

## P1 Department Of Basic Education

Whether utilizing electronic tools for K-12 classrooms, learning management systems in higher education institutions, or training and performance improvement for business organizations, technology maintains an important aspect in the delivery of education and training in both school and non-school settings. Cases on Educational Technology Planning, Design, and Implementation: A Project Management Perspective provides strategies for addressing the challenges and pitfalls faced when planning, designing, and implementing learning and educational technology to provide instructors, practitioners in K-12 and higher education, business managers as well as students interested in implementing education technology projects.

Examining how the increasingly interdependent economic system has driven policy change and education reform, Ka Ho Mok assesses the impact of globalization on the education systems of key East Asian countries, including China, Hong Kong, Japan, and the "tiger economies" of South Korea, Taiwan and Singapore.

A study examined the issues and experiences of 89 women teachers, head teachers, and girls in and out of school in two contrasting Ghanaian cultural contexts. Data were collected via life history interviews, analyzed, and presented around three domains: culture of the home; relationship between culture and the economy, and culture of the school. Findings indicated that the home domain was shaped by issues of kinship, descent, and the practice of fostering. Cultural values of elders, attitudes toward knowledge, women's role in society, and expectations of educational experiences. The economic domain operated at two levels. At the macro level, Ghana exemplified the impact of structural adjustment policies on marginalized people now facing increased educational and health service costs. At the micro level of the home and extended family, the girl was often the sole breadwinner needing to develop coping strategies to balance school with employment. In the culture of the school, many children did or learned little of value. Issues of attitude to knowledge, teaching methods, and language policy constrained reform of their profession as having low status. Positive school experiences for the child included being well taught in literacy and numeracy skills, seeing successful women teachers as role models, and avoiding excessive corporal punishment. Policy implications were determined for home, the economy, and school. (Appendixes include three life history interviews, survey instruments, and 87 references.) (YLB)

Education Reform and Education Policy in East Asia

Education Directory

Primary Mathematics Pedagogy at the Intersection of Education Reform, Policy, and Culture

Basic Education Beyond the Millennium Development Goals in Ghana

Singapore's New Education System

British Education Index

Mathematics and Science education have both grown in fertile directions in different geographic regions. Yet, the mainstream discourse in international handbooks does not lend voice to developments in cognition, curriculum, teacher development, assessment, policy and implementation of mathematics and science in many countries. Paradoxically, in spite of advances in information technology and the "flat earth" syndrome, old distinctions and biases between different groups of researcher's persist. In addition limited in Mathematics and Science Education focus on under-represented regions of the world and provides a platform for researchers to showcase their research and development in areas within mathematics and science education. The First Sourcebook on Asian Research in Mathematics Education: China, Korea, Singapore, Japan, Malaysia and India provides the first synthesized treatment of mathematics education that has both developed and is now prominently emerging in the Asian and South Asian world. The book is one team's for each country affiliated with them. The purpose of unique sourcebook is to both consolidate and survey the established body of research in these countries with findings that have influenced ongoing research agendas and informed practices in Europe, North America (and other countries) in addition to serving as a platform to showcase existing research that has shaped teacher education, curricula and policy in these Asian countries. The book will serve as a standard reference for mathematics education re and NCTM perspectives.

The Department for International Development has successfully supported developing countries in progress against goals of universal enrolment in primary education and improved educational prospects for girls. DFID's 22 priority countries have made significant progress towards universal enrolment: from typically 50 per cent of children or lower in the mid-1990s to 70 per cent to 90 per cent now. But pupil drop-out is high: typical drop-out rates are 10 per cent to 15 per cent in year one and completion of primary and teacher attendance is poor, there are insufficient teaching hours. And, although pupil attainment has been poorly measured, the information that is available shows low levels of literacy and numeracy, since 2001 DFID, along with other donors and recipient governments, has focused on enrolment more than the quality of education. It has started to redress this imbalance but needs to focus more on key factors like teacher and pupil attendance, quality and attainment in its interventions. Typically, salaries - mostly routinely monitored. Wage-bills have reached levels which limit the affordability of educational expansion in DFID priority countries. There are other opportunities to work with governments to help raise cost-effectiveness: non-formal education initiatives designed to reach remote or migrant communities have features which could be applied successfully in formal schools.

