

The Sacmeq Iii Project In Botswana

By most accounts, rural Malawi has lacked dynamism in the past decade. Growth has been mostly volatile, in large part due to unstable macroeconomic fundamentals evidenced by high inflation, fiscal deficits, and interest rates. When rapid economic growth has materialized, the gains have not always reached the poorest. Poverty remains high and the rural poor face significant challenges in consistently securing enough food. Several factors contribute to stubbornly high rural poverty. They include a low-productivity and non-diversified agriculture, macroeconomic and recurrent climatic shocks, limited non-farm opportunities and low returns to such activities, especially for the poor, and poor performance from some of the prominent safety net programs. The Report proposes complementary policy actions that offer a possible path for a more dynamic and prosperous rural economy. The key pillars of this comprise macroeconomic stability, increased productivity in agriculture, faster urbanization, better functioning safety nets, and more inclusive financial markets. Some recommendations call for a reorientation of existing programs such as the Malawi Farm Input Subsidy Program (FISP) and the Malawi Social Action Fund Public Works Program (MASAF-PWP). Others identify promising new areas of intervention, such as the introduction of digital IDs and biometric technologies to enhance the reach

of mobile banking and deepen financial inclusion. Finally, and importantly, the report recommends the scaling up of investments on girls' secondary education to curb early child marriage and early child bearing among adolescents. This will empower women at home and work and bend the trajectory of fertility rates in rural areas in order to boost human development and reduce poverty.

This book looks takes a broad glance at language policy implementation in the SADC region. Authors grapple with issues and challenges pertaining to language in education polices in multilingual southern Africa.

"Many young people around the world --- especially the disadvantaged --- are leaving school without the skills they need to thrive in society and find decent jobs. As well as thwarting young people's hopes, these education failures are jeopardizing equitable economic growth and social cohesion, and preventing many countries from reaping the potential benefits of their growing youth populations. The 2012 Education for All Global Monitoring Report examines how skills development programmes can be improved to boost young people's opportunities for decent jobs and better lives."--Publisher's description

The book is based on a detailed corpus-based investigation of the structure of noun phrases (NPs) in Singaporean English and Kenyan English with the aim of detecting, on the one hand, typological effects from substrate languages and, on the other hand,

simplification patterns known to play a role in such varieties.

Global Approaches to Early Learning Research and Practice

Assessing Component Skills and Collecting Contextual Data

Towards a Transformative Agenda for Africa

A Study of the Present Situation and Future Possibilities

Why South African Schoolchildren Underachieve in Reading and Mathematics

The Impact of Foreign Aid Experts on Policy-making in South Africa and Tanzania

Primary Education in Crisis

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 world is not an equal place. There are high- and low-income countries and high- and low-income households. For each group, there are differential educational opportunities, leading to differential educational outcomes and differential labor market opportunities. This pattern often reproduces the privileges and inequalities of groups in a society. This book explores this differentiation in education from a social justice lens. Comparing the United States and South Africa, this book analyzes each country's developmental thinking on education, from human capital

and human rights approaches, in both primary and higher education. The enclosed contributions draw from different disciplines including legal studies, sociology, psychology, computer science and public policy.

The concept of universal education is, however, not well defined and is used to mean many different things to different people. This book contains a five-year research work conducted by a group of African and Japanese researchers who have developed an equal partnership and network to review the expansion of primary education, some policies prompting the free primary education intervention, and the challenges of implementation based on the case study of two districts in four countries, namely, Ghana, Kenya, Malawi, and Uganda.

This is an open access title available under the terms of a CC BY-NC-ND 4.0 International licence. It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations. All over the world, economic inclusion has risen to the top of the development discourse. A well-performing education system is central to achieving inclusive development - but the challenge of improving educational outcomes has proven to be unexpectedly difficult. Access to education has increased, but quality remains low, with weaknesses in governance comprising an important part of the explanation. The Politics and Governance of Basic Education explores the balance between hierarchical and horizontal institutional arrangements for the public provision of basic education. Using the vivid example of South Africa, a country that had

ambitious goals at the outset of its transition from apartheid to democracy, it explores how the interaction of politics and institutions affects educational outcomes. By examining lessons learned from how South Africa failed to achieve many of its goals, it constructs an innovative alternative strategy for making process, combining practical steps to achieve incremental gains to re-orient the system towards learning.

