

Robert Francis Prevost, 69, has become the 267th occupant of the throne of St Peters

POPE

“Viva il Papa” - Long live the Pope.:



How will Pope Leo lead? His first days may yield clues

Pope Leo XIV
Europe



Page 12

Why Kenya must secure its future

Why Kenya must secure its future
America



Page 16

Trump floats slashing China tariffs to 80%

‘many’ deals ‘in the hopper’
US-China



Page 18

Public Service Failure: Is the Ruling Party or the Bureaucracy to Blame?

Africa



Page 20

Who is Robert Prevost The new Pope Leo XIV?

By: Silas Mwaudasheni Nande

Even before his name was announced from the balcony of St Peter’s Basilica, the crowds below were chanting “Viva il Papa” - Long live the Pope. Robert Francis Prevost, 69, has become the 267th occupant of the throne of St Peter and he will be known as Leo XIV.

He is the first American to fill the role of pope, although he is considered as much a cardinal from Latin America because of the many years he spent as a missionary in Peru. Born in Chicago in 1955 to parents of Spanish and Fran-



Pope Leo XIV has supported his predecessor - and attention will focus on his early actions

Contd Page 10

Measuring The Unmeasurable? Why Performance Agreements Standardised Will Fail Namibia’s Teachers And Disadvantaged Learners

Measuring The Unmeasurable? Why Performance Agreements Standardised Will Fail Namibia’s Teachers And Disadvantaged Learners
By: Silas Mwaudasheni Nande

Introduction
The global drive towards greater

accountability in public service has increasingly turned its focus towards education. The logic seems simple: measure performance, identify strengths and weaknesses, and drive improvement. Consequently, performance agreements, underpinned by Key Performance Indicators (KPIs),

are often proposed as tools to enhance teacher effectiveness and, ultimately, learner outcomes. Namibia’s Ministry of Education, Arts and Culture, like many governmental bodies worldwide, has considered such mechanisms for its teaching fraternity, aiming to instill a stronger

culture of accountability. However, while the intention to improve educational standards and ensure teachers are performing op-

Contd Page 14

Introducing New Technologies Into Uzbekistan’s Education P4

Peace Page 8
Universal Ideas Of Peace In The United Nations Organization

News Backpage
New Constitution Of The Republic Of Uzbekistan



The Diaspora Times Global



Media as the Bridge of Civilizations: A Global Call for Integrity and Cooperation

By: Diaspora Times Team
xxxxxxxxxxxxx

Worth Noting:

The conference's call for a global media ecosystem rooted in openness, inclusivity, and cooperation comes at a critical moment. The return of former U.S. President Donald Trump to the White House has coincided with a renewed wave of protectionist rhetoric and isolationism in international affairs—trends that threaten to erode the very global cooperation our interconnected world demands.

CMG President Shen Haixiong reaffirmed the broadcaster's commitment to building bridges of dialogue and fostering partnerships that promote global peace and development. This vision is not merely aspirational—it is necessary. In a world strained by geopolitical tensions, climate emergencies, and rising social unrest, narrative power, factual integrity, and cross-cultural understanding have become indispensable tools for sustainable peace.

People attend a solemn ceremony to honor the revered ancient Chinese educator and philosopher Confucius at Tainan Confucius Temple in Tainan, southeast China's Taiwan, March 20, 2025. (Xinhua/Liu Fei)



In the historic city of Qufu, birthplace of Confucius, a recent gathering of global media leaders delivered a timely reminder: the media must remain steadfast defenders of truth, facilitators of dialogue, and custodians of our shared global future. Hosted by China Media Group (CMG), the annual conference—titled “Exchange, Mutual Learning, Technology Empowerment: The Power of Civilization in Transformation and Development”—was more than symbolic. Held at the spiritual home of one of history's greatest thinkers, it underscored the enduring need for ethics, understanding, and cooperation in global communication amid rapid technological change.

In today's fragmented information landscape, media institutions bear a dual burden. They are expected to report facts and hold power to account, while also navigating a turbulent technological and political environment where truth is

often distorted and agendas hide behind the veneer of “information.” As the forum emphasized, the media must resist becoming tools of division or vehicles for narrow interests.

The conference's call for a global media ecosystem rooted in openness, inclusivity, and cooperation comes at a critical moment. The return of former U.S. President Donald Trump to the White House has coincided with a renewed wave of protectionist rhetoric and isolationism in international affairs—trends that threaten to erode the very global cooperation our interconnected world demands.

CMG President Shen Haixiong reaffirmed the broadcaster's commitment to building bridges of dialogue and fostering partnerships that promote global peace and development. This vision is not merely aspirational—it is necessary. In a world strained by geopolitical tensions, climate emergencies, and rising social

unrest, narrative power, factual integrity, and cross-cultural understanding have become indispensable tools for sustainable peace.

Artificial intelligence (AI), one of the forum's central themes, embodies both promise and peril. While AI can revolutionize the media by improving efficiency and expanding reach, it also risks spreading misinformation at scale and eroding public trust. As UN Under-Secretary-General for Global Communications Melissa Fleming warned, safeguarding the integrity of cyberspace requires global cooperation. Without it, the very technologies meant to improve our world may deepen the crises they were designed to solve.

That is why international forums like the CMG conference are so vital. They convene diverse voices and perspectives to co-create ethical standards that rise above national interests. They challenge media to think beyond borders and embrace their role in shap-

ing a future grounded in mutual understanding and shared responsibility.

Kenya Broadcasting Corporation Managing Director Agnes Kalekye captured this imperative perfectly. Her appeal for increased global media cooperation—and her call for a media development fund to support under-resourced news outlets—highlighted the persistent issue of information inequality. In many parts of the Global South, limited access to credible news leaves communities vulnerable to disinformation and disconnected from the global narrative. A global media fund would empower these outlets to maintain professional standards and fulfill their public service mandate.

Ultimately, the CMG Forum reaffirmed a universal truth: civilizations thrive not in isolation, but through learning, dialogue, and adaptation. As one of the most powerful institutions of our time, the media must lead that charge—by informing

with integrity, exposing injustice, and inspiring innovation in service of the common good.

As communication continues to evolve, so too must our commitment to values like cooperation, inclusivity, and truth. The media must resist the temptations of polarization, sensationalism, and authoritarian control. Instead, it should become a forum for reflection and progress—elevating voices that heal rather than divide. In the spirit of Confucius, let us be guided by his wisdom: “The nobler man seeks harmony, not uniformity.” It is this harmony—across cultures, technologies, and ideologies—that the global media must now work to build.

Only then can the power of civilization truly drive transformation—not just in policy, but in the hearts and minds of people everywhere.

The writer is a journalist and communications consultant.

Reach Editorial Team on:

diasporaglobalnews@yahoo.com / diasporaglobalnews@gmail.com

GLOBAL LEADERSHIP TEAM

The Diaspora Times Global



Group Executive Chairman
M. Danson
Shashi Court, Ring Rd, Westlands
P.O. Box 101 675-00101 Nairobi,
Kenya.
Tel/WhatsApp: +254720 918 828
Email: dan@mtkenyatimes.co.ke
Adverts: ads@mountkenyatimes.co.ke



Associate Publisher & Senior
Editor UK & G. Britain
Shamlal Puri, London
E: media@adlinkinternational.com
(advertising inquiries only)
shamlalpuril4@gmail.com
(editorial)
Phone 0044 330 606 1438.
WhatsApp 00447432220184



Senior Editor Botswana & S.
Africa.O.M Otukile
Africa Plot 15215, Tshikinyega,
Mahalapye, Botswana
P.O. Box 20392 Mahalapye, Botswana
Tel/WhatsApp:
+267 77 458 029
Email: paula200500293@gmail.com



Senior Editor India & Asia
Sakshi Agrawal
10, Balughat Main Road,
Near Shubham Poultry Farm,
Muzaffarpur, Bihar, India. Pin
Code: 842001
Tel/WhatsApp: +91 74882 30902
Email: agrawalsakshi684@gmail.com



Senior Editor India & Asia
Nilanjana Sarkar
Red Carpet Vogue
Tel/WhatsApp:
+91 95936 49888
Email: thequidditchink@gmail.com



**KENYA WILL BE
HOSTING**

APTA
ASSOCIATION FOR THE PROMOTION
— OF TOURISM TO AFRICA —

IN

2025

WELCOME

HOME

For All your Advertisement needs

Email: ads@mountkenyatimes.co.ke

diasporaglobalnews@yahoo.com / diasporaglobalnews@gmail.com

Facebook: <https://www.facebook.com/DiasporaGlobal>

Twitter: <https://twitter.com/DiasporaGlobal1>

LinkedIn: <https://www.linkedin.com/in/diaspora-global-1a15ab210/>

Instagram: @DiasporaGlobal1, TikTok: @DiasporaGlobal

YouTube: Diaspora Global

Uzbekistan

Introducing New Technologies Into Uzbekistan's Education System: Problems And Solutions



By: Mushtariybonu Adhamjonova
xxxxxxxxxxxxxx

Worth Noting:

- **Digital Literacy:** Students become proficient in using modern tools, essential for today's workforce.

- **Critical Thinking and Problem Solving:** Interactive technologies encourage students to analyze, evaluate, and innovate.

- **Independent and Collaborative Learning:** Online platforms allow for personalized learning as well as teamwork through virtual classrooms.

- **Global Preparedness:** Exposure to international standards and practices better equips students for future careers.

Key words: Uzbekistan education system, technology integration, digital divide, teacher training, digital literacy, public-private partnerships, curriculum modernization, infrastructure expansion, educational technology challenges, global workforce readiness.

Introduction

In recent years, Uzbekistan has recognized the transformative potential of technology in education, seeking to enhance the educational experience, expand access to quality resources, and equip students with essential skills for a digital future. With a national commitment to modernization and development, Uzbekistan's education system has started integrating new technologies to create a dynamic and adaptable learning environment. This article explores the significance of these changes, the technologies being implemented, and the role they play in preparing Uzbekistan's youth for the demands of a globalized world.

Benefits of Technology Integration

The use of technology in education brings a wide range of advantages:

- **Digital Literacy:** Students become proficient in using modern tools, essential for today's workforce.
- **Critical Thinking and Problem Solving:** Interactive technologies encourage students to analyze, evaluate, and innovate.
- **Independent and Collaborative Learning:** Online plat-

forms allow for personalized learning as well as teamwork through virtual classrooms.

- **Global Preparedness:** Exposure to international standards and practices better equips students for future careers.

These advantages are crucial for building a future-ready generation and aligning Uzbekistan's education system with international standards.

Challenges Facing Implementation

Despite the benefits, Uzbekistan faces several challenges in effectively integrating technology into its educational institutions:

1. **Urban-Rural Disparities:** Many rural schools lack stable internet access and modern devices, creating a digital divide.

2. **Teacher Preparedness:** A significant portion of teachers are unfamiliar with educational technologies, and there are limited professional development programs.

3. **Funding Issues:** Schools often struggle to afford both initial investments and the long-term maintenance of technological infrastructure.

4. **Cultural Resistance:** Parents and educators in some regions remain skeptical of digital tools, believing they might distract from traditional learning.

5. **Outdated Curriculum:** Many school programs have not been updated to incorporate digital skills or modern teaching methodologies.



Proposed Solutions

To address these problems, the paper proposes a set of targeted solutions:

- **Infrastructure Development:**

Improve internet access and provide devices to underprivileged regions through public-private partnerships.

- **Teacher Training:**

Launch nationwide professional development programs, ideally in collaboration with global tech companies like Google and Microsoft.

- **Sustainable Funding Models:**

Establish government-supported education technology funds, supported by private-sector investments and corporate social responsibility (CSR) initiatives.

- **Awareness and Cultural Engagement:**

Conduct campaigns to inform parents and communities about the long-term benefits of tech-based education.

- **Curriculum Reform:**

Integrate digital competencies, programming, and

project-based learning into the national curriculum.

Role of International Collaboration

Uzbekistan has already begun cooperating with major global technology firms:

- **Microsoft and Google** provide platforms and training for teachers and students.

- **Cisco's Networking Academy** offers digital skill-building programs.

- **UNESCO** and other international bodies support curriculum reform and teacher training.

These partnerships help bridge gaps in local expertise and provide sustainable models for long-term development.

Conclusion

While Uzbekistan's education system is on the path to digital transformation, the journey is not without obstacles. Effective technology integration requires more than devices—it needs systemic reform, teacher empowerment, cultural acceptance, and sustained

investment. With strategic planning and global collaboration, Uzbekistan can build an inclusive, future-oriented educational ecosystem that empowers its youth and contributes to national progress.

Mushtariybonu Adhamjonova was born on April 15, 2001, in Namangan region, Republic of Uzbekistan. She is Uzbek by nationality and speaks both Uzbek and English. She graduated from School No. 13 with excellent grades. In 2020, she became a student at the Faculty of Philology and Language Teaching at Namangan State University. Since childhood, she has been passionate about creativity, writing stories and poems, and her works have now been published in international newspapers. In 2024, she became a master's student at Namangan State Pedagogical Institute. Her creative works are being indexed on Google.

The Diaspora Times Global

To advertise in Diaspora Times Global, read by the diaspora worldwide contact our exclusive **UK & Europe** Advertising and Marketing representatives.

Special introductory incentives available to new advertisers



ADLINK INTERNATIONAL (1989) MEDIA GROUP
16 Upper Woburn Place, London WC1H 0AF
Phone: 0330 606 1438 (44 330 606 1438)
Email: media@adlinkinternational.com
www.adlinkinternational.com
Contact: Mr Shamlal Puri

Digital MARKETING EXPERTS.

Grow your business
with us

SKYVIEW
Smart Solutions



OUR SERVICES:

- Digital Marketing
- SEO Campaign Strategies
- Web Design & Development
- Brand Build Business Strategies



Call us on

+91 811 576 6421 +966 53 879 2285



Visit our website

www.skyviewads.com

For All your Advertisement needs

Email: ads@mountkenyatimes.co.ke

diasporaglobalnews@yahoo.com / diasporaglobalnews@gmail.com

Facebook: <https://www.facebook.com/DiasporaGlobal>

Twitter: <https://twitter.com/DiasporaGlobal1>

LinkedIn: <https://www.linkedin.com/in/diaspora-global-1a15ab210/>

Instagram: @DiasporaGlobal1, TikTok: @DiasporaGlobal

YouTube: Diaspora Global

US and UK agree deal slashing Trump tariffs on cars and metals

By: BBC
xxxxxxxxxxxx

Worth Noting:

- The two sides said the US had agreed to reduce the import tax on cars – which Trump had raised by 25% last month – to 10% for 100,000 cars a year.
- That will help luxury carmakers such as Jaguar Land Rover and Rolls Royce, but could limit growth in the years ahead, as it amounts to roughly what the UK exported last year.
- Business Secretary Jonathan Reynolds told the BBC the UK was days away from losing thousands of jobs at carmakers facing US tariffs.
- “This was very serious,” he said. “It would have meant people would have lost their jobs without this breakthrough.”
- Tariffs on steel and aluminium, which Trump raised earlier this year to 25%, have also been slashed, according to the Prime Minister’s Office. The US said instead it would establish a quota, as had existed previously.



