

EDUCATION
AND VALUES
IN DEVELOPING
NATIONS



Edited by John Oxenham

Education And Values In Developing Nations

Izhar Oplatka



Education And Values In Developing Nations:

Technical Education and Vocational Training in Developing Nations Okolie, Ugochukwu Chinonso, Yasin, Asfa M., 2017-01-31 Severe economic depression and the difficulty to acquire employment with adequate income have significant impact on a nation's social welfare. The need to provide ample educational opportunities is more imperative than ever particularly in emerging economies. Technical Education and Vocational Training in Developing Nations is a comprehensive reference source for the latest literature on optimizing the implementation of curriculum development and instructional design strategies for technical and vocational education. Featuring innovative coverage across a range of relevant topics such as curriculum deficiency, teacher competencies, and accessible learning, this book is ideally designed for policy makers, academicians, researchers, advanced level students, technology developers, and educators interested in the improvement of professional learning programs. Education and Values in Developing Nations John Oxenham, 1989 *Education and Individual Modernity in Developing Countries* Inkeles, Holsinger, 2022-03-28

The Progressive Education Fallacy in Developing Countries Gerard Guthrie, 2011-06-23 This book provides a provocative but carefully argued addition to the theory and practice of education in developing countries. The book provides an ethical and empirical justification for support of formalistic teaching in primary and secondary schools in developing countries. It also refutes the application of progressive education principles to curriculum and pre and in-service teacher education in such contexts. The central focus of this book is the formalistic teaching prevalent in the classrooms of many developing countries. Formalistic teacher-centred traditional didactic pedagogic teaching is appropriate in the many countries with revelatory epistemologies, unpopular and old-fashioned though these methods may seem in some western, especially Anglophone, ones. Formalism has been the object of many failed progressive curriculum and teacher education reforms in developing countries for some 50 years.

Reforming Education in Developing Countries Izhar Oplatka, 2018-11-12 Underpinned in the stream of thought named communitarianism, *Reforming Education in Developing Countries* argues that developing countries need educational reforms that are tightly entwined into their cultural, social, and organizational contexts. It questions the applicability of neoliberal reforms in developing societies through an analysis of the main elements of neoliberalism in education. It highlights the critical role of the community and suggests new and alternative lines of thought for the practice of reform initiation and implementation in developing countries. The book criticizes major neoliberal ideas in education, illuminates the distinctions between current neoliberal reforms and the characteristics of traditional societies, analyzes major educational ideologies in the developed world, and emphasizes the key role of local communities in this world. It proposes a dynamic model of reforming education in these countries that includes three major phases and integrates both modern and traditional indigenous educational purposes and values. Evocative ponderings are outlined throughout the book to promote critical thinking and reframing of educators' views towards educational reform and change. This book will be of great interest to researchers and students in the

fields of educational leadership educational policy educational change comparative education political science and sociology It will also appeal to educators supervisors and policymakers *Education Strategy in the Developing World* Christopher S. Collins,Alexander W. Wiseman,2012-03-06 Following the development of a Concept Note for the World Bank Education Strategy 2020 the World Bank engaged in a series of activities to garner feedback about the strategy In early 2011 a revised strategy was published Learning for All Investing in People s Knowledge and Skills to Promote Development This title deals with this topic **Capacity Building for IT in Education in Developing Countries** Gail Marshall,Mikko Ruohonen,2013-03-14 Deryn Watson CapBIT 97 Capacity Building for Information Technologies in Education in Developing Countries from which this publication derives was an invited IFIP working conference sponsored by Working Groups in secondary WG 3 1 elementary WG 3 5 and vocational and professional WG 3 4 education under the auspices ofIFIP Technical Committee for Education TC3 The conference was held in Harare Zimbabwe 25th 29th August 1997 CapBIT 97 was the first time that the IFIP Technical Committee for Education had held a conference in a developing country When the Computer Society of Zimbabwe offered to host the event we determined that the location and conference topic reflect the importance of issues facing countries at all stages of developmen especially Information Technologies IT development Information Technologies have become within a short time one of the basic building blocks of modem industrial society Understanding IT and mastering basic skills and concepts of IT are now regarded as part of the core education of all people around the world alongside reading and writing IT now permeates the business environment and underpins the success of modem corporations as well as providing government with cost effective civil service systems At the same time the tools and technologies of IT are of value in the process of learning and in the organisation and management of learning institutions **International Copyright Law and Access to Education in Developing Countries** Susan Štrba,2012-08-22 In International Copyright Law and Access to Education in Developing Countries Exploring Multilateral Legal and Quasi Legal Solutions Susan Isiko trba demonstrates the challenge of access to printed copyrighted educational and research materials in developing countries and proposes institutional and normative solutions at national and international levels **Women's Education in Developing Countries** Elizabeth M. King,M. Anne Hill,1997-07-01 Why do women in most developing countries lag behind men in literacy Why do women get less schooling than men This anthology examines the educational decisions that deprive women of an equal education It assembles the most up to date data organized by region Each paper links the data with other measures of economic and social development This approach helps explain the effects different levels of education have on womens fertility mortality rates life expectancy and income Also described are the effects of women s education on family welfare The authors look at family size and women s labor status and earnings They examine child and maternal health as well as investments in children s education Their investigation demonstrates that women with a better education enjoy greater economic growth and provide a more nurturing family life It suggests that when a country denies women an equal

education the nation's welfare suffers Current strategies used to improve schooling for girls and women are examined in detail The authors suggest an ambitious agenda for educating women It seeks to close the gender gap by the next century Published for The World Bank by The Johns Hopkins University Press **Perspectives on Global Development 2013**

