

# Education and International Development

theory, practice and issues



Clive Harber



# Education And International Development Theory Practice And Issues

**Daniel A. Wagner**



## **Education And International Development Theory Practice And Issues:**

**Education and International Development** Clive Harber, 2014-05-05 This book is a comprehensive introductory text for those beginning their studies of the complex yet fascinating area of education and international development. It sets out an overview of the main theories, ideologies and issues of education in developing countries, always with an eye to the contextual and practical realities of life in schools and other educational institutions. The book takes a balanced yet critical approach and examines both positive and negative aspects of the many relationships between education and development. It will be of use to undergraduate, master's and doctoral students as well as to staff in higher education who teach on courses concerned with education and development and those who work in international institutions and non-governmental organisations.

**Education and International Development** Tristan McCowan, Elaine Unterhalter, 2021-08-12 Education and International Development provides an introduction to the debates on education and international development, giving an overview of the history, influential theories, key concepts, areas of achievement and emerging trends in policy and practice. Written by leading academics from Canada, India, Netherlands, South Africa, UK, USA and New Zealand, this second edition has been fully updated in light of recent changes in the field, such as the introduction of the Sustainable Development Goals and the increased focus on environmental sustainability and equality. The book includes three new chapters on private providers, decolonisation and learning outcomes, as well as a range of pedagogical features including key concept boxes, biographies of influential thinkers and practitioners, further reading lists, questions for reflection and debate, and case studies from around the developing world.

**The Palgrave International Handbook of Alternative Education** Helen E. Lees, Nel Noddings, 2016-08-31 This state-of-the-art comprehensive Handbook fully explores the field of alternative education on an international scale. Alternatives to mainstream schooling and education are becoming increasingly recognised as pertinent and urgent for better understanding what really works in successfully educating children and adults today, especially in light of the increased performance-driven and managerially organised economic modelling of education that dominates. For too long we have wondered what exactly education done otherwise might look like, and here we meet individual examples as well as seeing what alternative education is when a collection becomes greater than the sum of parts. The Handbook profiles numerous empirical examples from around the world of education being done in innovative and excitingly democratic and autonomous ways, from Forest Schools and Home Education through to new technologies, neuroscience and the importance of solitude. The book also sets out important theoretical perspectives to inform us why seeing education through an alternative lens is useful, as well as urgently needed. Global in its perspective and definitive in content, this one-stop volume will be an indispensable reference resource for a wide range of academics, students and researchers in the fields of Education, Education Policy, Sociology and Philosophy, as well as educational practitioners.

**The Elgar Companion to Migration and the Sustainable Development Goals** Nicola Piper, Kavita Datta, 2024-04-12 This dynamic Companion explores the

connections and disconnections between migration and sustainable development as articulated by the UN's Agenda 2030 and Sustainable Development Goals (SDGs). Providing a critical appraisal of Agenda 2030, it examines the extent to which the SDGs encompass migration and migrant-related experiences within the context of the pledge to leave no one behind.

**Comparative and International Education** C. C. Wolhuter, 2019-08-26 This book explores the evolution and current state of the scholarly field of comparative and international education over 200 years of development. Experts in the field explore comparative and international education in each of the major world regions. *Routledge Handbook of Development Ethics* Jay Drydyk, Lori Keleher, 2018-07-16 The Routledge Handbook of Development Ethics provides readers with insight into the central questions of development ethics, the main approaches to answering them, and areas for future research. Over the past seventy years, it has been argued and increasingly accepted that worthwhile development cannot be reduced to economic growth. Rather, a number of other goals must be realised: Enhancement of people's well-being, Equitable sharing in benefits of development, Empowerment to participate freely in development, Environmental sustainability, Promotion of human rights, Promotion of cultural freedom consistent with human rights, Responsible conduct including integrity over corruption. Agreement that these are essential goals has also been accompanied by disagreements about how to conceptualize or apply them in different cases or contexts. Using these seven goals as an organizing principle, this handbook presents different approaches to achieving each one, drawing on academic literature, policy documents, and practitioner experience. This international and multi-disciplinary handbook will be of great interest to development policy makers and program workers, students, and scholars in development studies, public policy, international studies, applied ethics, and other related disciplines.

