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Public Examinations Examined Thomas Kellaghan 2019-11-19 High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease†? takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog.†? Angela W. Little, Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings.†? Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning "I

am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations.†? Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

School Science Practical Work in Africa Umesh Ramnarain 2020-06-01 School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research-informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry-based learning, which signals a definite paradigm shift from the traditional teacher-dominated to a learner-centered approach. The book provides empirical research on approaches to practical work, contextual factors in the enactment of practical work, and professional development in teaching practical work. This book will be of great interest to academics, researchers and post-graduate students in the fields of science education and educational policy.

Global Monitoring Report 2013 World Bank 2013-05-02 Global Monitoring Report (GMR) 2013 provides an annual assessment of progress towards the Millennium Development Goals (MDGs) and addresses this year's theme of rural-urban dynamics and the MDGs.

Disability in the Global South Shaun Grech 2016-11-08 This first-of-its kind volume spans the breadth of disability research and practice specifically focusing on the global South. Established and emerging scholars alongside advocates adopt a critical and interdisciplinary stance to probe, challenge and shift common held social understandings of disability in established discourses, epistemologies and practices, including those in prominent areas such as global health, disability studies and international development. Motivated by decolonizing approaches, contributors carefully weave the lived and embodied experiences of disabled people, families and communities through contextual, cultural, spatial, racial, economic, identity and geopolitical complexities and heterogeneities. Dispatches from Ghana, Lebanon, Sri Lanka, Cambodia, Venezuela among many others spotlight the complex uncertainties of modern geopolitics of coloniality; emergent forms of governance including neoliberal globalization, war and conflicts; the interstices of gender, race, ethnicity, space and religion; structural barriers to redistribution and realization of rights; and processes of disability representation. This handbook examines in rigorous depth, established practices and discourses in disability including those on development, rights, policies and practices, opening a space for critical debate on hegemonic and often unquestioned terrains. Highlights of the coverage include: Critical issues in conceptualizing disability across cultures, time and space The challenges of disability models, metrics and statistics Disability, poverty and livelihoods in urban and rural contexts Disability interstices with migration, race, ethnicity, ge nder and sexuality Disabilit y, religion and customary societies and practice · The UNCRPD, disability rights orientations and instrumentalitie · Redistributive systems including budgeting, cash transfer systems and programming. · Global South–North partnerships: intercultural methodologies in disability research. This much awaited handbook

provides students, academics, practitioners and policymakers with an authoritative framework for critical thinking and debate about disability, while pushing theoretical and practical frontiers in unprecedented ways.

Debtfare States and the Poverty Industry Susanne Soederberg 2014-09-19 WINNER of the BISA IPEG Book Prize 2015 http://www.bisa-ipeg.org/ipeg-book-prize-2015-winner-announced/ Under the rubric of 'financial inclusion', lending to the poor –in both the global North and global South –has become a highly lucrative and rapidly expanding industry since the 1990s. A key inquiry of this book is what is 'the financial' in which the poor are asked to join. Instead of embracing the mainstream position that financial inclusion is a natural, inevitable and mutually beneficial arrangement, Debtfare States and the Poverty Industry suggests that the structural violence inherent to neoliberalism and credit-led accumulation have created and normalized a reality in which the working poor can no longer afford to live without expensive credit. The book further transcends economic treatments of credit and debt by revealing how the poverty industry is extricably linked to the social power of money, the paradoxes in credit-led accumulation, and 'debtfarism'. The latter refers to rhetorical and regulatory forms of governance that mediate and facilitate the expansion of the poverty industry and the reliance of the poor on credit to augment/replace their wages. Through a historically grounded analysis, the author examines various dimensions of the poverty industry ranging from the credit card, payday loan, and student loan industries in the United States to micro-lending and low-income housing finance industries in Mexico. Providing a much-needed theorization of the politics of debt, Debtfare States and the Poverty Industry has wider implications of the increasing dependence of the poor on consumer credit across the globe, this book will be of very strong interest to students and scholars of Global Political Economy, Finance, Development Studies, Geography, Law, History, and Sociology. https://www.youtube.com/watch?v=2lU6PHjyOzU

