self-discovery. Discover the Magic : Delia Owens "Where the Crawdads Sing" This mesmerizing coming-of-age story follows Kya Clark, a young woman who grows up alone in the marshes of North Carolina. Owens spins a tale of resilience, survival, and the transformative power of nature, captivating readers with its evocative prose and mesmerizing setting. These popular novels represent just a fraction of the literary treasures that have emerged in 2023. Whether you seek tales of romance, adventure, or personal growth, the world of literature offers an abundance of captivating stories waiting to be discovered. The novel begins with Richard Papen, a bright but troubled young man, arriving at Hampden College. Richard is immediately drawn to the group of students who call themselves the Classics Club. The club is led by Henry Winter, a brilliant and charismatic young man. Henry is obsessed with Greek mythology and philosophy, and he quickly draws Richard into his world. The other members of the Classics Club are equally as fascinating. Bunny Corcoran is a wealthy and spoiled young man who is always looking for a good time. Charles Tavis is a quiet and reserved young man who is deeply in love with Henry. Camilla Macaulay is a beautiful and intelligent young woman who is drawn to the power and danger of the Classics Club. The students are all deeply in love with Morrow, and they are willing to do anything to please him. Morrow is a complex and mysterious figure, and he seems to be manipulating the students for his own purposes. As the students become more involved with Morrow, they begin to commit increasingly dangerous acts. The Secret History is a masterful and thrilling novel that will keep you guessing until the very end. The novel is a cautionary tale about the dangers of obsession and the power of evil.

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