

Nobuaki Matsunaga Editor

Innovation in Developing Countries

Lessons from Vietnam and Laos



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Educational Innovation In Developing Countries

Jennifer N. Casey



Educational Innovation In Developing Countries:

Politics of Educational Innovations in Developing Countries Nelly P. Stromquist, Michael L. Basile, 2003-08-29 In the educational arena new ideas often compete as solutions to recurrent problems making the concept of innovations a widespread discursive term While expectations are substantial for each innovation implementation of ideas has shown them to be more modest in practice This book examines innovations in several developing countries presenting case studies of technological curricular and organizational innovations selected for their magnitude in financial investment scope and duration The case studies explore the social and political contexts that shaped the features of these innovations and what they accomplished over time in terms of teacher cost reduction status mobility access to education and national unity The experience of countries such as Brazil Lesotho the Philippines and Namibia and the influence of international agencies such as the World Bank are described and analyzed against theories of social and organizational change The case studies themselves also serve as subjects for reflection on the prevailing positivist approaches to research and knowledge The Politics of Educational Innovations should be of considerable interest to students of educational change within the academic world or in the fields of government and international cooperation *Educational Innovation in Developing Countries* Keith M. Lewin, Janet S. Stuart, 2016-01-01 Because of the insights offered the book under review should be compulsory reading for Ministers of Education and educational planners as well as for students of educational reform They would find it readable informative and disturbing This could well become a classic account of why innovations fail Keith Watson Department of Education Studies and Management University of Reading Educational investment is now back at the top of the development agenda The World Conference on Education for All confirmed the commitment of national governments and donors to provide opportunities for all children to enrol in school and reach minimum levels of achievement This book takes a new look at the problems that confront politicians planners curriculum developers and teachers in implementing educational innovations in developing countries The insights into theory and practice that emerge provide the intellectual yeast for the development of effective innovation strategies for the next decade **Politics of Educational Innovations in Developing Countries** Nelly P. Stromquist, Michael L. Basile, 1999 In the educational arena new ideas often compete as solutions to recurrent problems making the concept of innovations a widespread discursive term While expectations are substantial for each innovation implementation of ideas has shown them to be more modest in practice This book examines innovations in several developing countries presenting case studies of technological curricular and organizational innovations selected for their magnitude in financial investment scope and duration The case studies explore the social and political contexts that shaped the features of these innovations and what they accomplished over time in terms of teacher cost reduction status mobility access to education and national unity The experience of countries such as Brazil Lesotho the Philippines and Namibia and the influence of international agencies such as the World Bank are described and

analyzed against theories of social and organizational change The case studies themselves also serve as subjects for reflection on the prevailing positivist approaches to research and knowledge The Politics of Educational Innovations should be of considerable interest to students of educational change wither in the academic world or in the fields of government and international cooperation

Solving Educational Problems Ronald G. Havelock,A. M. Huberman,International Bureau of Education,1978

Educational Innovation in Developing Countries: the Case for Unified Science in Tanzania Christine John Hongoke,University of Manchester. Faculty of Education,1997

Education and Development James Lynch,1997-01-01 This text approaches the subject of education and development on the basis that free universal primary education is a human right which should be accorded to all children forthwith This must be provided as a package of benefits encompassing universal primary education basic health care and adequate nutrition The analysis allows for the fact that policies for education are also subject to the influence of broader social philosophies and epistemologies than those solely of the educational system

Educational Innovation for Development ,1980 *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, Innovations, and Agricultural Development D. P. Chaudhri,2022-01-05 First published in 1979 Education Innovations and Agricultural Development investigates the effect of education on agricultural productivity and innovations that took place in the wake of the Green Revolution in North India using a simultaneous equations model The Green Revolution of the 1960s with its twin aims of raising production and improving the quality of input was expected to induce a majority of farming families to respond to policies and programmes devised for bringing about development in agricultural sectors Focusing on the wheat growing areas of Punjab and Haryana where high yielding varieties of seed have been introduced extensively it shows that general education up to secondary level

has a significant impact on the diffusion of technology and agricultural productivity and that higher production in turn increases the demand for education This book deserves to be read by all concerned with development in Asian countries agriculture developmental economics and educationists *Mathematics and Science Education in Developing Countries* Masafumi Nagao, John M. Rogan, Marcelita Coronel Magno, 2007 Educational Curricula Jennifer N. Casey, 2008 In formal education a curriculum plural curricula is the set of courses and their content offered at a school or university As an idea curriculum stems from the Latin word for race course referring to the course of deeds and experiences through which children grow and mature in becoming adults Crucial to the curriculum is the definition of the course objectives that usually are expressed as learning outcomes and normally include the program's assessment strategy These outcomes and assessments are grouped as units or modules and therefore the curriculum comprises a collection of such units each in turn comprising a specialised specific part of the curriculum So a typical curriculum includes communications numeracy information technology and social skills units with specific specialised teaching of each This book presents research on educational curricula from around the world *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 **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 **Development, Education and Learning in Sri Lanka** Angela W. Little, 2024-06-13 Sri Lanka's early achievements in education and literacy became well known among the international development community in the middle of the last century and were often used to benchmark progress elsewhere Development Education and Learning in Sri Lanka presents an illuminating narrative of changing education fortunes and inequalities based on half a century of research This research journey was undertaken in collaboration with Sri Lankan researchers island wide in myriad communities schools classrooms and education offices through conversations with countless parents teachers students community members trade union officers politicians and members of local national and international development agencies as well as through extensive documentary analysis The book delineates the distinctive and changing features of the Sri Lankan education system through comparisons with systems elsewhere through an understanding of national political economic and social conditions crises and upheavals through changes in education policy and through shifting patterns of opportunity among diverse social groups These analyses are framed by themes in the international development discourse ranging from