Education in West Africa Emefa Takyi-Amoako 2015-05-21 Education in West Africa is a comprehensive critical reference guide to education in the region. Written by regional experts, the book explores the education systems of Benin, Burkina Faso, Cameroon, Cape Verde, Chad, The Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone and Togo. It critically examines the development of education provision in each country, whilst exploring both local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole, this handbook is an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

Comparative and International Education Kathy Bickmore 2017-02-23 In our increasingly globalized world, it is vital to explore major issues in education today through an international and intercultural lens. Thoroughly updated and expanded, this comprehensive new edition introduces students to research in comparative and international education while providing an overview of educational practices in diverse settings. Contributors draw on comparative research from the Americas, Australia, Africa, Asia, Europe, and the Middle East, and engage with such themes as the history and philosophy of comparative education, the right to education, alternative pedagogies, gender, Indigenous knowledge, peacebuilding, international assessments, and global citizenship. The updates to this edition include new chapters on human rights education and the internationalization of schooling, and a greater

focus on issues of diversity and social justice education. Designed as a resource for teacher education programs, each chapter highlights the significance and the implications of the particular topic for teachers. Comparative and International Education features a vivid portrayal of global educational practices, contributions from preeminent scholars from around the world, and invaluable teaching tools, including discussion questions, video suggestions, and further readings. This essential collection will be an indispensable resource for teachers, teachers-in-training, and students of comparative and international education.

Accountability in education: meeting our commitments UNESCO 2017-10-30 "The second edition of the Global Education Monitoring Report (GEM Report) presents the latest evidence on global progress towards the education targets of the UN Sustainable Development Goals. With hundreds of millions of people still not going to school, and many not achieving minimum skills at school, it is clear education systems are off track to achieve global goals. The marginalized currently bear the most consequences but also stand to benefit the most if policy-makers pay sufficient attention to their needs. Faced with these challenges, along with tight budgets and increased emphasis on results-oriented value for money, countries are searching for solutions. Increased accountability often tops the list. The 2017/8 GEM Report shows the entire array of approaches to accountability in education. It ranges from countries unused to the concept, where violations of the right to education go unchallenged, to countries where accountability has become an end in itself instead of a means to inclusive, equitable and high-quality education and lifelong learning for all. The report emphasizes that education is a shared responsibility. While governments have primary responsibility, all actors - schools, teachers, parents, students, international organizations, private sector providers, civil society and the media 03 have a role in improving education systems. The report emphasized the importance of transparency and availability of information but urges caution in how data are used. It makes the case for avoiding accountability systems with a disproportionate focus on narrowly defined results and punitive sanctions. In an era of multiple accountability tools, the report provides clear evidence on those that are working and those that are not."--Back cover.

Quality Early Learning Magdalena Bendini 2022-05-11 In this volume, leading researchers and implementation experts from an array of disciplines provide evidence-based, cost-effective, and actionable strategies for delivering quality early childhood education (ECE) at scale in low- and middle-income countries (LMICS).Over the past decade, neuroscientists, developmental and cognitive psychologists, economists, and education researchers have amassed evidence to inform ECE program design. Yet much of this evidence has not been readily accessible to policymakers and practitioners, and potential synergies from cross-disciplinary considerations have not been realized.Quality Early Learning: Nurturing Children's Potential synthesizes the evidence across disciplines and charts a forward course for quality ECE. The volume includes Overview, From Evidence to Effective Policies: How to Invest in Early Childhood Education to Nurture Children's Potential, by Magdalena Bendini, Amanda E. Devercelli, Elaine Ding, Melissa Kelly, and Adelle Pushparatnam Chapter 1, Learning in the Early Years, by Elizabeth Spelke and Kristin Shutts Chapter 2, Pedagogy and Curricula Content: Building Foundational Skills and Knowledge, by David Whitebread and Yasmin Sitabkhan Chapter 3, Building an Effective Early Childhood Education Workforce, by Nirmala Rao, Emma Pearson, Benjamin Piper, and Carrie Lau Chapter 4, Creating Early Childhood Education Environments That Promote Early Learning, by Cynthia Adlerstein and Alejandra Cortázar Chapter 5, The Role of Management, Leadership, and Monitoring in