A Tale of Two South African Provinces

Research from South Africa and the United States

Social Justice and Education in the 21st Century

The SACMEQ III Project in South Africa

EFA Global Monitoring Report – 2013–2014 – Teaching and Learning Achieving quality for all

Measuring the education sector response to HIV and AIDS

In a changing world that demands new skills, a vital concern of public education is the gap in academic performance between low- and high-achieving students. There is no excuse for the achievement gaps that persist among poor and minority students in schools today. All students can succeed at high levels, regardless of race, ethnicity and economic background. Several countries have successfully confronted inequities in achievement, demonstrating that any school can close achievement gaps regardless of the community they serve, and that all students can achieve at high levels when they are provided with the right opportunities. This book is about understanding what factors selected countries have applied to promote progress and what factors contribute to progress in the closing of achievement gaps. It is about creating opportunities for all students. Closing the Achievement Gap from an International Perspective: Transforming STEM for

Effective Education is written in response to rising concern for the improvement of quality education – especially in mathematics and science – provided to all students. The contributors take a systematic view of the subject, beginning with a cross-national analysis of teacher qualifications and the achievement gap that spans 50 countries. The content of the book is organized in sections describing education around the globe: North and South America, Europe, Asia, Africa and Australia. Individual chapters offer close-up analysis of efforts to close achievement gaps in the U.S. and Canada, Mexico, England, Turkey, China, South Africa and Australia among many others. The contributors provide information on the achievement gap in mathematics and science, review current research, and present strategies for fostering improvement and raising performance with a focus on school-related variables that adversely affect educational outcomes among poor and minority students. The authors of the various chapters looked at how students' data correlated with classroom practices, teacher instruction and academic programming, as part of their efforts to measure student growth. Qualitative and quantitative data are provided to provide evidence not only of the problem, but also for the solution. The book concludes with a chapter on promoting equality and equity to shrink the achievement gap worldwide.

This book addresses the social and environmental justice challenge to live sustainably and well. It considers the consequences of our social, economic and environmental policy and governance decisions for this generation and the next. The book tests out ways to improve representation, accountability and re-generation. It addresses the need to take into account the ethical implications of policy and governance decisions in the short, medium and long term based on testing out the implications for self, other and the environment. This book recognizes the negative impact that humans have had on

the Earth's ecosystem and recommends a less anthropocentric way of looking at policies and governance. The chapters discuss the geologic impact that people have had on the globe, both positive and negative, and brings awareness to the anthropocentric interventions that have influenced life on Earth during the Holocene era. Based on these observations, the authors discuss original ideas and critical reviews on ways to govern those who interpret the world in terms of human values and experience, and to conduct an egalitarian lifestyle. These ideas address the growing rise in the size of the ecological footprints of some at the expense of the majority, the growth in unsustainable food choices and of displaced people, and the need for a new sense of relationship with nature and other animals, among other issues. The chapters included in *Balancing Individualism and Collectivism: Social and Environmental Justice* encourage readers to challenge the sustainability agenda of the anthropocentric life. Proposed solutions to these unsustainable actions include structuralized interventions and volunteerism through encouragement and education, with a focus on protecting current and future generations of life through new governmental etiquette and human cognizance.

In 1994 South Africa saw the end of apartheid. The new era of political freedom was seen as the foundation for economic prosperity and inclusion. The last two decades have seen mixed results. Economic growth has been volatile. While inequalities in public services have been reduced, income inequality has increased, and poverty has remained stagnant. As the twentieth anniversary of the transition to democracy approaches in 2014, the economic policy debates in South Africa are in full flow. They combine a stocktake of the various programs of the last two decades with a forward looking discussion of strategy in the face of an ever open but volatile global economy. Underlying the discourse are basic and often

unresolved differences on an appropriate strategy for an economy like South Africa, with a strong natural resource base but with deeply entrenched inherited inequalities, especially across race. This volume contributes to the policy and analytical debate by pulling together perspectives on a range of issues: micro, macro, sectoral, country wide and global, from leading economists working on South Africa. Other than the requirement that it be analytical and not polemical, the contributors were given freedom to put forward their particular perspective on their topic. The economists invited are from within South Africa and from outside; from academia and the policy world; from international and national level economic policy agencies. The contributors include recognized world leaders in South African economic analysis, as well as the very best of the younger crop of economists who are working on the study of South Africa, the next generation of leaders in thought and policy.

