

Department Of Basic Education

This book examines how educational change has progressed in three contrasting areas spread across China since 1990, exploring key issues concerning rural education in poor, rich and minority areas. Of the three areas covered in this book, the first is a rich one near Beijing; the second is in the northwest in Shanxi on the Loess plateau; and the third is in Sichuan on the high plateau leading to Tibet. Central issues include the impact of large-scale demographic change and migration, with increasing numbers of left-behind children in sending areas, and large increases in the numbers of inbound migrants in receiving areas; dramatic increases in the boarding of children in rural areas as a result of rural school merge; changing patterns of teacher deployment; recentralization of responsibilities for school financing; and growing concerns regarding horizontal and vertical inequalities in both access and participation.

Studies of the retention of literacy and numeracy by adults who have only obtained primary schooling have given little encouragement to the belief that the cognitive effects of schooling are enduring for many school leavers. How these findings can be reconciled with the claims made for the importance of schooling as an instrument of social and economic change is the subject of investigation in this volume. The cognitive outcomes of literacy acquisition and secular schools in coastal Kenya are the focus of this ethnographic study, which stresses the relevance of an international understanding of the particular problems and dilemmas that face the educational systems of individual countries.

This is an open access title available under the terms of a CC BY-NC-ND 4.0 International licence. It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations. All over the world, economic inclusion has risen to the top of the development discourse. A well-performing education system is central to achieving inclusive development – but the challenge of improving educational outcomes has proven to be unexpectedly difficult. Access to education has increased, but quality remains low, with weaknesses in governance comprising an important part of the explanation. The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education. Using the vivid example of South Africa, a country that had ambitious goals at the outset of its transition from apartheid to democracy, it explores how the interaction of politics and institutions affects educational outcomes. By examining lessons learned from how South Africa failed to achieve many of its goals, it constructs an innovative alternative strategy for making progress, combining practical steps to achieve incremental gains to re-orient the system towards learning.

A Symposium

Education Policy Reform Trends in G20 Members

Instructional Practices from Global Contexts

Improved Quality of Basic Education

Adult Basic Education

Human rights in diverse education contexts

Marriage ought to be commended for putting together our understanding of research into a complex education system in South Africa. This volume provides a useful foundation to the current state of education quality in South Africa including the impact of interventions. It also brings to the fore challenges still facing education transformation. The evidence presented which, taken together, lays out a coherent view of how improvements could be made. Albert Chane Head of Planning, Gauteng Department of Education For too long the weight of educational scholarship produced in South Africa has been limited to that simple and standard form called the literature review. Now, for the first time, education researchers are provided with an African-based text on the concepts and methods of conducting systematic reviews. In this exceptional work of editorship, Felix Maringe brings together some of the leading researchers on South African education to model and demonstrate how to review a significant body of research on a chosen topic which is adjudicated strictly on the basis of the quality and efficacy of the evidence in hand. I have no doubt that this remarkable book will become a standard reference for educational researchers in and beyond the African continent. It will also lift the quality of educational inquiry by equipping a new generation of scholars with the capacity for doing evidence-based research that compels the attention of policymakers, planners and practitioners alike. Prof Jonathan Jansen Stellenbosch University

This book examines the policy shifts over the past three decades in the Indian education system. It explores how these shifts have unequivocally established the domination of neoliberal capital in the context of elementary education in India. The chapters in the volume: • Discuss a range of elementary education policies and programs in India with a focus on the policy development in recent decades of neoliberalism. • Analyse policy from diverse perspectives and varied vantage points by scholars, activists, and practitioners, illustrated with contemporary statistics. • Introduce the key curriculum, assessment, and learning debates from contemporary educational discourse. • Integrate the tools and methods of education policy analysis with basic concepts in education, like equality, quantity, equity, quality, and inclusion. A definitive inter-disciplinary work on a key sector in India, this volume will be essential for scholars and researchers of education, public policy, sociology, politics, and South Asian studies.