**The International Science and Evidence Based Education (ISEE) Assessment** UNESCO MGIEP, 2022-03-22 The International Science and Evidence Based Education (ISEE) Assessment is an initiative of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) and is its contribution to the Futures of Education process launched by UNESCO Paris in September 2019. In order to contribute to re-envisioning the future of education with a science and evidence-based report, UNESCO MGIEP embarked on the first ever large-scale assessment of knowledge of education. *The Bloomsbury Handbook of Bourdieu and Educational Research* Garth Stahl, Guanglun Michael Mu, Pere

Ayling, Elliot B. Weininger, 2024-02-08 This book is the first international reference work to showcase the diversity of ways of using Bourdieu's sociological toolkit in educational research. Written by scholars based in Australia, Brazil, Canada, China, Indonesia, Hong Kong, the UK, and the USA, the handbook provides a unique and cutting-edge picture of how Bourdieu has been both used and adapted in educational research globally. The book will be useful for those who may only have a cursory knowledge of Bourdieu's tools, as well as those who are already familiar with Bourdieu's work. The chapters cover a wide range of topics, including educational leadership, teacher preparation, space/place, educational policy, literacy education, marginalised students, and student mobility. **Education and Disability in the Global South** Nidhi Singal, Paul

Lynch, Shruti Taneja Johansson, 2018-12-13 *Education and Disability in the Global South* brings together new and established researchers from a variety of disciplines to explore the complexities and dilemmas encountered in providing education to children and young people with disabilities in countries in South Asia and Africa. Applying a range of methodological, theoretical and conceptual frameworks across different levels of education systems from pre school to higher education, the contributors examine not just the barriers but also the opportunities within the educational systems in order to make strong policy recommendations. Together the chapters offer a comprehensive overview of a range of issues including a nuanced appreciation of the tensions between the local and global in relation to key developments in the field, critiquing a globalized notion of inclusive education as well as proposing new methodological advancements in taking the research agenda forward. Empirical insights are captured not just from the perspectives of educators but also through engaging with children and young people with disabilities who are uniquely powerful in providing insights for future developments. *Introduction to Education Studies* Steve Bartlett, Diana Burton, 2020-06-01 In this fully updated fifth edition of this much loved textbook you will be introduced to different ways of looking at education supported by links to classic and contemporary research. Built around the essential themes of psychology, history, policy and sociology that underpin Education Studies courses, key updates include New Applying Critical Evaluation tasks to help develop your analytical skills, Analysis of recent curriculum developments including EY assessment, Ebacc and T levels, Examination of education policy up to and including 2019, Enhanced discussion of educational neuroscience and the science of learning. *Learning as Development* Daniel A. Wagner, 2017-10-04 Learning is the foundation of the human experience. It begins at birth and never stops, a continuous and malleable link across life stages of human development. Disparities in learning access and outcomes around the world have deep consequences for income, social mobility, health and well-being. For international development practitioners faced with today's unprecedented environmental and geopolitical pressures, learning should be viewed as a touchstone and target for those seeking to truly effect global change. This book traces the path of international development work from its pre-colonial origins to the emergence of economics as the dominant discipline in the field and lays out a new agenda for policymakers, researchers and practitioners from early education through adulthood. *Learning as Development* is an attempt to rethink international education in a changing world. *Contextualising Educational Studies in India* Pradeep Kumar Choudhury, Suresh Babu G.S., 2021-06-10 This volume presents an interdisciplinary framework to map out contemporary educational studies in India. Based on conceptual tools, quantitative methods and ethnographic accounts drawn from extensive fieldwork, it addresses emerging discourses on educational policies, their operation in the everyday functioning of institutions and actual practices in teaching and learning. Individual chapters discuss the intersectionality in the current educational system of region, gender, class, caste and minorities. With comparative perspectives and case studies from across states including under-studied rural and urban regions of India, the book explores a wide range of issues affecting the

educational system including socioeconomic and gender inequalities the educational status of tribal settlements in the hinterlands and their respective urban areas the marginalisation of minorities challenges in accessing educational avenues and choices and the model for imparting vocational education and training It navigates complex sites of discrimination and exclusion in the institutional spaces of the educational system and assesses the consequences of market dynamics and ideological undercurrents Presenting first hand information from the field it evaluates educational policies practices and research investigates challenges and failures provides suggestions and fosters critical thinking for a knowledge society The findings in this book will be of interest to researchers scholars and teachers of education economics sociology urban education and the politics of education as well as of public policy governance and development studies It will also be useful to research institutions policymakers educationists social scientists education professionals and governmental and non governmental bodies working on education

**Re-thinking Postcolonial Education in Sub-Saharan Africa in the 21st Century** Edward Shizha, Ngoni Makuvaza, 2017-04-17 What have postcolonial Sub Saharan African countries achieved in their education policies and programmes How far have they contributed to successful attainment of the targeted 2015 Millennium Development Goals MDGs on education What were the constraints and barriers for developing an education system that appeals to the needs of the sub region Re thinking Postcolonial Education in Sub Saharan Africa in the 21st Century Post Millennium Development Goals is an attempt to demonstrate that Sub Saharan Africa has the potential and capability to provide solutions to challenges facing its desire and ability to provide sustainable education to its people To that end the contributors are academics with an African vision attempting to come up with African home grown perspectives to fill the gap created by the lapse of the MDGs as the guiding vision and framework for educational provision in Africa and beyond The book seeks to articulate and address African issues from an informed as well as objective African perspective The book is also intended to provide insights to scholars who are interested in studying and understanding the nature of postcolonial education in the Sub Saharan African region Given the objectives and themes of this book it is intended for academic scholars undergraduate and graduate students human rights scholars curriculum developers college and university academics teachers education policy makers international organisations and local and international non governmental organisations that are interested in African education policies and programmes Rethinking Postcolonial Education in Sub Saharan Africa in the 21st Century provides contemporary reflections from multiple perspectives and re positions the issue of education at the forefront of the debates on African development Lamine Diallo Associate Professor Wilfrid Laurier University Canada The book is a welcome addition to discourses and analyses on education in sub Saharan Africa with reference to a postcolonial critique and the Millennium Development Goals framework on education in Africa Michael Tonderai Kariwo PhD Instructor and Research Fellow University of Alberta Canada