Education in Southern Africa is a comprehensive critical reference guide to education in the region. With chapters written by an international team of leading regional education experts, the book explores the education systems of each country in the region. With chapters covering Botswana, Lesotho, Madagascar, Mozambique, Namibia, South Africa, Swaziland and Zimbabwe, the book critically examines the development of education provision in each country as well as local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this handbook will be an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

New Directions for Child and Adolescent Development,
Number 158

Lessons from the South on What Works in Equity and Inclusion
A Study of the Conditions of Schooling and the Quality of

Education : Zanzibar Working Report

A Study of the Conditions of Schooling and the Quality of

Education : Namibia Working Report

Africa and the Millennium Development Goals

Transforming STEM for Effective Education

Closing the Achievement Gap from an International

Perspective

This book introduces and explores the nature of large scale reform, and offers a fresh insight into the importance of social capital and professional development leadership for teachers and school management. It synthesizes research on the role of the professional development leader and the importance of social capital in schools, and examines its potential to impact large scale, system-wide, reform projects. The text presents a range of international examples and theories from renowned researchers and educationists, which illustrate the challenge of raising the prominence of education social capital in schools. Considering crucial research that informs effective adult learning interventions, underlying themes supporting constructivist and transformative interventions are identified and woven into the narrative. Factors and variables needed to encourage and implement initiatives are examined, and each section is accompanied by case studies from around the world. The book is split into five sections and twelve parts which include: -The Lesson of Large Scale Reform for Leadership Development -Assessment of Wide Scale Educational Reform Initiatives -Developing Social Capital through National Education Reform -System

Improvement through Professional Learning Communities Large Scale School Reform and Social Capital Building will be of interest to policy makers and system reform leaders, along with researchers and postgraduate students with a focus on continuous professional development, educational reform and school leadership.

With the rise of the 'knowledge for development' paradigm, expert advice has become a prime instrument of foreign aid. At the same time, it has been object of repeated criticism: the chronic failure of 'technical assistance' - a notion under which advice is commonly subsumed - has been documented in a host of studies. Nonetheless, international organisations continue to send advisors, promising to increase the 'effectiveness' of expert support if their technocratic recommendations are taken up. This book reveals fundamental problems of expert advice in the context of aid that concern issues of power and legitimacy rather than merely flaws of implementation. Based on empirical evidence from South Africa and Tanzania, the authors show that aid-related advisory processes are inevitably obstructed by colliding interests, political pressures and hierarchical relations that impede knowledge transfer and mutual learning. As a result, recipient governments find themselves caught in a perpetual cycle of dependency, continuously advised by experts who convey the shifting paradigms and agendas of their respective donor governments. For young democracies, the persistent presence of external actors is hazardous: ultimately, it poses a threat to the

legitimacy of their governments if their policy-making becomes more responsive to foreign demands than to the preferences and needs of their citizens.

The international attempt to expand schooling despite dealing with an insufficient number of trained teachers has placed significant pressure on teacher education. Continued effort to change all aspects of teacher education, including ways of learning, methods of practice, institution interaction and assessment of teaching ability, in order to fulfil the desire to offer inclusive and equitable teaching for all, is a serious consideration. In response to this increased attention on cross-national campaigns, *Leading Change in Teacher Education* features discussions covering what has been done, how and why the change has happened, the journey itself and the challenges encountered along the way, alongside contributions from international academics who share their reflections and suggestions for a way forward, despite a global shortage of teachers. Strategies surrounding the design and delivery of education now centre on improving how teachers are prepared, supported and evaluated. *Leading Change in Teacher Education* captures the stories of international change leaders by: Providing details of both the successes and challenges faced Presenting innovative practices in teacher education from around the world Describing the strategies put in place to ensure that teacher education is developing The topics discussed are relevant for educators, policymakers and international organizations involved in the design and

implementation of programmes in teacher education. *Leading Change in Teacher Education* is also an invaluable resource for those looking to increase the changes occurring within teacher education.