The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty-one countries in nine different regions of the world. The handbook contains nine sections that provide regional overviews; a consideration of theoretical and contextual aspects; system and policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning. It also considers the challenge of educating current leaders and in their organisations, especially in diverse contexts and situations. The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future. The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this. It concludes that the preposition 'for' between the two readily known and understood terms of 'leadership' and 'learning' character mean. Whereas common terms such as 'instructional leadership' reduce learning to 'outcomes', leadership for learning embraces a much wider, developmental view of learning.

Research in Education

A Cultural Enquiry

Review of the Strategic Development Plan Seven Public Sector Development Programme (2002/03-2004/05).

Expenditures, Service Delivery, and Outcomes

China, Korea, Singapore, Japan, Malaysia and India

How Equity in Service Delivery Affects Educational and Learning Outcomes

*Exploring contemporary issues and challenges facing education in East Asia, including recent reforms and global contexts, from China and Japan to Mongolia and Korea.*

*The research reported in Caught in the Act draws together the insights gained from a continuous professional development initiative for high school mathematics teachers, teaching in low socio-economic status and socially challenged environments in South Africa. The chapters show the possibilities for enhancing achievement in school mathematics if a strength-based approach is adopted to develop teaching with teachers and when their concerns are taken seriously. The book demonstrates that the ecological relevance – fitness for the context in which teachers are teaching – of the "goods" developed and distributed by initiatives should be a major consideration to offer hope for sustainable improvement to improve school mathematics education. The book is of interest to mathematics teachers, school leaders, mathematics curriculum advisors, policy makers and researchers.*

*The proceedings of International Conference on Science, Education, and Technology 2019 are the compilation of articles in the internationally refereed conference dedicated to promote acceleration of scientific and technological innovation and the utilization of technology in assisting pedagogical process.*

*OECD Economic Surveys: South Africa 2013*

*Education in Singapore*

*Basic Educational Opportunity Grant*

*Multilingualism and Intercultural Communication*

*The Student Leadership Challenge*

*A Project Management Perspective*

*An in-depth look at the changing sociolinguistic dynamics that have influenced South African society. To date, there has been no published textbook which takes into account changing sociolinguistic dynamics that have influenced South African society. Multilingualism and Intercultural Communication breaks new ground in this arena. The scope of this book ranges from macro-sociolinguistic questions pertaining to language policies and their implementation (or non-implementation) to micro-sociolinguistic observations of actual language-use in verbal interaction, mainly in multilingual contexts of Higher Education (HE). There is a gradual move for the study of language and culture to be taught in the context of (professional) disciplines in which they would be used, for example, Journalism and African languages, Education and African languages, etc. The book caters for this growing market. Because of its multilingual nature, it caters to English and Afrikaans language speakers, as well as the Sotho and Nguni language groups – the largest languages in South Africa [and also increasingly used in the context of South African Higher Education]. It brings together various inter-linked disciplines such as Sociolinguistics and Applied Language Studies, Media Studies and Journalism, History and Education, Social and Natural Sciences, Law, Human Language Technology, Music, Intercultural Communication and Literary Studies. The unique cross-cutting disciplinary features of the book will make it a must-have for twenty-first century South African students and scholars and those interested in applied language issues.*

*This book focuses on Hong Kong as a multilingual society. It investigates how trilingual education is implemented in Hong Kong primary schools. Based on a large scale survey of 155 Hong Kong schools and in-depth case studies in 3 selected schools, the book gives an overview of trilingual education in Hong Kong primary schools, revealing the views on trilingual education of all stakeholders: school principals, panel chairs, subject teachers, students, and parents. The research findings presented in this book suggest that the implementation of trilingual education varies significantly from school to school, as does the effectiveness of the trilingual education models used. It shows how students' views towards the use of different media of instruction (MoIs) also vary, and how their mother-tongue backgrounds affect their perceptions. By documenting views, policies and implementation methods, the book provides insight into the practice of trilingual education in Hong Kong and offers suggestions on potentially effective implementation methods.*

*"The purpose of this review is to update the Public Sector Development Program (PSDP) of the Strategic Development Plan Seven (SDP7) to reflect existing government priorities and to determine the performance of the 2002/03 PSDP. It also gives an indication of the future direction of the PSDP" --Executive summary.*