**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

**Early Childhood Studies** Rod Parker-Rees, Caroline Leeson, 2015-07-13 For students of Early Childhood Studies questions are as important as answers What is childhood Is childhood the same in all cultures How do children grow and develop What space do we make for children in our society How do adults approach risk and what does this mean for children Can children's play be planned by adults Early Childhood Studies tackles these questions and more It explores the why how and what of studying and working with young children and their families considering how a range of theories can help us to identify useful questions This is a comprehensive up to date challenging and accessible core text for the Early Childhood Studies course Throughout key theories and research findings are highlighted and explored to help link theory and practice It covers the important themes of child development communication wellbeing observation working with parents inclusive practice leadership and research This fourth edition

has been fully updated throughout and includes new chapters on children and risk inclusive learning environments play and adults concepts of childhood

**The Role of Education in Enabling the Sustainable Development Agenda** Stephanie E.L. Bengtsson,Bilal Barakat,Raya Muttarak,2018-03-05 The Role of Education in Enabling the Sustainable Development Agenda explores the relationship between education and other key sectors of development in the context of the new global Sustainable Development Goals SDG agenda While it is widely understood that there is a positive relationship between education and other dimensions of development and populations around the world show a clear desire for more and better education education remains an under financed and under prioritised sector within development When education does make it onto the agenda investment is usually diverted towards increasing access to formal schooling without focusing on the intrinsic value of education as a tool for development within the international development community more broadly The authors explore these tensions through a review of literature from a range of disciplines providing a clearer picture of the relationship between education and other development sectors The book challenges silo thinking in the SDGs by exploring how achieving the SDG education targets can be expected to support or hinder progress towards other targets and vice versa Drawing on examples from both low and high income countries the book demonstrates how good education functions as an enabling right impacting positively on many other areas The book's scope ranges across education and development studies economics geography sociology and environmental studies and will be of interest to any researchers and students with an interest in education and the SDGs

**Local Research and Glocal Perspectives in English Language Teaching** Rubina Khan,Ahmed Bashir,Bijoy Lal Basu,Md. Elias Uddin,2023-01-01 This book provides an overview of recent trends and developments in the field of English language education It showcases research endeavors from a heterogeneous group of scholars from different parts of the world and brings together perspectives from both experienced and emerging scholars This book provides a platform for established as well as emerging practitioners and scholars in the field of English Language Teaching to share their research It synthesizes local expertise and culture with innovative ideas from other contexts and brings theory and practice together in one volume

**Post-Covid Schooling** Clive Harber,2021-11-12 This book questions the consensus that contemporary formal schooling is of clear cut and undoubted benefit to pupils During lockdowns caused by the global COVID 19 pandemic governments and various other actors have been trying to get children and young people back into school as quickly as possible While there are any numerous beneficial aspects of schooling the book asks whether accepted models and practices of schools should change in a post COVID world By critically examining the everyday nature of normal schooling the book demonstrates that many aspects of schooling are not necessarily beneficial to pupils and can be directly harmful in doing so the author imagines a future of schooling that could better support and benefit its students

*Development, Education and Learning Disability in India* Maya Kalyanpur,2021-12-13 This book uses qualitative research methods to examine why students in an Indian context are being identified as having learning disabilities on criteria that are



largely drawn from the context of the Global North It explores the push towards English language instruction as a possible factor that affects poor academic outcomes for students from low income backgrounds who may be first generation learners or English language learners The book contrasts the different outcomes and supports for academically struggling students across low income and middle income backgrounds with evidence to suggest that despite the inclusionary principles of Education For All this label is creating a marginalized group of students

**Schooling for Peaceful Development in Post-Conflict Societies** Clive Harber, 2019-05-02 This book explores how and if formal education affects peacebuilding in post conflict societies As schooling is often negatively implicated in violent conflict the author highlights the widely expressed need to build back better and transform schooling by changing both its structures and processes and its curriculum Drawing upon research from a wide range of post conflict developing societies including Cambodia Colombia and Kenya the author examines whether there is any empirical support for the idea that schooling can be transformed so it can contribute to more peaceful and democratic societies In doing so the author reveals how the myth of building back better is perpetuated by academics and international organisations and explains why formal education in post conflict developing societies is so impervious to radical change This important volume will appeal to students and scholars of education in post conflict societies

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