The US has agreed to reduce import taxes on a set number of British cars and allow some steel and aluminium into the country tariff-free, as part of a new agreement between the US and UK.

The announcement offers relief for key UK industries from some of the new tariffs President Donald Trump has announced since his return to the White House in January.

But it will leave a 10% duty in place on most goods from the UK.

Though hailed by the leaders of the two countries as significant, analysts said it did not appear to meaningfully alter the terms of trade between the countries, as they stood before the changes introduced by Trump this year.

No formal deal was signed on Thursday and the announcements from both governments were light on details.

Speaking from a Jaguar Land Rover factory in the West Midlands, Sir Keir Starmer described the agreement as a “fantastic platform”.

“This historic deal delivers for British business and British workers protecting thousands of British jobs in key sectors including car manufacturing and steel,” he said, adding that the “the UK has no greater ally than the United States”.

At the White House, Trump called it a “great deal” and pushed back against criti-

cism that he was overstating its importance.

“This is a maxed out deal that we’re going to make bigger,” he said.

US agreement leaves the UK open to do a much more significant EU deal

What’s in the deal?

The two sides said the US had agreed to reduce the import tax on cars – which Trump had raised by 25% last month – to 10% for 100,000 cars a year.

That will help luxury carmakers such as Jaguar Land Rover and Rolls Royce, but could limit growth in the years ahead, as it amounts to roughly what the UK exported last year.

Business Secretary Jonathan Reynolds told the BBC the UK was days away from losing thousands of jobs at carmakers facing US tariffs.

“This was very serious,” he said. “It would have meant people would have lost their jobs without this breakthrough.”

Tariffs on steel and aluminium, which Trump raised earlier this year to 25%, have also been slashed, according to the Prime Minister’s Office. The US said instead it would establish a quota, as had existed previously.

The two countries also each agreed to allow the import of up to 13,000 metric tonnes of beef from the other country without tariffs, according to documents re-

leased by the US Trade Representative.

The US said the change would significantly expand its sales of beef to the UK, which had previously faced 20% duties and were capped at 1,000 metric tonnes.

Overall, the US said the deal would create a \$5bn (£3.8bn) “opportunity” for exports, including \$700m in ethanol and \$250m in other agricultural products.

“It can’t be understated how important this deal is,” US Agriculture Secretary Brooke Rollins said.

What’s the reaction?

UK Steel director General Gareth Stace welcomed the agreement, saying it would offer “major relief” to the steel sector.

“The UK government’s cool-headed approach and perseverance in negotiating with the US clearly paid off,” he said.

Other business groups expressed more uncertainty.

“It’s better than yesterday but it’s definitely not better than five weeks ago,” said Duncan Edwards, chief executive of BritishAmerican Business, which represents firms in the two countries and supports free trade.

“I’m trying to be excited but I’m struggling a bit.” While Labour MPs praised the deal, opposition parties asked for more detail and scrutiny in Parliament. Conservative Party leader

Kemi Badenoch criticised the deal, saying it amounted to tariffs being lowered by the UK, while being hiked in the US.

“This is not a historic deal with the US,” she said. “We’ve been shafted.”

The Liberal Democrats demanded a vote on the deal in Parliament, saying it would show “complete disrespect to the public” if MPs were denied a say.

Sir Ed Davey said: “When it comes to any trade deal – and especially one with someone as unreliable as Donald Trump – the devil will be in the detail.”

“One thing is clear, Trump’s trade tariffs are still hitting key British industries, threatening the livelihoods of people across the UK.”

Reform UK Leader Nigel Farage said the deal was a “step in the right direction”. He told the BBC there was more detail to come but in the round it was a welcome development.

“The important point is that we are doing stuff, we are making a move,” he said. “It’s a Brexit benefit we were able to do this.”

Win for US ranchers?

The US and UK have been discussing a trade deal since Trump’s first term. They came close to signing a mini-agreement at that time.

But the US has long pushed for changes to benefit its

farmers and pharmaceutical issues, which had been non-starters politically for the UK.

It was not clear how much those issues had advanced.

The National Cattlemen’s Beef Association said the agreement in-principle had delivered a “tremendous win” for American ranchers but the US Meat Export Federation, which tracks trade barriers for farmers in the US, said it was still trying to pin down information about the changes.

The UK said there would be no weakening in food standards for imports.

While the UK appears to have made some commitments, “the devil will be in the details,” said Michael Pearce, deputy chief economist at Oxford Economics, which said it was making no change to its economic forecasts as a result of the announcement.

Other issues loom.

Trump has said repeatedly that he wants to tax imports of pharmaceuticals, in a bid to ensure the US has a strong manufacturing base for critical medicines.

The UK said the US had agreed to give British firms “preferential treatment”.

But Ewan Townsend, a lawyer at Arnold & Porter, who works with health care firms, said the industry was now “left waiting to see exactly what this preferential treatment will mean”.

The Africa Largest eCOMMERCE



www.gotyou.co.ke

**NOW
OPEN**

Call/Text/WhatsApp: +254 714 090 155

For All your Advertisement needs

Email: ads@mountkenyatimes.co.ke

diasporaglobalnews@yahoo.com / diasporaglobalnews@gmail.com

Facebook: <https://www.facebook.com/DiasporaGlobal>

Twitter: <https://twitter.com/DiasporaGlobal1>

LinkedIn: <https://www.linkedin.com/in/diaspora-global-1a15ab210/>

Instagram: @DiasporaGlobal1, TikTok: @DiasporaGlobal

YouTube: Diaspora Global

Peace

Universal Ideas Of Peace In The United Nations Organization

By: Sharipov Dilshod Bakhshillo-
yevich
xxxxxxxxxxxxx

Worth Noting:

- The UN's peacekeeping efforts began in 1948 with the establishment of a body to monitor compliance with peace agreements in the Middle East [4, p. 80]. That same year, peacekeeping missions were carried out in 110 countries, involving over 750,000 military, police, and civilian personnel. More than 1,500 peacekeepers have sacrificed their lives in the pursuit of peace. Despite its extensive operations, UN peacekeeping expenses account for less than 0.2% of global military expenditures
- Security Council decisions launch peacekeeping operations, and the Secretary-General typically appoints a special representative to lead them. The military responsibility for each mission lies with the appointed military commander or observer [6, p. 82]. The UN does not possess its own standing army, and no single country provides permanent military forces for UN missions. Personnel and resources are provided voluntarily by member states

The term "United Nations" was first proposed by U.S. President Franklin Delano Roosevelt and was used in the "Declaration of the United Nations" signed on January 1, 1942. Shortly thereafter, from April 25 to June 25, 1945, the UN Charter was drafted at the International Conference on the Establishment of an International Organization held in San Francisco. On June 26, 1945, representatives of 50 countries signed the Charter of the United Nations. Poland later became the 51st founding member. Officially, the United Nations began functioning on October 24, 1945, and this date is celebrated annually as United Nations Day [1, pp. 3; 143–153].

THE POWER OF VETO

The primary purpose of establishing the UN was to prevent armed conflicts arising from international tensions and to curb the growth of armament [2, p. 942]. This implied a commitment to halting direct military actions by aggressors. Unlike the League of Nations, the UN called upon member states to strengthen their military, air, and naval forces to protect any victimized member state from unjustified attacks. However, the authority to implement military action solely rests with the UN Security Council. For any significant decision to be adopted, at least seven votes, including all five permanent members, must be in agreement. If any one of the permanent members exercises its veto right, the matter is effectively blocked and cannot be further discussed or resolved. Understandably, in times of crisis, the veto power can paralyze the Security Council. If the Security Council is unable to reach a resolution against an aggressor, the General Assembly may take over and issue a resolution [3, p. 942].

UN PEACEKEEPING OPERATIONS

The UN's peacekeeping efforts began in 1948 with the establishment of a body to monitor compliance with peace agreements in the Middle East [4, p. 80]. That same year, peacekeeping missions were carried out in 110 countries, involving over 750,000 military, police, and civilian personnel. More than 1,500 peacekeepers have sacrificed their lives in the pursuit of peace.



Despite its extensive operations, UN peacekeeping expenses account for less than 0.2% of global military expenditures [5, p. 81].

Security Council decisions launch peacekeeping operations, and the Secretary-General typically appoints a special representative to lead them. The military responsibility for each mission lies with the appointed military commander or observer [6, p. 82]. The UN does not possess its own standing army, and no single country provides permanent military forces for UN missions. Personnel and resources are provided voluntarily by member states [7, p. 82].

PEACE THROUGH DEVELOPMENT

In today's context, peace and security should not be viewed solely as the absence of conflict. Sustainable peace is achieved through economic development, social justice, environmental protection, democratization, disarmament, and the protection of human rights. Peace can only endure when economic and social development is guaranteed [8, p. 87].

The UN's peacebuilding efforts often aim at establishing structures that support long-term stability. These include securing human rights, organizing elections, developing local self-governance, improving healthcare and education, and fostering economic growth [9, p. 88]. The concept of "peace through development" is a central tenet of the UN's peacebuilding strategy [10, p. 88]. Organizations under the UN umbrella such as the UN Development Programme (UNDP), UNICEF, the World Food Programme, and the UN High Commis-

sioner for Refugees all play vital roles in reconstruction processes, providing opportunities for displaced individuals and building trust in national and local governance [11, p. 89].

The UNDP, established in 1965, plays a crucial role in maintaining global peace. Its three core objectives are: Helping transform the United Nations into a strong, cohesive force for sustainable human development; Mobilizing resources to address key development challenges, including poverty alleviation, job creation, and the advancement of women's rights;

Expanding international cooperation in sustainable human development and providing essential resources to support such cooperation [12, p. 89; 13, p. 39].

UN DECLARATIONS ON PEACE

Throughout its history, the UN has adopted numerous documents affirming humanity's right to peace and calling on all member states to uphold it. For instance, the 1984 Declaration on the Right of Peoples to Peace (General Assembly Resolution 39/11) reiterates that the UN's main objective is to ensure international peace and security, stressing that in the nuclear age, peace is essential for the survival of civilization [14, p. 100].

The 1975 Declaration on the Use of Scientific and Technological Progress in the Interests of Peace (Resolution 3384 [XXX]) emphasizes that such progress should not be used to violate sovereignty, conduct aggressive wars, or suppress national liberation movements. It must also respect individual rights and personal inviolability [15, pp. 124–127].

UN PRESENCE AND COMMEMORATIVE DATES

Currently, the UN operates information centers, services, and offices in 77 countries [16, pp. 351–364]. In Uzbekistan, the UN office is located in Tashkent. The UN also designates specific international days and weeks to promote peace and solidarity, such as:

March 21: International Day for the Elimination of Racial Discrimination

March 21–27: Week of Solidarity with Peoples Struggling Against Racism and Racial Discrimination

June 4: International Day of Innocent Children Victims of Aggression

June 26: UN International Day in Support of Victims of Torture

First Tuesday of September: International Day of Peace

October 24–30: Disarmament Week

November 16: International Day for Tolerance

November 29: International Day of Solidarity with the Palestinian People

December 2: International Day for the Abolition of Slavery

December 10: Human Rights Day [17, pp. 349–351]

CONCLUSION AND PERSPECTIVES FOR REFORM

Overall, the pursuit of global peace and sustainable stability is inextricably linked to the internal peacebuilding, developmental, and governance policies of each individual nation. In this regard, the United Nations and its subsidiary institutions play a decisive role as impartial guarantors and facilitators of peace.

Nonetheless, in recent years, the call for reforming the United Nations has grown louder. The effectiveness and

credibility of the UN—especially the Security Council—are often questioned due to the disproportionate influence granted by the veto power to its five permanent members (China, France, Russia, the United Kingdom, and the United States). In situations where international consensus is urgently required, the use of the veto can stall crucial decisions, thereby paralyzing the peacekeeping or humanitarian mission at hand.

Any proposed reform of the UN system, particularly of the Security Council, is a complex and sensitive issue. It requires a delicate balance between the principle of sovereign equality among all member states and the strategic interests of powerful nations. Therefore, any meaningful structural reform must emerge through extensive diplomatic engagement and, ultimately, the approval of those states that hold veto power.

Despite these challenges, the UN remains a cornerstone of international cooperation and a powerful symbol of humanity's collective commitment to peace, justice, and sustainable development. It is through strengthening multilateral dialogue, enhancing the participation of underrepresented regions in decision-making, and ensuring fair implementation of resolutions that the UN can continue to fulfill its founding mission in the 21st century and beyond.

*Sharipov Dilshod Bakhshillo-
yevich*
Senior Lecturer, Department
of Social Sciences,
Bukhara State Pedagogical
Institute