*Education Reform for National Development*

*Girls and Basic Education*

*School, Family, and Community Partnerships*

*An Analytical Study of Basic Social Services in Nepal*

*A Book of Readings*

*Official Gazette*

Ghana is on a strong trajectory toward solidifying its middle income status. Today, more children than at any time in the history of Ghana have access to basic and secondary education. Over the past decade, incidence of extreme poverty has been cut in half amid strong economic growth. Ghana's recent achievements point to the possibility of more fully realizing the human potential of all individuals and of the country. Basic Education beyond the Millennium Development Goals in Ghana argues that realizing this potential requires a redoubling of efforts to reach the poorest half of Ghanaian children with quality basic education. At present, system-wide disparities in education service delivery and highly inequitable allocation of resources has led to unfair educational outcomes. These disparities create a "missing middle" in terms of learning outcomes: although a small number of children perform well on numeracy and literacy assessments, more than 60% of 6th graders do not attain proficiency levels. Several recent initiatives point to the possibility of accelerating Ghana's progress toward quality basic education for all: they improve equitable resource allocation, strengthen social protection, and provide additional academic support to improve learning outcomes. By outlining key challenges and promising practices, Basic Education beyond the Millennium Development Goals in Ghana seeks to stimulate a lively and productive debate on the future of basic education in Ghana.

Designed to be used with The Student Leadership Challenge or the Student Leadership Practices Inventory, this workbook will help students go deeper into the actual practice of leadership, guiding them in better understanding and embodying The Five Practices of Exemplary Leadership in a meaningful and relevant way. It includes activities and worksheets; a unit on taking, digesting, and understanding the Student Leadership Practices Inventory; and a section that helps students commit to and work on their leadership development in an ongoing way.

This publication on School Environment in Nigeria, Ghana, and the Philippines is a continuation of our maiden publication published in 2015. The inclusion of Ghana in this edition is a conviction of the strategic position of the country's educational system not only as a fast and dynamic developing economy in the African continent, but also one with an enviable educational culture. The articles in this edition are grouped under quality assurance, higher education, management, business, library, information and communications technology, special education, internationalization, and science issues with a view of proffering solutions, suggestions, and recommendations to several questions that may have arisen over time in the academia.

Bilateral Support to primary education

School Environment in Nigeria, Ghana and the Philippines

Review of the Strategic Development Plan Seven, Public Sector Development Programme

Reflections on Continuing Professional Development of Mathematics Teachers in a Collaborative Partnership

Costs and Remedies

Education Denied

This volume provides an in-depth, comparative examination of how primary mathematics education is influenced by national education reform, policy, local resources, and culture in three different countries. By drawing on first-hand observations and interviews, as well as analysis of policy documents and learning resources, the book considers the viability of transferring best practices in primary mathematics education across global contexts. Three diverse countries – Ghana, the US, and Singapore – are explored. Similarities and differences are highlighted, and the influence of national and regional initiatives related to pedagogical strategies, teacher education, and cultural expectations are considered, to offer an insightful examination of how best practices might be shared across borders. This book will benefit researchers, academics, and postgraduate scholars with an interest in international and comparative education, mathematics, and educational policy. Those with a specialization in primary mathematics education, including pedagogy and teacher preparation, will also benefit from this book.

This edited volume is a state-of-the-art comparison of primary science education across six East-Asian regions: namely, the People's Republic of China, Republic of Korea, Republic of China, Hong Kong SAR, Japan, and Singapore. While news of educational policies, classroom teaching, assessment, and other educational innovations here often surface in the international media, this book brings together for the first time relevant information regarding educational systems and strategies in primary science in East Asia. Above all, it is a readable yet comprehensive survey—readers would have an accurate sense of what has been accomplished, what has not worked so well, and what remains to be done. Invited experts in comparative education research and/or science education also provide commentary by discussing common themes across the six regions. These types of critical synoptic reviews add much value by enabling readers to understand broad commonalities and help synthesize what must surely be a bewildering amount of very interesting albeit confusing body of facts, issues, and policies. Education in East Asia holds many lessons (both positive and negative) to offer to the rest of the world to which this volume is a timely contribution to the literature.

