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Handbook on Digital Learning for K-12 Schools Ann Marcus-Quinn 2016-10-07 This book guides the adoption, design, development and expectation of future digital teaching and learning projects/programs in K12 schools. It provides a series of case studies and reports experiences from international digital teaching and learning projects in K12 education. The book also furnishes advice for future school policy and investment in digital teaching and learning projects. Finally, the book provides an explanation of the future capacity and sustainability of digital teaching and learning in K12 schools.

Visible Learning for Teachers John Hattie 2012-03-15 In November 2008, John Hattie's ground-breaking book Visible Learning synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. Visible Learning for Teachers takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of Visible Learning to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book: links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management. Visible Learning for Teachers is a must read for any student or teacher who wants an evidence based answer to the question; 'how do we maximise achievement in our schools?'

School Meals, Educational Achievement, and School Competition Christel Vermeersch 2005 Vermeersch and Kremer examine the effects of subsidized school meals on school participation, educational achievement, and school finance in a

developing country setting. They use data from a program that was implemented in 25 randomly chosen preschools in a pool of 50. Children's school participation was 30 percent higher in the treatment group than in the comparison group. The meals program led to higher curriculum test scores, but only in schools where the teacher was relatively experienced prior to the program. The school meals displaced teaching time and led to larger class sizes. Despite improved incentives, teacher absenteeism remained at a high level of 30 percent. Treatment schools raised their fees, and comparison schools close to treatment schools decreased their fees. Some of the price effects are caused by a combination of capacity constraints and pupil transfers that would not happen if the school meals were ordered in all schools. The intention-to-treat estimator of the effect of the randomized program incorporates those price effects, and therefore it should be considered a lower bound on the effect of generalized school meals. This insight on price effects generalizes to other randomized program evaluations. This paper--a product of the Poverty Reduction and Economic Management 2, Africa Technical Families--is part of a larger effort in the region to increase our understanding of the impact of programs aimed at reaching the Millennium Development Goals.

Optimizing Student Engagement in Online Learning Environments Kumar, A.V. Senthil 2017-11-30 Digital classrooms have become a common addition to curriculums in higher education; however, such learning systems are only successful if students are properly motivated to learn. Optimizing Student Engagement in Online Learning Environments is a critical scholarly resource that examines the importance of motivation in digital classrooms and outlines methods to reengage learners. Featuring coverage on a broad range of topics such as motivational strategies, learning assessment, and student involvement, this book is geared toward academicians, researchers, and students seeking current research on the importance of maintaining ambition among learners in digital classrooms.

Some Aspects of School Management Segun Adesina 1981

The Lancet 1881

Deaf Education Beyond the Western World Harry Knoors 2019-01-16 If teachers want to educate deaf learners effectively, they have to apply evidence-informed methods and didactics with the needs of individual deaf students in mind. Education in general -- and education for deaf learners in particular -- is situated in broader societal contexts, where what works within the Western world may be quite different from what works beyond the Western world. By exploring practice-based and research-based evidence about deaf education in countries that largely have been left out of the international discussion thus far, this volume encourages more researchers in more countries to continue investigating the learning environment of deaf learners, based on the premise of leaving no one behind. Featuring chapters centering on 19 countries, from Africa, Asia, Latin America, and Central and Eastern Europe, the volume offers a picture of deaf education from the perspectives of local scholars and teachers who demonstrate best practices and challenges within their respective regional contexts. This volume addresses the notion of learning through the exchange of knowledge; outlines the commonalities and differences between practices and policies in educating deaf and hard-of-hearing learners; and looks ahead to the prospects for the future development of deaf education research in the context of recently adopted international legal frameworks. Stimulating academic exchange regionally and globally among scholars and

teachers who are fascinated by and invested in deaf education, this volume strengthens the foundation for further improvement of education for deaf children all around the world.