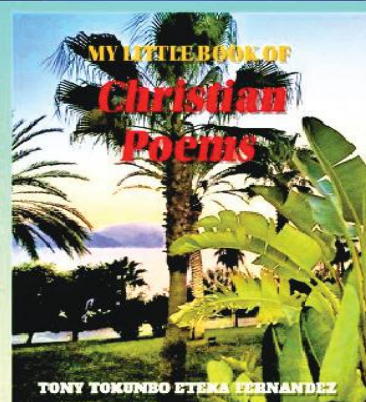
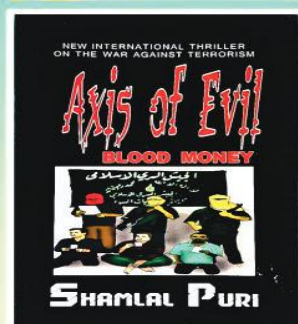
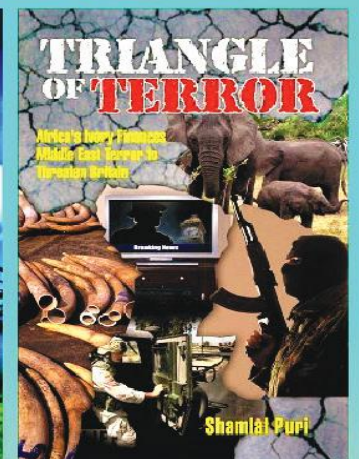
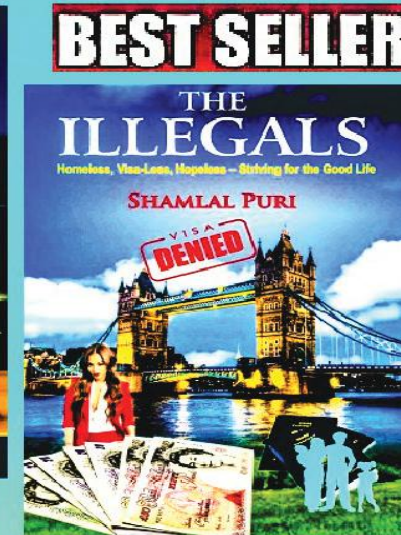
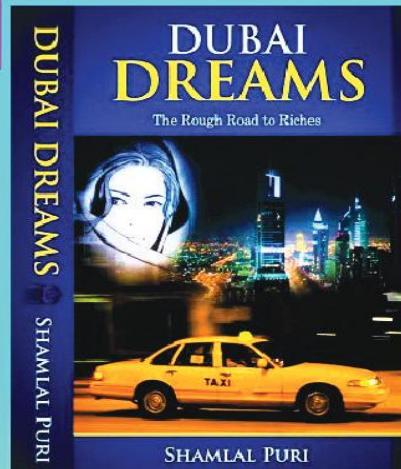
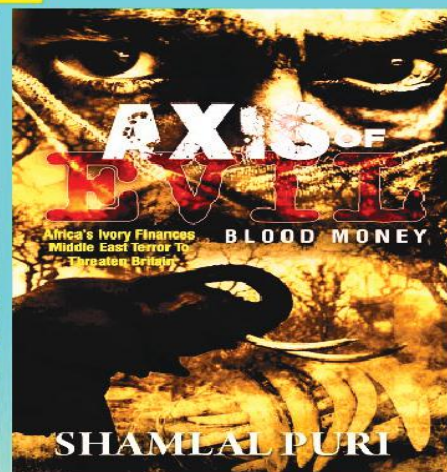
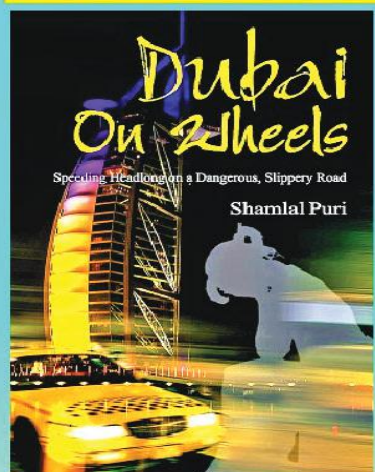
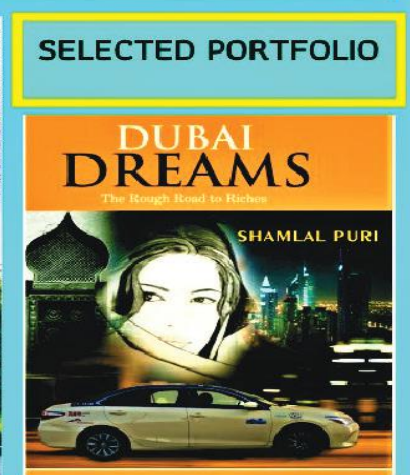
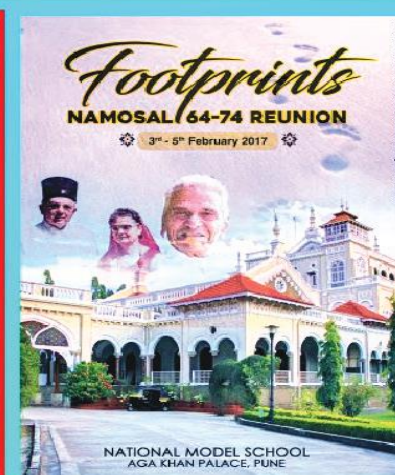
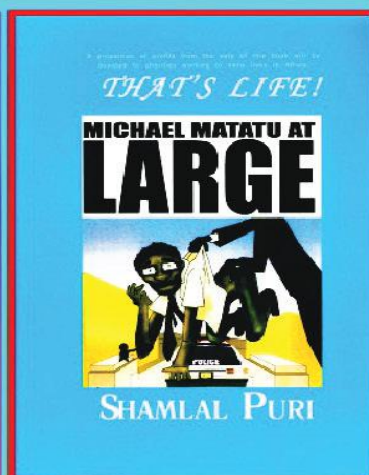
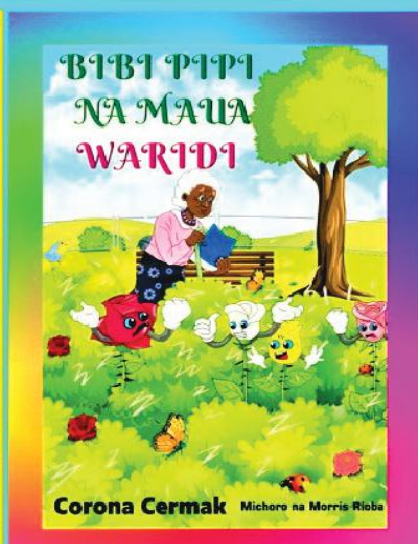
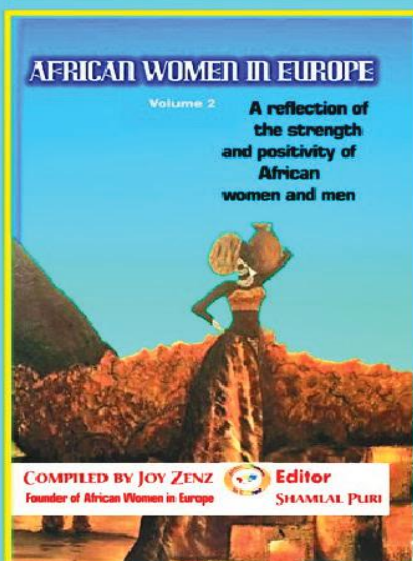
DO YOU WANT TO GET PUBLISHED?

ARE YOU A WRITER OR CORPORATE?
Let Professional Editors and Authors turn your story into a Dream Book.

THRILLERS - FICTION - FICTION - BIOGRAPHIES - TRAVELOGUES - HUMOUR- COFFEE TABLE - BROCHURES

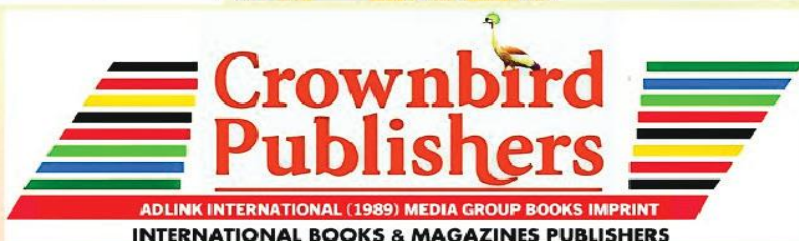
London-based contract Publishers for independent and self-publish authors.

We offer one-stop top notch Editing, Expert Design, Proof Reading, Book Covers, Artwork, Digital, Litho Printing, E-Books, Corporate Brochures and UK ISBN number. Reasonable costs. We print and deliver books. Authors retain 100% sales profits.



The Crownbird Publishers logo and imprint owned by Adlink International (1989) Media Group London

Copies of some books available for sale: hard copy/ digital. Contact us: media@adlinkinternational.com Email Subject: Crownbird Books



ADLINK INTERNATIONAL (1989) MEDIA GROUP

Books Division

16 Upper Woburn Place, London WC1H 0AF (UK)

Tel: 44 330 606 1438

Email: media@adlinkinternational.com

www.adlinkinternational.com

For All your Advertisement needs

Email: ads@mountkenyatimes.co.ke

diasporaglobalnews@yahoo.com / diasporaglobalnews@gmail.com

Facebook: <https://www.facebook.com/DiasporaGlobal>

Twitter: <https://twitter.com/DiasporaGlobal1>

LinkedIn: <https://www.linkedin.com/in/diaspora-global-1a15ab210/>

Instagram: @DiasporaGlobal1, TikTok: @DiasporaGlobal

YouTube: Diaspora Global

US News

Who is Robert Prevost

The new Pope Leo XIV?

By: BBC
xxxxxxxxxxxx

Contd from Page 1



Cardinal Prevost shares a quiet moment with Pope Francis (R) in February 2025

Worth Noting:

- The new pontiff was born in Chicago in 1955, and served as an altar boy and was ordained in 1982.
- Before becoming the new leader of the Catholic Church, Leo told Italian network Rai that he grew up in a family of immigrants.
- “I was born in the United States... But my grandparents were all immigrants, French, Spanish... I was raised in a very Catholic family, both of my parents were very engaged in the parish,” he said.
- Although Leo was born in the US, the Vatican described him as the second pope from the Americas (Francis was from Argentina).
- Jari Honora, a genealogist and historian in the US state of Louisiana, said Leo has strong ties to New Orleans’ black community.

co-Italian descent, Leo served as an altar boy and was ordained in 1982.

Although he moved to Peru three years later, he returned regularly to the US to serve as a priest and a prior in his home city.

He has Peruvian nationality and is fondly remembered as a figure who worked with marginalised communities and helped build bridges.

He spent 10 years as a local parish pastor and as a teacher at a seminary in Trujillo in north-western Peru.

In his first words as Pope, Leo spoke fondly of his predecessor Francis.

“We still hear in our ears the weak but always courageous voice of Pope Francis who blessed us,” he said.

“United and hand-in-hand with God, let us advance together,” he told cheering crowds.

The Pope also spoke of his role in the Augustinian Order.

In 2014, Francis made him Bishop of Chiclayo in Peru.

He is well known to cardinals because of his high-profile role as prefect of the Dicastery for Bishops which has the important task of selecting and supervising bishops.

He became archbishop in January 2023 and within a few months, Francis made him a cardinal.

What is his background?

The new pontiff was born in Chicago in 1955, and served as an altar boy and was ordained in 1982.

Before becoming the new leader of the Catholic Church, Leo told Italian network Rai that he grew up in a family of immigrants.

“I was born in the United States... But my grandparents were all immigrants, French, Spanish... I was raised in a very Catholic family, both of my parents were very engaged in the parish,” he said.

Although Leo was born in the US, the Vatican described him as the second pope from the Americas (Francis was from Argentina).

Jari Honora, a genealogist and historian in the US state of Louisiana, said Leo has strong ties to New Orleans’ black community.

He told the BBC that the new pontiff’s maternal grandparents lived in a now-demolished home in the city’s seventh ward, and she also rented a place in the iconic Pontalba building in New Orleans’ French Quarter.

Mr Honora said Pope Leo’s grandparents are described as black or mulatto in historical records, but that the family’s identity was listed as white when they moved

to Chicago - a common practice among black families looking to escape racial segregation.

The Pope’s background “indicates that [American] stories, the experiences of our ancestors are more tightly woven than we could have ever imagined,” he said.

What are Pope Leo’s views?

Early attention will focus on Leo XIV’s pronouncements to see whether he will continue his predecessor’s reforms in the Roman Catholic Church.

In choosing his papal name, Leo has signified a commitment to dynamic social issues, according to experts. The first pontiff to use the name Leo, whose papacy ended in 461, met Attila the Hun and persuaded him not to attack Rome.

The last Pope Leo led the Church from 1878 to 1903 and wrote an influential treatise on workers’ rights.

Former Archbishop of Boston Seán Patrick O’Malley wrote on his blog that the new pontiff “has chosen a name widely associated with the social justice legacy of Pope Leo XIII, who was pontiff at a time of epic upheaval in the world, the time of the industrial revolution, the beginning of Marxism, and widespread immigration”.

The new Pope’s LGBT views are unclear, but some conservative College of Cardinals, believe he may be less supportive than Francis.

Leo XIV has shown support for a declaration from Francis to permit blessings for same-sex couples and others in “irregular situations”, although he has added that bishops must interpret such directives in accordance with local contexts and cultures.

Speaking last year about climate change, Cardinal Prevost said that it was time to move “from words to action”.

He called on mankind to build a “relationship of reciprocity” with the environment.

And he has spoken about concrete measures at the Vatican, including the installation of solar panels and the adoption of electric vehicles.

Pope Leo XIV has supported Pope Francis’ decision to allow women for the first time to join the Dicastery for Bishops, an administrative body that identifies and recommends future bishops to the Holy See.

“On several occasions we have seen that their point of view is an enrichment,” he told Vatican News in 2023. In 2024, he told the Catholic News Service that wom-

en’s presence “contributes significantly to the process of discernment in looking for who we hope are the best candidates to serve the Church in episcopal ministry”.

Disagreements with the Trump administration?

The new pontiff is believed to have shared Francis’ views on migrants, the poor and the environment.

A former roommate of his, Reverend John Lydon, described Leo to the BBC as “outgoing”, “down to earth” and “very concerned with the poor”.

In recent months, he appears to have challenged the views of US Vice-President JD Vance.

A social media account in his name shared a social media post on X that was critical of the Trump administration’s deportation of a US resident to El Salvador.

The account also shared a critical comment piece written about a TV interview by Vance.

“JD Vance is wrong: Jesus doesn’t ask us to rank our love for others,” read the post, repeating the headline from the commentary on the National Catholic Re-

Contd Page 11

UK News

Who is Robert Prevost The new Pope Leo XIV?

xxxxxxxxxxxx

Contd from Page 10

Worth Noting:

- The last Pope Leo led the Church from 1878 to 1903 and wrote an influential treatise on workers' rights.
- Former Archbishop of Boston Seán Patrick O'Malley wrote on his blog that the new pontiff "has chosen a name widely associated with the social justice legacy of Pope Leo XIII, who was pontiff at a time of epic upheaval in the world, the time of the industrial revolution, the beginning of Marxism, and widespread immigration".
- The new Pope's LGBT views are unclear, but some groups, including the conservative College of Cardinals, believe he may be less supportive than Francis.
- Leo XIV has shown support for a declaration from Francis to permit blessings for same-sex couples and others in "irregular situations", although he has added that bishops must interpret such directives in accordance with local contexts and cultures.



Pope Leo XIV appears on the balcony of St. Peter's Basilica (@Vatican Media)

porter website.

Shortly after, the account shared another article, published by The Jesuit Review, and commented that Catholics "cannot support a rhetoric that demonizes immigrants as dangerously criminal simply because they have crossed the border in search of a better life for themselves and their families".

The BBC has contacted the Vatican but has not independently confirmed the account, which was created in 2011, belongs to the new pontiff.

Pride and concern over his time in Peru

Leo moved to Peru as a missionary in 1985 to work in various rural communities. He was known for working with marginalised people, and immersed himself in learning Spanish. After a stint back in the United States, he returned to Peru again in 1988 to the city of Trujillo on the north coast where he trained young men to be priests and taught canon law.

In late 2014, when he was back in the US, he was put forward by Pope Francis to return to Peru as the Apostolic Administrator of Chiclayo, a diocese on Peru's north coast and the following year he was appointed the Bishop of Chiclayo. He

served in this role for nearly a decade.

In 2015, he obtained Peruvian citizenship. He reportedly often referred to Peru as "mi segunda patria", my second homeland.

He championed various charities such as supporting soup kitchens and childcare for struggling families, and advocated for better housing on the north coast, which is prone to floods.

But not all in the country are proud of his record.

Accusations have been made

about his handling of sexual abuse cases during his time as Bishop of Chiclayo. Three Peruvian women are among those who went public with claims that - as bishop - he failed to investigate and punish a priest accused of sexually abusing them, with claims dating back to 2007. They said that when they raised their allegations with the diocese in 2022, no substantial or serious inquiry was opened.

Church officials denied this and said an investigation

was opened, but was closed in 2023 by the ecclesiastical district and the Vatican after a local prosecutor said there was not enough evidence to support the civil claim.

An investigation by the prosecutor was reopened after media reports about the case and the BBC understands it is ongoing.

The BBC spoke in Chiclayo to Jesus Leon Angeles, who supports the parish where the accused priest works.

She said while the parish was "in defence of women",

it was also "in defence of the truth" and claimed the allegations were part of a "campaign" against Leo when he became a cardinal in Rome. These allegations and the continued fallout from sexual abuse scandals within the Church are one of the challenges he will face as he now leads Catholics worldwide.

South America correspondent Ione Wells and Ali Abbas Ahmadi contributed reporting.