modernisation to basic needs to globalisation and sustainable development some of which themes have been influenced by the Sri Lankan story The book's overriding messages are the need to understand education and development in a country's own terms and to place learning at the heart of education policy situating it within broader conceptions of the purpose values and means of development Praise for Development Education and Learning in Sri Lanka Through rigorous and comprehensive research and a blend of local and global perspectives this book offers invaluable insights for academics and policymakers alike Tara de Mel Director Bandaranaike Academy for Leadership and Public Policy and former Secretary Sri Lanka Ministry of Education Reflecting on a career long engagement with education and development Angela Little brilliantly co-locates the personal political and the theoretical A privilege to read Simon McGrath University of Glasgow This passionate engagement with education reform and development offers very instructive lessons for academics and policymakers in Sri Lanka and beyond Siri T Hettige University of Colombo Fifty years of personal experience in Sri Lanka from many vantage points A focus on education and society rather than education alone And a concern to understand rather than prescribe This book has no competitors Mick Moore Institute of Development Studies Sussex *Higher Education in the Developing World* David W. Chapman, Ann E. Austin, 2002-04-30 Identifies five critical issues with which higher education institutions in the developing world must grapple as they respond to changing external contexts offers examples of institutional responses to these issues and considers these within a systems perspective which recognizes that each response impacts how institutions handle other critical issues Half of the students enrolled in higher education worldwide live in developing countries Yet in many developing countries government and education leaders express serious concerns about the ability of their colleges and universities to effectively respond to the pressures posed by changing demographics new communication technologies shifts in national political environments and the increasing interconnectedness of national economies This book identifies five critical issues with which higher education institutions in the developing world must grapple as they respond to these changing contexts seeking a new balance in government university relationships coping with autonomy managing expansion while preserving equity raising quality and controlling costs addressing new pressures for accountability and supporting academic staff in new roles These papers offer examples of institutional responses and consider these within a systems perspective that recognizes that each response has a rippling effect impacting institutions responses to other critical issues Only as government and education leaders understand the interwoven nature of the problems now facing colleges and universities and the interconnections among the intended solutions they seek to implement can they offer effective leadership that strengthens the quality and improves the relevance of higher education in their countries **Beyond Basic Care** Roy I. Brown, David Baine, Aldred H. Neufeldt, 1996 *Interdisciplinary Studies on Digital Transformation and Innovation: Business, Education, and Medical Approaches* Radwan, Ahmed Gomaa, Abd-El-Hafiz, Salwa K., Abdel Halim, Islam Tharwat, Liu, Yuhong, Qiu, Meikang, 2024-12-13 Interdisciplinary studies on digital transformation and

innovation reshape approaches to challenges and opportunities across key sectors such as business education and healthcare As technology continues to advance organizations must adapt by integrating digital tools data driven strategies and innovative solutions into their business functions In business digital transformation enables efficient operations enhances customer experiences and drives market competitiveness In education it facilitates personalized learning expands access to resources and fosters collaborative learning environments In healthcare digital innovation is revolutionizing patient care improving diagnostics and enabling remote services By examining these areas through an interdisciplinary lens researchers can develop strategies to leverage the potential of digital technologies for social progress Interdisciplinary Studies on Digital Transformation and Innovation Business Education and Medical Approaches explores the integration of digital technology in business education and medical sectors It examines practical methods in technology innovation to improve organizational processes This book covers topics such as gamification medical technology and sustainable development and is a useful resource for educators medical professionals business owners computer engineers data scientists academicians and researchers

Innovate Higher Education to Enhance Graduate Employability Hong Bui,Hoa Nguyen,Doug Cole,2019-05-02 The worldwide marketization of higher education has resulted in a growing pressure on universities accountability particularly in terms of more tangible learning outcomes directly related to paying higher tuition fees Covering globally diverse perspectives Innovate Higher Education to Enhance Graduate Employability uses a range of international case studies to help practitioners and researchers review reflect on and refresh their ability to bridge the gap between university and industry A timely response to the need to improve the quality of higher education in order to build work readiness in students this book Adds a critical global dimension to this topical area in higher education as well as society s concerns Provides a number of practice based case studies on how universities can transform their programmes to enhance graduate employability Acts as a source of practical suggestions for how to improve students sufficient employability including their skills knowledge and attitudes Provides insights from theory practices and policy perspectives A crucial read for anyone looking to engage with the global issue of graduate employability Innovate Higher Education to Enhance Graduate Employability covers both theoretical frameworks and practical models through an exploration of how universities around the world are using innovative techniques to enhance employability *Education, Innovation and Economic Society Development* Norbert Grünwald,2015-06-03 The ICEBE conference held in Shijiazhuang is the seventh in a series of annual conferences on engineering and business education and ICIE is the 5th international conference that runs every two years on innovation and entrepreneurship It is the fourth joint conference organised by the Robert Schmidt Institute University Wismar hosted by Shijiazhuang University of Economics and co organized by La Consolacion College Manila The theme of the conference is Education Innovation and Economic Society Development which describes the emphasis that is laid on always combining education with the need of the society not only to consider one in isolation from the others Therefore the

primary target of the conference is to provide the delegates with cross disciplinary interests related to the subjects above in engineering and business education Resources in Education ,1991

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