Institutionalizing Health and Education for All Colette Chabbott 2015-04-28
Health for All and Education for All have been rallying cries for a host of international development activities for more than a quarter century. Where did these global goals come from? Why have the health goals seemingly advanced so much faster than those in education? In this book, author Colette Chabbott explores the foundational role that international development organizations and the innovations they champion have played in shaping and advancing such goals. Chabbott demonstrates the importance of science and measurement in rendering some innovations more universal and compelling than others. Her analysis includes in-depth case studies of innovations developed at the grassroots and scaled up at the national and international levels by the International Center for Diarrheal Disease Research and by BRAC, once a Bangladeshi now a major international NGO. These studies all suggest that greater investment in new types of education research, based in the Third World, but with strong ties to research centers of international scope in the First World, are likely the prerequisites for achieving better, cheaper, faster universal education. This important book will provoke scholars, students, and international development practitioners to think more deeply about the cultural and scientific underpinnings of education and international development. The author's careful analyses are particularly needed as the international community defines new global goals for the post-2015 era. Book Features: Introduces the key international organizations and movements in the field of education for development. Provides a unique interpretation of the many tensions that characterize the field: government vs. non-government organizations; institutions vs. actors; and loose coupling between policies and action. Addresses the current debate about research methods in education, including quantitative indicators, randomized controlled trials, and case studies. Identifies new activities and potential directions related to the global goals phenomenon. "This is that rare book, one that is grounded in decades of policy experiences in the international development field, yet is also theoretically motivated." -From the Foreword by Francisco O. Ramirez "Colette Chabbott brings years of development experience and exacting sociological analysis to challenge status quo understandings about the world development enterprise in this unique, ambitious, and important book." -David P. Baker, professor of education and sociology, Penn State University, and author of *The Schooled Society* "In a masterful review of more than 50 years of global interventions aimed at achieving Education and Health for All, Chabbott utilizes the best in institutional theory and comparative analysis to provide a thought-provoking account of the organizational and institutional dynamics that structure, shape, and limit our ability to achieve some of the world's most compelling goals." -Karen Mundy, president, Comparative and International Education Society

Significance, Prevention and Control of Food Related Diseases Hussaini Makun 2016-04-13
Food-borne diseases are major causes of morbidity and mortality in the world. It is estimated that about 2.2 million people die yearly due to food and water contamination. Food safety and consequently food security are therefore of immense importance to public health, international trade and world economy. This book, which has 10 chapters, provides information on the incidence, health implications and effective prevention and control strategies of food-related diseases. The book will be useful to undergraduate and postgraduate students, educators and researchers in the fields of life

sciences, medicine, agriculture, food science and technology, trade and economics. Policy makers and food regulatory officers will also find it useful in the course of their duties.

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

Effects of Engagement and Resources on Learning Outcomes in Vocational Colleges: Emerging Research and Opportunities Malechwanzi, Joseph Muthiani 2019-08-30 A main staple of today's world that has played a key role in the development of society is education and institutions of higher learning. An ongoing concern, however, has been the lack of access and resources to superior teaching in developing areas of the world. Student engagement and learning environments are just a few elements that play into the success of colleges in areas like the Coast Region of Kenya. Research must be done in understanding

the correlation between the tools that these institutions are equipped with and the educational results of their students. *Effects of Engagement and Resources on Learning Outcomes in Vocational Colleges: Emerging Research and Opportunities* is an essential reference source that discusses the relationship between college resources and students' learning outcomes as well as contributing factors in promoting quality education and training. Featuring research on topics such as research philosophies, teaching workloads, and student engagement, this book is ideally designed for teachers, deans, researchers, education professionals, administrators, policymakers, government officials, and academicians seeking coverage on the methods of acquiring and maintaining quality education in developing countries.

Public Health Implications of Raising the Minimum Age of Legal Access to Tobacco Products Institute of Medicine 2015-07-23 Tobacco use by adolescents and young adults poses serious concerns. Nearly all adults who have ever smoked daily first tried a cigarette before 26 years of age. Current cigarette use among adults is highest among persons aged 21 to 25 years. The parts of the brain most responsible for cognitive and psychosocial maturity continue to develop and change through young adulthood, and adolescent brains are uniquely vulnerable to the effects of nicotine. At the request of the U.S. Food and Drug Administration, *Public Health Implications of Raising the Minimum Age of Legal Access to Tobacco Products* considers the likely public health impact of raising the minimum age for purchasing tobacco products. The report reviews the existing literature on tobacco use patterns, developmental biology and psychology, health effects of tobacco use, and the current landscape regarding youth access laws, including minimum age laws and their enforcement. Based on this literature, the report makes conclusions about the likely effect of raising the minimum age to 19, 21, and 25 years on tobacco use initiation. The report also quantifies the accompanying public health outcomes based on findings from two tobacco use simulation models. According to the report, raising the minimum age of legal access to tobacco products, particularly to ages 21 and 25, will lead to substantial reductions in tobacco use, improve the health of Americans across the lifespan, and save lives. *Public Health Implications of Raising the Minimum Age of Legal Access to Tobacco Products* will be a valuable reference for federal policy makers and state and local health departments and legislators.

