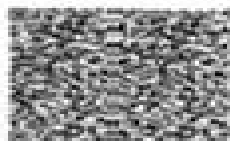




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International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats free of methodological restrictions involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places and perspectives shaping Education 2030 outcomes. Education 2030 topics of interest include but are not limited to: Improving access to quality early childhood development care and pre-primary education; Ensuring equal access for all women and men to affordable and quality education; Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods; Ensuring equal access for the vulnerable including persons with disabilities, indigenous peoples and children in vulnerable situations; Achieving levels of literacy and numeracy required to engage in communities and employment; Acquiring the knowledge and skills needed to promote sustainable development including Human right Gender equality; Promotion of a culture of peace and non-violence; Global citizenship education; The appreciation of cultural diversity and of culture's contributions to sustainable development; Providing safe, non-violent, inclusive and effective learning environments for all; Recruiting, preparing, supporting and retaining quality teachers.

Community Participation in School Management Kazuro Shibuya, 2022-09-12

Nobody denies that trust in schools is key to success in generating any educational outcomes. However, trust is often eroded, resulting in conflicts, alienation and differentiation among school-level stakeholders. This book analyses school-based management (SBM) of education through the lens of relational trust in the context of Ghana, revealing how community participation in school management leads to educational outcomes. Conducting quantitative analysis of headteacher questionnaires from public basic schools and qualitative analysis of case study schools in the Akatsi South District of Ghana, Shibuya offers critical insights into building sustainable relationships between individual households and geographical school communities. He argues it is critical to highlight relational trust as an analytical tool to examine relationships between actors and factors in school management. The research finds that trust in schools is a two-way mechanism and the mutuality of expectations and obligations among stakeholders is essential if children's learning outcomes are to improve. With its mixed methods approach, this book will be a valuable resource for scholars in comparative education, those in educational development and those interested in African contexts.

The Routledge International Handbook of Intercultural Arts Research Pamela Burnard, Elizabeth Mackinlay, Kimberly Powell, 2016-01-08

For artists, scholars, researchers, educators and students of arts theory interested in culture and the arts, a proper understanding of the questions

surrounding interculturality and the arts requires a full understanding of the creative methodological and interconnected possibilities of theory practice and research The International Handbook of Intercultural Arts Research provides concise and comprehensive reviews and overviews of the convergences and divergences of intercultural arts practice and theory offering a consolidation of the breadth of scholarship practices and the contemporary research methodologies methods and multi disciplinary analyses that are emerging within this new field *War, Women and Post-conflict Empowerment* Josephine Beoku-Betts, Fredline A. M'Cormack-Hale, 2022-01-13 Since the 1991 2002 civil conflict ended in Sierra Leone the country has failed to translate the accomplishments of women s involvement in bringing the war to an end into meaningful political empowerment This is in marked contrast to other post conflict countries which have increased the political participation of women in elected and appointed office increased the representation of women in leadership positions and enacted constitutional reforms promoting women s rights Written by Sierra Leonean and Africanist scholars and experts from a broad range of disciplines this unique volume analyses the historical and contextual factors influencing women s political economic and social development in the country In drawing on a diverse array of case studies from health to education refugees to international donors the contradictions successes and challenges of women s lives in a post conflict environment are revealed making this an essential book for anyone involved in women and development **Junior Graphic** Victoria Odoi, 2014-01-29

Primary Mathematics Pedagogy at the Intersection of Education Reform, Policy, and Culture Sarah Murray, Princess Allotey, 2021-11-29 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 Graphic Showbiz Adwoa Serwaa Bonsu, 2010-01-28 Mothers' Non-Farm Entrepreneurship and Child Secondary Education in Rural Ghana Janssens, Charlotte, Van den Broeck, Goedele, Maertens, Miet, Lambrecht, Isabel, 2018-01-31 In this paper we empirically analyse the impact of mothers non farm entrepreneurship on child secondary school enrollment in rural Ghana We use nationally representative quantitative data from the sixth round of the Ghana Living Standard Survey GLSS and qualitative data from focus group discussions throughout rural Ghana We apply instrumental variable estimation techniques with instruments that pass weak and overidentification tests We test interaction effects

between mothers non farm entrepreneurship and other important determinants of child schooling We use qualitative data to support our quantitative findings