Pope Leo XIV

How will Pope Leo lead? His first days may yield clues

Not long after greeting crowds from the balcony overlooking St Peter's Square on Thursday evening, Pope Leo XIV returned to the Sant'Uffizio Palace, where he had been living for the last two months.

By: BBC News
xxxxxxxxxxxx

Worth Noting:

- The gold cross around his neck that caught the evening light was seen as a first sign he was departing from the simplicity of his predecessor's simple silver pendant; the embroidered stole and red mozzetta cemented that impression.
- Then, the fact that the homily he delivered to cardinals in the Sistine Chapel on Friday morning was scripted – rather than improvised – also sent a signal that “Leo will be more closely aligned to tradition than Francis was,” said Austen Ivereigh, a Catholic writer and commentator.
- But several events over the next few days and weeks will give Pope Leo a further chance to sketch out the priorities of his pontificate.
- On Monday he is due to hold an audience with the media and on 18 May he will celebrate a solemn inaugural mass in St Peter's Square.



Pope Leo XIV?

Not long after greeting crowds from the balcony overlooking St Peter's Square on Thursday evening, Pope Leo XIV returned to the Sant'Uffizio Palace, where he had been living for the last two months.

He was met by a jubilant group of staff and former colleagues, all eager to shake his hand and congratulate him.

A young girl handed him a Bible to bless and sign. “Of course, though I have to try out my new signature,” Pope Leo said with a smile. “The old one is of no use anymore.”

He had only stopped being Robert Francis Prevost a few hours before, when he was elected pope. As he took on the name Leo XIV, a new life began for the 69-year-old Chicago-born cardinal. But details on how Pope Leo will be looking to run the Catholic Church are still scarce, and so over the next few days and weeks every small clue – from his attire to his choice of accommodation – will be examined. Scrutiny began as soon as he

stepped on to the balcony, giving the crowd a glimpse of the vestments he chose for his first appearance.

The gold cross around his neck that caught the evening light was seen as a first sign he was departing from the simplicity of his predecessor's simple silver pendant; the embroidered stole and red mozzetta cemented that impression.

Then, the fact that the homily he delivered to cardinals in the Sistine Chapel on Friday morning was scripted – rather than improvised – also sent a signal that “Leo will be more closely aligned to tradition than Francis was,” said Austen Ivereigh, a Catholic writer and commentator.

But several events over the next few days and weeks will give Pope Leo a further chance to sketch out the priorities of his pontificate.

On Monday he is due to hold an audience with the media and on 18 May he will celebrate a solemn inaugural mass in St Peter's Square.

As part of that mass he will deliver a homily in the pres-

ence of numerous heads of state and dignitaries.

In his 2013 inaugural homily, Pope Francis asked “all those who have positions of responsibility in economic, political and social life” to be “protectors of creation, of God's plan... of one another and of the environment”.

So that moment might also provide clues about the matters dearest to Pope Leo's heart.

The new Pope's choice of accommodation too will be significant.

Francis made the choice of choosing to live in the simple Casa Santa Marta guesthouse, which was seen as revolutionary, but Leo may well decide to follow in the footsteps of virtually all his predecessors and reside in the grand Apostolic Palace.

“He was elected less than a day ago; let's give him time to decide,” Vatican sources quoted by Italian media said. “These are all important choices,” Ivereigh added.

“Over the next few days we'll be learning more and more about it – the first week of the pontificate is a constant

revelation.”

Meanwhile, in the absence of details about his future as Leo XIV, fragments of the Pope's old life as Robert Prevost are emerging from around the world.

This is the case especially in his native Chicago and his adopted homeland of Peru, of which he became a citizen in 2015.

In one photo, he is presented with a large handmade birthday card written in Spanish and surrounded by cakes and balloons.

A video recorded when he left Peru for Rome, in which he says he would miss the “joy” of Peru and staples of local cuisine like ceviche, has been met with triumph by South American social media users.

“The pope is Peruvian; God loves Peru,” Peruvian President Dina Boluarte said.

American tourists ambling in St Peter's Square on the day after the election were more restrained, and a bit frazzled by the news that the new Pope is from the US.

“I'm still surprised they chose an American, to be

honest,” said Chicagoan Kerry, who is in Rome on her honeymoon.

She admitted she didn't yet know much about the new Pope but was pleased by rumours that he is a fan of the White Sox baseball team.

Asked how she thought Pope Leo felt today, she laughed: “He must be really overwhelmed; I bet he didn't sleep a wink!”

Her husband Joseph agreed: “When you're elected Pope you come here as a cardinal for the conclave but then things never go back to the way they were,” he said.

But he felt like the new Pope seemed to be “a man of confidence, prayer and humility”.

“I just pray that he shows the world what being a man of God can do.”

The newly-weds posed for a picture with the day's newspapers, then wandered off into St Peter's Square, resplendent in the spring sunshine.

NEWS PAPER



IN BUSINESS

The Mount Kenya Times

+254 724 439 949, +254 720 918 828, +254 721 103 040, +254 713 318 438

website: <https://mountkenyatimes.co.ke>

For All your Advertisement needs

Email: ads@mountkenyatimes.co.ke

diasporaglobalnews@yahoo.com / diasporaglobalnews@gmail.com

Facebook: <https://www.facebook.com/DiasporaGlobal>

Twitter: <https://twitter.com/DiasporaGlobal1>

Linkedin: <https://www.linkedin.com/in/diaspora-global-1a15ab210/>

Instagram: @DiasporaGlobal1, TikTok: @DiasporaGlobal

YouTube: Diaspora Global

WORLD

Measuring The Unmeasurable? Why Performance Agreements Standardised Will Fail Namibia's Teachers And Disadvantaged Learners



By: Silas Mwaudasheni Nande
@themtkenyatimes

Contd from Page 1

Worth Noting:

- Performance agreements and KPIs are ubiquitous in the corporate sector. Sales teams have revenue targets and conversion rates; manufacturing plants track production output, defect rates, and safety incidents; customer service centers monitor call resolution times and customer satisfaction scores. In these contexts, inputs and outputs are often more easily quantifiable and directly linked to individual or team effort within a relatively controlled environment. Success is often tied to profitability and market share.
- In the general public sector, their application becomes more complex. While some metrics are straightforward (e.g., processing passport applications within X days, maintaining expenditure within budget), many public service goals involve complex social outcomes that are harder to measure and attribute directly to individual performance. Measuring the 'success' of a social worker, a policy analyst, or a community health officer involves navigating qualitative impacts, long-term effects, and numerous external factors.

timally is laudable, transplanting a management tool primarily designed for predictable, resource-consistent environments into the complex and deeply unequal Namibian school system is fraught with peril. This article argues that the rigid application of standardized KPI-based performance agreements for teachers in Namibia is not only unlikely to achieve its intended goals but also risks exacerbating existing inequalities, demoralizing educators, and fundamentally misunderstanding the nature of teaching and learning within diverse and challenging contexts. Before dissecting the specific challenges in Namibia, it is crucial to understand what performance agreements and KPIs entail and how they function in other sectors.

Understanding Performance Agreements and Key Performance Indicators (KPIs)
A Performance Agreement (or Performance Contract) is essentially a formal, documented understanding between an employee and their employer (represented by a manager or supervisor) that outlines specific goals, objectives, responsibilities, and standards of performance expected over a defined period (typically annually). It serves as a roadmap for the employee's work and a basis for subsequent performance evaluation. Key components usually include:

Key Result Areas (KRAs): Broad areas of responsibility within the job role.

Objectives/Goals: Specific outcomes the employee is expected to achieve within each KRA. These should ideally be SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

Key Performance Indicators (KPIs): The specific metrics used to measure progress towards achieving the objectives. These are the quantifiable (or sometimes qualitative) benchmarks against which actual performance is assessed.

Performance Standards: The expected level of performance for each KPI (e.g., achieve an 85% score, reduce errors by 10%).

Development Plan: Identifies areas for growth and the support needed (training, mentorship).

Review Process: Outlines how and when performance will be reviewed and dis-

cussed.

Key Performance Indicators (KPIs) are the critical metrics within this framework. They are designed to provide objective evidence of performance levels. Effective KPIs are typically:

Specific: Clearly defined and unambiguous.

Measurable: Quantifiable or at least allowing for clear qualitative assessment.

Achievable: Realistic given the resources and context.

Relevant: Directly linked to the objectives and the overall goals of the organization.

Time-bound: Having a specific timeframe for achievement.

Application in Various Settings

Performance agreements and KPIs are ubiquitous in the corporate sector. Sales teams have revenue targets and conversion rates; manufacturing plants track production output, defect rates, and safety incidents; customer service centers monitor call resolution times and customer satisfaction scores. In these contexts, inputs and outputs are often more easily quantifiable and directly linked to individual or team effort within a relatively controlled environment. Success is often tied to profitability and market share.

In the general public sector, their application becomes more complex. While some metrics are straightforward (e.g., processing passport applications within X days, maintaining expenditure within budget), many public service goals involve complex social outcomes that are harder to measure and attribute directly to individual performance. Measuring the 'success' of a social worker, a policy analyst, or a community health officer involves navigating qualitative impacts, long-term effects, and numerous external factors. KPIs might include service delivery times, citizen satisfaction surveys (which can be subjective), adherence to regulations, and project completion rates. However, challenges arise in ensuring metrics don't incentivize unintended consequences (e.g., rushing vulnerable clients to meet targets).

In healthcare, KPIs are used to monitor patient wait times, hospital-acquired infection rates, readmission rates, adherence to clinical pathways, and sometimes patient-reported outcomes. While crucial for quality control and patient safety, applying performance metrics here is also complex due to variations in patient case-

mix severity, ethical considerations, and the collaborative nature of healthcare delivery.

The common thread is the attempt to bring objectivity and measurable accountability to performance. However, the effectiveness and fairness of such systems heavily depend on the nature of the work, the ability to define meaningful and controllable metrics, and the consistency of the operating environment.

THE ALLURE AND PITFALLS OF KPIS IN EDUCATION GLOBALLY

The push for KPIs in education stems from a desire for similar objectivity and accountability seen in other sectors. Proponents argue that KPIs can:

Provide clear expectations for teachers

- Identify high-performing teachers for recognition or mentorship roles.
- Pinpoint underperforming teachers for supporting or intervention.
- Generate data to inform policy and resource allocation.
- Assure the public that schools and teachers are being held accountable for results.

COMMON KPIS PROPOSED OR USED IN EDUCATION SYSTEMS INTERNATIONALLY INCLUDE

Student Standardized Test Scores: By far the most common, yet most controversial, metric. Often involves measuring absolute scores or 'value-added' (student growth).

Student Attendance and Dropout Rates: Seen as indicators of school climate and engagement.

Graduation Rates: A key metric for secondary schools.

Teacher Attendance: A basic measure of professional responsibility.

Classroom Observation Scores: Based on standardized rubrics assessing teaching practices (can be subjective and dependent on observer training).

Parent Satisfaction Surveys: Gauging parental perception of teacher communication and effectiveness.

Completion of Administrative Tasks: Lesson planning, record keeping, report submission.



However, the global experience with implementing KPI-driven teacher evaluations has revealed significant pitfalls and generated substantial criticism:

Teaching to the Test: When high stakes (job security, bonuses) are attached to student test scores, teachers naturally focus intensely on maximizing performance on those specific tests. This often leads to a narrowing of the curriculum, sacrificing subjects like arts, music, physical education, and even social studies or science topics not covered on the test. It can also prioritize rote memorization and test-taking strategies over deep understanding, critical thinking, creativity, and problem-solving skills – the very competencies vital for the 21st century.

Difficulty Measuring Holistic Development: Education is about more than test scores. It encompasses social-emotional learning, citizenship, ethical development, collaboration, resilience, and fostering a love of learning. These crucial aspects are notoriously difficult to quantify through simple KPIs. Over-reliance on easily measurable metrics risks devaluing these essential elements of a good education.

Ignoring Contextual Factors: Student performance is influenced by a myriad of factors outside the teacher's direct control: socio-economic background, home environment and support, nutrition, health, prior schooling, innate abilities, motivation, language proficiency, and community circumstances. Attributing test score outcomes solely or primarily to the teacher is statistically and ethically problematic. KPIs often fail to adequately account for these crucial variables.

Gaming the System: High-stakes testing can incentivize undesirable behaviours, such as focusing disproportionate attention on 'bubble students' (those close

to passing), neglecting high-achievers or those far behind, or, in extreme cases, manipulating test administration or attendance records to exclude lower-performing students.

Demoralization and De-professionalization: Many educators feel that reducing their complex work to a few numerical indicators is demeaning and fails to capture the art and science of teaching. It can foster a climate of fear and compliance rather than professional autonomy, collaboration, and intrinsic motivation. Competition between teachers based on potentially flawed metrics can erode collegiality.

Challenges in Value-Added Models (VAMs): Attempts to statistically isolate the teacher's 'value-add' to student growth are complex, require sophisticated data systems (tracking individual students over multiple years), and have been criticized by statisticians and psychometricians for their instability and potential inaccuracy. Small sample sizes (like a single classroom) make reliable measurement difficult.

Administrative Burden: Implementing and managing a comprehensive KPI system requires significant time, resources, training for evaluators, and robust data infrastructure, diverting resources that could potentially be used for direct classroom support or professional development.

These global lessons highlight that while accountability is important, the method matters profoundly. Applying crude, output-focused KPIs to a complex, human-centered process like education is inherently problematic, even in relatively well-resourced and homogenous systems. In a context like Namibia, these problems are magnified exponentially by deep-seated inequalities.

Contd Page 15

WORLD

Measuring The Unmeasurable? Why Performance Agreements Standardised Will Fail Namibia's Teachers And Disadvantaged Learners

xxxxxxxxxxxx

.....

Contd from Page 14

Worth Noting:

- **Teaching to the Test:** When high stakes (job security, bonuses) are attached to student test scores, teachers naturally focus intensely on maximizing performance on those specific tests. This often leads to a narrowing of the curriculum, sacrificing subjects like arts, music, physical education, and even social studies or science topics not covered on the test. It can also prioritize rote memorization and test-taking strategies over deep understanding, critical thinking, creativity, and problem-solving skills – the very competencies vital for the 21st century.
- **Difficulty Measuring Holistic Development:** Education is about more than test scores. It encompasses social-emotional learning, citizenship, ethical development, collaboration, resilience, and fostering a love of learning. These crucial aspects are notoriously difficult to quantify through simple KPIs. Over-reliance on easily measurable metrics risks devaluing these essential elements of a good education.

THE NAMIBIAN EDUCATIONAL LANDSCAPE: A CRUCIBLE OF INEQUALITY

To understand why KPI-based performance agreements are particularly ill-suited for Namibian teachers, one must grasp the stark realities of the nation's educational landscape. Shaped by the legacy of apartheid's fragmented and discriminatory Bantu Education system, Namibia inherited profound structural inequalities that persist despite significant government efforts towards reform and redress since independence in 1990. These inequalities manifest in numerous ways, creating vastly different teaching and learning environments across the country:

The Stark Urban-Rural Divide: Schools in urban centres, particularly Windhoek, Swakopmund, and Walvis Bay (and often former 'white' schools), tend to be significantly better resourced than their counterparts in rural and remote regions (like Kunene, Kavango East/West, Zambezi, Omaheke, Otjozondjupa, Oshanaana).

