



# Efa Global Monitoring Report 2005 The Quality Imperative

**United Nations Educational, Scientific  
and Cultural Organization (UNESCO)**



## **Efa Global Monitoring Report 2005 The Quality Imperative:**

*EFA Global Monitoring Report: 2005. The quality imperative*, 2002 **Education for All Global Monitoring Report 2008** United Nations Educational, Scientific and Cultural Organization (UNESCO), 2007-11-29 Working towards the 2015 millennium development goals this global report marks the midterm point and provides a rich evidence based assessment of the provision of education on a global scale Based on specialized commissions extensive consultations and multiple research sources the report provides an authoritative comparative reference Unleashing India's Innovation Mark Dutz, 2007-10-15 India's recent growth rate has been impressive with real GDP rising by over 8 percent a year since 2004 The country is also becoming a top global innovator for high tech products and services Still India is underperforming relative to its innovation potential Even a dynamic young population more than half of whom are under 25 years of age is constrained when skill training and higher education are insufficient To sustain competitiveness economic growth and rising living standards over the long term India needs to aggressively harness its innovation potential The term innovation is broadly defined in this book to include both the creation and commercialization of new knowledge and the diffusion and absorption of existing knowledge in new contexts A unique feature is the book's focus on inclusive innovation that is knowledge creation and absorption activities most relevant to the needs of the poor Concrete recommendations are made for increasing productivity and welfare through the disciplining role of competition including training and education information infrastructure and public and private finance as support mechanisms for broad based innovation *Unleashing India's Innovation Toward Sustainable and Inclusive Growth* provides national and local policy makers private sector enterprises academic and research institutions international organizations and civil society with a better understanding of the power of innovation to fuel economic growth and poverty reduction **Education and Social Justice** J. Zajda, S. Majhanovich, V. Rust, E. Martín Sabina, 2006-09-09 *Education and Social Justice* presents up to date scholarly research on global and comparative trends in education social justice and policy research It provides an easily accessible practical yet scholarly source of information about the international concern in the field of social justice globalisation and policy research Above all the book offers the latest findings to the critical issues in education and social justice *Education and Social Justice* is a sourcebook of ideas for researchers practitioners and policy makers in education and social justice It offers a timely overview of current changes in and social justice It provides directions in education social justice and policy research relevant to transformational educational reforms in the 21st century The book explores the problematic relationship between education social justice and the State against the background of comparative education research Social justice is an attempt to answer the following pressing question How can we contribute to the creation of a more equitable respectful and just society for everyone The creation of a more equitable respectful and just society for everyone is a dream for all concerned citizens on spaceship Earth be they democratic policy makers empowering and egalitarian pedagogues and others who believe in much needed reform

Decolonising Education in Islamic West Africa Anneke Newman, 2024-12-24 This book uses perceptions and experiences of Qur'anic schools in West Africa to outline a much needed postsecular approach reconsidering the place of Islamic education within African decolonial debates about educational pluralism and the contributions of religious perspectives in academic and international development spaces Decolonial theory is used to overcome the challenges of problematic Eurocentric and colonialist stereotypes about religious actors and faith based schools which persist within international education scholarship and global policy agendas Through fine grained ethnography chapters discuss how parents and young people today engage with classical Qur'anic schools Islamic schools and French medium secular education in Senegal thereby exposing inequalities around gender descent based or caste identities and socioeconomic status as well as their influence on young people's pursuit of knowledge These findings are valuable for scholars exploring the development education religion nexus and promoting Education for All in communities characterised by other than secular worldviews The book will be of interest to academics researchers and postgraduate students working in the sociology of education international education anthropology and religious education Practitioners involved in postcolonial and decolonial debates will also benefit from recommendations regarding educational reform in plural educational contexts

*Secondary Education at the Crossroads* Phillip Hughes, 2006-09-23 Education is a universal priority Currently it is at a crossroad In every society it is valued as a major road to produce more productive more harmonious and healthier citizens Yet in every setting there is deep dissatisfaction with the overall performance of education and there are major moves towards reform sometimes superficial but more often fundamental These reform processes have had only moderate and very uneven success Too often they are episodic reflecting a short term approach which is frequently changed for the latest enthusiasm or the most recent administration In Asia and the Pacific countries many systems are in the process of construction or reconstruction Can we learn from the experiences of others Given the multiplicity of efforts at reform and the variety of situations for reform there may well be lessons we can learn from each other's efforts and each other's failures and successes This book features contributions from experienced researchers who have worked in many different settings and bring their own insights to attack this universal problem

