

## Fundamentals Of Educational Planning 51 Unesco

This book highlights the significance of an interdisciplinary approach to understanding children and childhoods in the Indian context. While it is recognised that multiple kinds of childhoods exist in India, policy and practice approaches to working with children are still based on a singular model of the ideal child rooted in certain Western traditions. The book challenges readers to go beyond the acknowledgement of differences to evolving alternate models to this conception of children and childhoods. Bringing together well-known scholars from history, politics, sociology, child development, paediatrics and education, the volume represents four major themes: the history and politics of childhoods; deconstructing childhoods by analysing their representations in art, mythology and culture in India; selected facets of childhoods as constructed through education and schooling; and understanding issues related to law, policy and practice, as they pertain to children and childhoods. This important book will be useful to scholars and researchers of education, especially those working in the domains of child development, sociology of education, educational psychology, public policy and South Asian studies.

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The debate about languages of instruction in Africa and Asia involves an analysis of both the historical thrust of national government and also development aid policies. Using case studies from Tanzania, Nigeria, South Africa, Rwanda, India, Bangladesh and Malaysia, Zehlia Babaci-Wilhite argues that the colonial legacy is perpetuated when global languages are promoted in education. The use of local languages in instruction not only offers an effective means to contextualize the curriculum and improve student comprehension, but also to achieve quality education and rights in education.

This book theorizes shadow education as a new component of curriculum, expanding the concept of curriculum to include this type of learning.

Curriculum scholars and theorists have largely disregarded shadow education as a valid topic of scholarly attention despite its massive growth worldwide. But shadow education has become a global phenomenon with ever-increasing numbers of student participants; it complements school-based curricula, in many cases going beyond. Thus, Jung and Kim argue that shadow education requires rigorous analysis by curriculum studies scholars.

This volume analyzes the state and importance of shadow education in countries around the world: its representative forms and industries (private tutoring institutes, home-visit private tutoring, Internet-based private tutoring, subscribed learning programs, after-

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school programs), its characteristic forms in terms of curriculum, and its roles in student learning. It also explores various features of shadow education based on an eight-year ethnographic study in South Korea.

This booklet provides an introduction to the educational policy-making process for both experienced and new planners. Policy is defined as decisions designed to guide future decisions or to initiate and guide the implementation of previous decisions. Case studies of Burkina Faso, Jordan, Peru, and Thailand show how educational policy has played out in real world situations. In each case, the framework shows its value in explaining why certain policies were developed and implemented in this manner. (EH)

Journal articles, books, monographs, research papers, and lecture-discussion papers on educational planning covering the period from 1970 to mid 1977 are cited. Some outstanding literature not belonging to this period is also cited. The first section lists existing bibliographies in educational planning. Concept and general theory and methodology of educational planning are the foci of sections two and three. Section four deals with the educational planning process. Materials listed in section five focus on economic models, techniques (e.g., cost-benefit analysis and linear programming), and approaches (e.g., rate of return and residual) in

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educational planning. Sections six through ten, which comprise about half the publication, deal with educational planning in developing countries, including Africa and Latin America. Specifically discussed are factors influencing educational planning, special projects, curriculum planning, teaching, and teacher training. A subject index and listings of authors and abbreviations conclude the bibliography. (RM)

Aid has become a tangle of donors and recipients, so unwieldy that it is in danger of collapse. This ground-breaking book presents fresh thinking that transcends the 'more' versus 'less' arguments.

Drawing on complexity theory it shows how aid could be transformed into a truly dynamic form of global cooperation fit for the twenty-first century.

As individuals and societies try to respond to fundamental economic and social transformation, the field of adult learning and education is rapidly getting increased attention and new topics for research on adult learning have emerged. This collection of articles from the International Encyclopedia of Education 3e offers practitioners and researchers in the area of adult learning and education a comprehensive summary of main developments in the field. The 45 articles provide insight into the historical development of the field, its conceptual controversies, domains and provision, perspectives on adult learning, instruction and program planning,