Infrastructure: Rural schools frequently lack basic amenities taken for granted in urban settings: reliable electricity, running water, adequate sanitation (pit latrines are common), libraries, science laboratories, computer facilities, internet connectivity, and even sufficient secure classrooms (teaching under trees or in dilapidated structures persists). Teacher housing in rural areas is often inadequate or non-existent, making it difficult to attract and retain teaching and non-teaching staff.

Resources: Access to textbooks (often shared among many learners), stationery, teaching aids, and technology varies dramatically.

Intra-Urban Disparities: Inequality isn't just a rural phenomenon. Within cities and towns, significant differences exist between well-established, historically privileged schools (often former Model C) and schools located in townships or informal settlements. The latter often face overcrowding, limited resources, and serve communities grappling with high poverty and unemployment.

Socio-Economic Factors: Namibia grapples with high levels of poverty and income

inequality. Learners from impoverished backgrounds often face challenges that directly impact their ability to learn:

Malnutrition: Affects concentration and cognitive development. School feeding schemes, while vital, may not reach all learners consistently or provide fully adequate nutrition.

Long Distances: Many rural learners walk excessive distances to school, leading to fatigue and absenteeism.

Home Environment: Lack of electricity for homework, limited parental literacy or time to assist (due to work constraints), unstable housing, child-headed households, and exposure to social problems create significant barriers.

Health: Limited access to healthcare can lead to higher rates of absenteeism due to illness.

Language Barriers: While English is the official medium of instruction from Grade 4 (and often earlier in practice), many learners enter the school system speaking indigenous languages. They face the double challenge of learning subject content while learning the language of instruction, particularly in schools lacking adequate bridging support or teachers proficient in local languages. This significantly impacts comprehension and performance, especially on standardized tests written in English.

Teacher Distribution, Qualifications, and Support: There is a persistent maldistribution of qualified teachers, with shortages (especially in critical subjects like Physics, and Chemistry) acutely felt in rural, remote, and disadvantaged schools. These areas often experience higher teacher turnover rates due to challenging living and working conditions. This leads to many schools in rural areas recruiting only student teachers who are still in their year three or four of their studies as qualified teachers opted to go to urban schools. Access to quality continuous/continuing professional development (CPD) also tends to be better for teachers in more accessible urban areas.

Class Sizes: Overcrowding is rampant in many schools, particularly in junior primary grades and in densely populated informal settlements or rural growth

points. Teachers facing classes of 45-50, or even more learners cannot realistically provide the individual attention required, irrespective of their skill or dedication - even if these teachers were robots or chatbots.

This complex tapestry of inequality means that a teacher's working context - the resources available, the challenges learners face, the support systems in place - varies enormously across Namibia. These are not minor variations; they are fundamental differences that profoundly shape the possibilities for teaching and learning.

WHY KPI-BASED PERFORMANCE AGREEMENTS WILL FAIL NAMIBIAN TEACHERS AND LEARNERS: THE CORE ARGUMENTS

Given this context of profound inequality, imposing a standardized KPI-based performance agreement system on Namibian teachers is destined to fail and likely cause harm. Here's why:

1. Invalid Measurement: KPIs Cannot Isolate Teacher Effect from Contextual Realities
This is the most fundamental flaw. In a system with such vast disparities, using standardized outcome measures (like learner pass rates or standardized test scores) as primary KPIs for individual teacher performance is inherently unfair and invalid.

2. Conflating Teacher Effectiveness with School Resources and Student Background: A teacher working in a well-resourced Windhoek school with learners from relatively privileged backgrounds, smaller class sizes, and strong parental support operates in a vastly different reality than a teacher in a remote Okavango Primary School village, lacking electricity, textbooks, facing overcrowded multi-grade classrooms, and teaching malnourished learners who walk 10km to school, coming as far as Ohamukwata and Onakanghudi. Attributing differences in their learners' test scores primarily to their individual teaching ability, as KPIs implicitly do, ignores the overwhelming impact of these contextual factors. The test scores are far more likely to reflect the inputs (resources, learner readiness) than the teacher's isolated impact.

3. Penalizing Teachers in Challenging Contexts: A system based on such KPIs would systematically pe-



nalize teachers working in the most challenging circumstances - precisely the areas where dedicated and resilient educators are most needed. It risks branding them as 'underperformers' based on factors largely beyond their control, leading to demoralization and potentially driving them away from these schools, exacerbating teacher shortages where they are most critical.

Ignoring Baseline Differences: Learners enter classrooms with vastly different levels of readiness due to preschool access, home literacy environments, and early childhood development factors. KPIs based on absolute achievement levels fail to account for these differing starting points. Even 'value-added' models, which attempt to measure growth, are problematic without robust longitudinal data (often lacking) and struggle to statistically control for the sheer weight of socio-economic disadvantage and resource scarcity prevalent in much of Namibia.

2. Defining Meaningful, Fair, and Measurable KPIs is Near Impossible Across Diverse Contexts
If student outcome KPIs are invalid due to context, what other KPIs could be used? The challenge lies in finding metrics that are meaningful, genuinely reflect good teaching practice, and can be applied fairly across wildly different environments.

Input/Process KPIs - Easily Gamed, Poor Proxies for Quality: Metrics like 'submitting lesson plans on time' or 'teacher attendance' are measurable but are poor proxies for effective teaching. A teacher can be present and submit perfect paperwork yet fail to engage learners or adapt to their diverse needs. Focusing on these easily quantifiable inputs can lead to bureaucratic compliance rather than genuine pedagogical improvement. Classroom observation scores? These depend heavily on the quality and consistency of observer training and are prone to subjectivity, especially when evaluating teaching adapted

to severely under-resourced conditions.

Qualitative Aspects Ignored: How do you quantify a teacher's ability to build trust with traumatized learners, adapt the curriculum for multi-grade classes with minimal resources, foster critical thinking despite language barriers, or promote social cohesion in diverse classrooms? These are hallmarks of excellent teaching, particularly in challenging contexts, but they defy simple KPI measurement. An over-reliance on quantifiable metrics inevitably sidelines these crucial qualitative dimensions.

Lack of Control: Can a teacher be held accountable via KPI for student attendance when learners lack transport or stay home to care for sick relatives? Can they be measured on parental engagement when parents are illiterate or work far away? Many factors influencing even process-oriented KPIs remain outside the teacher's control in disadvantaged settings.

3. Perverse Incentives and Negative Unintended Consequences
Implementing a high-stakes KPI system in Namibia's unequal context would likely generate significant negative consequences:

Intensified 'Teaching to the Test': In a desperate bid to meet targets tied to performance evaluations (and potentially salaries or promotions), teachers, especially in under-resourced schools, would feel immense pressure to focus narrowly on testable content, sacrificing holistic education. This is particularly damaging for learners already disadvantaged, who need broad skills and critical thinking, not just rote memorization for flawed tests.

Increased Teacher Demoralization and Burnout: Adding the stress of potentially unfair evaluations based on uncontrollable factors

.....

Contd Page 17

America

The clock is ticking on AGOA expiry. Why Kenya must secure its future

By Pankaj Bedi
xxxxxxxxxxxxxx

Allow me to take you back to a time when trade was as much about relationships as it was about goods. In Africa, commerce was built on the foundation of barter trade; a system that, while revolutionary for its time, was not without its flaws. Picture a bustling marketplace in 19th-century Kenya, where a fisherman from the Coast exchanged his fresh catch for grains from the hinterlands, while a weaver traded baskets for livestock. These transactions were essential, but they were also limiting. The absence of a standardized currency made trade cumbersome, dependent on the coincidence of wants. Over time, as societies evolved and trade routes expanded, Africa embraced more structured systems of exchange, integrating into regional and eventually global trade networks.

Fast forward to today, and Africa's participation in international trade is no longer dictated by exchanges in open-air markets but by formal agreements that define access to global economies. Among these, the African Growth and Opportunity Act (AGOA) stands as one of the most transformative, especially for Kenya. Since its inception in 2000, AGOA has bridged African nations including Kenya; to the vast U.S. market, fostering economic growth, industrialization, and job creation. But now, that bridge is at risk of collapse. With AGOA set to expire in September 2025, the urgency for renewal is undeniable. The question is, will policymakers act in time, or will they allow this critical economic and social artery to collapse?

The story of AGOA is one of opportunity. As of today, AGOA-driven exports generate approximately \$600 million annually. In Kenya, the apparel industry alone employs over 58,000 people directly, with a one-to-one ratio of indirect jobs, and supports an estimated five dependents per worker. This means that approximately 580,000 people depend on apparel exports to the U.S. under AGOA. Beyond apparel, Kenya's exports of agro-commodities under AGOA also sustain thousands of additional livelihoods across the country. These are not just numbers; they represent real families whose livelihoods depend on AGOA. To put this into



Pankaj Bedi is the Apparels Manufacturers and Exporters (EPZ) Sector Chair and a Board Member of Kenya Association of Manufacturers.

perspective, a typical employee in an apparels manufacturing factory is likely supporting an entire household, ensuring that children go to school and basic needs are met.

Kenyan exporters have fought hard to build businesses that thrive under AGOA. Yet, they continue to navigate a volatile global trade environment. Global supply chains remain fragile, and inflation continues to drive up input costs. For Kenyan businesses that have long relied on AGOA preferences to compete in U.S. markets, this unpredictability is more than a passing storm as it is a wake-up call to get a trade deal sooner than later. They have responded with resilience and innovation, but resilience alone cannot safeguard their future if the very foundation of their market access — AGOA — is allowed to lapse.

It's critical to note that AGOA aligns with America's own economic and strategic priorities, making it a core pillar of the "America First" policy. Infact, the United States enjoys a positive balance within the agreement. At a time when the U.S. is seeking to strengthen its global supply chains and reduce dependence on Asia, maintaining strong trade relationships with Africa is in its best interest. The idea of "America First" does not

mean America alone; rather, it means ensuring that American consumers and businesses have access to stable, cost-effective, and high-quality products from trusted partners. By keeping AGOA in place, the U.S. ensures that its companies benefit from predictable supply chains, American retailers continue sourcing affordable goods, and jobs within the U.S. remain connected to Africa's manufacturing success.

The impact of AGOA on U.S. businesses cannot be overemphasized. Over the past decade, American companies have leveraged AGOA to access raw materials, critical supplies such as petroleum, diversify supply chains, and maintain competitive pricing. For industries such as textiles, agriculture, and automotive manufacturing, AGOA ensures a steady flow of goods that are both competitively priced and ethically produced. Furthermore, the stability that AGOA fosters in Africa reduces economic desperation, which in turn helps curb forced migration and security threats both of which remain high on the U.S. foreign policy agenda. But what happens if AGOA is not renewed? The consequences will be catastrophic, not just for Kenya but for the entire U.S.-Africa trade ecosystem. Factories that have been built over two

decades with millions of dollars in investment will be forced to shut down. Thousands of workers, many of them women who are the backbone of Kenya's textile industry, will lose their jobs. The garment industry, which has grown to be Kenya's largest manufacturing employer, will shrink overnight, sending shockwaves through the economy. The financial impact will extend beyond manufacturing; logistics companies, cotton farmers, and small business suppliers who rely on the AGOA pipeline will suffer devastating losses.

The ripple effect of AGOA's expiration will also be felt in the United States. Retailers that have built their supply chains around African textiles and apparel will face sudden price surges, forcing them to either absorb higher costs or pass them on to American consumers. U.S. businesses that rely on African agricultural products, such as tea, coffee, and nuts, will have to seek alternative, more expensive markets. At a time when inflation remains a pressing concern in the U.S., severing AGOA will only push prices higher. Moreover, without AGOA, Africa's economy; currently valued at approximately \$3.4 trillion in GDP; along with other emerging markets such as Europe, the Middle East, and Asia, appear to be viable alternatives. However,

the United States remains the primary market for the sector, having been developed over the past 25 years. It is crucial for the Kenyan government to intensify its diplomatic efforts, working with other African nations to push for AGOA's renewal. Private sector leaders, manufacturers, and exporters need to raise their voices, ensuring that AGOA remains a priority on the global trade agenda.

Trade has always been about relationships. Just as our ancestors relied on barter to build trust and economic ties, today's trade agreements must be nurtured and protected. AGOA is not just a trade framework; it is a symbol of economic partnership and a testament to what is possible when nations work together. Let us not wait until the bridge collapses before we realize it's worth.

The writer is the Apparels Manufacturers and Exporters (EPZ) Sector Chair and a Board Member of Kenya Association of Manufacturers and can be reached at info@kam.co.ke.

Worth Noting:

- These are not just numbers; they represent real families whose livelihoods depend on AGOA. To put this into perspective, a typical employee in an apparels manufacturing factory is likely supporting an entire household, ensuring that children go to school and basic needs are met.
- Kenyan exporters have fought hard to build businesses that thrive under AGOA. Yet, they continue to navigate a volatile global trade environment. Global supply chains remain fragile, and inflation continues to drive up input costs. For Kenyan businesses that have long relied on AGOA preferences to compete in U.S. markets, this unpredictability is more than a passing storm as it is a wake-up call to get a trade deal sooner than later. They have responded with resilience and innovation, but resilience alone cannot safeguard their future if the very foundation of their market access — AGOA — is allowed to lapse.

WORLD

Measuring The Unmeasurable? Why Performance Agreements Standardised Will Fail Namibia's Teachers And Disadvantaged Learners

By:
xxxxxxxxxxxxx

Contd from Page 15

Worth Noting:

- **Ignoring Contextual Factors:** Student performance is influenced by a myriad of factors outside the teacher's direct control: socio-economic background, home environment and support, nutrition, health, prior schooling, innate abilities, motivation, language proficiency, and community circumstances. Attributing test score outcomes solely or primarily to the teacher is statistically and ethically problematic. KPIs often fail to adequately account for these crucial variables.

- **Gaming the System:** High-stakes testing can incentivize undesirable behaviours, such as focusing disproportionate attention on 'bubble students' (those close to passing), neglecting high-achievers or those far behind, or, in extreme cases, manipulating test administration or attendance records to exclude lower-performing students.

to the already demanding conditions faced by many Namibian teachers is a recipe for burnout and disillusionment. Teachers who feel their efforts in overcoming immense challenges are unrecognised or punished by the system are likely to become demotivated or leave the profession, particularly from hard-to-staff schools.

Erosion of Collaboration: Instead of fostering collegiality and the sharing of scarce resources and effective strategies (crucial in under-resourced environments), individual KPIs can breed competition and resentment, particularly if perceived as unfair. Teachers may become reluctant to help colleagues if they feel they are being ranked against each other based on skewed metrics.

Teacher Migration (Internal Brain Drain): If performance evaluations (and potential rewards/sanctions) are linked to KPIs heavily influenced by school resources and location, teachers will have a strong incentive to seek positions in better-resourced schools. This could lead to an internal brain drain, further stripping disadvantaged schools of experienced and qualified educators.

Potential for Data Manipulation: The pressure to meet targets could, in some cases, lead to unethical practices like 'cherry-picking' students for tests or inflating performance data, rendering the entire accountability exercise meaningless.

