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730 - AMIYA ADRIENNE

This study examines the development and describes the advanced technology used for the construction and operation of the New Khanki Barrage in Punjab, Pakistan. It highlights the socioeconomic benefits of the project, including an increase in agricultural outputs and income of over half a million farming families and the empowerment of communities, particularly women and girls, through new health, education, recreation, and other infrastructure. The study also presents challenges identified in the process, which offers valuable lessons in the design and implementation of other infrastructure projects. The New Khanki Barrage was financed by the Asian Development Bank through the Punjab Irrigated Agriculture Investment Program, Project 2.

Gentrification in cities in the United States is a hot topic, but this book contributes something new to the ongoing discussion by offering a rich case study of seasonal gentrification and its effects on long time residents. Asbury Park, New Jersey, an iconic beachfront city, was a dynamic resort community in the late 19th and early 20th century. As the century wore on Asbury Park became an illustration of some of the macro social and economic structural changes occurring in cities across the United States with its own beachfront twist. Yet in 2019 Asbury Park's narrative has shifted again—named among the coolest small towns in America the city has multimillion-dollar beachfront condos attracting the attention of Hollywood stars and national media attention as a travel destination. Summer days in Asbury once again mean tourists strolling the boardwalk and dining by the Atlantic Ocean. But just across the railroad tracks from the seasonal crowds,

many of Asbury's long-time residents live below poverty and struggle for their share of this prosperity throughout all four seasons of the year. Molly Vollman Makris and Mary Gatta engage in a rich ethnographic investigation of Asbury Park to better understand the connection between jobs and seasonal gentrification and the experiences of long time residents in this beach-community city. They demonstrate how the racial inequality in the founding of Asbury Park is reverberating a century later. This book tells an important and nuanced tale of gentrification using an intersectional lens to examine the history of race relations, the too often overlooked history of the post-industrial city, the role of the LGBTQ population, barriers to employment and access to amenities, and the role of developers as the city rapidly changes. Makris and Gatta draw on in-depth interviews, focus groups, ethnographic observation as well as data analysis to tell the reader a story of life on the West Side of Asbury Park as the East Side prospers and to point to a potential path forward.

This book brings together pioneering and evidence-based research that focuses on youth employment—one of the foremost development challenges of our time—and fills a critical research and knowledge gap alongside consolidating existing relevant literature. Comprehensive in scope, the book provides an overview of trends in youth employment in Bangladesh, empirically analyses the determinants of youth unemployment, covers relevant economic theory, and recommends policy measures for employment creation in Bangladesh. The new evidence from Bangladesh on the aforesaid issues will inform relevant and concurrent policy discourse, add value to related research in the field, and inspire future research. The insights gathered through this study will serve as an important lesson for other developing countries on what works and what does not in policy-making.

Debates about the regulation of drugs are inseparable from talk of children and the young. Yet how has this association come to be so strong, and why does it have so much explanatory, rhetorical and political force? The premise for this book is that the relationship between drugs and childhood merits more exploration beyond simply pointing out that children and drugs are both 'things we tend to get worried about'. It asks what is at stake when legislators, lobbyists and decision-makers revert to claims about children in order to sustain a given legal or policy position. Beginning with a genealogy of the relationship between the discursive artefacts of 'drugs' and 'childhood', the book draws on Foucauldian methodologies to explore how childhood functions as a device in the biopolitical management of drug use(rs) and supply. In addition to analysing decriminalisation initiatives and sentencing measures, it (unusually) reaches beyond the criminal context to consider the significance of the 'politics of childhood' for law- and policymaking in the fields of family justice and education. It concludes by arguing that the currency of childhood and 'youth' is not reducible to rhetoric; it shapes the discursive entities of drugs and addiction and is one of the ways in which particular substances become socially, culturally and politically intelligible. At the same time, 'drugs' serve as a technology of child normalisation. The book will be essential reading for policymakers as well as researchers and students working in the areas of Criminal Justice, Law, Psychology and Sociology.