Children, Childhood, and the Future Andrea Kleeberg-Niepage,2020-01-10 Although most of the world s children live in the Global South much of the corpus of scientific knowledge which forms the basis of the current notion of good childhood worldwide is drawn from research on Western middle class children Even cross cultural research often applies the Western model of childhood as the standard to which others must correspond This volume serves to bridge this gap by both bringing up significant features of the development and socialisation of children in African countries and presenting cross cultural procedures which help to discuss and develop differentiated and joint ideas about childhood instead of implementing one sided standards which are disconnected from most children s lives

The Politics of Education in Developing Countries Samuel Hickey,Naomi Hossain,2019 This book focuses on how politics shapes the capacity and commitment of elites to tackle the learning crisis in six developing countries It deploys a new conceptual framework to show how the type of political settlement shaptes the level of elite commitment and state capacity to improving learning outcomes

Modern Mathematics Dirk De Bock,2023-03-08 The international New Math developments between about 1950 through 1980 are regarded by many mathematics educators and education historians as the most historically important development in curricula of the twentieth century It attracted the attention of local and international politicians of teachers and of parents and influenced the teaching and learning of mathematics at all levels kindergarten to college graduate in many nations After garnering much initial support it began to attract criticism But as Bill Jacob and the late Jerry Becker show in Chapter 17 some of the effects became entrenched This volume edited by Professor Dirk De Bock of Belgium provides an outstanding overview of the New Math modern mathematics movement Chapter authors provide exceptionally high quality analyses of the rise of the movement and of subsequent developments within a range of nations The first few chapters show how the initial leadership came from mathematicians in European nations and in the United States of America The background leaders in Europe were Caleb Gattegno and members of a mysterious group of mainly French pure mathematicians who since the 1930s had published under the name of a fictitious Nicolas Bourbaki In the United States there emerged during the 1950s various attempts to improve U S mathematics curricula and teaching especially in secondary schools and colleges This side of the story climaxed in 1957 when the Soviet Union succeeded in launching Sputnik the first satellite Undoubtedly this is a landmark publication in education The foreword was written by Professor Bob Moon one of a few other scholars to have written on the New Math from an international perspective The final epilogue chapter by Professor Geert Vanpaemel a historian draws together the overall thrust of the volume and makes links with the general history of curriculum development especially in science education including recent globalization trends

The Impacts of Language and Literacy Policy on Teaching Practices in Ghana Philomena Osseo-Asare,2021-03-15 This text critically examines changes in Ghanaian language and literacy policy following independence in 1957 to consider its impacts on early

literacy teaching By adopting a postcolonial theoretical perspective the text interrogates the logic behind policy changes which have prioritised English local language or biliteracy It draws on data from interviews with teachers and researcher observation to demonstrate how policies have influenced teaching and learning Dr Osseo Asare s findings inform the development of a conceptual framework which highlights the socio cultural factors that impact the literacy and biliteracy of young children in Ghana offering solutions to help teachers combat the challenges of frequent policy changes This timely monograph will prove to be an essential resource not only for researchers working on education policies teacher education and English language learning in postcolonial Ghana but also for those looking to identify the thematic and methodological nuances of studying literacy and education in postcolonial contexts History Can Bite Denise Bontrovato, Karina V.

Korostelina, Martina Schulze, 2016-10-10 The volume provides critical insights into approaches adopted by curricula textbooks and teachers around the world when teaching about the past in the wake of civil war and mass violence discerning some of the key challenges and opportunities involved in such endeavors The contributors discuss ways in which history teaching has acted as a political tool that has at times been guilty of exacerbating inter group conflicts It also highlights history teaching as an important component of reconciliation attempts showcasing examples of curricular reform and textbook revision after conflict and discussing how the contestations and difficulties surrounding such processes were addressed in different post conflict societies **Adaptation to Climate Change and Variability in Rural West Africa**

Joseph A. Yaro, Jan Hesselberg, 2016-04-12 This book presents conceptual and empirical discussions of adaptation to climate change variability in West Africa Highlighting different countries experiences in adaptation by different socio economic groups and efforts at building their adaptive capacity it offers readers a holistic understanding of adaptation on the basis of contextual and generic sources of adaptive capacity Focusing on adaptation to climate change variability is critical because the developmental challenges West Africa faces are increasingly intertwined with its climate history Today climate change is a major developmental issue for agrarian rural communities with high percentages of the population earning a living directly or indirectly from the natural environment This makes them highly vulnerable to climate driven ecological change in addition to threats in the broader political economic context It is imperative that rural people adapt to climate change but their ability to successfully do so may be limited by competing risks and vulnerabilities As such elucidating those vulnerabilities and sources of strength with regard to the adaptive capacities needed to support successful adaptation and avoid maladaptation is critical for future policy formulation Though the empirical discussion is geographically based on West Africa its applicability in terms of the processes structures needs strategies and recommendations for policy transcends the region and provides useful lessons for understanding adaptation broadly in the developing world **Socioculturally Responsive**