4. **Scapegoating Teachers and Diverting Attention from Systemic Failures**
Focusing heavily on individual teacher performance via KPIs risks diverting attention and responsibility from the fundamental, systemic issues that plague Namibian education – namely, the gross inequalities in funding, resource allocation, infrastructure, and teacher support. It allows policymakers to appear proactive on 'teacher quality' while potentially side-stepping the much harder and more expensive task of addressing the root causes of educational disparities. Teachers become easy scapegoats for systemic failures when, in reality, many are achieving remarkable things against incredible odds. True accountability must start with the system providing the necessary prerequisites for quality teaching and learning across all schools.

5. **Administrative Burden and Capacity Constraints**
Implementing a fair, reliable, and meaningful performance agreement system across Namibia's vast and diverse geography, encompassing thousands of teachers in vastly different contexts, would require enormous administrative capacity. This includes:

- Developing contextually sensitive (if even possible) KPIs and evaluation rubrics.
- Training thousands of principals and inspectors/supervisors to apply them consistently and fairly.
- Establishing robust data collection, management, and analysis systems.
- Creating mechanisms for moderation, appeals, and grievance handling.

These resources (financial and human) might be far better invested in directly addressing the identified needs: providing textbooks and learning materials, improving school infrastructure, offering targeted professional development focused on pedagogical skills for challenging contexts (e.g., multi-grade teaching, language support), reducing class sizes, and improving teacher working conditions, especially in rural areas.

Towards More Meaningful Teacher Development and Accountability in Namibia
Rejecting standardized KPI-based performance agreements does not mean rejecting accountability or the pursuit of excellence. Rather, it calls for approaches that are contextually appropriate, supportive, and genuinely focused on improving teaching practice and addressing systemic barriers. Alternatives could include:

Investing Massively in Equitable Resources: This is the non-negotiable foundation. Reducing the glaring disparities in infrastructure, learning materials, teacher provision, and learner support is the single most impactful step towards improving educational outcomes fairly. Accountability starts with the state ensuring a conducive learning environment for all.

Focusing on Professional Growth and Support: Shift the paradigm from punitive evaluation to supportive professional development. This involves:

Strengthened School Lead-



ership: Training principals to be instructional leaders who can provide meaningful feedback and support to their staff, tailored to their specific school context.

Collaborative, School-Based Professional Development: Creating time and structures for teachers within a school or cluster to collaboratively plan, observe each other's practice (peer coaching), share effective strategies for their specific challenges, and engage in action research relevant to their learners.

Enhanced Mentorship Programs: Pairing experienced, effective teachers with novices or those struggling, particularly in challenging schools.

Quality Continuous Professional Development (CPD): Offering relevant, practical, and accessible CPD focused on pedagogy, differentiated instruction, language support, classroom management in overcrowded settings, and socio-emotional support for learners.

Holistic School Self-Evaluation and Improvement Planning: Encourage schools, as communities (including teachers, leadership, parents, learners), to engage in reflective self-evaluation processes. This would consider a wide range of evidence (qualitative and quantitative), acknowledge the school's context and challenges, celebrate successes, identify priority areas for improvement, and develop realistic action plans. External reviews could support this process diagnostically, focusing on support rather than high-stakes judgment based on narrow metrics.

Diagnostic Use of Assessment Data: Learner assessment data (including standardized tests, if used) should be employed diagnostically to understand learning gaps and inform teaching strategies and interventions at the class-

room, school, and system level – not to rank or punish individual teachers based on factors beyond their control.

CONCLUSION

The desire to hold Namibian teachers accountable and improve educational outcomes is understandable and necessary. However, adopting standardized KPI-based performance agreements, a tool borrowed from vastly different contexts, ignores the profound realities of inequality that define the Namibian education system. Such a system would inevitably produce invalid assessments of teacher performance, unfairly penalize those working in the most difficult circumstances, incentivize detrimental practices like teaching to the test, demoralize the teaching force, and divert attention from the urgent need for systemic reform and equitable resource allocation.

Teaching is complex, human-centred work, deeply influenced by context. Measuring its effectiveness, especially amidst vast disparities, requires nuance, professional judgment, and a focus on growth, not crude, potentially punitive metrics. Namibia's path to educational improvement lies not in imposing an ill-fitting, top-down performance management system that risks breaking the spirit of its teachers, but in tackling the systemic inequalities head-on, investing in supportive professional development, empowering school communities, and trusting educators as professionals committed to the challenging, vital work of educating the nation's children under vastly different circumstances. True accountability requires system accountability first and foremost. Only then can meaningful conversations about individual professional growth and effectiveness take place on a level playing field.

Silas Mwaudasheni Nande is

a teacher by profession who has been a teacher in the Ministry of Education since 2001, as a teacher, Head of Department and currently a School Principal in the same Ministry. He holds a Basic Education Teacher Diploma (Ongwediva College of Education), Advanced Diploma in Educational Management and Leadership (University of Namibia), Honors Degree in Educational Management, Leadership and Policy Studies (International University of Management) and Masters Degree in Curriculum Studies (Great Zimbabwe University). He is also a graduate of ACCOSCA Academy, Kenya, and earned the privilege to be called an "Africa Development Educator (ADE)" and join the ranks of ADEs across the globe who dedicate themselves to the promotion and practice of Credit Union Ideals, Social Responsibility, Credit Union, and Community Development Inspired by the Credit Union Philosophy of "People Helping People." Mr. Nande is an entrepreneur, mentor, and manuscripts translator with diverse interests in education, curriculum reform, science, technology, politics, social and children's welfare, and fostering professional growth in others.

The views expressed in this article are solely those of the author in his personal capacity and do not necessarily represent the official positions of the Ministry of Education, Innovation, Youth, Sports, Arts and Culture or Kornelius Combined School where he serves as a school principal.

Diaspora

Trump tariffs live updates: Trump floats slashing China tariffs to 80% with ‘many’ deals ‘in the hopper’

The US is considering slashing its tariffs on China’s goods at trade talks this weekend, after President Trump’s promised that the 145% rate was “coming down.”

By: YAHOO FINANCE
xxxxxxxxxxxx



Donald Trump and Xi Jinping

Worth Noting:

- The aim is to further deescalate the mounting trade war between the two countries, which threatens severe damage to the global economy — including to US businesses and consumers.
- Optimism for a shift in US policy grew on Thursday as Trump announced a trade deal with the UK, the first for his administration since imposing — then pausing — sweeping “reciprocal” tariffs against all trading partners in early April. He said Friday that the US had “many trade deals in the hopper,” and White House economic adviser Kevin Hassett said over 20 more deals were “close to being resolved.”
- Trump said the “breakthrough” US-UK trade agreement would boost US export markets for agricultural products, including beef and ethanol. As top US officials, including Bessent, get set to meet with Chinese counterparts this weekend, Trump has suggested he might meet with Chinese President Xi after the initial talks.

The US is considering slashing its tariffs on China’s goods at trade talks this weekend, after President Trump’s promised that the 145% rate was “coming down.”

On Friday morning, Trump posted on Truth Social: “80% Tariff on China seems right! Up to Scott B,” referring to Treasury Secretary Scott Bessent. Bloomberg reported earlier that a more dramatic cut would be a first step, made in hopes of a matching tariff reduction by China.

The aim is to further deescalate the mounting trade war between the two countries, which threatens severe damage to the global economy — including to US businesses and consumers.

Optimism for a shift in US policy grew on Thursday as Trump announced a trade deal with the UK, the first for his administration since imposing — then pausing — sweeping “reciprocal” tariffs against all trading partners in early April. He said Friday

that the US had “many trade deals in the hopper,” and White House economic adviser Kevin Hassett said over 20 more deals were “close to being resolved.”

Trump said the “breakthrough” US-UK trade agreement would boost US export markets for agricultural products, including beef and ethanol.

As top US officials, including Bessent, get set to meet with Chinese counterparts this weekend, Trump has suggested he might meet with Chinese President Xi after the initial talks.

China has reportedly compiled a list of US goods exempt from its 125% tariffs, aiming to ease trade tensions without making public concessions. But Trump has previously defended the China tariffs, claiming China “deserves it” and would likely absorb the costs.

Meanwhile, US negotiations with the UK’s neighbors in the EU have taken a different tone, with the EU on Thursday unveiling a list

of US products it will target with tariffs in the event trade negotiations fail.

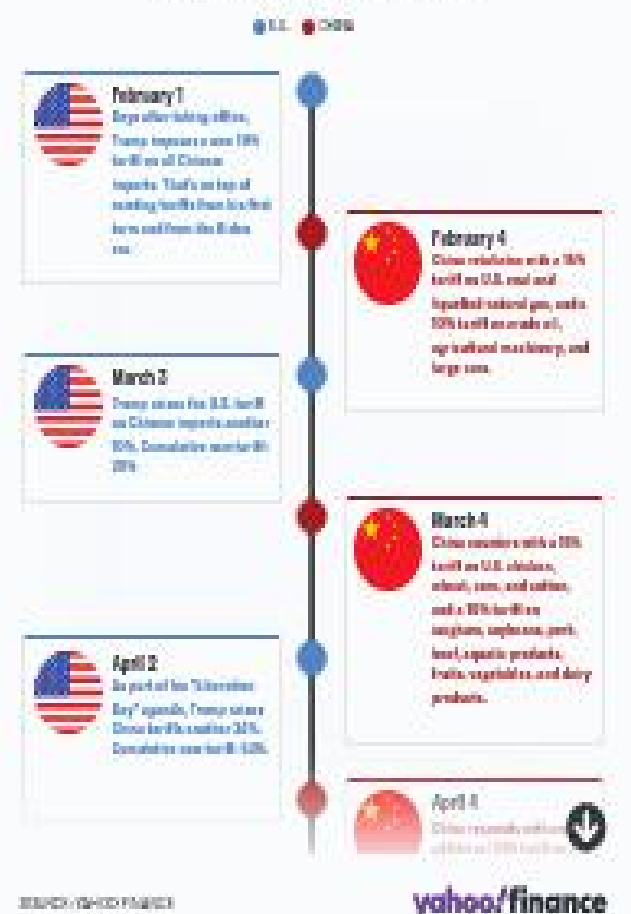
On the economic front, Federal Reserve Chair Jerome Powell emphasized on Wednesday that while sentiment has deteriorated, the tariff “shock hasn’t hit yet” as the central bank held interest rates steady.

The scale of tariff disruption on the economy will largely depend on how quickly trade deals are reached. After meeting with Canadian Prime Minister Mark Carney on Tuesday, Trump reiterated that the onus to make offers falls on other countries.

“We don’t have to sign deals,” he said at the White House. “They have to sign deals with us.”

Here are the latest updates as the policy reverberates around the world.

HOW THE U.S.-CHINA TRADE WAR BLEW UP: A TIMELINE



YOUR OPINION IS INVALUABLE

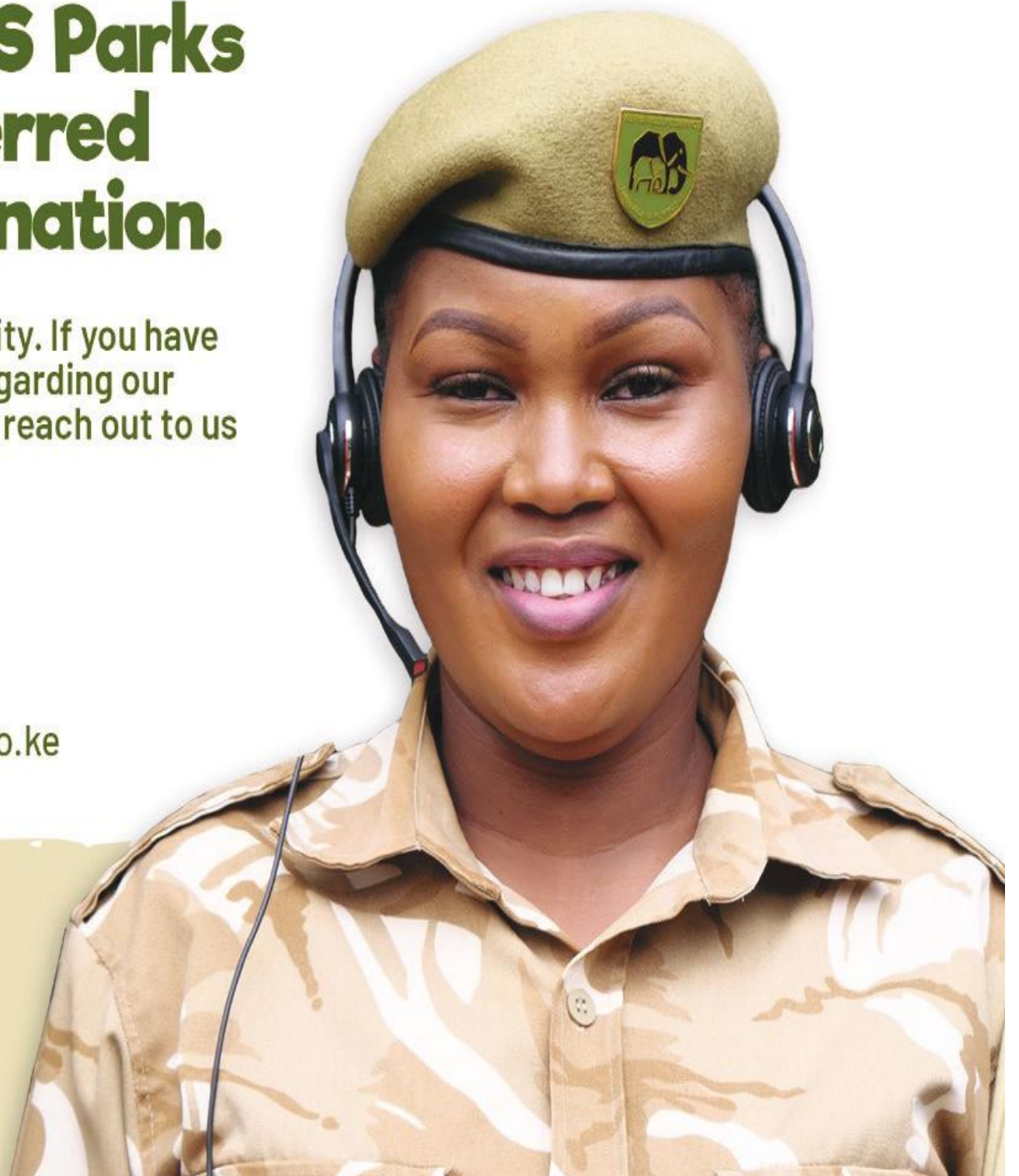
**Thank you for
choosing KWS Parks
as your preferred
tourism destination.**

Your satisfaction is our priority. If you have any concerns or feedback regarding our products or services. Please reach out to us via

☎ 0800 597 000

📞 0726 610 509

@ customerservice@kws.go.ke



For All your Advertisement needs

Email: ads@mountkenyatimes.co.ke

diasporaglobalnews@yahoo.com / diasporaglobalnews@gmail.com

Facebook: <https://www.facebook.com/DiasporaGlobal>

Twitter: <https://twitter.com/DiasporaGlobal1>

LinkedIn: <https://www.linkedin.com/in/diaspora-global-1a15ab210/>

Instagram: @DiasporaGlobal1, TikTok: @DiasporaGlobal

YouTube: Diaspora Global

Diaspora

Public Service Failure: Is the Ruling Party or the Bureaucracy to Blame?