Producing Quality Learning Outcomes in Early Childhood Education, by Iram Siraj, Violeta Arancibia, and Juan Barón Chapter 6, Toward Quality Early Learning: Systems for Success, by Sharon Lynn Kagan and Caitlin M. Dermody In the volume, the authors provide the latest evidence on how young children learn most effectively and how ECE programs can foster children's natural ability and motivation to learn. It offers guidance for policy makers on policy design and implementation including what elements of ECE to prioritize in resource- and capacity-constrained settings in LMICs.

Educational Authorities and the Schools Helene Ärlestig 2020-05-28 This book describes and analyses the organisation, functions and development of national educational authorities and agencies and the influence they have on local schools in 20 countries around the world. It examines the governing chain in the respective countries from both a theoretical and descriptive perspective. It does so against the background of the stability and rigour of the governing chains having been challenged, with some researchers considering the chain to be broken. However, the view that comes to the fore in this book is that the chain is still present and contains both vertical implementation structures and intervening spaces for policy interpretation. How schools become successful is important for the individual students as well as the local community and the national state. A vast quantity of research has looked at what happens in schools and classrooms. At the same time, national governance and politics as well as local prerequisites are known to exert influence on schools and their results to a high degree. Societal priorities, problems and traditions provide variety in how governance is executed. This book provides an international overview of the similarities and differences between educational agencies and how their work influences schools.

OECD Development Co-operation Peer Reviews: Slovak Republic 2019 OECD 2019-02-14 The OECD's Development Assistance Committee (DAC) conducts periodic reviews of the individual development co-operation efforts of DAC members. The policies and programmes of each DAC member are critically examined approximately once every five years. DAC peer reviews assess the performance of a ...

National Climate Change Adaptation Emerging Practices in Monitoring and Evaluation OECD 2015-04-16 This report draws upon emerging monitoring and evaluation practices across developed and developing countries to identify four tools that countries can draw upon in their own assessment frameworks.

Architecture as a Way of Seeing and Learning Nerea Amorós Elorduy 2021-08-16 At the beginning of 2020, 66 long-term refugee camps existed along the East African Rift. Millions of young children have been born at the camps and have grown up there, yet it is unknown how their surrounding built environments affect their learning and development. Architecture as a Way of Seeing and Learning presents an architect's take on questions many academics and humanitarians ask. Is it relevant to look at camps through an urban lens and focus on their built environment? Which analytical benefits can architectural and design tools provide to refugee assistance and specifically to young children's learning? And which advantages can assemblage thinking and situated knowledges bring about in analysing, understanding and transforming long-term refugee camps? Responding to the extreme lack of information about East African camps, Nerea Amorós Elorduy has built contextualised knowledge – nuanced, situated and participatory – to describe, study and transform the East African long-term camps, and uncover hidden agencies in refugee assistance. She uses

architecture as a means to create new knowledge collectively, include more local voices and speculate on how to improve the educational landscape for young children. With this book, Amorós Elorduy brings nuance, contextualisation and empathy to the study and management of long-term refugee camps in East Africa. It is empathy, she argues, that will help change mindsets, decolonise humanitarian refugee assistance and its study. Crossing architecture, humanitarian aid and early childhood development, this book offers many practical learnings.

Education, Social Progress, and Marginalized Children in Sub-Saharan Africa Obed Mfum-Mensah 2017-05-04 This book highlights the intersectionality of educational marginalization in sub-Saharan Africa as a legacy of colonialism. It shows how contemporary efforts to promote education in marginalized communities are subsumed under human rights and human capital ideologies.