Twenty Years of Education Transformation in Gauteng 1994 to 2014: An Independent Review presents a collection of 15 important essays on different aspects of education in Gauteng since the advent of democracy in 1994. These essays talk to what a provincial education department does and how and why it does these things - whether it be about policy, resourcing or implementing projects. Each essay is written by one or more specialist in the relevant focus area. The book is written to be accessible to the general reader as well as being informative and an essential resource for the specialist reader. It sheds light on aspects of how a provincial department operates and why and with what consequences certain decisions have been made in education over the last 20 turbulent years, both nationally and provincially. There has been no attempt to fit the book's chapters into a particular ideological or educational paradigm, and as a result the reader will find differing views on various aspects of the Gauteng Department of Education's present and past. We leave the reader to decide to what extent the GDE has fulfilled its educational mandate over the last 20 years.

Politics and Governance of Basic Education

Hearings Before the Subcommittee of the Committee on Appropriations, House of Representatives, Eighty-eighth Congress, Second Session, Department of Health, Education, and Welfare

The Language Issue in the Teaching of Mathematics in South Africa

Re-Envisioning and Restructuring Blended Learning for Underprivileged Communities

Departments of Labor, and Health, Education, and Welfare Appropriations

Intermediate Phase research from one province

Focusing on the future development of basic education in China, and on overcoming related issues, this book identifies key breakthroughs, priorities and important fields of basic education reform. In addition, it introduces the "Three Power Model" - decision-making, principals' leadership, and learning power - to help address the challenges of future development. Unlike much of the research on basic education reform, the book draws on a forward-thinking, realistic and comprehensive project: bringing together 15 universities and research institutes, 16 provincial administration departments, and 100 selected primary and secondary schools, it has also been strongly endorsed by the nation's leaders. After five years of practice and innovation, it has made significant breakthroughs in many provinces. Sharing unique insights into the project and its outcomes, the book offers an invaluable asset for education researchers, primary and secondary school teachers, and anyone interested in the evolution of basic education in China.

Education in the Global South faces several key interrelated challenges, for which Open Educational Resources (OER) are seen to be part of the solution. These challenges include: unequal access to education; variable quality of educational resources, teaching, and student performance; and increasing cost and concern about the sustainability of education. The Research on Open Educational Resources for Development (ROER4D) project seeks to build on and contribute to the body of research on how OER can help to improve access, enhance quality and reduce the cost of education in the Global South. This volume examines aspects of educator and student adoption of OER and engagement in Open Educational Practices (OEP) in secondary and tertiary education as well as teacher professional development in 21 countries in South America, Sub-Saharan Africa and South and Southeast Asia. The ROER4D studies and syntheses presented here aim to help inform Open Education advocacy, policy, practice and research in developing countries.

The Handbook of International Perspectives on Early Childhood Education provides a groundbreaking compilation of research from an interdisciplinary group of distinguished experts in early childhood education (ECE), child development, cultural and cross-cultural research in the psychological sciences, etc. The chapters provide current overviews of ECE in Latin America and the Caribbean, the Middle East, Asia, Australia, Africa, Europe, the US, and Canada, and convey how ECE is multi-sectorial, multi-cultural, and multi-disciplinary, undergirded by such disciplines as neuroscience, psychological anthropology, cross-cultural human development, childhood studies, and political science.

Two Decades of Basic Education in Rural China

Interim Policy for Early Childhood Development

Departments of Labor and Health, Education, and Welfare Appropriations for 1965

Lessons from Twenty Years of Curriculum Reform in South Africa

Investigating the Roles of School Management Teams in Curriculum Delivery

This book, Teaching Learners with Visual Impairment, focuses on holistic support to learners with visual impairment in and beyond the classroom and school context. Special attention is given to classroom practice, learning support, curriculum differentiation and assessment practices, to mention but a few areas of focus covered in the book. In this manner, this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment.

This book is the culmination of twenty-four years of research. It explores the thematic intersections of race, class, immigration, and the potential of building student-centered classrooms. Of course, the building of a truly student-centered is itself a slow and contested process. Over the years, progressive changes towards more inclusive education made by some governments were dismantled by others, and have left disadvantaged children where they were before the study was launched. In the meantime, the system has perfected the process of streaming minority children to dead-end courses that betray the social and economic mobility advertised to them. This book examines the moments and positions of educational betrayal in which racialized and working class students have been treated. It is a longitudinal study of a kind with respect to reform and changes retained in education. It started with eight months observation of a split level grade five and six classroom in September 1986. That was instrumental in identifying the uphill battle that black, working class and new immigrant children and their parents were facing to secure the education they deserved. Through continued reviews, observation and follow up interviews change or lack of it was traced. The results call for urgent overhaul of the way education is provided to all children. The book ends with suggestions to effect change.