The ruling party refers to the political organization that holds power in government and is responsible for setting policies, allocating resources, and overseeing governance structures



By: Silas Mwaudasheni Nande
@themkenyatimes

Worth Noting:

1. South Africa: Governance vs. Bureaucratic Inefficiency
South Africa has faced service delivery protests due to poor municipal governance. While political leadership is blamed, reports indicate that bureaucratic inefficiency and corruption within local governments are major contributors.

2. India: Bureaucratic Red Tape vs. Political Leadership
India's public service is notorious for bureaucratic red tape, slowing down development projects. Despite political efforts to streamline processes, entrenched bureaucratic inefficiencies remain a challenge.

3. Scandinavian Countries: Effective Bureaucracy and Political Leadership
Nordic countries demonstrate that strong bureaucratic institutions, coupled with political commitment, lead to effective public service delivery. Scandinavian countries are known for their efficient and high-quality public service delivery, often characterized by strong welfare systems, transparency, and collaborative governance.

Introduction

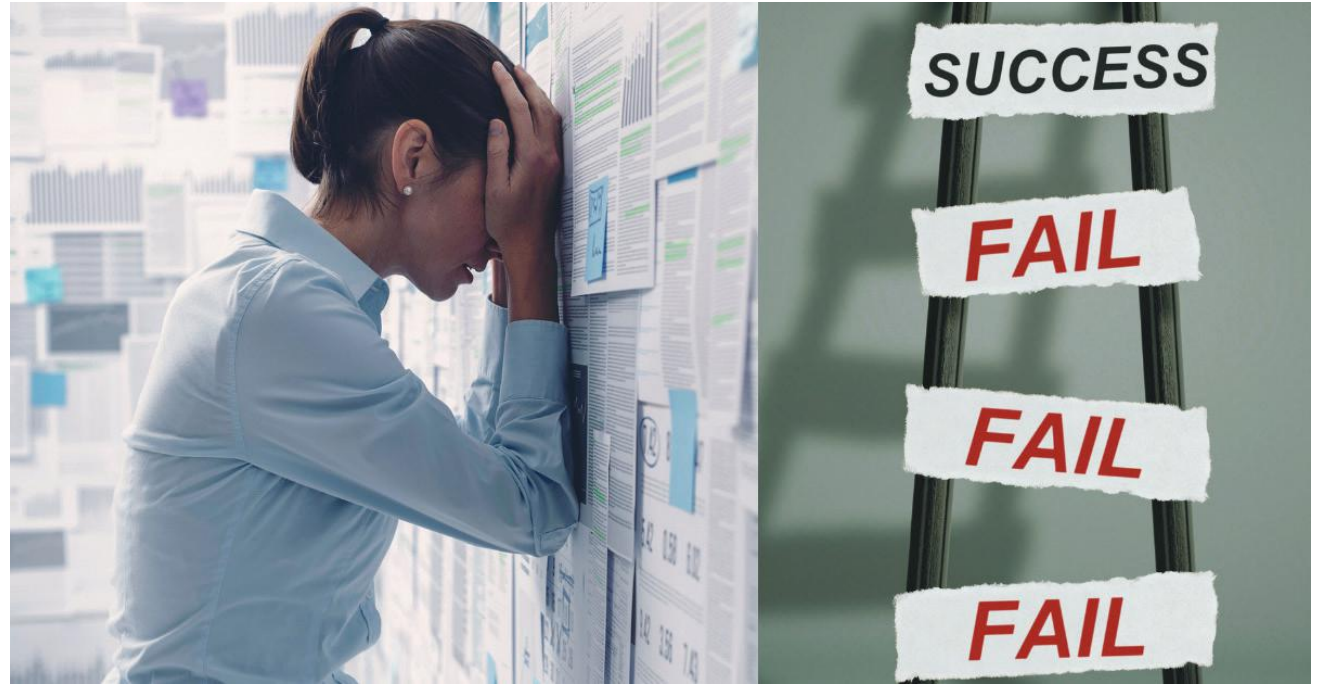
Public service delivery is the backbone of governance, ensuring that citizens receive essential services such as healthcare, education, infrastructure, and security. However, when governments fail to meet expectations, blame is often directed at the ruling party. Opposition parties capitalize on these failures during election campaigns, promising better governance. Meanwhile, some analysts argue that the real issue lies within the bureaucracy—the employees entrusted with executing policies. This article critically examines whether public service failure is a result of political leadership or bureaucratic inefficiency.

Ruling Party in the Context of Public Service Delivery

The ruling party refers to the political organization that holds power in government and is responsible for setting policies, allocating resources, and overseeing governance structures. In the context of public service delivery, the ruling party determines national priorities, enacts laws, and ensures that institutions function effectively to meet citizens' needs. Its leadership influences decisions on infrastructure, healthcare, education, and economic development. However, the effectiveness of service delivery depends on the party's commitment to transparency, accountability, and efficient governance. Political interference, corruption, or poor policy decisions can hinder public service performance, leading to dissatisfaction among citizens.

Bureaucrats in the Context of Public Service Delivery

Bureaucrats are government officials and civil servants responsible for implementing policies, managing administrative functions, and ensuring the smooth operation of public services. They work within ministries, local governments, and public institutions, translating political directives into actionable programs. Bureaucrats play a crucial role in executing laws, managing budgets, and maintaining institutional stability. However, inefficiencies such as corruption, lack of professionalism, and resistance to change can



undermine service delivery. While they operate under political leadership, bureaucrats must adhere to legal frameworks and ethical standards to ensure effective governance and public trust.

The Role of the Ruling Party in Public Service Delivery

1. Policy Formulation and Governance Framework

The ruling party sets the policy direction of a country, determining priorities in healthcare, education, infrastructure, and economic development. If policies are poorly designed or lack feasibility, public service delivery suffers.

2. Political Will and Resource Allocation

A government's commitment to funding and prioritizing public services significantly impacts their effectiveness. Corruption, mismanagement, and political interference can lead to misallocation of resources, affecting service delivery.

3. Accountability and Oversight Mechanisms

The ruling party is responsible for holding public servants accountable. Weak oversight mechanisms allow inefficiency and corruption to thrive, leading to service failures.

4. Political Interference in Bureaucracy

In many countries, ruling parties interfere in civil service appointments, favoring political loyalty over competence. This undermines professionalism and efficiency in public service.

The Role of Bureaucracy in Public Service Delivery

1. Implementation of Poli-

cies
Regardless of political leadership, civil servants are responsible for executing policies. If bureaucrats lack competence, commitment, or integrity, service delivery suffers.

2. Institutional Culture and Work Ethic

A dysfunctional bureaucratic culture, marked by nepotism, inefficiency, and corruption, can hinder service delivery, even when policies are sound.

3. Legal and Administrative Framework

Public servants operate within laws and regulations that define their roles. If these frameworks are weak or poorly enforced, inefficiency and corruption persist.

4. Resistance to Change and Reform

Civil servants often resist reforms that threaten their interests, leading to stagnation in service delivery. Bureaucratic inertia can persist despite political efforts to improve governance.

Case Studies: Examining Public Service Failures

1. South Africa: Governance vs. Bureaucratic Inefficiency

South Africa has faced service delivery protests due to poor municipal governance. While political leadership is blamed, reports indicate that bureaucratic inefficiency and corruption within local governments are major contributors.

2. India: Bureaucratic Red Tape vs. Political Leadership

India's public service is notorious for bureaucratic red tape, slowing down development projects. Despite

political efforts to streamline processes, entrenched bureaucratic inefficiencies remain a challenge.

3. Scandinavian Countries: Effective Bureaucracy and Political Leadership

Nordic countries demonstrate that strong bureaucratic institutions, coupled with political commitment, lead to effective public service delivery. Scandinavian countries are known for their efficient and high-quality public service delivery, often characterized by strong welfare systems, transparency, and collaborative governance. Some of the top-performing countries in this regard include:

1. Denmark - Known for its well-structured education system, healthcare services, and social welfare programs.

2. Finland - Excels in education, healthcare, and local governance, with strong collaboration between municipalities.

3. Iceland - Implements effective rural service delivery, including infrastructure projects like the Bolungarvíkurgöng tunnel.

4. Norway - Recognized for efficient transport systems and healthcare, including microtransit services in small cities.

5. Sweden - Leads in digital governance, rural connectivity, and welfare technology, ensuring accessibility across regions.

These countries emphasize collaborative governance, ensuring that public services are accessible, efficient, and citizen-centered.

Case Study 1: Namibia – Public Service Challenges and Governance Failures

Namibia has faced significant challenges in public service delivery, particularly at the municipal level. A study conducted in the Otjozondjupa Region highlights several key factors impeding effective governance:

1. Poor Revenue Collection Mechanisms - Many municipalities struggle to generate sufficient funds due to citizens failing to pay municipal bills and insufficient government allocations.

2. Weak Municipal Planning - Ineffective planning leads to poor infrastructure development, affecting essential services such as water supply, sanitation, and roads.

3. Lack of Community Engagement - Citizens often feel disconnected from decision-making, reducing trust in public institutions.

4. Inadequate Staffing - Many municipalities suffer from staff shortages, leading to delays in service delivery.

5. Corruption and Mismanagement - Reports indicate that poor decision-making by municipal leaders contributes to inefficiency.

Case Study 2: Namibia Political vs. Bureaucratic Responsibility

While the ruling party is responsible for policy direction and resource allocation, the bureaucracy plays a crucial role in implementation. In Namibia, governance failures often stem from both political interference and bureaucratic inefficiencies.

Diaspora

Public Service Failure: Is the Ruling Party or the Bureaucracy to Blame?

Bureaucrats are government officials and civil servants responsible for implementing policies, managing administrative functions, and ensuring the smooth operation of public services.

xxxxxxxxxxxx

.....
Contd from Page 20

Strengthening accountability mechanisms, professionalizing civil service, and improving financial management are essential for effective service delivery.

Case Study 3: Namibia Political vs. Bureaucratic Responsibility in Namibia's Education Sector

Namibia's education sector has undergone significant reforms, including decentralization efforts aimed at improving service delivery. However, challenges persist, raising questions about whether failures stem from political leadership or bureaucratic inefficiencies.

It is good to understand that Namibia's Education Sector has key role players, both political and bureaucrats. Below are some of the key political and bureaucratic leaders in the Education Sector of Namibia:

Political Leaders
The Minister and Deputy Minister – Ministry of Education, Innovation, Youth, Sport, Arts, and Culture.

Bureaucrats

- Teachers, responsible for subject delivery and holistic development of students

- Inspectors of Education, responsible for circuits

- Heads of Departments, accountable and responsible for specific subjects in schools

- School Principals, accountable for schools performance

- Senior Education Officers, responsible for subjects expertise provision

- Chief Education Officers, who are running the Professional Developments

- Regional Education Directors, accountable individuals of each education directorate

- Human Resource Practitioners, responsible for advice in proper recruitment of staffs

- Planners, responsible for proper planning in the directorate

- Executive Directors in the Ministry of Education, who is overall accounting officer of the ministry

Political Responsibility in the Education Sector

1. Policy Formulation



- The ruling party sets the education agenda, including curriculum reforms, funding allocations, and teacher training programs.

2. Resource Allocation - Government budgets determine school infrastructure, teacher salaries, and learning materials.

3. Oversight and Accountability - Political leaders must ensure education policies are effectively implemented and address systemic challenges.

Bureaucratic Responsibility in the Education Sector

1. Implementation of Policies - Education officials, school inspectors, and principals are responsible for executing government policies.

2. Administrative Efficiency - Bureaucratic delays in teacher recruitment, textbook distribution, and school maintenance affect service delivery.

3. Resistance to Change - Some education bureaucrats resist reforms, slowing down progress.

Namibia's Decentralization in Education Sector

Namibia introduced school clustering reforms to improve local governance. However, studies indicate that bureaucratic inefficiencies and resistance have hindered implementation. While the government promotes participatory and democratic school management, entrenched bureaucratic attitudes resemble past authoritarian structures, limiting progress.

Balancing Political and Bureaucratic Roles in the Education Sector

For Namibia's education sec-

tor to thrive, political leaders must ensure accountability, while bureaucrats must embrace efficiency and innovation. Strengthening institutional frameworks, professionalizing civil service, and fostering collaboration are key to improving education outcomes.

Who Bears the Greater Responsibility?

While both political leadership and bureaucracy play crucial roles, the failure of public service delivery is often a shared responsibility. However, the ruling party holds greater accountability as it sets policies, allocates resources, and oversees bureaucratic operations.

Recommendations for Effective Public Service Delivery

1. Strengthening Institutional Frameworks

Governments must establish robust oversight mechanisms to ensure accountability in both political leadership and bureaucracy.

2. Depoliticizing Bureaucracy
Public service appointments should be based on merit rather than political loyalty, ensuring professionalism and efficiency.

3. Enhancing Public Participation

Citizens should be empowered to hold both politicians and bureaucrats accountable, fostering transparency and responsiveness.

4. Investing in Capacity Building

Training and professional development programs can enhance competence and ethical standards among civil servants.

Understanding Public Service Failure: The Interplay Between Political Leadership and Bureaucratic Efficiency

Public service failure is a complex and multifaceted issue that arises from the interactions between political leadership and bureaucratic efficiency. It is often tempting to place the blame solely on the ruling party when essential services such as healthcare, education, and infrastructure fail to meet public expectations. However, governance is a shared responsibility, and while political leaders set policies and allocate resources, bureaucrats are responsible for implementing these directives. Institutional weaknesses, corruption, mismanagement, and lack of accountability within both political and administrative structures contribute to inefficiencies that hinder effective service delivery. Without a coordinated effort between policymakers and civil servants, public services become fragmented, leading to widespread dissatisfaction among citizens.

Political leadership plays a critical role in shaping the direction of public service delivery. Governments are responsible for policy formulation, budget allocation, and oversight mechanisms that ensure services reach the intended beneficiaries. However, political interference, nepotism, and short-term electoral interests can undermine governance, leading to poor decision-making and resource mismanagement. In many cases, ruling parties prior-

itize political loyalty over competence, appointing individuals based on affiliations rather than merit. This weakens bureaucratic institutions, resulting in inefficiency, stagnation, and lack of innovation. When political leaders fail to establish transparent governance frameworks, bureaucrats operate in an environment where corruption and administrative bottlenecks thrive, further exacerbating service delivery failures.

On the other hand, bureaucratic efficiency is equally crucial in ensuring that policies are effectively implemented. Civil servants, including administrators, inspectors, and service providers, are responsible for translating government directives into actionable programs that benefit citizens. However, bureaucratic inefficiencies such as corruption, resistance to change, and lack of professionalism can hinder progress. Even when political leaders introduce progressive policies, a dysfunctional bureaucracy can prevent effective implementation. Public service delivery requires competent, ethical, and accountable bureaucrats who prioritize efficiency over self-interest. A harmonized approach, where political leaders focus on governance reforms and civil servants uphold professionalism, is essential for ensuring that public services are accessible, transparent, and responsive to the needs of the population.