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outcomes, relationship to economy and society and its status as a field of scholarly study and practice. Saves researchers time in summarizing in one place what is otherwise an interdisciplinary field in cognitive psychology, personality, sociology, and education Level of presentation focuses on critical research, leaving out the extraneous and focusing on need-to-know information Contains contributions from top international researchers in the field Makes MRW content affordable to individual researchers Fuelled by forces of globalization, China has gradually shifted from a centrally planned economy to a socialist market economy. Under the market economy China has experienced a massive and protracted economic boom. It is not clear however whether recent economic changes have brought the same miracle to education in China. Spotlight on China brings together established and emerging scholars from China and internationally in a dialogue about the profound social and economic transformation that has resulted from the market economy and its concomitant impact on education in China. The book covers a wide range of topics, including:

- Market economy and curriculum reform
- Teaching under China's market economy
- Changes in higher education
- Transitions from education to work
- Market economy and social inequality

With its broad scope and fresh critical perspectives, this collection offers a most contemporary and

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comprehensive analysis of possibly the largest education system in the world. Lessons learned from the China experiment will inform researchers and educators about social and educational reforms in other countries which are undergoing similar fundamental changes. Spotlight on China provides a state of the art picture: dynamic, partial, full of contradictions and tensions, and, as we speak, in movement and local reconfiguration.” – Allan Luke, Queensland University of Technology. “The book moves social science research on China’s education another step forward by refining the balance between the viability of mainstream western concepts and the analytical possibilities of creating a new scholarship based on a deeper understanding of the historically grounded realities of contemporary Chinese education.” – Gerard A. Postiglione, The University of Hong Kong"

First published in 1952, the International Bibliography of the Social Sciences (anthropology, economics, political science, and sociology) is well established as a major bibliographic reference for students, researchers and librarians in the social sciences worldwide. Key features

- \* Authority : rigorous standards are applied to make the IBSS the most authoritative selective bibliography ever produced. Articles and books are selected on merit by some of the world's most expert librarians and academics.
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This text examines four key areas of teacher education.  
These are: theories, models and ideologies of teacher  
education; the control of teacher education by the state, and  
the role of schools and HE; cultural perspectives and the  
education of teachers; and continuities in teacher education.  
Discusses the uses of international achievement study results  
as a tool for national progress as well as an obstacle. This  
title provides recommendations for ways that international  
achievement data can be used in real-world policymaking  
situations. It also discusses what the future of international  
achievement studies holds.

The relationship between research, on the one hand, and  
policy/practice on the other hand, is complicated and  
collaboration between scholars in research on higher  
education (RHE) and institutional research (IR) practitioners  
is often lacking. This book marks a collaborative effort of a  
diverse range of South African RHE and IR scholars and asks  
the overarching questions: What do we know about the  
utilisation of South African research on higher education  
(SARHE) and its subset of research known as Institutional  
Research? How and by whom is this research used? The  
book begins by looking at the historical underpinnings of  
SARHE and delineating the shape and size of this body of

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research. This is followed by a series of case studies on South African Higher Education institutions and governmental bodies, investigating how, when and by whom are research on higher education and institutional research used in the decision-making of these organisations. This book is the first of its kind in South Africa and sets out to lay the groundwork for further research into the use, uptake and utilisation of RHE and IR in this country.

This book provides new insights into the important field of Entrepreneurship Education. The editors pick up Fayolle's invitation: "How can we learn from 'institutional' culture?" and translate it to a variety of aspects of learning to start-up. From the perspective of Human Resource Education and Management (Wirtschaftspädagogik) the authors shed light into the socio-cultural system of entrepreneurship education. They start with mapping out its challenges. They discuss context factors like political regimes affecting entrepreneurial activities, consider goals including moral awareness, introduce ideas of modeling entre- and intrapreneurial competencies, suggest teaching-learning-strategies, discuss evaluation procedures and introduce case studies of entrepreneurship education in different countries for different study levels. All in all this book stimulates and supports the challenges of educators, students, and practitioners (human resource managers, consultants, principals, teachers, and trainers) to introduce into the varying contexts of entrepreneurship education content specific, procedural, causal elements necessary for starting and maintaining an enterprise.

