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Qualitative Education And Development Codesria Series

**Celestine Oyom Bassey, Oshita O.
Oshita**



Qualitative Education And Development Codesria Series:

Handbook of Research on Social, Cultural, and Educational Considerations of Indigenous Knowledge in Developing Countries Ngulube, Patrick, 2016-09-29 Knowledge systems are an essential aspect to the preservation of a community's culture. In developing countries, this community-based knowledge has significant influence on such things as decision making and problem solving. The *Handbook of Research on Social Cultural and Educational Considerations of Indigenous Knowledge in Developing Countries* is an authoritative reference source for the latest scholarly research on the importance of knowledge and value systems at the community level and ways indigenous people utilize this information. Highlighting impacts on culture and education in developing nations, this book is ideally designed for researchers, academicians, policy makers, students, and professionals interested in contemporary debates on indigenous knowledge systems. [Fourth International Handbook of Globalisation, Education and Policy Research](#) Joseph Zajda, 2024-12-04 This handbook provides a global synthesis of on-going research in education and policy change during the last decade. It examines discourses of globalisation from the perspectives of the global North and global South. Major theories of globalisation and education policy reforms employed in the handbook are classified into two broad categories: structuralist and post-structuralist. The handbook, while examining the impact of global trends in different societies, cultures, and educational settings, attempts to synthesise different meta-theories of globalisation and their impact on societies and educational systems. It discusses the continued interaction of global, national, and local forces and influences, especially the importance of standards and quality-driven education reforms, the need to overcome inequality of access to quality schools, and aims at providing quality education for all students. In addition, the impact of neo-liberal ideology on education is examined in terms of its impact on ongoing standards-driven education reforms globally. The handbook analyses neo-liberalism in education and its focus on increasing global competitiveness, accountability, efficiency, quality standards, driven policy reforms, and educational stratification. The impact of globalisation on education policy and reforms is a strategically significant issue for us all. The unifying conceptual framework used in the handbook to critique the strategic significance of globalisation is grounded in discourse CDA and critical theory. The work offers the latest findings concerning major issues in education and policy directions such as global social and economic inequality, neo-liberal standard-driven education and policy reforms, performing schools in the performing culture, education for human rights and social justice, new perspectives on education for sustainability, dominant and effective models of values education in schools, and the ubiquitous impact of ICTs on education systems. [English as a Language of Teaching and Learning for Community Secondary Schools in Tanzania](#) Elia Shabani Mlilo, Mikael Mwashilindi, 2017-08-07 This book examines the challenges posed by English as a foreign language as a language of teaching and learning for community secondary schools in Tanzania in terms of academic performance. The book probes the necessity for having two languages of instruction in the Tanzanian educational system. While Kiswahili, the native language, is predominantly understood by the

majority of people the discussion in this book indicates that most students in community secondary schools in Tanzania are incompetent in understanding writing listening reading and speaking English a language they use in learning and doing their examinations especially in the early stages of their secondary studies The incompetence in the above mentioned skills is mostly caused by their inability to cope with the abrupt transition in the languages of instruction from their pre primary and primary school study Kiswahili to secondary school study English Moreover most teachers are unable to use the English language as a means to impart knowledge or facilitate learning to their students leading them to code switching and code mixing This book poses a challenge to countries whose students pass through a transition from one language of instruction to another in their educational systems helping them to make appropriate decisions in regard to the appropriate language of teaching and learning

Research Anthology on Preparing School Administrators to Lead Quality Education Programs Management Association, Information Resources, 2020-07-24 The delivery of quality education to students relies heavily on the actions of an institution s administrative staff Effective leadership strategies allow for the continued progress of modern educational initiatives It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times and promote the accomplishments of their organization Research Anthology on Preparing School Administrators to Lead Quality Education Programs is a vital reference source that offers theoretical and pedagogical research concerning the management of educational systems on both the national and international scale It also explores academic administration as well as administrative effectiveness in achieving organizational goals Highlighting a range of topics such as strategic planning human resources and school culture this multi volume book is ideally designed for educators administrators principals superintendents board members researchers academicians policymakers and students