Peace Education Monisha Bajaj 2016-01-28 'Honorable Mention' 2017 PROSE Award - Education Practice Bringing together the voices of scholars and practitioners on challenges and possibilities of implementing peace education in diverse global sites, this book addresses key questions for students seeking to deepen their understanding of the field. The book not only highlights ground-breaking and rich qualitative studies from around the globe, but also analyses the limits and possibilities of peace education in diverse contexts of conflict and post-conflict societies. Contributing authors address how educators and learners can make meaning of international peace education efforts, how various forms of peace and violence interact in and around schools, and how the field of peace education has evolved and grown over the past four decades.

Asset-Building Policies and Innovations in Asia Michael Sherraden 2014-11-20 Asia has long been a testing ground for efforts to augment financial and social security by developing assets that may support individuals and households and contribute to long-term social development. Rapid growth in the number and breadth of asset-based social policies has prompted Asian scholars, practitioners, and policymakers to share lessons from current efforts and chart future directions. This book offers a unique collection of macro- and micro-level analyses on asset-based social development and compares and contrasts national social policies across the Asia Pacific region. Many asset-building policies and programmes have been undertaken in Asia, and innovative proposals continue to emerge. The contributions in this book present and assess this broad, often nuanced, and evolving landscape, and offer an insightful analysis of the evolution of asset-building policies, innovative programmes in rural populations, asset-based interventions to facilitate the development and well-being of children, as well as case studies on new, ground-breaking asset-building projects. Asset-Building Policies and Innovation in Asia will be an invaluable resource for students and scholars of Asian social policy, social welfare, social development and social work.

The Bloomsbury Handbook of the Internationalization of Higher Education in the Global South Juliet Thondhlana 2020-12-10 This Handbook covers a wide range of historical perspectives, realities, research and practice of internationalization of higher education (IHE) in the global south and makes comparisons to IHE issues in the global north. Drawing on the expertise of 32 academics and policy makers based in and originating from four key regions of focus: Sub-Saharan Africa; North Africa and the Middle East; Asia Pacific; Latin America and the Caribbean. Across 24 chapters the editors and contributors provide a diverse and unparalleled expose of the status and future aspirations of institutions and nations in relation

to IHE. This is the first comprehensive analysis of this growing field and expands the scope of research in the field of comparative and international education in terms of theory and policy development. Includes 36 chapters written by: Hadiza Kere Abdulrahman, Salem Abodher, Giovanni Anzola-Pardo, Aref Al Attari, Norzaini Azman, Teklu Abate Bekele, Abdellah Benahnia, Andrés Bernasconi, Daniela Craciun, Hans de Wit, Futao Huang, Jocelyne Gacel-Ávila, Evelyn Chiyevo Garwe, Javier González, Gifty Oforiwaa Gyamera, Xiao HAN, Mohamed Salah Harzallah, Bola Ibrahim, Annette Insanally, Sunwoong Kim, Aliya Kuzhabekov, Kamel Mansi, Simon McGrath, Francisco Marmolejo, Georgiana Mihut, Sabelo J. Ndlovu-Gatsheni, Ibrahim Ogachi Oanda, Bandele Olusola Oyewole, Rakgadi Phatlane, Francisca Puyol, Laura E. Rumbley, Chika T Sehoole, Wenqin SHEN, Luz Inmaculada Madera Soriano, Wondwosen Tamrat, Juliet Thondhlana, Julie Vardhan, Chang Da Wan, Anthony Welch, Ayenachew A. Woldegiyorgis, Renée Zicman.