Worth Noting:

Nordic countries demonstrate that strong bureaucratic institutions, coupled with political commitment, lead to effective public service delivery. Scandinavian countries are known for their efficient and high-quality public service delivery, often characterized by strong welfare systems, transparency, and collaborative governance. Some of the top-performing countries in this regard include:

1. Denmark - Known for its well-structured education system, healthcare services, and social welfare programs.
2. Finland - Excels in education, healthcare, and local governance, with strong collaboration between municipalities.
3. Iceland - Implements effective rural service delivery, including infrastructure projects like the Bolungarvíkurgöng tunnel.
4. Norway - Recognized for efficient transport systems and healthcare, including microtransit services in small cities.
5. Sweden - Leads in digital governance, rural connectivity, and welfare technology, ensuring accessibility across regions.

Instilling Discipline in Public Servants: The Case for Mandatory Military Training Before Government Employment



By: Silas Mwaudasheni Nande
@themtkenyatimes



Worth Noting:

- **Addressing Lack of Discipline in Government Employees;** Many public servants exhibit poor work ethics, absenteeism, and inefficiency, leading to delays in service delivery. Military training instills discipline, punctuality, and commitment, ensuring that employees take their responsibilities seriously.
- **Enhancing Accountability and Ethical Standards;** Military training emphasizes accountability and integrity, reducing tendencies toward corruption and mismanagement in government offices. Employees trained in military discipline are more likely to adhere to ethical guidelines and prioritize public welfare.
- **Strengthening Leadership and Teamwork Skills;** Military training fosters strong leadership qualities, preparing government employees to handle responsibilities effectively. It also enhances teamwork and cooperation, ensuring that departments function efficiently.
- **Improving Crisis Management and Decision-Making;** Government employees often face emergency situations, such as natural disasters, security threats, or administrative crises. Military training equips them with problem-solving skills, resilience, and adaptability, enabling them to respond effectively.

Introduction

Public service delivery is a cornerstone of governance, ensuring that citizens receive essential services such as healthcare, education, infrastructure, and security. However, concerns have been raised about lack of discipline among public servants, leading to inefficiency, corruption, and poor service delivery. Some argue that mandatory military training before entering government employment could instill discipline, accountability, and a strong work ethic. Several countries already implement compulsory military service for young citizens, reinforcing values of order, responsibility, and national duty. This article explores the necessity of military training for government employees, weighing its benefits and drawbacks to determine whether it is a viable solution for improving public service efficiency. **The Need for Military Training in Public Service**

1. Addressing Lack of Discipline in Government Employees

Many public servants exhibit poor work ethics, absenteeism, and inefficiency, leading to delays in service delivery. Military training instills discipline, punctuality, and commitment, ensuring that employees take their responsibilities seriously.

2. Enhancing Accountability and Ethical Standards

Military training emphasizes accountability and integrity, reducing tendencies toward corruption and mismanagement in government offices. Employees trained in military discipline are more likely to adhere to ethical guidelines and prioritize public welfare.

3. Strengthening Leadership and Teamwork Skills

Military training fosters strong leadership qualities, preparing government employees to handle responsibilities effectively. It also enhances teamwork and cooperation, ensuring that departments function efficiently.

4. Improving Crisis Management and Decision-Making

Government employees often face emergency situations, such as natural disasters, security threats, or administrative crises. Military training equips them with problem-solving skills, resilience, and adaptability, enabling them to respond effectively.

5. Promoting Patriotism and National Service

Military training instills a sense of duty and patriotism, reinforcing the idea that public service is a commitment to national development rather than just a

job. Employees develop a stronger connection to their country and its citizens.

6. Enhancing Physical and Mental Resilience

Public servants often deal with stressful work environments. Military training improves physical fitness and mental resilience, enabling employees to handle pressure, work long hours, and maintain productivity.

7. Reducing Bureaucratic Inefficiency

Many government offices suffer from bureaucratic delays and inefficiency. Military training promotes structured thinking, efficiency, and time management, ensuring that employees complete tasks promptly and effectively.

Countries That Implement Military Training for Citizens

Several nations require mandatory military service for young citizens before they enter the workforce, reinforcing discipline and national responsibility:

- **South Korea** - All able-bodied men must serve in the military for 18-21 months, instilling discipline and leadership skills.

- **Israel** - Both men and women undergo compulsory military service, fos-

tering resilience and teamwork.

- **Switzerland** - Military training is mandatory, ensuring that citizens develop discipline and crisis management skills.

- **Singapore** - National service includes military or civil defense training, preparing individuals for structured professional environments.

Potential Drawbacks of Mandatory Military Training for Government Employees

1. High Implementation Costs

Establishing military training programs for all government employees would require significant financial investment, including training facilities, instructors, and logistics.

2. Possible Resistance from Employees

Many individuals may oppose mandatory military training, viewing it as unnecessary or overly rigid. Resistance could lead to low morale and reluctance to join public service.

3. Risk of Militarization of Civil Service

Excessive military influence in government institutions could lead to rigid hierarchical structures, reducing flexibility and innovation in

public service delivery.

4. Potential Human Rights Concerns

Mandatory military training could raise ethical concerns, particularly if employees are subjected to harsh disciplinary measures that violate personal freedoms.

5. Disruption of Career Progression

Requiring military training before employment could delay career entry, discouraging talented individuals from pursuing government jobs.

6. Need for Alternative Discipline Programs

Instead of military training, governments could implement alternative discipline programs, such as leadership workshops, ethics training, and professional development courses.

Case Study: South Korea - A Successful Mandatory Military Service Program

South Korea has one of the most structured and effective mandatory military service programs, requiring all able-bodied men aged 18-28 to serve in the military for 21 months (Army), 23 months (Navy), or 24

Instilling Discipline in Public Servants: The Case for Mandatory Military Training Before Government Employment

xxxxxxxxxxxx

Contd from Page 22

Worth Noting:

- **Promoting Patriotism and National Service;** Military training instills a sense of duty and patriotism, reinforcing the idea that public service is a commitment to national development rather than just a job. Employees develop a stronger connection to their country and its citizens.
- **Enhancing Physical and Mental Resilience;** Public servants often deal with stressful work environments. Military training improves physical fitness and mental resilience, enabling employees to handle pressure, work long hours, and maintain productivity.
- **Reducing Bureaucratic Inefficiency;** Many government offices suffer from bureaucratic delays and inefficiency. Military training promotes structured thinking, efficiency, and time management, ensuring that employees complete tasks promptly and effectively.



months (Air Force). This system is deeply embedded in South Korean society, ensuring that young men develop discipline, leadership skills, and resilience before entering the workforce. The program has been credited with instilling a strong work ethic among South Korean employees, particularly in government positions.

One of the key reasons for its success is the integration of military training with professional development. Many conscripts receive technical training in engineering, cybersecurity, and logistics, which enhances their employability after service. Additionally, the program fosters national unity and patriotism, reinforcing a sense of duty among public servants. South Korea's highly disciplined workforce is often attributed to the values instilled during military service, contributing to the country's efficient public administration and economic growth.

Case Study: Spain - A Failed Mandatory Military Service Program

Spain previously had a mandatory military service program, but it was abolished in 2001 due to its negative impact on labor market outcomes. Studies indicate that

military conscription disrupted career progression, particularly for men who were already employed before being drafted. Research found that conscription led to an 8.5% reduction in employment rates and a 20% decrease in earnings among affected individuals.

The failure of Spain's program was largely due to poor integration with professional development. Unlike South Korea, Spain's military service did not provide skills training relevant to civilian careers, making it difficult for conscripts to transition into the workforce. Additionally, the program faced public resistance, with many arguing that it delayed career entry and reduced economic opportunities. As a result, Spain abolished mandatory military service, opting for voluntary enlistment and alternative national service programs.

Balancing the Approach: A Structured Discipline Program

Some individuals that that rather than full-scale military training, governments could introduce a structured Governments seeking to instill discipline in public servants without resorting to full-scale military training could implement

a structured discipline program tailored to enhance professionalism, accountability, and efficiency. One key component of this program could be basic military drills, designed to foster discipline, teamwork, and a sense of responsibility. These drills would not involve combat training but rather structured routines that emphasize punctuality, order, and cooperation. By integrating such exercises into pre-employment training, public servants would develop a strong work ethic and a commitment to service, ensuring that they approach their roles with diligence and efficiency.

Another essential aspect of the program would be ethics and accountability workshops, aimed at reinforcing integrity and transparency in public service. Many governance failures stem from corruption, mismanagement, and a lack of ethical standards among employees. These workshops would educate public servants on anti-corruption measures, ethical decision-making, and the importance of public trust. By instilling a culture of accountability, governments can ensure that employees uphold professional standards and prioritize the needs of citizens

over personal interests. Such training would also help civil servants understand the legal frameworks governing their responsibilities, reducing instances of misconduct and inefficiency.

Leadership and crisis management training would be another crucial component, equipping public servants with the skills needed to handle emergencies and complex administrative challenges. Government employees often face situations requiring quick decision-making, adaptability, and problem-solving, whether in healthcare, education, or infrastructure management. Leadership training would prepare them to take initiative, work collaboratively, and manage resources effectively. Crisis management modules would focus on strategic thinking, conflict resolution, and emergency preparedness, ensuring that public servants can respond efficiently to unforeseen challenges without compromising service delivery.

Finally, physical fitness programs would be integrated to enhance resilience and overall well-being. Public service roles can be demanding, requiring employees to work long hours, manage stress, and maintain

productivity. A structured fitness program would promote mental and physical endurance, ensuring that employees remain healthy and capable of performing their duties effectively. These programs would not be as rigorous as military training but would include basic exercises, stress management techniques, and wellness initiatives to improve focus and efficiency. By combining discipline, ethics, leadership, and physical resilience, governments can create a high-performing workforce that is committed to excellence in public service delivery.

Conclusion

While mandatory military training for government employees could instill discipline, accountability, and efficiency, it also presents significant challenges. A balanced approach, incorporating structured discipline programs, could achieve similar benefits without the drawbacks of full military service. Governments must carefully evaluate whether such training aligns with national priorities, workforce needs, and ethical considerations to ensure that public service delivery is effective, transparent, and citizen-centered.

New Constitution Of The Republic Of Uzbekistan

By: Turdiboyeva Rukhshona Sanjar.
xxxxxxxxxxxx



Worth Noting:

- state and the nation as a real nation”
- The Constitution of the Republic of Uzbekistan is the legal basis of independence and was adopted on December 8, 1992 at the XI session of the Council of the Oliy Majlis of the XII convocation. Accordingly, this historical date was declared a national holiday, the Day of the Constitution of the Republic of Uzbekistan.
- Our Constitution has been amended many times to date, and initially consisted of 6 sections, 26 chapters, and 128 articles. However, after the referendum held on August 30, 2023, our Basic Law was fundamentally updated. Today, it consists of 6 sections, 27 chapters, and 155 articles.

ABSTRACT:

The Constitution of the Republic of Uzbekistan and state symbols are the most important achievements of the Republic of Uzbekistan after gaining independence. The Constitution is considered the main law of every country, it serves as the basis for all the reforms implemented in the democratic, social, political, economic and other spheres of the country, and also defines the human rights, freedoms and duties of citizens. Amendments and updates were made to the current Constitution of the Republic of Uzbekistan on April 30, 2023. Keywords: Constitution, article, resolution, law, referendum, chapter, section, renewal, citizen, republic, amendment, right, sovereignty.

INTRODUCTION:

The Constitution is the supreme law of the state and is the basis for all current resolutions, laws, decrees, and regulations. It legally defines state sovereignty, the activities of government and administrative bodies, the electoral system, the rights and freedoms of citizens, the judiciary, the prosecutor's office, the legal profession, the structure of the state, and other factors necessary for the establishment of a state. “The Constitution is a dictionary that introduces the state to the world as a real

state and the nation as a real nation”

The Constitution of the Republic of Uzbekistan is the legal basis of independence and was adopted on December 8, 1992 at the XI session of the Council of the Oliy Majlis of the XII convocation. Accordingly, this historical date was declared a national holiday, the Day of the Constitution of the Republic of Uzbekistan. Our Constitution has been amended many times to date, and initially consisted of 6 sections, 26 chapters, and 128 articles. However, after the referendum held on August 30, 2023, our Basic Law was fundamentally updated. Today, it consists of 6 sections, 27 chapters, and 155 articles.

Below are examples of the analysis of the changes made to the Constitution of the Republic of Uzbekistan. Its first section is called “Fundamental Principles,” and amendments were made to Article 1 of its content. The sentence “Uzbekistan is a sovereign democratic republic” in the article was changed to “Uzbekistan is a sovereign, democratic, legal, social and secular republic with a republican form of government”. This reflects the readiness of the state to develop very rapidly in the secular and social aspects of our country's domestic and foreign policy.

The third section, “Society and the Individual”, con-

stitutes another important part of the Constitution, and several changes were made to its structure after the reform in 2023. In particular, Article 56 initially contained a sentence that read: “In the Republic of Uzbekistan, trade unions, political parties, scientific societies, women's organizations, veterans' and youth organizations, creative associations, mass movements and other associations of citizens registered in accordance with the procedure established by law are considered public associations.” Today, “Civil society institutions, including neighborhoods, political parties, movements, mass media, trade unions, public foundations and Other public associations of individuals form the basis of civil society and determine its content. They are intended to protect the rights, freedoms and legitimate interests of citizens, democratic values, promote the achievement of social and cultural goals, and satisfy the spiritual and other intangible needs of society.

The fifth section, entitled “Organization of State Power,” which specifies the powers of the Legislative and Executive Bodies of the Republic of Uzbekistan and the President, has also undergone changes. Article 77, without losing its content, has been supplemented with the following addition: “A deputy of the Legislative

Chamber of the Oliy Majlis of the Republic of Uzbekistan cannot simultaneously be a deputy of the Jokargi Kengesh of the Republic of Karakalpakstan or a local representative body.” This means that New Uzbekistan aims to join the ranks of developed countries in the future. The importance of peace, the rule of law, and good governance in achieving this goal is of paramount importance.

The sixth section of the Constitution of the Republic of Uzbekistan is devoted to the procedure for amending the Constitution, and this section has not been left out of the changes. For example, the original content of Article 111 was: “The Supreme Council of Judges of the Republic of Uzbekistan is a body of the judicial community and helps ensure compliance with the constitutional principle of the independence of the judiciary in the Republic of Uzbekistan.” As a result of subsequent changes, the principle was promoted that “the Supreme Council of Judges of the Republic of Uzbekistan is an independent body of the judicial community, ensuring the formation of the judicial corps and compliance with the constitutional principle of the independence of the judiciary.”

CONCLUSION:

The new Constitution, adopted on the basis of a refer-

endum, plays an important role in the political, social and economic life of our country. Because keeping up with the times is a necessary factor not only in our social life, but also in foreign policy, in establishing international relations with other countries. Regularly changing and updating laws at the request of the population or in response to emerging situations is necessary for every developing country. The new Constitution, along with improving relations between society and the state, is also a solid foundation for the internal sustainable development of the country. As a simple example, we can cite the recent Nukus events in the Republic of Karakalpakstan, which is part of our state, which led to a number of changes in a separate chapter of our Constitution dedicated to this republic.

B.D. Oktamovna, Senior Lecturer, Department of Theory and Practice of English Language, Jizzakh State Pedagogical University named after Abdulla Qodiri, Turdiboyeva Rukhshona Sanjar, Student, Jizzakh State Pedagogical University named after Abdulla Qodiri