Revolutionary Struggles and Girls' Education Thera Mjaaland, 2021-07-27 Revolutionary Struggles and Girls Education At the Frontiers of Gender Norms in North Ethiopia argues that at the base of girls poorer performance than boys at secondary school level when puberty has set in is the symbolic violence entailed in sanctioned femaleness Informed by the modesty of Virgin Mary in Orthodox Christian veneration it instructs girls to internalize a holding back which impinges on her self efficacy and ability to be an active learner Neoliberally informed educational policies and plans which have co opted liberal feminism also in Ethiopia do not address hard lived gender norms and the power and domination dynamics entailed when parity between boys and girls in school continues to be the dominant measure for equity Despite women s courageous contribution at a literal frontier during the Tigrayan liberation struggle 1975 91 where they fought on equal terms with men and despite the tendency that girls outnumber boys at secondary level in the present context sanctioned femaleness constitutes a frontier for girls educational success and transition to higher education In fact when teaching learning continues to be based on memorization rather than critical thinking the very transformative potential of education is undermined also in a gendered sense

The Routledge Handbook of Religions and Global Development Emma

Tomalin, 2015-02-11 This Handbook provides a cutting edge survey of the state of research on religions and global development Part one highlights critical debates that have emerged within research on religions and development particularly with respect to theoretical conceptual and methodological considerations from the perspective of development studies and its associated disciplines Parts two to six look at different regional and national development contexts and the place of religion within these These parts integrate and examine the critical debates raised in part one within empirical case studies from a range of religions and regions Different religions are situated within actual locations and case studies thus allowing a detailed and contextual understanding of their relationships to development to emerge Part seven examines the links between some important areas within development policy and practice where religion is now being considered including Faith Based Organisations and Development Public Health Religion and Development Human rights Religion and Development Sustainable Development Climate Change and Religion Global Institutions and Religious Engagement in Development Economic Development and Religion Religion Development and Fragile States Development and Faith Based Education Taking a global approach the Handbook covers Africa Latin America South Asia East and South East Asia and the Middle East It is essential reading for students and researchers in development studies and religious studies and is highly relevant to those working in area studies as well as a range of disciplines from theology anthropology and economics to geography international relations politics and sociology

Revisiting Africa's Flagship Universities Local, National and International Dynamics James Ransom, 2024-10-04 *Revisiting Africa's Flagship Universities National International and Local Dynamics* offers a compelling exploration of Africa's large public higher education institutions The book delves into the evolving roles of these universities examining how they navigate their responsibilities at national international and local levels The book uncovers the tensions between global aspirations national relevance and local realities In doing so this insightful work sheds light on the unique challenges and opportunities faced by African flagship universities revealing their potential as forces for local national and international collaboration and development *Revisiting Africa's Flagship Universities* provides rigorous evidence on the relevance of higher education at the local and national level and the interrelation between these and the burgeoning international roles of universities This book makes for important reading for university staff policymakers and anyone interested in the future of higher education in Africa

The Transformation of Global Higher Education, 1945-2015 Paul Tiyaambe Zeleza, 2016-09-01 This book explores some of the major forces and changes in higher education across the world between 1945 and 2015 This includes the explosions of higher education institutions and enrollments a development captured by the notion of massification There were also profound shifts in the financing and economic role of higher education reflected in the processes of privatization of universities and curricula realignments to meet the shifting demands of the economy Moreover the systems of knowledge production organization dissemination and consumption as well as the disciplinary architecture of knowledge underwent significant changes Internationalization

emerged as one of the defining features of higher education which engendered new modes rationales and practices of collaboration competition comparison and commercialization External and internal pressures for accountability and higher education s value proposition intensified which fuelled struggles over access affordability relevance and outcomes that found expression in the quality assurance movement

Quality Assessment and Enhancement in Higher Education in Africa Peter Neema-Abooki,2022-12-16 This book explores quality assessment and enhancement in higher education in Africa to illustrate the need to develop quality practices in measuring effective education and continually search for permanent improvement The book demonstrates that technological and socio economic trends innovations and inventions of the twenty first century demand that additional attention be placed upon education for national regional and international development Since conventions for quality assessment and enhancement need to be defined and systematic structures constructed to develop quality practices the book shows how quality in higher education within Africa has been established and advanced to provide a framework for monitoring auditing and reviewing assessment and enhancement Though the book considers African complexities and diversity it incorporates global trends and utilises an international focus that enables readers to devise appropriate strategies for developing and enhancing quality and standards in higher education in both continental Africa and beyond Illustrating why quality assessment and enhancement should be embraced in all aspects including inputs processes outputs and outcomes in educational settings globally this book will be of interest to policymakers and scholars in the fields of Higher Education Quality and Global Studies African Education African Studies and Management and Administration Leadership and Professional Development Studies