Higher Education in Ethiopia Tebeje Molla 2018-01-18 This book focuses on higher education in Ethiopia, analysing persisting inequalities and policy responses against the backdrop of the extensive expansion and reform that the system has experienced in recent years. Drawing on empirical data generated through interviews, policy reviews and focus-group discussions, it explicates factors of structural inequality ranging from neoliberal policy orientations to repressive gender culture and geo-political peripherality. In a departure from conventional studies that consider policy a response to social problems, the book takes a critical perspective to show the constitutive role of policy, and explains how the representation of the problem of social inequality undermines equity policy outcomes in Ethiopian higher education. Not only does the book problematise the framing of the problem of inequality in the system, it also outlines strategies for designing transformative equity instruments. In explaining structural factors of inequality and equity provisions, the book productively combines sociological concepts with historical accounts and political economy insights. Given the increased economic optimism associated with higher education in sub-Saharan Africa and the neoliberal ideals underpinning much of the restructuring of the system in the region, this is a timely and important contribution that sheds light on the social justice implications and consequences of such changes. It offers fresh accounts of largely neglected qualitative cases of inequality, making it a valuable read for students and researchers in the areas of Ethiopian education policy studies, international and comparative education, and international development.

Millions Saved Amanda Glassman 2016-05-24 Over the past fifteen years, people in low- and middle-income countries have experienced a health revolution—one that has created new opportunities and brought new challenges. It is a revolution that keeps mothers and babies alive, helps children grow, and enables adults to thrive. Millions Saved: New Cases of Proven Success in Global Health chronicles the global health revolution from the ground up, showcasing twenty-two local, national, and regional health programs that have been part of this global change. The book profiles eighteen remarkable cases in which large-scale efforts to improve health in low- and middle-income countries succeeded, and four examples of promising interventions that fell short of their health targets when scaled-up in real world conditions. Each case demonstrates how much effort—and sometimes luck—is required to fight illness and sustain good health. The cases are grouped into four main categories, reflecting the diversity of strategies to improve population health in low-and middle-income countries: rolling out medicines and technologies; expanding access to health services; targeting cash transfers to improve health; and promoting population-wide behavior change

to decrease risk. The programs covered also come from various regions around the world: seven from sub-Saharan Africa, six from Latin America and the Caribbean, five from East and Southeast Asia, and four from South Asia.

Human Rights and Universal Child Primary Education Fait Muedini 2015-06-16 This book focuses on all issues related to the human right of child primary education. It addresses issues of access to education, the benefits of schooling, primary education and human rights law, the role of states and NGOs towards improving enrolment rates, as well as policy recommendations.

Education, Poverty and Global Goals for Gender Equality Elaine Unterhalter 2017-08-07 Drawing on case-study research that examined initiatives which engaged with global aspirations to advance gender equality in schooling in Kenya and South Africa, this book looks at how global frameworks on gender, education and poverty are interpreted in local settings and the politics of implementation. It discusses the forms of global agreements in particular contexts, and allows for an appraisal of how they have been understood by the people who implement them. By using an innovative approach to comparative cross country research, the book illuminates how ideas and actions connect and disconnect around particular meanings of poverty, education and gender in large systems and different settings. Its conclusions will allow assessments of the approach to the post-2015 agenda to be made, taking account of how policy and practice relating to global social justice are negotiated, sometimes negated, the forms in which they are affirmed and the actions that might help enhance them. This book will be valuable for students, researchers, academics, senior teachers, senior government and inter-government officials and senior staff in NGOs working in the field of education and international development, gender, poverty reduction, and social development.

Quality Teaching and the Capability Approach Alison Buckler 2015-04-24 This book provides an analytical exploration of the condition of teachers working in expanding school systems across the world, with a particular focus on the lives of women teachers in rural Sub-Saharan Africa. Drawing from award-winning research, it looks beyond the official portrayals of teachers' lives in order to better understand the reality of the contexts in which teachers live and work. Positioning Amartya Sen's capability approach at the heart of the study, each chapter considers documentary evidence alongside ethnographic research from rural, remote and under-resourced schools in Ghana, Nigeria, Kenya, South Africa and Sudan. Interweaving rich narratives from teachers in a variety of contexts, the book proposes a concept of professional capability and examines female teachers' agency to pursue and achieve this in their classrooms. This key examination challenges existing notions of 'quality education' and reveals insights into the broader purpose of schooling for rural communities. Quality Teaching and the Capability Approach will be of value to researchers, academics and postgraduate students in education, particularly those concerned with gender, development and teaching, as well as educationalists and policy makers concerned with education and development.