Willings Press Guide 2007 Clare Redman 2007-02 This press guide aims to provide a comprehensive, accurate and informative guide to the UK press, both print and broadcast.

Perspectives on Social Media Piet Kommers 2014-08-18 *Perspectives on Social Media* presents the most current research on the effectiveness of social media across sectors. Progress in finding better applications for social media relies on the difficult task of integrating media technologies into fields such as engineering, marketing, health, learning, art, tourism, and the service industry. This book is based on cutting-edge creative work among top international researchers and renowned designers and provides readers with a preview of the most visionary outcomes in the field of social media. Some of the major topics that the book discusses are: New social media design Sense of community in web applications App design and development for mobile devices. *Perspectives on Social Media* uniquely builds on recent disputes among the top scholars around the world, thus including the dynamics of knowledge-sharing and cross-fertilization that one would expect to happen on the web but that are rarely found in a book.

Implementing Deeper Learning and 21st Century Education Reforms Fernando M. Reimers 2020-11-04 This open access book is a comparative analysis of recent large scale education reforms that broadened curriculum goals to better prepare students for the 21st century. The book examines what governments actually do when they broaden curriculum goals, with attention to the details of implementation. To this end, the book examines system level reforms in six countries at various levels of development. The study includes system level reforms in jurisdictions where students achieve high levels in international assessments of basic literacies, such as Singapore and Ontario, Canada, as well as in nations where students achieve much lower levels, such as Kenya, Mexico, Punjab-Pakistan and Zimbabwe. The chapters examine system-level reforms that focus on strengthening the capacity to teach the basics, as in Ontario and Pakistan, as well as reforms that aim at building the capacity to teach a much broader set of competencies and skills, such as Kenya, Mexico, Singapore and Zimbabwe. The volume includes systems at very different levels of spending per student and reforms at various points in the cycle of policy implementation, some just starting, some struggling to survive a governmental transition, and others that have been in place for an extended period of time. From the comparative study of these reforms, we aim to provide an understanding of how to build the capacity of education systems to teach 21st century skills at scale in diverse settings.

Inheritance David Mulwa 2004

The Rebirth of Education Lant Pritchett 2013-09-30 Despite great progress around the world in getting more kids into schools, too many leave without even the most basic skills. In India's rural Andhra Pradesh, for instance, only about one in twenty children in fifth grade can perform basic arithmetic. The problem is that schooling is not the same as learning. In *The Rebirth of Education*, Lant Pritchett uses two metaphors from nature to explain why. The first draws on Ori Brafman and Rod Beckstrom's book about the difference between centralized and decentralized organizations, *The Starfish and the Spider*. Schools systems tend be centralized and suffer from the limitations inherent in top-down designs. The second metaphor is the concept of isomorphic mimicry. Pritchett argues that many developing countries superficially imitate systems that were successful in other nations— much as a nonpoisonous snake mimics the look of a poisonous one. Pritchett argues that the solution is to allow functional systems to evolve locally out of an environment pressured for success. Such an ecosystem needs to be open to variety and experimentation, locally operated, and flexibly financed. The only main cost is ceding control; the reward would be the rebirth of education suited for today's world.

Death at the Well Kithaka wa Mberia 2011

Nutrition and Vulnerable Groups Amanda Devine 2019-06-17 Food insecurity is a complex 'wicked' problem that results from a range of unstable and uncertain physical, social, cultural and economic factors that limits access to nutritious food. Globally, 800 million people are under-nourished, and around 2 billion are overweight/obese or have micronutrient deficiency. These populations are largely positioned in developing countries where disease burden is high and impacts health budgets and productivity. Similarly developed countries, cities and neighbourhoods are experiencing a greater emergence of vulnerable populations. This is in part explained by the change in the food

production and manufacturing, the retraction in economic climates, the increase in food price, and in some regions reduced food availability and access. Vulnerable groups include but are not limited to migrant populations, Indigenous people, elderly, pregnant women, those with disability, homeless, young children and youth. Poor nutrition at significant periods of growth and development and during life impact long term health outcomes increasing non-communicable disease prevalence, health cost and reducing economic productivity.