*World Hunger Series 2006* World Food Programme, 2006 This report planned to be released annually is about working through the real life choices and practical constraints that make it difficult to address hunger effectively It is aimed at policy makers in developing and developed countries and attempts to fill an important gap in existing reports on hunger While other reports monitor trends towards international goals or serve primarily as advocacy tools the World Hunger Series WHS focuses on practical strategies to achieve an end to hunger It examines themes related to three types of risks social and health markets and trade and political and environmental that perpetuate hunger and stymie development Each report in the new series will present state of the art thinking on that year's theme combined with an analysis of the practical challenges to implementing solutions Based on this context the reports will identify realistic steps

to address hunger This edition of the report examines the relationship between hunger and learning It takes a long term perspective what happens at one stage of life affects later stages and what happens in one generation affects the next The Series has four parts Part one the Global Hunger Situation surveys the current state of hunger in the world Part two Hunger and Learning explores the two way relationship between hunger and learning through the life cycle Part three is an Agenda for Action identifying concrete interventions to promote hunger reduction and learning Finally part four a Resource Compendium contains technical annexes and supporting data

**Évaluations nationales des acquis scolaires, Volume 1**  
 Vincent Greaney, Thomas Kellaghan, 2015-06-29 La connaissance remplace progressivement les matières premières et la main d'œuvre en tant que ressource clé du développement économique la disponibilité de savoirs et savoir faire humains est cruciale pour déterminer le taux de développement économique d'un pays et sa compétitivité sur le marché international L'utilisation croissante de la capacité nationale d'évaluation a permis aux ministres de l'éducation de créer les niveaux nationaux des acquis des élèves dans les principales disciplines et de comparer ceux des principaux sous groupes tels que les garçons et les filles les groupes ethniques les élèves des milieux urbains et ruraux et ceux des établissements publics et privés Cela leur a également fourni des données probantes pour confirmer ou infirmer les affirmations d'amélioration ou de dégradation des normes de performance des élèves dans le temps En dépit de l'accroissement de l'activité d'évaluation la valeur potentielle des données fournies par les évaluations est encore mal reconnue et les compétences requises pour mener une évaluation techniquement solide continuent de manquer Lorsque les pays réalisent une évaluation nationale ou participent à une évaluation internationale l'information ainsi recueillie n'est pas souvent complètement exploitée évaluer les niveaux nationaux de performance dans l'éducation d'identifier les objectifs et les caractéristiques des évaluations nationales ainsi que les questions liées à la conception la mise en œuvre l'analyse et la production des rapports Ce volume d'identifie également les principales évaluations internationales régionales et nationales dans un grand nombre de pays Cet ouvrage sera d'un intérêt certain pour les pouvoirs publics nationaux régionaux et nationaux les institutions de recherche et les universités

*Global Education Policy and International Development* Antoni Verger, Hulya K. Altinyelken, Mario Novelli, 2013-03-28 Exploring the interplay between globalization education and international development this book surveys the impact of global education policies on local policy in developing countries With chapters written by leading international scholars drawing on a full range of theoretical perspectives and offering a diverse selection of case studies from Africa Asia and South America this book considers such topics as How are global education agendas and policies formed and implemented What is the impact of such policy priorities as public private partnerships child centred pedagogies and school based management What are the effects of political and economic globalization on educational reform and change How do mediating institutions affect the translation of global policies to particular educational contexts What are the limitations of globalised policy solutions and what problems do they encounter at local levels From students of education development and globalization to practitioners working in developing

contexts this book is an important resource for those seeking to understand how global forces and local realities meet to shape education policy in the developing world      **Quality Teacher Education in Cameroon** Hamidou