OECD's 2013 Economic Survey of South Africa examines recent economic developments, policies and prospects. Special chapters cover improving education quality and green growth.

Understanding Assessment in Primary Education

Starting Strong V Transitions from Early Childhood Education and Care to Primary Education

Recipient data exchange

Resources in Education

Education

1976: July-December: Index

*Literature cited in AGRICOLA, Dissertations abstracts international, ERIC, ABI/INFORM, MEDLARS, NTIS, Psychological abstracts, and Sociological abstracts. Selection focuses on education, legal aspects, career aspects, sex differences, lifestyle, and health. Common format (bibliographical information, descriptors, and abstracts) and ERIC subject terms used throughout. Contains order information, Subject, author indexes.*

*Understanding assessment and being able to use it effectively is at the heart of successful primary teaching. Aware of current policy and research, this book looks at the role and purpose of assessment within education, as well as providing detailed practical guidance on the main types of classroom assessment, including formative, summative, formal and informal methods. Real classroom examples and activities illustrate the practical uses, benefits, and limitations of each form of assessment, enabling you to feel confident about implementing these strategies in your own teaching. Coverage includes: The assessment planning cycle Innovative forms of assessment, including portfolios, debates, role play and mind mapping Assessment of learners with diverse needs, including SEN and EAL The use of technology in assessment Engaging children through self-assessment and peer-assessment This is essential reading for all primary initial teacher education courses, including university-based (PGCE, PGDE, BA QTS, BED), school-based (SCITT, School Direct, Teach First) and employment-based routes into teaching, and beginning teachers. Sue Faragher is Head of Al Basma British School, a large private school in Abu Dhabi.*

*This unique contribution to global educational debate and policymaking aims to highlight the adverse impacts on children and young people of not having access to effective formal education. In reviewing the emerging commitment to universal education and the difficult history of trying to give effect to this commitment, the author draws on three bodies of literature—on education specifically, on the development process generally, and on human rights. This book shifts the debate from sheer numbers of pupils, funding mechanisms, and market forces, to a deeper discussion about what the right to education should really comprise, how governments actually give effect to it, and what happens to young people within the educational process itself.*

*A South African perspective*

*Trilingual Education in Hong Kong Primary Schools*

*Department for International Development*

*Education in East Asia*

*Transitions from Early Childhood Education and Care to Primary Education*

*ISET 2019*

The chapters in this Handbook characterize the specialty of school psychology as one that collectively provides individual assessment of children who may display cognitive, emotional, social, or behavioral difficulties; develops and implements primary and secondary intervention programs; consults with teachers, parents and other relevant professionals; engages in program development and evaluation; conducts research; and helps prepare and supervise others. The Handbook also includes a section consisting of chapters that review the key considerations of school psychology internationally and trends influencing school psychology. 79 international development, including: chapters that discuss the past, present, and future of the International School Psychology Association (ISPA); findings from the International School Psychology Survey that examine characteristics and responsibilities of school psychologists, and a summary and synthesis of the information in the Handbook.

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

The objective of this report is to inform an improved understanding of expenditure allocations and processes, the quality of service delivery in terms of inputs and outputs, and educational outcomes associated with primary education in Malawi. The report will also assess the government's own diagnosis of challenges in the primary education sub-sector, and the reform program intended to address them. The findings of this report are intended to inform discussions as to how to strengthen the government program and associated financing mechanisms, to enhance the likelihood of success.

Your Handbook for Action

Comparative Insights from Ghana, Singapore, and the US

Caught in the Act

Student Workbook and Personal Leadership Journal

A Critical Comparison of Systems and Strategies

Journal of the Senate

*The transition from early childhood education to primary school is a big step for all children, and a step which more and more children are having to take. Quality transitions Should be well-prepared and child-centred, managed by trained staff collaborating with one another, and guided by ...*

*Cases on Educational Technology Planning, Design, and Implementation: A Project Management Perspective*

*Proceedings of the 5th International Conference on Science, Education and Technology, ISET 2019, 29th June 2019, Semarang, Central Java, Indonesia*

*Resources in Women's Educational Equity*

*Primary Science Education in East Asia*

*Catalog of Copyright Entries. Third Series*

*The First Sourcebook on Asian Research in Mathematics Education - 2 Volumes*