This book assesses the impact and effect of the experience of basic education at a distance all over the world and in a variety of forms. This is the first major overview of this topic for twenty years.

Teaching Learners with Visual Impairment

Annual Report of the Department of Health, Education, and Welfare to the Congress on Training Activities Under the Manpower Development and Training Act

Myanmar Education System and Policy Handbook Volume 1 Strategic Information and Developments

How Black and Working Class Children Are Deprived of Basic Education in Canada

Assessing Academic Literacy in a Multilingual Society

Literacy and Democracy in South African Primary Schools

This volume brings together studies of instructional writing practices and the products of those practices from diverse Indigenous languages and cultures. By analyzing a rich diversity of contexts—Finland, Ghana, Hawaii, Mexico, Papua New Guinea, and more—through biliteracy, complexity, and genre theories, this book explores and demonstrates critical components of writing pedagogy and development. Because the volume focuses on Indigenous languages, it questions center-margin perspectives on schooling and national language ideologies, which often limit the number of Indigenous languages taught, the domains of study, and the age groups included.

This volume discusses key aspects of the economics of the elementary education system in the poorer and educationally backward states of India, while also examining one high-achiever state—Tamil Nadu. Providing the first state-by-state analysis of major cost and financing issues, the book is based on data gathered from one of the most comprehensive surveys conducted in recent times in these states, which was specifically commissioned for this book. The survey covered 120,000 households and a thousand schools spread over 91 districts in eight states. Written by leading educational economists, the original essays in this volume – analyse the major cost and financing issues in elementary schooling in seven of the eight states surveyed—Assam, Bihar, Madhya Pradesh, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal; – identify recent initiatives made by the governments of these seven states; – systematically scrutinise the pattern of the public spending in elementary education; – examine enrolment in government schools and the quality of education that they impart; – study household expenditure on schooling—the costs to parents of sending children to school; and – compare government schools with private schools, showing how the private sector has begun to take over the what should be the responsibility of the government, particularly in the poorer states.

The book is the result of a five-year project that culminated (within the first three years) in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017; and this book in the succeeding two years. The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000.

Twenty Years of Education Transformation in Gauteng 1994 to 2014

Basic Education at a Distance

Balancing Individualism and Collectivism

Basic Education and the Education Commission

examining the learning dimensions of Education for Sustainable Development and Global Citizenship Education

Delivery Agreement for Outcome 1

The book provides results from two extensive qualitative studies in South African primary school classrooms—the first on leadership qualities and voting, and the second from a project on writing to read. The work involves central themes of transformation in teaching practice with emphasis on the role of context.

2011 Updated Reprint. Updated Annually. Myanmar Education System and Policy Handbook

This book explores the current landscape of Initial Teacher Education (ITE) in primary schools in South Africa. Considering recent policy directives and initiatives, it highlights the dilemmas of ITE for the primary school and gives a thorough account of innovations and initiatives to improve ITE. The book presents what works best for quality preparation of teachers in the Global South, where many children rely on their teachers and school life to break the cycle of poverty. Chapters draw on evidence from workplace learning, pre-service study, and primary school teacher education policy to highlight examples of promising change in teacher education in South Africa, addressing the clichés of "theory versus practice" head-on. This book successfully brings out the challenging aspects of teacher education for childhood learning which has otherwise been regarded as the softer option for a career in education. This book will be of great interest for academics, researchers, and post-graduate students in the fields of teacher education, African education, educational policy, international education, and comparative education.

Adoption and impact of OER in the Global South

Teaching Writing to Children in Indigenous Languages

For many, at that point the only option is to drop out of school and engage in the drug trade or other lifestyles that put them at further risk. This is a longitudinal study of a kind with respect to reform and changes retained in education. It started with eight months observation of a split level grade five and six classroom in September 1986. That was instrumental in identifying the uphill battle that black, working class and new immigrant children and their parents were facing to secure the education they deserved. Through continued reviews, observation and follow up interviews change or lack of it was traced. The results call for urgent overhaul of the way education is provided to all children. The book ends with suggestions to effect change.