Industrial Policies in a Changing World OECD,2013-06-21 Perspectives on Global Development PGD is OECD's annual publication on emerging development issues The 2013 edition focuses on productive growth strategies *Promoting Global Peace and Civic Engagement through Education* Pandey, Kshama,2016-05-04 It is easy to see that the world finds itself too often in tumultuous situations with catastrophic results An adequate education can instill holistic knowledge empathy and the skills necessary for promoting an international coalition of peaceful nations Promoting Global Peace and Civic Engagement through Education outlines the pedagogical practices necessary to inspire the next generation of peace bringers by addressing strategies to include topics from human rights and environmental sustainability to social justice and disarmament in a comprehensive method Providing perspectives on how to live in a multi cultural multi racial and multi religious society this book is a critical reference source for educators students of education government officials and administration who hope to make a positive change **Research in Education** ,1973-12 **Resources in Education** ,2000 Planning Education Reforms in Developing Countries Dennis A. Rondinelli,John Middleton,Adriaan Verspoor,1990 This work the first to apply contingency theory to education reform planning is particularly useful in that it has applications to planning both in developing countries and in the United States and Europe The basic approach applies to a wide variety of development programs and will influence project management and policy administration **History of Japanese Policies in Education Aid to Developing Countries, 1950s-1990s** Takao Kamibeppu,2016-01-20 During the half century from the 1950s to the year 2000 Japan emerged as a major international aid donor In 1989 it became the largest bilateral aid donor in the world How did Japan emerge as a top education aid donor What external and internal pressures shaped the development of aid policies What Japanese interests were served How has the Japanese government exercised a global leadership of education aid policies This study addresses these questions by tracking the evolution of education aid policies as they have been revealed by subgovernments as specialized decisionmaking units within a government **Education and Development: Innovations in delivering primary education** James Lynch,Celia Modgil,Sohan Modgil,1997-01-01 This volume of the series that debates the need for universal primary education is concerned with the good behaviour of would be educational innovators in developing countries The text looks at the need for a code of practice and relating that to issues of economic realism human rights sensitivity ecological responsibility and educational effectiveness Comparative International Perspectives on Education and Social Change in Developing Countries and Indigenous Peoples in Developed Countries Gaëtane Jean-Marie,Steve Sider,Charlene Desir,2015-07-01 Democratizing educational access and building capacity in developing countries and amongst indigenous peoples in developed countries may be elusive but are hopeful goals Many

developing countries are striving to reengineer their incoherent education systems at a time when they are most vulnerable particularly with susceptibility to natural disasters political unrests and economic instabilities UNESCO 2007 Similarly indigenous peoples in developed countries are seeking more control over education as they consider the long term effects of educational policies that have been forced on them Research on education and social change in developing countries has a long history Glewwe 2002 Hanushek 1995 Sider 2011 However there is limited research on educational capacity building in developing countries such as Kenya Honduras Haiti Ghana Hong Kong India Peru China and Thailand Further the educational frameworks by which Indigenous peoples M ori Canada s First Nations and American Indian Alaska Natives have been educated have some significant similarities to those encountered in developing countries The compilation of chapters illuminates research and collaborative initiatives between the authors and local leaders in developing countries and Indigenous peoples in developed countries efforts to solve the complexity of social inequities through educational access and quality learning The authors draw on theoretical lens knowledge bases and strategies and identify trends and developments to provide the scope of educational improvement in a globalization context Brooks Jean Marie Normore Brooks 2009

Mathematics and Science Education in Developing Countries Masafumi Nagao, John M. Rogan, Marcelita Coronel Magno, 2007 **World Education Research Yearbook 2015** Lori Diane Hill, Felice J. Levine, 2015-05-15 The World Education Research Association WERA is an association of major national regional and international specialty research associations dedicated to advancing education research as a scientific and scholarly field WERA undertakes initiatives that are global in nature and thus transcend what any one association can accomplish in its own country region or area of specialization _____ Reflective of the latest trends in education research this inaugural volume of the World Education Research Yearbook captures the diverse concepts and various arenas of inquiry that are engaging education researchers across the globe Comprised of nine chapters the 2015 Yearbook brings together some of the most accomplished and emerging scholars in the field from a breadth of universities and research institutions in the United States Europe Australia Asia and South America The Yearbook opens with the Presidential Address given at the 4th WERA Focal Meeting by Yin Cheong Cheng who proposes a new paradigm of educational reform to address the challenges impressed upon educators by the increased globalization of the modern world Subsequent chapters make vivid the strengths of research with a broader work view Chapter contributions shift the discourse through a global lens addressing such topics as how international children s TV can be used to further global health education and awareness strategies for remedying low academic achievement among marginalized social and culture groups and a new global model designed to aid countries in developing more effective indicators of quality education The 2015 World Education Research Yearbook is a crucial and long awaited contribution to the field of education research Its relevance extends beyond the borders of any single country or continent to encompass a worldwide perspective on educational developments which are of great value to researchers educators and

students alike *The Bloomsbury Handbook of Context and Transformative Leadership in Higher Education* Mary Drinkwater, Patrick Deane, 2024-08-22 The Bloomsbury Handbook of Context and Transformative Leadership in Higher Education explores the importance of cultural political socioeconomic and historical context in change leadership in higher education With contributions from four continents the handbook brings together multi contextual perspectives to explore the importance of context to the development of the field A broad range of topics are covered including skills strategies and dispositions local regional and cross national partnership development opportunities and considerations for technology and future visions Countries covered include Argentina Brazil Canada Columbia Dubai Ghana Japan Malaysia South Africa Turkey the UK and the USA The book forms part of the Bloomsbury Handbooks of Crises and Transformative Leadership in Higher Education collection brought together by Mary Drinkwater

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