Ever since it was first written into the new nation's Constitution in 1950, achieving universal elementary education has proved an elusive goal for India. Caroline Dyer's book looks at the failure of the Operation Blackboard scheme to establish a minimum norm of essential facilities for

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primary schools but argues that, in spite of its failure, the scheme has been rich in important policy lessons. She considers two in particular. First, that the prevailing view of implementation is deeply flawed – the evidence shows it is not something straightforward, following on automatically from the policy blueprint. The second is that teachers are central to meaningful educational change and must understand the hows and whys of changes if they are to implement them. The lessons she draws are of service to policy-makers and administrators in all educational contexts.

Presents a comprehensive treatment of issues related to the inception, design, implementation and reporting of large-scale education assessments. In recent years many countries have decided to become involved in international educational assessments to allow them to ascertain the strengths and weaknesses of their student populations. Assessments such as the OECD's Programme for International Student Assessment (PISA), the IEA's Trends in Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy (PIRLS) have provided opportunities for comparison between students of different countries on a common international scale. This book is designed to give researchers, policy makers and practitioners a well-grounded knowledge in the design, implementation, analysis and reporting of international assessments. Readers will be able to gain a more detailed insight into the scientific principles employed in such studies allowing them to make better use of the results. The book will also give readers an understanding of the resources needed to undertake and improve the design of educational assessments in their own countries and regions. Implementation of Large-Scale Education Assessments: Brings together the editors' extensive experience in creating, designing, implementing, analysing and reporting results on a wide range of assessments.

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Emphasizes methods for implementing international studies of student achievement and obtaining high-quality data from cognitive tests and contextual questionnaires. Discusses the methods of sampling, weighting, and variance estimation that are commonly encountered in international large-scale assessments. Provides direction and stimulus for improving global educational assessment and student learning. Is written by experts in the field, with an international perspective. Survey researchers, market researchers and practitioners engaged in comparative projects will all benefit from the unparalleled breadth of knowledge and experience in large-scale educational assessments gathered in this one volume. This is the first book regarding the issues of PISA that has been published with respect to the Southeast Asian region. It is hoped that the content of this book can benefit and provide greater understanding for readers of several important aspects: (a) country performance in PISA 2012 for each participating Southeast Asian country, (b) the need for international comparative studies from the perspective at all levels of the teaching and learning process, (c) equity and quality of education, (d) how PISA impacts on policy making, and (e) the initiatives and future directions, and challenges to improve PISA performance in the future cycles of the PISA Studies. The major issues raised in this book warrant investigation and reporting to all countries of the World, including not only those countries that were engaged in PISA 2012, but also to the approximately 200 countries that are currently in the United Nations Organisation. In these regards, the readership of this book could be extended to the educators, officers from the ministries of education, researchers, policy makers, practising teachers, lecturers in universities and teacher training institutions, postgraduate students, as well as both primary and secondary school principals and teachers.

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'Strong social policy is essential for sustainable growth. This book is an extremely useful overview of social policy issue for policy makers and anyone who wants to understand the true roots of successful sustainable development' - Ian Johnson, Vice President for Sustainable Development, The World Bank

'Throughout the world issues of social development have now taken centre stage. There is no more comprehensive and readable guide to the choices and conflicts of this global drama. This book is essential reading for all students and practitioners of social development - and for every World Bank economist' - David Piachaud, Professor of Social Policy, London School of Economics

This much-needed textbook fulfils a major gap in providing a complete up-to-date guide and introduction to the increasingly important role of social policy in the context of development processes and practice. Across a number of key sectors and areas of social policy concern, the authors accessibly introduce and explain the main conceptual debates, the most recent policy discussions, and provide applied examples to illustrate the latest developments in the social policy and planning field. Central topics covered include: - poverty - rural development - urban development - education - health - social work - social welfare - international development and cooperation. Social Policy for Development is an essential text for all students and practitioners alike seeking a deeper understanding of the issues of poverty, social exclusion and deprivation across social policy and development studies internationally. This book enables Western scholars and educators to recognize the roles and contributions of shadow education/hakwon education in an international context. The book allows readers to redefine the traditional and limited understanding of the background success behind Korean schooling and to expand their perspectives on Korean hakwon education, as well as shadow education in other

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nations with educational power, such as Japan, China, Singapore, and Taiwan. Kim exhorts readers and researchers to examine shadow education as an emerging research inquiry in the context of postcolonial and worldwide curriculum studies.

First multi-year cumulation covers six years: 1965-70.

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