The Economics of Elementary Education in India

Cross-nationally Comparative, Evidence-based Educational Policymaking and Reform

Benefiting from Basic Education, School Quality and Functional Literacy in Kenya

The R & D Experience : [reprint]

South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

The right to education has become the single most important agenda in the context of India's development today, and this book addresses the issues that characterise the crisis in elementary education in the country. Bringing together diverse perspectives and analyses from scholars, activists and administrators, this volume covers issues of -policy -legal obligations -economic implications -gender -inclusive education Introducing the readers to the flavour of the most significant debates in education, this volume will provide educationists, social scientists and policy makers a gamut of analyses on diverse themes of elementary education at one place.

This book addresses the social and environmental justice challenge to live sustainably and well. It considers the consequences of our social, economic and environmental policy and governance decisions for this generation and the next. The book tests out ways to improve representation, accountability and re-generation. It addresses the need to take into account the ethical implications of policy and governance decisions in the short, medium and long term based on testing out the implications for self, other and the environment. This book recognizes the negative impact that humans have had on the Earth's ecosystem and recommends a less anthropocentric way of looking at policies and governance. The chapters discuss the geologic impact that people have had on the globe, both positive and negative, and brings awareness to the anthropocentric interventions that have influenced life on Earth during the Holocene era. Based on these observations, the authors discuss original ideas and critical reviews on ways to govern those who interpret the world in terms of human values and experience, and to conduct an egalitarian lifestyle. These ideas address the growing rise in the size of the ecological footprints of some at the expense of the majority, the growth in unsustainable food choices and of displaced people, and the need for a new sense of relationship with nature and other animals, among other issues. The chapters included in Balancing Individualism and Collectivism: Social and Environmental Justice encourage readers to challenge the sustainability agenda of the anthropocentric life. Proposed solutions to these unsustainable actions include structuralized interventions and volunteerism through encouragement and education, with a focus on protecting current and future generations of life through new governmental etiquette and human cognizance.

Policy Shifts, Issues and Challenges

Adult Basic Education: The State of the Art

Basic Education in Manpower Programs

Handbook of International Perspectives on Early Childhood Education

Report of the History Ministerial Task Team to the Department of Basic Education

Social and Environmental Justice

G20 members bring together the world's major advanced and emerging economies, as well as the European Union. Together they represent some 90% of global GDP, 80% of global trade and two-thirds of the world's population. In recognition of educational development as a key driver of economic development, the G20 members have put education reform high on their policy agenda in order to meet the challenges and embrace the opportunities ahead. Their experiences and lessons in education reform will not only showcase the global trend of education development, but also will provide valuable reference and inspiration for undertaking education reform to advance national development in China as well as other countries. This book documents recent policy reform in G20 members' systems, showcases the global trends in education policy, serves as a valuable reference tool and also provide inspiration for undertaking education reform to advance development in related countries.?

This publication contains original research targeting scientific specialists in the field of education, through research endeavours grounded on a philosophical basis, as well as being embedded in the empirical. The research methodology of each chapter emanates from applicable philosophical assumptions in the form of an applicable theoretical and conceptual framework. The latter forms a firm basis for the application of sound empiricism. The content of this book adds to the body of scholarly knowledge in education. In his evaluation of the book, Acting Executive Dean, Faculty of Education and Training, Professor Akpovire Oduaran, made the following remarks: 'To a large extent, the ideas put together in this book have come from data generated not just from literature found in books and journals but actual interactions with educators and the learning environment. So then, what the reader is offered in this volume is the articulation of ideas that have been interrogated, structured and presented in surprisingly simplistic and yet incisive and academically enriching content that can match the standards of scholarship that is available in the Western World. Yet, what makes this book so welcome, relevant and timely, is the fact that it is built around Afrocentric theories and practices such as one may find in imported literature.'

In this volume scholars and policymakers examine how large-scale assessments and quantitative data are used to inform policy-making at all levels of education worldwide, and how data can be used to better understand specific national and regional educational challenges.