The Dark Knight Rises: Tools of the Trade 2012-06-05 To fight crime in Gotham City, Batman uses a number of gadgets and vehicles, including the Batmobile, the Batcomputer, and his utility belt.

Career Decision Making W. Bruce Walsh 2014-01-09 Keeping up with new developments in vocational psychology is important to both psychological practitioners and researchers. This volume is devoted to presenting and evaluating important advances in the field of career decision making, development, and maturity. More specifically, it identifies, reports, and evaluates significant contemporary developments in vocational psychology and provides both professional workers and students with an informed understanding of the progress taking place in the field. The history and theory of the assessment of career development and decision making are explored as well as advances in career planning systems. An expanded context for the study and evaluation of career development variables is also described.

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.

Equity Issues in Public Examinations in Developing Countries Vincent Greaney 1995 World Bank Technical Paper No. 272. Public examinations in developing countries play a critical role in the selection of students for participation in the educational system. The exams dictate what is taught, how it is taught, and what is and is not

Facing Forward Sajitha Bashir 2018-09-17 While everybody recognizes the development challenges facing Sub-Saharan Africa, few have put together coherent plans that offer real hope for any feasible and general improvement.

Facing Forward combines an evidence-based plan that not only recognizes the deep problems but provides specific prescriptions for dealing with the problems. In the simplest version, focus on the skills of the people and do it in a rational and achievable manner. †“ Eric Hanushek, Paul and Jean Hanna Senior Fellow, Hoover Institute, Stanford University This book offers a clear perspective on how to improve learning in basic education in Sub-Saharan Africa, based on extremely rigorous and exhaustive analysis of a large volume of data. The authors shine a light on the low levels of learning and on the contributory factors. They have not hesitated to raise difficult issues, such as the need to implement a consistent policy on the language of instruction, which is essential to ensuring the foundations of learning for all children. Using the framework of “From Science to Service Delivery,†? the book urges policy makers to look at the entire chain from policy design, informed by knowledge adapted to the local context, to implementation. Facing Forward: Schooling for Learning in Africa is a unique addition to the literature that is relevant for African policy makers and stakeholders. †“ Professor Hassana Alidou, Ambassador of the Republic of Niger to the United States and Canada As the continent gears itself up to provide universal basic education to all its children by 2030, it has to squarely address the challenge of how to improve learning. Facing Forward helps countries to benchmark themselves against each other and to identify concrete lines of action. It forces policy makers to think “where do I go from here?†? “what do I do differently?†? and to examine the hierarchy of interventions that can boost learning. It rightly urges Ministries of Education to build capacity through learning by doing and continuous adaptation of new knowledge to the local context. Facing Forward will unleash frank conversations about the profound reforms that are required in education policy and service delivery to ensure learning for every child on the continent. †“ Dr. Fred Matiang’I, Cabinet Secretary for the Interior and Coordination of National Government, Government of Kenya (former Cabinet Secretary for Education) Facing Forward couldn’t have come at a more opportune time as countries in the region, including Mauritius, focus more on learning outcomes rather than simply on inputs and processes in education systems. The book underscores the important point that African countries need not exclusively model themselves on high-performing education systems in the world. Much can as well be learnt from other countries at the same level of development, or lower, by virtue of the challenges they have faced and successfully overcome. This presents opportunities for greater peer-sharing and networking with these countries. Indeed a number of key focus areas are highlighted in the book that demonstrate good practices worthy of being emulated. These cover domains as diverse as enabling factors leading to improved student progression, strengthened teacher capacity, increased budgetary allocation with a focus on quality, as well as improved technical capacity of implementing agencies in the region. †“ Hon. (Mrs.) Leela Devi Dookun-Luchoomun, Minister of Education and Human Resources, Tertiary Education and Scientific Research, Republic of Mauritius

Advances in Education Research 1999

Handbook of Technical and Vocational Education and Training Research Felix Rauner 2008-12-16 Technical and vocational education and training (TVET) research has become a recognized and well-defined area of interdisciplinary research. This is the first handbook of its kind that specifically concentrates on research and research methods in TVET. The book’s sections focus on particular aspects of the field, starting with a presentation of the genesis of TVET research. They further feature research in relation to policy, planning

and practice. Various areas of TVET research are covered, including on the vocational disciplines and on TVET systems. Case studies illustrate different approaches to TVET research, and the final section of the book presents research methods, including interview and observation methods, as well as of experimentation and development. This handbook provides a comprehensive coverage of TVET research in an international context, and, with special focus on research and research methods, it is a cutting-edge resource and reference.