Contemporary Global Perspectives on Cooperative Learning Robyn M. Gillies,Barbara Millis,Neil Davidson,2023-03-29 This volume captures contemporary global developments in cooperative learning CL across varied educational contexts levels and disciplines Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from kindergarten to tertiary education and across different subject domains With chapters from contributors throughout the Global North and South this comprehensive volume offers a wide ranging perspective and addresses a range of cooperative learning pedagogies including relational online and peer learning STAD the Jigsaw model and dialogic talk The chapters draw on novel empirical research and theory to highlight best practices in cooperative learning whilst also considering the challenges limitations and factors which drive or inhibit learner engagement and success Consistent attention is given to the pivotal role of the educator in implementing cooperative learning to maximum benefit to enhance students affective social cognitive and metacognitive learning Thus this book will appeal to scholars and researchers across a variety of subjects and will provide an additional benefit to in service and pre service educators who already practice cooperative learning in their classrooms as well as those who are interested in implementing the model

Education and International Development Tristan McCowan,Elaine Unterhalter,2015-01-29 Honorable Mention 2016 PROSE Award Education Practice Education is fundamental to every aspect

of development and there is widespread support across the world for policies that affirm that all children regardless of their circumstances have a right to quality schooling Yet despite concerted efforts from national governments multilateral organisations and NGOs over many decades we are still far from achieving education for all In addition while education can enhance human development it is also associated with persistent inequalities Education and International Development provides a comprehensive introduction to the field giving an overview of the history influential theories important concepts and areas of achievement and presenting a critical reflection on emerging trends in policy practice and research With chapters that review key challenges and inspiring initiatives in countries around the globe focusing on critical issues such as language conflict and teachers this book serves both as a companion to graduate studies in international education and a concise reference book for practitioners and educators in the field

Political Science in Africa, 2023-12-28 Bringing together African and international scholars this book gives an account of the present state of the discipline of political science in Africa generating insights into its present and future trajectories and assessing the freedom with which it is practiced Tackling subjects including the decolonization of the discipline political scientists as public intellectuals and the teaching of political science this diverse range of perspectives paints a detailed picture of the impact and relevance of the political science discipline on the continent during the struggles for democratization and the influence it continues to exert today

A Global Perspective on Private Higher Education Mahsood Shah, Chenicheri Sid Nair, 2016-03-21 A Global Perspective on Private Higher Education provides a timely review of the significant growth of private higher education in many parts of the world during the last decade The book is concurrent with significant changes in the external operating environment of private higher education including government policy and its impact on the ongoing growth of the sector The title brings together the trends relating to the growth and the decline of private higher education providers also including the key contributing factors of the changes from 17 countries Provides a timely review of the significant growth of private higher education in many parts of the world during the last decade Presents the significant changes in the external operating environment of private higher education Brings together the trends relating to the growth and the decline of private higher education providers

Privatisation and Private Higher Education in Kenya. Implications for Access, Equity and Knowledge Production Ibrahim O. Oanda, Fatuma N. Chege, Daniel M. Wesonga, 2008 This book addresses the implications of this development in Kenya with regard to the responsiveness of private higher education to issues of broadening access equity and the traditional research function of universities

Handbook of Research on Nurturing Industrial Economy for Africa's Development Nafukho, Frederick Muyia, Boniface Makulilo, Alexander, 2021-03-19 A robust manufacturing sector is a necessity and a sufficient condition for any country's human and economic development as it creates employment and alleviates poverty During this Fourth Industrial Revolution era there is an urgent need in Africa to optimally utilize the existing resources to support manufacturing or else risk allowing the continent to fall behind in the industrial economy

Innovative strategies are needed that can unlock Africa's manufacturing potential by exploring key areas that may help Africa mature and launch modernized economies that will benefit the developed world's industrial economy. The Handbook of Research on Nurturing Industrial Economy for Africa's Development examines various innovations necessary for Africa's economic development including drivers of the manufacturing economy such as education, agriculture, human capital, science and technological innovations, language, politics and business environments. The book explores strategies to increase Africa's economic diversity, complexity, productivity and ultimately competitiveness and for the continent to realize its manufacturing industrial potential. Further chapters focus on African countries' industrial economies in the African context and facilitating the fulfillment of the Sustainable Development Goals (SDGs) and the African Union's Agenda 2063. This book is a valuable reference tool for government officials, economists, industrialists, practitioners, stakeholders, researchers, academicians and students interested in the industrial economic development of Africa.