In the current educational environment, there has been a shift to-

wards online learning as a replacement for the traditional in-person classroom experience. With this new environment comes new technologies, benefits, and challenges for providing courses to students through an entirely digital environment. With this shift comes the necessary research on how to utilize these online courses and how to develop effective online educational materials that fit student needs and encourage student learning, motivation, and success. The optimization of these online tools requires a deeper look into curriculum, instructional design, teaching techniques, and new models for student assessment and evaluation. Information on how to create valuable online course content, engaging lesson plans for the digital space, and meaningful student activities online are only a few of many current topics of interest for promoting student achievement through online learning. The Research Anthology on Developing Effective Online Learning Courses provides multiple perspectives on how to develop engaging and effective online learning courses in the wake of the rapid digitalization of education. This book includes topics focused on online learners, online course content, effective online instruction strategies, and instructional design for the online environment. This reference work is ideal for curriculum developers, instructional designers, IT consultants, deans, chairs, teachers, administrators, academicians, researchers, and students interested in the latest research on how to create online learning courses that promote student success.

The guide is an essential resource for trainee teachers working towards the Teachers' Standards for qualified teacher status (QTS). It also helps newly qualified teachers (NQTs) and more experienced teachers have an 'understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities' Teachers' Standards. Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) working towards HLTA status will find the guide invaluable in developing knowledge of how 'other frameworks that support the development and well-being of children and young people impact upon their practice' HTLA Professional Standards.

This book offers a comprehensive and accessible treatment of recent academic and policy studies of basic education in South Asia.

This publication assesses progress towards Sustainable Development Goal 4 (SDG 4) on education and its ten targets, as well as other related education targets in the SDG agenda. It addresses inclusion in education, drawing attention to all those excluded from education, because of background or ability. The report is motivated by the explicit reference to inclusion in the 2015 Incheon Declaration, and the call to ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education. It reminds us that, no matter what argument may be built to the contrary, we have a moral imperative to ensure every child has a right to an appropriate education of high quality.

Based on new research, this book offers insights into the reality of immigration and its sociocultural impact with a focus on the experience of young children and their families coming to the USA. Wilma Robles-Melendez and Wayne Driscoll discuss immigration realities and their social and educational implications and review the current literature on studies and reports about immigration.

They also provide insights and experiences of young immigrant children and their families with a focus on the USA and offer recommendations for early childhood practice for programs serving young immigrant children. The key subjects addressed include socially just practices, developmentally based programs, services for young children and families with diverse and cultural backgrounds. Immigration in the USA is discussed here as part of the global crisis in immigration and the lessons learned will be vital for educators, researchers and policy makers around the world.

Drawing on rich case studies of Baltimore City and Boston, this volume identifies policy factors and processes critical to the successful district-wide adoption of community schools. By applying the Multiple Streams Model (Kingdon) to comparative analysis of policy determination and the narratives of local stakeholders across a 16-year period, chapters illustrate the role of federal legislation, funding, and buy-in from coalitions, community leaders, and local advocates in ensuring policy adoption in Baltimore City. In contrast, Boston's more limited reforms are explained in light of local challenges and hindering dynamics. Ultimately, the volume offers key recommendations for stakeholders to drive successful policy uptake in urban school districts. Offering a new analysis of policy for community schools, this volume will be of interest to students, scholars, and researchers with an interest in school reform, as well as urban education.

Rethinking the Color Line helps make sense of how race and ethnicity influence aspects of social life in ways that are often made invisible by culture, politics, and economics. Charles A. Gallagher has assembled a collection of readings that are theoretically informed and empirically grounded to explain the dynamics of race and ethnicity in the United States. Students will be equipped to confidently navigate the issues of race and ethnicity, examine its contradictions, and gain a comprehensive understanding of how race and ethnic relations are embedded in the institutions that structure their lives. User-friendly without sacrificing intellectual or theoretical rigor, the Seventh Edition has been thoroughly updated to reflect the current debates and the state of contemporary U.S race relations. Included with this text The online resources for your text are available via the password-protected Instructor Resource Site.

This Country gender assessment of agriculture and the rural sector provides in-depth insights into the gendered dimensions of agriculture and rural development in Fiji. The policy environment in rural sector ministries is supportive of gender mainstreaming, with clear paths to link policy direction on gender equality to programmes. Recommendations are formulated to progressively advance gender equality and support the empowerment of rural women through policy. In the short term, recommendations are oriented toward community programming that is more equitable, practical and beneficial for women. Developing infrastructure to reduce women's workloads and facilitate their ability to engage in the cash economy could enhance women's economic opportunities and contribute to improved family welfare. Promoting the use of radio, texts and social media to allow women to share information on weather, prices, economic opportunities and savings and banking can empower women to make more informed decisions about their activities. Building the gender analysis capacity of civil society organizations (CSOs) working in rural sectors on climate change, disaster management and sustainable development will

support the engagement of women in community-based decision making. To address gender inequalities in the rural sector and support the empowerment of rural women, a set of concrete recommendations is given. These range from promotion of policy research and analysis to inform policies and strategic planning on gender equality and rural women's empowerment in ARD to putting in place concrete measures for the improvement of rural women's access to services, technology, finance, markets and resources.