Coaching Educational Leadership Jan Robertson 2008-03-12 Coaching Educational Leadership is about building leadership capacity in individuals, and in institutions, through enhancing professional relationships. It is based on the importance of maximising potential, and harnessing the ongoing commitment and energy needed to meet personal and professional goals. Based on over a decade of research and development, nationally and internationally, Coaching Educational Leadership brings you the empirical evidence, the principles, and the skills, to be able to develop your own leadership and that of others you work with. This book: - Challenges you to critically reflect on your leadership and professional relationships - Offers practical activities and exercises - Describes leadership coaching based on reciprocal processes - Seeks to connect theory and practice - Provides a basis for workshop activities in coaching, appraisal, and mentoring. Coaching Educational Leadership will assist educators who believe in the development of leadership at all levels, to dialogue effectively with professional colleagues for the improvement of leadership practice. This book comes highly recommended to those professionals committed to lifelong, experiential learning and reflective practice. An essential addition to the professional development programme. Jan Robertson is Director of London Centre for Leadership in Learning, Institute of Education.

Oversold and Underused Larry CUBAN 2009-06-30 Impelled by a demand for increasing American strength in the new global economy, many educators, public officials, business leaders, and parents argue that school computers and Internet access will improve academic learning and prepare students for an information-based workplace. But just how valid is this argument? In *Oversold and Underused*, one of the most respected voices in American education argues that when teachers are not given a say in how the technology might reshape schools, computers are merely souped-up typewriters and classrooms continue to run much as they did a generation ago. In his studies of early childhood, high school, and university classrooms in Silicon Valley, Larry Cuban found that students and teachers use the new technologies far less in the classroom than they do at home, and that teachers who use computers for instruction do so infrequently and unimaginatively. Cuban points out that historical and organizational economic contexts influence how teachers use technical innovations. Computers can be useful when teachers sufficiently understand the technology themselves, believe it will enhance learning, and have the power to shape their own curricula. But these conditions can't be met without a broader and deeper commitment to public education beyond preparing workers. More attention, Cuban says, needs to be paid to the civic and social goals of schooling, goals that make the question of how many computers are in classrooms trivial.

Mobile Learning and Mathematics Helen Crompton 2015-02-11 Mobile Learning and Mathematics provides an overview of current research on how mobile devices are supporting mathematics educators in classrooms across the globe. Through nine case studies, chapter authors investigate the use of mobile technologies over a range of grade levels and mathematical topics, while connecting chapters

provide a strong foundational background in mobile learning theories, instructional design, and learner support. For current educators, Mobile Learning and Mathematics provides concrete ideas and strategies for integrating mobile learning into their mathematics instruction—for example, by sharing resources that will help implement Common Core State Standards, or by streamlining the process of selecting from the competing and often confusing technology options currently available. A cutting edge research volume, this collection also provides a springboard for educational researchers to conduct further study.

Progress toward a Literate World Amber Gove 2017-03-20 In order to work toward eradicating extreme poverty and hunger, the United Nations Millennium Development Goals significantly include universal primary education, gender equality, and empowering women. Effective early literacy instruction plays a critical role in achieving these goals. From around the globe, this issue presents evidence-based, culturally sensitive and cost-effective practices in reading instruction and intervention in the early grades. Not only will this issue heighten awareness of the challenges faced but it will provide valuable information to help guide and improve diverse global education programs and research, especially in developing regions and for children living in poverty or disadvantage in all nations. Presenting several experiences from small- and large-scale reading improvement programs, it: Focuses on low- and middle-income countries, Describes challenges in implementing, studying, and scaling them up, Informs expectations on how quickly and easily reading performance can change, and Provides results and evidence of effectiveness. This is the 155th volume in this Jossey-Bass series New Directions for Child and Adolescent Development. Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area. Each volume focuses on a specific new direction or research topic and is edited by experts from that field.

THE EARLY GRADE READING ASSESSMENT Amber K. Gove 2011-09-28 The Early Grade Reading Assessment (EGRA) measures students' progress towards reading. EGRA gauges early literacy skills through a 15-minute individual oral assessment of five fundamental reading skills. RTI worked with education experts to develop the EGRA in 2006, and it has been piloted and implemented in more than 40 countries. This volume aims to take stock of the substantial amount of information and experience generated through the use of EGRA, and to share this knowledge with practitioners, policymakers, and international donors. Chapters cover not only particular applications of the instrument but also put EGRA in the context of broader issues and developments in literacy and education.