This book explores the complexities of curriculum studies by taking into account African perspectives of curriculum theory, curriculum theorising and the theoriser. It provides alternative pathways to the curriculum discourse in Africa by breaking traditions and experimenting on alternative approaches.

The African Theorising Perspective

The SACMEQ II Project in Lesotho

The SACMEQ III Project in Lesotho

Leading Change in Teacher Education

Politics and Governance of Basic Education

Curriculum Theory, Curriculum Theorising, and the Theoriser

Social and Environmental Justice

'The Education System in Malawi', an Education Country Status Report (CSR), is a detailed analysis of the current status of the education sector in Malawi, the results of which have been validated by the government of Malawi. Its main purpose is to enable decision makers to orient national policy on the basis of factual diagnosis of the overall education sector and to provide relevant analytical information for the dialogue between the government and development partners. The analysis incorporates data and information from multiple sources, such as school administrative surveys by the Ministry of Education, household surveys, and a tracer survey created especially for this study. The CSR, developed by a multi-ministerial national team supported by UNESCO P le de Dakar, the World Bank, and GTZ specialists, updates the previous one drawn up in 2003 and consists of eight

chapters, including a chapter on higher education. The analysis provides key monitoring and evaluation inputs for the overall education sector, particularly under the framework of the implementation of the National Education Sector Plan.

"Equality in Education: Fairness and Inclusion is a scholarly call to action. As the book reminds us, governments come and go and do so they busy themselves with policy to mark their patch. Inequality and exclusion remain stubborn foes that are proving to be somewhat impervious to glossy policy pronouncements. The change that Hugo Claus calls for requires careful analysis and bold actions. The editors have assembled a collection of insightful essays that assist in that project. Professor Roger Slee, Victoria University of Melbourne, Australia This book attempts to consider the notion of fairness and inclusion in the context of education from different national perspectives, which is a laudable undertaking. The Editors have managed to put together a diverse, informative, and interesting account of equality and fairness that transcends international borders. The Editors are to be commended on their remarkable achievement in bringing together so many authors to discuss such an important subject, yet producing a cohesive collection of chapters that elucidate the diverse nature of equitable education. Professor Divya Jindal Snape, University of Dundee, UK"

Consists of information about the work of Unesco, both general and in Botswana, and about the historical, economic, social, cultural, and tourism potential of Botswana.

This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling: from financing and policy reform to in-depth discussions of literacy, numeracy, teacher development and curriculum change. The book moves beyond a historical analysis and provides an insightful view of the questions South African scholars are now grappling with: Are there different and preferential equilibria we have not thought of or explored, and if so what are they? In practical terms

how does one get to a more equitable distribution of teachers, resources and learning outcomes? While decidedly local, these questions resonate throughout the developing world. South Africa today is the most unequal country in the world. The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth. This is the largest 90-10 gap in the world, and that is reflected in the schooling system. Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard-work and determination, but instead by the colour of their skin, the province of their birth, and the wealth of their parents. Looking back on almost three decades of democracy in South Africa, it is this stubbornness of inequality and its patterns of persistence that demands explanation, justification and analysis. "This is a landmark book on basic education in South Africa, an essential volume for those interested in learning outcomes and inequality in South Africa. The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race, class, and place. The book brings together the wealth of decades of research output from quality researchers to explore what has improved, what has not, and why." Prof Lant Pritchett, Harvard University "There is much wisdom in this collection from many of the best education analysts in South Africa. No surprise that they conclude that without a large and sustained expansion in well-trained teachers, early childhood education, and adequate school resources, South Africa will continue to sacrifice its people's future to maintaining the privileges of the few." Prof Martin Carnoy, Stanford University "Altogether, one can derive from this very valuable volume, if not an exact blueprint for the future, then certainly at least a crucial and evidence-based itinerary for the next few steps." Dr Luis Crouch, RTI