The State of the World's Children 2016 United Nations Children's Fund (UNICEF) 2016-06-30 The State of the World's Children 2016, a UNICEF flagship report, argues that progress for the most disadvantaged children and families is the defining condition for delivering on the 2030 Sustainable Development Goals. Millions of children's lives around the world are

blighted for no reason other than the country, gender or circumstances into which they are born. Failure to reach them now will fuel intergenerational cycles of disadvantage that will imperil their future and the future of the world. We have a clear choice to make: Invest in accelerated progress for the children being left behind, or face the consequences of a far more divided and unfair world by 2030.

World Cities Report 2016 UN-HABITAT 2016-07-14 The analysis of urban development of the past twenty years presented in this maiden edition of the World Cities Report shows, with compelling evidence, that there are new forms of collaboration and cooperation, planning, governance, finance and learning that can sustain positive change. The Report unequivocally demonstrates that the current urbanization model is unsustainable in many respects. It conveys a clear message that the pattern of urbanization needs to change in order to better respond to the challenges of our time, to address issues such as inequality, climate change, informality, insecurity, and the unsustainable forms of urban expansion.

Economic Integration in Africa Richard E. Mshomba 2017-08-31 In this work, Richard E. Mshomba offers an in-depth analysis of economic integration in Africa with a focus on the East African Community (EAC), arguably the most ambitious of all the regional economic blocs currently in existence in Africa. Economic Integration in Africa provides more than just an overview of regional economic blocs in Africa; it also offers a rich historical discussion on the birth and death of the first EAC starting with the onset of colonialism in the 1890s, and a systematic analysis of the birth, growth, and aspirations of the current EAC. Those objectives include forming a monetary union and eventually an East African political federation. This book also examines the African Union's aspirations for continent-wide integration as envisioned by the Abuja Treaty. Mshomba carefully argues that maturity of democracy and good governance in each country are prerequisites for the formation of a viable and sustainable East African federation and genuine continent-wide integration.

Second International Handbook of Urban Education William T. Pink 2017-01-06 This second handbook offers all new content in which readers will find a thoughtful and measured interrogation of significant contemporary thinking and practice in urban education. Each chapter reflects contemporary cutting-edge issues in urban education as defined by their local context. One important theme that runs throughout this handbook is how urban is defined, and under what conditions the marginalized are served by the schools they attend. Schooling continues to hold a special place both as a means to achieve social mobility and as a mechanism for supporting the economy of nations. This second handbook focuses on factors such as social stratification, segmentation, segregation, racialization, urbanization, class formation and maintenance, and patriarchy. The central concern is to explore how equity plays out for those traditionally marginalized in urban schools in different locations around the globe. Researchers will find an analysis framework that will make the current practice and outcomes of urban education, and their alternatives, more transparent, and in turn this will lead to solutions that can help improve the life-options for students historically underserved by urban schools.

EFA Global Monitoring Report – 2013–2014 – Teaching and Learning Achieving quality for all UNESCO 2014-02-04 The 2013/2014 Education for All Global Monitoring Report shows that a lack of attention to education quality and a failure to reach the marginalized have contributed to a learning crisis that needs urgent attention. Worldwide,

250 million children many of them from disadvantaged backgrounds are not learning the basics. Teaching and Learning: Achieving Quality for All describes how policy-makers can support and sustain a quality education system for all children, regardless of background, by providing the best teachers. The Report also documents global progress in achieving Education for All goals and provides lessons for setting a new education agenda post-2015. In addition, the Report identifies that insufficient financing is hindering advances in education.

Rankings and the Reshaping of Higher Education Ellen Hazelkorn 2015-03-23 University rankings have gained popularity around the world and are now a significant factor shaping reputation. This second edition updates Ellen Hazelkorn's first comprehensive study of rankings from a global perspective, drawing in new original research and extensive analysis. It is essential reading for policymakers, managers and scholars.