Hassana,2022-09-05 Eine qualit tsorientierte Lehrer innenbildung verbessert die Qualit t von Lehr und Lernprozessen Welche Rolle spielt dabei der soziokuklturelle Hintergrund Das Buch beleuchtet wie der soziokulturelle Hintergrund der Akteur innen die Qualit t der Lehrer innenausbildung im Rahmen eines p dagogischen Reformprojekts mit Teilnehmer innen aus Kamerun und Deutschland beeinflusst Die Analyse und Interpretation qualitativer Daten zeigt dass die soziokulturellen Hintergr nde der Akteur innen wichtige Faktoren sind die den internationalen interkulturellen Dialog ber Lehrer innenbildung sowie die Lehr Lern Interaktionsdynamik im Klassenzimmer beeinflussen Das Buch er rtert dar ber hinaus den Einfluss soziokultureller Kontexte auf einen lerner innenorientierten Unterricht der auf den Prinzipien von Vielfalt Interaktion und gegenseitiger Verantwortung beruht      *Amartya Sen's Capability Approach and Social Justice in Education*

Melanie Walker,Elaine Unterhalter,2007-07-09 This compelling book introduces Nobel laureate Amartya Sen s capability approach and explores its significance for theory policy and practice in education The book looks particularly at questions concerning the education of children gender equality and higher education Contributors hail from the UK USA Australia Italy and Mexico      *Information Communication Technologies and Human Development: Opportunities and Challenges*

Gascø-Hernandez, Mila,Equiza-Lopez, Fran,Acevedo-Ruiz, Manuel,2006-11-30 Emphasizes the need to consider the geographic historic and cultural context of an information communication technology ICT for development initiative This work includes several real examples that show some of the key success factors that have to be taken into consideration when using ICTs for development It is a tool for practitioners      **Information Communication Technologies: Concepts, Methodologies, Tools, and Applications**

Van Slyke, Craig,2008-04-30 The rapid development of information communication technologies ICTs is having a profound impact across numerous aspects of social economic and cultural activity worldwide and keeping pace with the associated effects implications opportunities and pitfalls has been challenging to researchers in diverse realms ranging from education to competitive intelligence      *Gender Education and Equality in a Global Context*

Shailaja Fennell,2007-09-12 Focusing on gender equality by exploring the interrelations between gender education and poverty this work demonstrates a range of methodological frameworks for analysing gender and education with a development context      *Global Migration and Education* Leah Adams,Anna Kirova,2007 Global Migration and Education makes a notable contribution to understanding the issues faced by immigrant children their parents and educators as they interact in school settings and to identifying the common challenges to and successes in educational institutions worldwide as they cope with these issues Global in scope there are chapters from 14 countries It will help educators and others involved in these complex processes to see beyond the notion of problems created and experienced by recently arrived young children Rather this volume provides many concrete suggestions deriving from the success stories and voices of

teachers parents and students It also offers evidence that diversity can be a condition for learning that when understood embraced and supported leads to rich learning opportunities for all involved that would not exist without diversity All of the authors offer recommendations about educational policy and practices to address and ultimately improve the education of all children including immigrant children The book is organized around five themes Multiple Global Issues for Immigrant Children and the Schools They Attend They Are Here Newcomers in the Schools Views and Voices of Immigrant Children Far from Home With Fluctuating Hopes and Searching for New Ways to Belong Intended for researchers students school professionals and educational policymakers and analysts around the world in the fields of multicultural education child psychology comparative and international education educational foundations educational policy and cross cultural studies this book is highly relevant as a text for courses in these areas

Routledge Handbook of International Education and Development Simon McGrath, Qing Gu, 2015-07-24 This timely Handbook takes stock of the range of debates that characterise the field of international education and development and suggests key aspects of a research agenda for the next period It is deliberately divergent in its approach recognising the major ideological and epistemological divides that characterise a field that draws on many traditions Leading and emergent voices from different paradigms and contexts are afforded a space to be heard and each section puts current debates in larger historical contexts The Handbook is divided in four parts and book ended by an introduction and a conclusion the latter oriented towards the implications that the volume has for future research agendas The first part explores major strands of debates about education s place in development theory The second acknowledges the disciplining of the field by the education for all movement and examines the place that learning and teaching and schools play in development Part three looks beyond schools to consider early years adult and vocational education but focuses particularly on the return to thinking about higher education s role in development The final part considers the changing but still important role that international cooperation plays in shaping education in developing countries Featuring over thirty chapters written by leading international and interdisciplinary scholars the Routledge Handbook of International Education and Development offers the first comprehensive and forward looking resource for students and scholars