The General Elections in Kenya, 2007 Jérôme Lafargue 2009 The 2007 general elections in Kenya led to major unrest. The aim of this book is to examine and analyse the events that set the country on fire for several weeks. The situation has largely stabilised since April 2008, when the articles collected in this book were first individually published. Some political information has been updated post April 2008. The coalition government took shape with Mwai Kibaki remaining President while Raila Odinga became the Prime Minister. The country however remains in suspense, as do the donors who had made it possible for Kenya to restore a semblance of peace. But to what point will they be interested in investing in the country and to protect their place in it? The collection comprises a translation of a special issue of *Les Cahiers d'Afrique de l'Est*, no. 37, the journal of the Institut Français de Recherche en Afrique (IFRA) and a collection of articles from *Politique Africaine*, no. 109. Whilst

the tone of the book is not highly optimistic, the thrust is not intended to dampen the unanimous sense of hope in the country that the political and social situation will once more be more than just tolerable.

Mathematics Education in East Africa Anjum Halai 2016-03-08 *THIS BOOK WILL SOON BE AVAILABLE AS OPEN ACCESS BOOK* This book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place. It is also a valuable resource for courses in mathematics education in the teacher education colleges, and departments of education in the sub-Saharan Africa region. In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility. Hence, countries and development agencies in the broader sub-Saharan Africa region are looking towards increasing access to relevant and high-quality secondary education as a lever towards economic development. Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform. In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education. This book provides an in-depth comparative analysis of the developments and issues in mathematics education in Kenya, Tanzania, Rwanda and Uganda, and advances our understanding of the state of secondary mathematics education in East Africa.

Theory, Practice, and Community Development Mark Brennan 2013-06-19 For many scholars, the study of community and community development is at a crossroads. Previously dynamic theories appear not to have kept pace with the major social changes of our day. Given our constantly shifting social reality we need new ideas and research that pushes the boundaries of our extant community theories. *Theory, Practice, and Community Development* stretches the traditional boundaries and applications of well-established community development theory, and establishes new theoretical approaches rooted in new disciplines and new perspectives on community development. Expanded from a special issue of the journal *Community Development, Theory, Practice, and Community Development* collects previously published and widely cited essays, as well as new theoretical and empirical research in community development. Compiled by the editors of *Community Development*, the essays feature topics as varied as placemaking, democratic theory and rural organizing. *Theory, Practice, and Community Development* is vital for scholars and practitioners coming to grips with the rapidly changing definition of community.

Index Medicus 2003

Curriculum Overload A Way Forward OECD 2020-11-25 Schools are constantly under pressure to keep up with the pace of changes in society. In parallel, societal demands for what schools should teach are also constantly changing; often driven by political agendas, ideologies, or parental pressures, to add global competency, digital literacy, data literacy, environmental literacy, media literacy, social-emotional skills, etc. This "curriculum expansion" puts pressure on policy makers and schools to add new contents to already crowded curriculum.

Betrayal in the City F. D. Imbuga 1987 *Betrayal in the City*, first published in 1976 and 1977, was Kenya's national entry to the Second World Black and African Festival of Arts and Culture in Lagos, Nigeria. The play is an incisive,

thought-provoking examination of the problems of independence and freedom in post-colonial African states, where a sizeable number of people feel that their future is either blank or bleak. In the words of Mosese, one of the characters: "It was better while we waited. Now we have nothing to look forward to. We have killed our past and are busy killing our future."--Page 4 of cover.

Education in Indonesia Daniel Suryadarma 2013 In Indonesia, as elsewhere in Asia, education will inevitably play a key role in the national development experience as the twenty-first century unfolds. Not much international attention is paid to how the education sector is faring in Indonesia, but that is not because nothing is happening. The past decade has seen major changes in the structure of the education system and in the schooling trajectories of Indonesian children and adolescents. The administration of primary and secondary education has been decentralized to the regions. A new paradigm of school-based management has been introduced. Public spending on education has finally reached one-fifth of total government spending, as required by law. But although enrolment rates at all levels continue to increase, the quality of education remains low and has not improved, and the tertiary sector continues to experience problems of autonomy and unsatisfactory performance.

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