Transforming Higher Education for Community Development, 2025-07-10. This volume explores educational transformation as a tool for community development in northern Uganda with an emphasis on student-centred, hybrid and problem-based learning. It addresses key questions about existing education systems, the need for transformation, desired outcomes and foreseeable challenges. The introductory chapter contextualises the reforms within Uganda's colonial history while subsequent chapters analyse institutional practices, curriculum design, quality of education and innovation in teaching and learning. The book argues for new participatory learning infrastructures, real-world problems and curricular entrepreneurship to enhance graduates' employability and position them as active contributors to community development. The book is the result of a long-term partnership between universities. Contributors are: Rozalba Aciro, Agatha Alidri, Helen Christine Waiswa, Amongin Adebua, Asaf Judith Awacorach, Jerry Bagaya, Peter Kakubeire, Baguma Abola, Benard Ann Bygholm, Helene Balslev Clausen, Lone Dirckinck Holmfeld, Betty Akullu, Ezati Cornelia Thea Seger Jakobsen, Iben Jensen, Annebeth Colic Landsvig, Inger Lassen, Stephen Odama, Denis Ofoyuru, Collins Okello, Charles Nelson Okumu, John Bismarck Okumu, David Ross Olanya, David Onen, Joseph Oonyu, George Ladaah, Openjuru, George Orangi, Palle Rasmussen, Arne Remmen, Frida Skovgaard, S. Rensen, Geoffery Olok, Tabo Wycliffe, Scot Wafula and Hanan Lassen Zakaria.

Happiness Education, Gerald W. Fry, Haelim Chun, 2023-07-31. This edited collection challenges the common preoccupation with knowledge acquisition and academic achievement by comparing the aims and cultural beliefs which drive education in different countries throughout the world. Through case studies from countries in Asia, Latin America, Africa and Europe, the authors present how education can be approached holistically to foster student happiness and well-being. The book illustrates wide-ranging interpretations of what it means to provide a good education and how student-centered, holistic approaches to learning can be effective in promoting creativity, tolerance, student well-being and an appreciation of environmental and societal responsibilities. Based on rigorous mixed-method empirical research, it highlights how the integration of happiness in education can not only enhance academic excellence but can also have a

positive impact on the students overall well being This cutting edge book focuses on the holistic development and well being of students and will be a relevant reading for educators researchers and students in such diverse fields as psychology the sociology and philosophy of education intercultural education education policy and politics leadership management mental health and international and comparative education *Indigenous Knowledges, Development and Education* ,2019-02-11

Indigenous knowledges are the subject of much discussion and debate in many contemporary academic fields This is no less true in the fields of education and development studies two fields with long histories of interaction with indigenous knowledges and peoples Yet despite this similar level of interest and interaction there has yet to emerge a book that draws together the two fields as they interact with and learn from indigenous epistemologies This then is the starting point of this book Drawing together a selection of authors whose work speaks to the interconnection of the three areas of knowledge the chapters examine how these knowledges co exist in a number of specific sites The collection includes a decolonizing critique of the fields and practice of development and education a discussion of indigenous knowledge as a source of learning for the teaching of development studies an examination of the use of local traditional indigenous knowledges in sustainable livelihoods projects a reflection on building collaboration towards the emergence of an indigenous research methodology a thinking through of the linkages between language development and education in an indigenous Canadian community a personalized account of the impact of indigenous knowledges on the formation of a young medical student and a reflection on dialogue between western health practitioners and traditional bonesetters in northern Ghana With each of these contributions the book aims not to define the terrain and thereby limit the rich debate around each of the terms in the book s title but rather to allow for an interplay of ideas Ultimately the book is an attempt to provide varied examples of how different epistemologies can inform each other and contribute to knowledge production that reflects diverse ways of knowing about Indigenous knowledges development and education

Governance and Border Security in Africa Celestine Oyom Bassey,Oshita O. Oshita,2010 The need therefore for effective governance through border security regimes arises from the intractable challenges of conflict management as a core objective of multilateral institutions and non governmental agencies in global governance Thus governance along the Frontier has come to be marked by density and complexity This density and complexity in frontier relations under score the disciplinary concern for border governance Book Jacket *The African Book Publishing Record* ,1999

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