Victims of Obtrusive Violence G.K. Lieten 2015-08-21 This volume describes how children's experience with violence may affect and endanger their education, as well as their physical safety and their general well-being. It includes all forms of physical , psychological and sexual abuse, and neglect against children at home, at school, and in public spaces in two different areas of Kenya (rural and urban), while taking into account its environmental and cultural factors. This volume is unique, not only because of its focus on a less researched yet highly acute social problem but also because it provides inside knowledge by giving the children a voice through their direct participation in the data collection.

Contextualizing Indigenous Knowledge in Africa and its Diaspora Ibigbolade Aderibigbe 2015-09-04 This volume proposes a wholesale adoption of African Indigenous Knowledge Systems (AIKS) as a paradigm for Africa's renewal and freedom from the whims of foreign interests. These systems, as argued here, involve balancing short-term thinking and immediate gratification with longer-term planning for future generations of Africans and the continent's diaspora. The book will be of interest to anyone concerned with development studies in Africa and its diaspora, as it offers plausible solutions to Africa's chronic developmental problems that can only be provided from within Africa, rather than through the intervention of external third parties. As such, it provides vital contributions to the ongoing search for viable answers to the challenges that Africa faces today.

Education for All 2000-2015: Achievements and challenges UNESCO 2015-04-08 The twelfth edition of the EFA Global Monitoring Report marking the 2015 deadline for the six goals set at the World Education Forum in Dakar, Senegal, in 2000 provides a considered and comprehensive accounting of global progress. As the international community prepares for a new development and education agenda, this report takes stock of past achievements and reflects on future challenges. There are many signs of notable advances. The pace towards universal primary education has quickened, gender disparity has been reduced in many countries and governments are increasing their focus on making sure children receive an education of good quality. However, despite these efforts, the world failed to meet its overall commitment to Education for All. Millions of children and adolescents are still out of school, and it is the poorest and most disadvantaged who bear the brunt of this failure to reach the EFA targets.

School-to-School Collaboration Paul Wilfred Armstrong 2022-09-26 Taking a global perspective, the chapters within this book follow a common framework to explore how macro-

level factors help to create the conditions in which school-to-school collaboration is likely to succeed or fail 'on the ground'.

School Leadership That Works Peter R. Litchka 2019-09-17 This book examines the contemporary theory and practices of school leadership from a global perspective and includes articles in support of international professional learning for school leaders.

Building Resilient Communities: Land Use Change, Rural Development and Adaptation to Climate Consequences Brittany Berger 2018-08-04 This book is a collection of case studies from seven different countries that use community-based approaches to address problems related to Global Climate Change. The areas of study very from resource management, extreme weather preparation and adaptation, migration, and economic development. Communities around the world are facing new and more extreme threats and there is no easy solution. Each community is unique and this book embraces that diversity and highlights successful strategies, philosophies, and methodologies to disseminate community-based solutions.

Ready to Learn Tara Beteille 2020-03-06 Countries that have sustained rapid growth over decades have typically had a strong public commitment to expanding education as well as to improving learning outcomes. South Asian countries have made considerable progress in expanding access to primary and secondary schooling, with countries having achieved near-universal enrollment of the primary-school-age cohort (ages 6†"11), except for Afghanistan and Pakistan. Secondary enrollment shows an upward trend as well. Beyond school, many more people have access to skilling opportunities and higher education today. Although governments have consistently pursued policies to expand access, a prominent feature of the region has been the role played by nonstate actors—private nonprofit and forprofit entities—in expanding access at every level of education. Though learning levels remain low, countries in the region have shown a strong commitment to improving learning. All countries in South Asia have taken the first step, which is to assess learning outcomes regularly. Since 2010, there has been a rapid increase in the number of large-scale student learning assessments conducted in the region. But to use the findings of these assessments to improve schooling, countries must build their capacity to design assessments and analyze and use findings to inform policy.