A Tale of Two South African Provinces

Pedagogy in Poverty

Glimpses into Primary School Teacher Education in South Africa

Educational content up close

Transition and Transformation

A scholarly contribution to educational praxis

As South Africa transitioned from apartheid to democracy, changes in the political landscape, as well as educational agendas and discourse on both a national and international level, shaped successive waves of curriculum reform over a relatively short period of time. Using South Africa as a germane example of how curriculum and pedagogy can interact and affect educational outcomes, Pedagogy in Poverty explores the potential of curricula to improve education in developing and emerging economies worldwide, and, ultimately, to reduce inequality. Incorporating detailed, empirical accounts of life inside South African classrooms, this book is a much-needed contribution to international debate surrounding optimal curriculum and pedagogic forms for children in poor schools. Classroom-level responses to curriculum policy reforms reveal some implications of the shifts between a radical, progressive approach and traditional curriculum forms. Hoadley focuses on the crucial role of teachers as mediators between curriculum and pedagogy, and explores key issues related to teacher knowledge by examining the teaching of reading and numeracy at the foundational levels of schooling. Offering a data-rich historical sociology of curriculum and pedagogic change, this book will appeal to academics, researchers and postgraduate students in the fields of education, sociology of education, curriculum studies, educational equality and school reform, and the policy and politics of education.

The focus of this publication is on answering the central research question: How can Human Rights be advanced with regard to different kinds of diversities, and in different educational settings? The publication pays special attention to the advancement of human rights in a variety of education-related contexts, in keeping with human rights as a declared national priority for both society at large and the education system. One strategic priority of the Faculty of Education is research based on market requirements and needs. This book strives towards meeting this expectation by directly aiming at building human rights and social justice in the South African society, public schools and higher education institutions. Adjudication in the education context of the constitutional values of dignity, equality and freedom focusses regularly on learners. The book highlights the value of education for full-fledged citizenship by delineating what schooling should entail to inspire learners towards both claiming equal freedoms and rights and taking accountability for the responsibilities attached to citizenship.

The COVID-19 pandemic has introduced a new paradigm in education that has forced school management teams to re-imagine their curricula delivery functions and obligations during and post COVID-19. Now there are concerns about the state to which curriculum delivery in schools is likely to become planned, implemented, and managed. Investigating the Roles of School Management Teams in Curriculum Delivery improves the quality of planning, implementation, and management of curriculum delivery to advance the quality of teaching and learning in schools. Particularly, it envisages innovative strategies, best practices, and addresses problems in the planning, implementation, and delivery of curricula by school management teams. Covering topics such as curriculum delivery theory, curriculum delivery in planning, implementation, and management during and post COVID-19; curriculum delivery in assessment and alternative assessment; and reimagining inclusivity in curriculum delivery, this edited book is essential for departmental heads, deputy principals, education district officials, department of basic education curriculum designers, instructional designers, administrators, academicians, university teachers, researchers, and post-graduate students.

Systematic Reviews of Research in Basic Education in South Africa

Constructing a Future Development Model for China's Basic Education

The Challenge of Public Finance, Private Provision and Household Costs

Transitions and Challenges for Development

California Journal of Elementary Education

The Crisis of Elementary Education in India

Challenges in the educational arena are not new phenomena. However, with the recent outbreak of the COVID-19 pandemic, researchers and educators have been made even more aware of the need for a paradigm shift in education. Blended learning, as opposed to fully online learning or traditional face-to-face teaching, has been well-researched educational solutions in challenging contexts. These contexts range from pandemic situations where social distancing is the order of the day to financial and time constraints regarding full-time study, as well as limited physical capacity at institutions. Blended learning solutions are often designed for resourceful institutions and cannot be where resources are limited. Typical issues like connectivity, accessibility, lack of suitable devices, and affordability need to be taken into consideration and in cognizance of blended learning interventions. These challenges are often neglected in blended learning research but are critical discussions to be had. Re-Envisioning and Restructuring how institutions in the developing world and less privileged communities have re-imagined and restructured blended education to enhance teaching and learning for underprivileged communities. This book aims to address blended learning solutions across institutional, program, course, and activity levels. The chapters will cover a variety of countries and more, and explore the programs and courses designed to improve student success and accessibility in diverse student populations. This book is ideally intended for teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students who are interested in blended learning opportunities for marginalized populations.

The State of the Art