Ensuring All Children Learn

Simplicity and Typological Effects in the Emergence of New

Englishes

The Oxford Companion to the Economics of South Africa
A Study of the Conditions of Schooling and the Quality of Education
: Lesotho Working Report

A Human Opportunity Report for Sub-Saharan Africa
International Handbook of Mathematical Learning Difficulties

The Cases of Ghana, Kenya, Malawi and Uganda

With the adoption of the United Nations Sustainable Development Goals (SDGs) and the Paris Agreement, the purpose of development is being redefined in both social and environmental terms. Despite pushback from conservative forces, change is accelerating in many sectors. To drive this transformation in ways that bring about social, environmental and economic justice at a local, national, regional and global levels, new knowledge and strong cross-regional networks capable of foregrounding different realities, needs and agendas will be essential. In fact, the power of knowledge matters today in ways that humanity has probably never experienced before, placing an emphasis on the roles of research, academics and universities. In this collection, an international diverse collection of scholars from the southern African and Nordic regions critically review the SDGs in relation to their own areas of expertise, while placing the process of knowledge production in the spotlight. In Part I, the contributors provide a sober assessment of the obstacles that neo-liberal hegemony presents to substantive transformation. In Part Two, lessons learned from North – South research collaborations and academic exchanges are assessed in terms of their potential to offer real alternatives. In Part III, a set of case studies

supply clear and nuanced analyses of the scale of the challenges faced in ensuring that no one is left behind. This accessible and absorbing collection will be of interest to anyone interested in North – South research networks and in the contemporary debates on the role of knowledge production. The Southern African – Nordic Centre (SANORD) is a network of higher education institutions that stretches across Denmark, Finland, Iceland, Norway, Sweden, Botswana, Namibia, Malawi, South Africa, Zambia and Zimbabwe. Universities in the southern African and Nordic regions that are not yet members are encouraged to join.

The 2013/2014 Education for All Global Monitoring Report shows that a lack of attention to education quality and a failure to reach the marginalized have contributed to a learning crisis that needs urgent attention. Worldwide, 250 million children many of them from disadvantaged backgrounds are not learning the basics. Teaching and Learning: Achieving Quality for All describes how policy-makers can support and sustain a quality education system for all children, regardless of background, by providing the best teachers. The Report also documents global progress in achieving Education for All goals and provides lessons for setting a new education agenda post-2015. In addition, the Report identifies that insufficient financing is hindering advances in education.

In the past decade, the national preoccupation has been on the crisis in secondary schools. Lurking behind the intractable problem of low pass rates, the dysfunctional

schools and the small number of higher grade mathematics and science graduates is the calamity in primary education. Drawing on the work of researchers in a range of fields including psychology, sociology, anthropology, linguistics, economics, the health sciences, and mathematics education, this book documents the depth and scope of the primary education crisis and provides a comprehensive and rigorous explanation of its causes. Primary education in crisis pulls together the wealth of research on health, poverty, resources, language and teaching as factors in academic achievement in reading, writing and mathematics. At the centre of the book is an analysis of the published studies that systematically document what teachers teach and fail to teach, and why it is that teaching is at the heart of the crisis in primary education. The author suggests that there are no quick fixes, but only hard choices and that, for reform to succeed, it must be evidence-based.

This volume provides a broad-based account of strategies used by southern nations to overcome the challenges of Education for All. Through local cases in context, the authors delve into the nitty-gritty of classroom dynamics including instructional strategies, teaching resources, age, gender, and the socio-economic context of going to school.

IIEP Newsletter

Implementation of Large-Scale Education Assessments
Education for Sustainable Development in the Postcolonial
World

The Impact of International Achievement Studies on
National Education Policymaking

Equality in Education: Fairness and Inclusion
handbook: supporting country-level data collection for core
indicators

Knowledge for Justice

Progress in literacy and learning, especially through universal primary education, has done more to advance human conditions than perhaps any other policy. Our generation has the possibility of becoming the first generation ever to offer all children access to good quality basic education. But it will only happen if we have the political commitment -- at the country as well as at the international level -- to give priority to achieve this first in human history. And it will only happen if also those who cannot afford to pay school fees can benefit from a complete cycle of good quality primary education. Investment in good quality fee-free primary education should be a cornerstone in any government's poverty reduction strategy. 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. Emphasizes methods for implementing international studies of student achievement and obtaining highquality 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.