The Routledge International Handbook of Young Children's Rights Jane Murray 2019-11-12 Written to commemorate 30 years since the United Nations Convention on the Rights of the Child (UNCRC), The Routledge International Handbook of Young Children's Rights reflects upon the status of children aged 0–8 years around the world, whether they are respected or neglected, and how we may move forward. With contributions from international experts and emerging authorities on children's rights, Murray, Blue Swadener and Smith have produced this highly significant textbook on young children's rights globally. Containing sections on policy, along with rights to protection, provision and participation for young children, this book combines discussions of children's rights and early childhood development, and investigates the crucial yet frequently overlooked link between the two. The authors examine how policy, practice and research could be utilised to address the barriers to universal respect for children, to create a safer and more enriching world for them to live and flourish in. The Routledge International Handbook of Young Children's Rights is an essential resource for students and academics in early childhood education,

social work and paediatrics, as well as for researchers, policymakers, leaders and practitioners involved in the provision of children's services and paedeatric healthcare, and international organisations with an interest in or ability to influence national or global policies on children's rights.

Human rights and equality in education Fredman, Sandra 2018-06-20 Thousands of children from minority and disadvantaged groups will never cross the threshold of a classroom. What can human rights contribute to the struggle to ensure that every learner is able to access high quality education? This brilliant interdisciplinary collection explores how a human rights perspective offers new insights and tools into the current obstacles to education. It examines the role of private actors, the need to hold states to account for the quality of education, how to strike a balance between religion, culture and education, the innovative responses needed to guarantee girls' right to education and the role of courts. This unique book draws together contributors who have been deeply involved in this field from both developing and developed countries which enriches the understanding and remedial approaches to tackle current obstacles to universal education.

Guidebook to Education in the Commonwealth Geoff Lacey 2012 Guidebook showcasing successful, innovative education initiatives to help meet the MDGs and Education for All targets from around the Commonwealth, in a concise and easy-to-use format. Provides policy-makers with examples of solutions that will assist them in devising strategies to counter their own educational challenges.

Low-fee Private Schooling and Poverty in Developing Countries Joanna Härmä 2021-01-14 In Low-fee Private Schooling and Poverty in Developing Countries, Joanna Härmä draws on primary research carried out in sub-Saharan African countries and in India to show how the poor are being failed by both government and private schools. The primary research data and experiences are combined with additional examples from around the world to offer a wide perspective on the issue of marketized education, low-fee private schooling and government systems. Härmä offers a pragmatic approach to a divisive issue and an ideologically-driven debate and shows how the well-intentioned international drive towards 'education for all' is being encouraged and even imposed long before some countries have prepared the teachers and developed the systems needed to implement it successfully. Suggesting that governments need to take a much more constructive approach to the issue, Härmä argues for a greater acceptance of the challenges, abandoning ideological positions and a scaling back of ambition in the hope of laying stronger foundations for educational development.

Disease Control Priorities, Third Edition (Volume 2) Robert Black 2016-04-11 The evaluation of reproductive, maternal, newborn, and child health (RMNCH) by the Disease Control Priorities, Third Edition (DCP3) focuses on maternal conditions, childhood illness, and malnutrition. Specifically, the chapters address acute illness and undernutrition in children, principally under age 5. It also covers maternal mortality, morbidity, stillbirth, and influences to pregnancy and pre-pregnancy. Volume 3 focuses on developments since the publication of DCP2 and will also include the transition to older childhood, in particular, the overlap and commonality with the child development volume. The DCP3 evaluation of these conditions produced three key findings: 1. There is significant difficulty in measuring the burden of key conditions such as unintended pregnancy, unsafe abortion, nonsexually transmitted infections, infertility, and violence against women. 2. Investments in the

continuum of care can have significant returns for improved and equitable access, health, poverty, and health systems. 3. There is a large difference in how RMNCH conditions affect different income groups; investments in RMNCH can lessen the disparity in terms of both health and financial risk.

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