Assessment Randy E. Bennett, Linda Darling-Hammond, Aneesha Badrinarayan, 2025-05-01 Socioculturally Responsive Assessment assembles the best available thinking from within and outside the educational measurement community about

the theoretical foundations and systems level policy implications of formal assessment programs designed to be socioculturally responsive Synthesized from culturally responsive assessment design and practices culturally relevant pedagogy and funds of knowledge universal design for learning the learning sciences and other literatures this emerging concept affirms that students learning and performance is inextricably tied to the social cultural and linguistic contexts in which they live and develop knowledge Across four sections this book provides an argument and initial evidence for impact on students users and assessment quality offers guidance for implementation and examines the potential limitations pitfalls barriers and measurement issues that such programs will inevitably raise Scholars teaching faculty test developers and policymakers will come away with integral foundations new assessment approaches and a greater sense of the potential for positive impact that these assessments may afford

Community Participation with Schools in Developing Countries Mikiko Nishimura, 2020-08-04 The Sustainable Development Goals SDGs 2016 2030 set by the United Nations in 2015 restated the importance of universal primary education for all and specifically discuss quality equity and inclusion in basic education To achieve this the role of community has been emphasized and participation has become a buzzword in international development over the past several decades Despite the growing attention to community participation in school management previous literature has shown mixed results in terms of its actual practice and its impacts on quality equity and inclusion in education This book deepens the contextual understanding of community in developing countries and its involvement in schools in general and its impact on quality equity and inclusion of school education in particular By presenting various case studies in Asia Africa Latin America and a post conflict state in Europe the book analyses commonalities and differences in the ways communities are involved and cast their impacts and challenges The book contributes knowledge on the ways in which community involvement could work in developing countries the detailed processes and factors that make community participation work in different dimensions and remaining challenges that scholars and practitioners still need to be concerned and mindful in the field This book will appeal to both researchers and practitioners who are concerned about the community participation approach for the SDGs

Education, Privatisation and Social Justice Ian Macpherson, Susan Robertson, Geoffrey Walford, 2014-05-12 The involvement of private actors in education is not new yet in the last decade critical issues have arisen that demand close scrutiny This volume explores emerging forms of the private through case studies from Africa South Asia and South East Asia and makes three related observations First what is new about these manifestations is their scale scope and penetration into almost all aspects of the education endeavour from the administrative apparatus to policymaking and from formal provision in education settings to out of school activities such as private tutoring Second what is particularly controversial about these developments is how education itself is being recast as a sector it is increasingly being opened up to profit making and trade and to agenda setting by private commercial interests Third the learner is increasingly conceptualised as a consumer and education a consumer good The case studies therefore enable us to

see more clearly how different forms of the private in education alter what is at stake for whom and with what outcomes and the consequences for individuals and societies In turn these raise the very important question about what they mean for our conceptualisations of education learning and teaching on the one hand and for education as a site and means for emancipation on the other These are profound social justice concerns and ones that make this volume distinctive This book sets out to address these hard but urgent questions and will be of interest to academics and students of education education researchers government personnel and policymakers

Learning, Design, and Technology J. Michael Spector, Barbara B. Lockee, Marcus D. Childress, 2023-10-14 The multiple related fields encompassed by this Major Reference Work represent a convergence of issues and topics germane to the rapidly changing segments of knowledge and practice in educational communications and technology at all levels and around the globe There is no other comparable work that is designed not only to gather vital current and evolving information and understandings in these knowledge segments but also to be updated on a continuing basis in order to keep pace with the rapid changes taking place in the relevant fields The Handbook is composed of substantive 5 000 to 15 000 words peer reviewed entries that examine and explicate seminal facets of learning theory research and practice It provides a broad range of relevant topics including significant developments as well as innovative uses of technology that promote learning performance and instruction This work is aimed at researchers designers developers instructors and other professional practitioners

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