The health, development, and learning of many young children living in disadvantage areas are at serious risk. Access to education has improved under the United Nations Millennium Development Goals, and there are now programs in low- and middle-income countries that are aimed at improving instruction and learning. The research and evaluation on the effectiveness of such programs show there are significant challenges, but also some successes. This issue features presentations of leading international scientists, representatives from key governmental and non-governmental organizations, and others working with programs in the developing world and disadvantaged populations. The presentations describe the goals, existing challenges, and potential approaches to providing evidence-based programs to young children in rural, remote, and poverty stricken areas. Topics covered include: the state of early childhood in low and middle income nations, programs that have shown some success, and innovative research approaches that have been often considered unfeasible in these contexts. This is the 158th volume in this Jossey-Bass series New Directions for Child and Adolescent Development. Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area. Each volume focuses on a specific new direction or research topic and is edited by experts from that field.

This comprehensive volume provides teachers,

researchers and education professionals with cutting edge knowledge developed in the last decades by the educational, behavioural and neurosciences, integrating cognitive, developmental and socioeconomic approaches to deal with the problems children face in learning mathematics. The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of intense research in the last few decades, but the most part of this research has been conducted in non-applied settings and there's still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings. Now it's time to bring the results from the laboratory to the classroom. Apart from bringing the theoretical discussions to educational settings, the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments. It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues. And it does so from an international perspective, dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world. All of this makes the International Handbook of Mathematical Learning Difficulties an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the

global knowledge society.

Balancing Individualism and Collectivism

Pathways to Prosperity in Rural Malawi

Primer on Large-Scale Assessments of Educational Achievement

Education in Southern Africa

A Study of the Conditions of Schooling and the Quality of Education : South Africa : Country Report

The Noun Phrase in Singaporean and Kenyan English

The Delusion of Knowledge Transfer

This unique work by the Centre for Conflict Resolution (CCR), Cape Town, South Africa, tracks the progress Africa has made in achieving the United Nations' Millennium Development Goals (MDGs) since 2000. The chapters are organized around the larger themes of political economy, structural issues, sustainable goals, and human development goals. Together they provide a unique assessment from experts on the ground of whether the goals were a success and what remains to be done to achieve sustainable economic and human development in Africa.

To improve their education systems, countries around the world have increasingly initiated national largescale assessment programs or participated in international or regional large-scale assessment studies for the first time. Well-constructed large-scale assessments can provide credible information

on student achievement levels, which, in turn, can promote better resource allocation to schools, stronger education service delivery, and improved learning outcomes. The World Bank developed this Primer on Large-Scale Assessments of Educational Achievement as a firststop resource for those wanting to understand how to design, administer, analyze, and use the results from these assessments of student achievement. The book addresses frequently asked questions from people working on large-scale assessment projects and those interested in making informed decisions about them. Each chapter introduces a stage in the assessment process and offers advice, guidelines, and country examples. This book also reports on emerging trends in large-scale assessment and provides updated information on regional and international large-scale assessment programs. DIRK HASTEDT, Executive Director of the International Association for the Evaluation of Educational Achievement (IEA) □A special feature of the publication is that it not only gives an overview of technical specifications, but also includes examples from around the world on how countries are conducting large-scale assessments, what they found, and how the results were used. With this perspective, the Primer on Large-Scale Assessments of Educational Achievement is an excellent and easy-to-read publication to get a

comprehensive overview of large-scale assessments and how and why they are conducted.

SILVIA MONTOYA, Director of UNESCO Institute for Statistics (UNESCO UIS) **¶**If you are responsible for learning assessment in a country and are searching for a comprehensive, yet readable, guide on large-scale assessment, this is your book. Extremely well structured and written, this primer is easy to follow, and makes points clearly and concisely. It is an excellent resource that explores the steps for a good large-scale assessment with examples from all international large-scale assessment programs.