Between 1980 and 2005, 45 states were involved in lawsuits around equity of funding and adequacy of education provided to all students in the state. Indeed, this investigation could have included any cities in America, and the themes likely would have been the same: Lower funding and resources, disproportionate numbers of teachers and school leaders who do not look like the students they serve, debates over the public's responsibility to provide fair and equitable education for all students in the jurisdiction, implicit biases from the top to the bottom and a resegregation of schools in America. Integration for Black families was never about an idea that Black students were better off if they could be around White students, it was about the idea that Black students would be better off if they could have access to the same education that White students had — but residential segregation still enables de facto school segregation, when it isn't coded into policy. For the overwhelming majority of Black students, they're stuck in segregated, underperforming schools. Schools where the teachers are dedicated to the mission, but where the cities and districts and states have failed to uphold their basic responsibility

to maintain the upkeep of the schools and provide enough desks for each child and current textbooks.

Strengthening Policy Research: Role of Think Tank Initiative in South Asia is a vivid presentation of the diverse journeys of think tanks under the aegis of the Think Tank Initiative (TTI) programme managed by the International Development Research Centre in South Asia. The book extensively discusses the three areas of TTI support to strengthen think tanks, viz., organizational performance, research quality and policy engagement. It emphatically demonstrates the crucial role of long-term core support in strengthening think tanks for more rigorous research quality as the basis for public policymaking. It presents a rich tapestry of complex pathways that each think tank adopts to engage in policy outreach in their respective domains. The book makes a strong, evidence-based case on how even limited yet assured funding to think tanks leads to enhanced organizational capacities for good quality research, effective policy outreach and improved sustainability. It firmly puts forth the view that governments need to work jointly with private funding organizations to strengthen think tanks, which is in the best interest of evidence-informed and effective public policy-making.

There's a problem with school lunch in America. Big Food companies have largely replaced the nation's school cooks by supplying cafeterias with cheap, precooked hamburger patties and chicken nuggets chock-full of industrial fillers. Yet it's no secret that meals cooked from scratch with nutritious, locally sourced ingredients are better for children, workers, and the environment. So why not empower "lunch ladies" to do more than just unbox and reheat factory-made food? And why not organize together to

make healthy, ethically sourced, free school lunches a reality for all children? The Labor of Lunch aims to spark a progressive movement that will transform food in American schools, and with it the lives of thousands of low-paid cafeteria workers and the millions of children they feed. By providing a feminist history of the US National School Lunch Program, Jennifer E. Gaddis recasts the humble school lunch as an important and often overlooked form of public care. Through vivid narration and moral heft, The Labor of Lunch offers a stirring call to action and a blueprint for school lunch reforms capable of delivering a healthier, more equitable, caring, and sustainable future.

In The Working Class: Poverty, education and alternative voices, Ian Gilbert unites educators from across the UK and further afield to call on all those working in schools to adopt a more enlightened and empathetic approach to supporting children in challenging circumstances. One of the most intractable problems in modern education is how to close the widening gap in attainment between the haves and the have-nots. Unfortunately, successive governments both in the UK and abroad have gone about solving it the wrong way. Independent Thinking founder Ian Gilbert's increasing frustration with educational policies that favour 'no excuses' and 'compliance', and that ignore the broader issues of poverty and inequality, is shared by many others across the sphere of education - and this widespread disaffection has led to the assembly of a diverse cast of teachers, school leaders, academics and poets who unite in this book to challenge the status quo. Their thought-provoking commentary, ideas and impassioned anecdotal insights are presented in the form of essays, think pieces and poems that draw together a wealth of research