**Human Rights in Language and STEM Education** Zehlia Babaci-Wilhite, 2016-03-22 This volume explores the challenges of teaching and learning Science Technology Engineering and Mathematics STEM subjects in local languages and local contexts in a range of countries around the world Many countries around the world including African countries have been largely excluded from the transformation that is going on in STEM pedagogy in the USA where the emphasis is on the importance of language choice and the development of English Language Learner ELL STEM subjects in many parts of the world have been taught in a global language mainly English rather than using a local language and local curriculum This creates pedagogical challenges to the teaching of STEM The contributions to this book review evidence and arguments for the teaching of STEM subjects in local languages and several chapters make this case that this should be

considered a human right both in national educational programs and in development aid Working across disciplines and domains has the potential to lead to new understanding and the removal of barriers to progress with the ultimate goal of creating solutions to persistent problems in education Cross disciplinary work in science language and literacy has shown much promise and demonstrated the importance of developing language along with disciplinary knowledge This volume provides a deep dive into this topic with articles by several scholars in the field of language in STEM Jaqueline Barber Director of the Learning Design Group at the Lawrence Hall of Science University of California Berkeley USA In an increasingly technological world STEM Education has become a priority on national agendas and in educational institutions Meaningful access to STEM education can enable or hinder young people from gaining entry into the world of work It is against this backdrop that the edited collection Human Rights and Language in STEM Education needs to be welcomed The various chapters tackle the big questions of access and many others This edited collection is required reading for all those working in STEM and for policy makers who tend to see language and STEM as binaries rather than as interdependent Zubeida Desai Professor and Dean of Education University of the Western Cape South Africa This volume by researchers from 10 countries provides a thought and action provoking multidimensional analysis of issues on the dignity of the use of STEM subjects in local education in the perspective of human rights This book is especially recommended to researchers and education policy makers in such areas as STEM Educational Theory and Praxis Human Rights Future sustainable Development Science and Technology Literacy May it inspire similar volumes in today s politically ebullient world Francisco Gomes de Matos Professor Emeritus of Linguistics human linguistic rights scholar Federal University of Pernambuco Recife Brazil

**Quality and Qualities: Tensions in Education Reforms** Clementina Acedo, Don Adams, Simona Popa, 2012-09-07

Quality and Qualities Tensions in Education Reforms is a provocative call for understanding and further exploring the elusive concept of quality in education Although education quality has acquired high priority in the past few decades the multiplicity of conceptualizations of quality also reflects the concerns and foci of multiple stakeholders Coming to an understanding of quality education involves careful analysis of the context from which any particular reform or program emerges and of the continuing struggle to define and achieve it Two main questions persist who benefits from particular policies focused on quality And what are the potential tradeoffs between a focus on quality equitable distribution of education and inclusion of various traditional expectations This book explores notions of quality as understood within various systems of national formal and nonformal education Also it considers the tensions that arise with the introduction of new standardized notions of quality in relation to international measures and educational reforms in developing countries In all cases specific national issues and concerns compete with global agendas Challenges to quality that are given particular attention in the book chapters include changing definitions of quality high expectations for education and issues with implementation and the introduction of English as a means to achieve quality in a globalizing world Special attention is also given to possible actions that support a



more equitable education without ignoring the requisite of quality The final chapter suggests three models choices for seeking higher quality and guiding the educational future of nations      **Education Quality and Social Justice in the Global South** Leon Tikly,Angeline M. Barrett,2013-06-07 Drawing on state of the art evidence about implementing education quality in low income countries this book opens up the black box of the classroom and explores how practices of teaching and learning impact on different groups of learners in the global South      Practising Gender Equality in Education Elaine Unterhalter,Sheila Aikman,2007 Contributors discuss some key challenges in achieving gender equality in education give examples of initiatives in a range of contexts and make recommendations for action They suggest that there is a more substantive goal to aim for than gender parity for an equitable education system which allows all individuals to develop their potential

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