ANDREAS SCHLEICHER, Director for the Directorate of Education and Skills and Special Advisor on Education Policy to the Organization for Economic Cooperation and Development's (OECD) Secretary- General **¶**Many countries have joined international educational assessments to benchmark quality, equity, and efficiency in their education systems. But what does it take to design and implement those efforts well and to draw value from this to help students learn better, teachers teach better, and schools to work more effectively? This Primer on Large-Scale Assessments of Educational Achievement helps policy makers and their technical teams to find answers to these questions.

ANDREI VOLKOV, Director of the Institute for Public Strategy, Moscow School of Management SKOLKOVO **¶**In 2008, when the Russia Education Aid for

Development (READ) Program was launched, we determined its main goal as the improvement of the quality of basic education. Today, the READ Program keeps setting trends as the largest Russian initiative promoting educational assessment.

Approaches developed within the READ Program, from building institutional and expert capacity to influencing educational reforms, have proven their efficacy in many countries. The Primer on Large-Scale Assessments of Educational Achievement brings together in a practical format the best experience and case studies in conducting assessments under the READ Program. An especially important feature of the book is an integrated capacity building component, which makes it a practical tutorial ready for use in different cultural contexts. Through this book, we hope that our collective experience gathered during READ will be widely shared, bringing us closer to achievement of the Sustainable Development Goal on education.

The OECD has initiated PISA for Development (PISA-D) in response to the rising need of developing countries to collect data about their education systems and the capacity of their student bodies.

Early access to education, health services, safe water, and nutritious food improve the chances of a fruitful life. This book highlights the significant

progress Sub-Saharan African countries have made in the past decades and the challenges that remain in ending extreme poverty and laying the foundations for shared prosperity.

The SACMEQ II Project in Zanzibar

Youth and Skills

The Education System in Malawi

Do African Children Have an Equal Chance?

Putting Education to Work

Lessons from Countries and Education Leaders around the Globe

Information Magazine

Education for Sustainable Development

(ESD) lies at the heart of global, regional and national policy agendas, with the goal of achieving socially and environmentally just development through the provision of inclusive, equitable quality education for all.

Realising this potential on the African continent, however, calls for radical transformation of policy and practice.

Developing a transformative agenda requires taking account of the 'learning crisis' in schools, the inequitable access to a good quality education, the historical role of education and training in supporting unsustainable development, and the

enormous challenges involved in complex system change. In the African continent, sustainable development entails eradicating poverty and inequality, supporting economically sustainable livelihoods within planetary boundaries, and averting environmental catastrophe, as well as dealing with health pandemics and security threats. In addressing these challenges, the book: explores the meaning of ESD for Africa in the context of the 'postcolonial condition' critically discusses the Sustainable Development Goals (SDGs) as well as regional development agendas draws on a wealth of research evidence and examples from across the continent engages with contemporary debates about the skills, competencies and capabilities required for sustainable development, including decolonising the curriculum and transforming teaching and learning relationships sets out a transformative agenda for policy-makers, practitioners, NGOs, social movements and other stakeholders based on principles of social and environmental justice. Education for

Sustainable Development in the Postcolonial World is an essential read for anyone with an interest in education and socially and environmentally just development in Africa.

The SACMEQ III Project in Lesotho
A Study of the Conditions of Schooling and the Quality of Education
The SACMEQ III Project in South Africa
A Study of the Conditions of Schooling and the Quality of Education : South Africa : Country Report
The SACMEQ II Project in Zanzibar
A Study of the Conditions of Schooling and the Quality of Education : Zanzibar Working Report
Leading Change in Teacher Education
Lessons from Countries and Education Leaders around the Globe
Routledge
South African Schooling: The Enigma of Inequality
A Study of the Conditions of Schooling and the Quality of Education
Critical Perspectives from Southern African-Nordic Research Partnerships
PISA A Review of International Large-Scale Assessments in Education
Assessing Component Skills and Collecting Contextual Data

Large Scale School Reform and Social
Capital Building
Progress, Problems, and Prospects
The SACMEQ II Project in Namibia