on the issue and probe and discredit the current view on what is best for children from poorer socio-economic backgrounds. Exploring themes such as inclusion, aspiration, pedagogy and opportunity, the contributions collectively lift the veil of feigned 'equality of opportunity for all' to reveal the bigger picture of poverty and to articulate the hidden truth that there is always another way. This book is not about giving you all the answers, however. The contributors are not telling teachers or schools leaders how to run their schools, their classroom or their relationships - the field is too massive, too complex, too open to debate and to discussion to propose 'off-the-shelf' solutions. Furthermore, the research referred to in this book is not presented in order to tell educators what to think, but rather to inform their own thinking and to challenge some of the dominant narratives about educating the 'feckless poor'. This book is about helping educators to ask the right questions, and its starting question is quite simple: how can we approach the education of young people from disadvantaged backgrounds in a way that actually makes a difference for all concerned? Written for policy makers and activists as well as school leaders and educators, The Working Class is both a timely survey of the impact of current policies and an invaluable source of practical advice on what can be done to better support disadvantaged children in the school system. Edited by Ian Gilbert with contributions from Nina Jackson, Tim Taylor, Dr Steven Watson, Rhythmical Mike, Dr Ceri Brown, Dr Brian Male, Julia Hancock, Paul Dix, Chris Kilkenny, Daryn Egan-Simon, Paul Bateson, Sarah Pavey, Dr Matthew McFall, Jamie Thrasivoulou, Hywel Roberts, Dr Kevin Ming, Leah Stewart, (Real) David Cameron, Sir Al Aynsley-Green, Shona Crichton, Floyd Woodrow, Jonathan Lear, Dr Debra Kidd,

Will Ryan, Andrew Morrish, Phil Beadle, Jaz Ampaw-Farr, Darren Chetty, Sameena Choudry, Tait Coles, Professor Terry Wrigley, Brian Walton, Dave Whitaker, Gill Kelly, Roy Leighton, Jane Hewitt, Jarlath O'Brien, Crista Hazell, Louise Riley, Mark Creasy, Martin Illingworth, Ian Loynd, David Rogers, Professor Mick Waters and Professor Paul Clarke.

Iesha Small's 'The Unexpected Leader: Exploring the real nature of values, authenticity and moral purpose in education' is for school leaders who want to make a difference but feel they aren't obvious leadership material.This is a book about people. A book that humanises school leaders and tells their stories. A book in which school leaders reveal their authentic selves and their journeys to leadership. Iesha set about writing 'The Unexpected Leader' as a senior leader who looked around and struggled to find role models whose experiences she could learn from. She wanted to speak honestly with like-minded individuals about being what others didn't expect in a leadership package - introverted, unassuming, open about their mental health. Iesha did, however, manage to identify and interview nine such school leaders - and in this book she relates their stories alongside her own, in words and photographs, to explore how thinking or acting differently need not be a barrier to school leadership, but can actually prove to be an invaluable asset. In doing so she shatters the myths and conventional ideas around who/what makes a good school leader, and champions a more humane brand of leadership which is true to the individual and still benefits the students and staff they serve. Furthermore, Iesha offers insights into themes such as imposter syndrome, integrity, failure and ambition, and frames them in relation to her own leadership journey in order to empower and encourage all leaders - including leaders-in-waiting - to step up and set out on their own individual pathways.Each chapter starts by inviting you, the reader, to consider your own circumstances and feelings, before Iesha's own experience is briefly outlined so you know you aren't alone. This is followed by an exploration of the leadership journey of the interviewed school leader, featuring key episodes that delve into how they have taken ownership of their professional and personal lives. The transferrable lessons and practical takeaways from their experiences are then discussed in order to guide you towards more effective leadership, while being unashamedly who you are. Finally, each chapter concludes with a final message or thought from the school leader in question.Suitable for anybody in or aspiring to school leadership.

From the ebook Preface: "This book majors on the presentation of empirical evidence in the form of data. The most digestible form for communicating such material is through the use of Tables and Figures, generally graphs. Consequently, the book has a great many Tables and Figures and the latter are often in colour. Viewing on a device capable of rendering colours is therefore recommended although monochrome will be adequate in most cases." The Empathy Gap proposes the thesis that men and boys are extensively disadvantaged across many areas of life, including in education, healthcare, genital integrity, criminal justice, domestic abuse, working hours, taxation, pensions, paternity, homelessness, suicide, sexual offences, and access to their own children after parental separation. The claim is justified in the book by empirical evidence, mostly but not exclusively from the UK, involving

nearly 1,000 references, 179 Figures and 49 Tables. To most people, of both sexes, this will appear to be a perverse perspective as disadvantage has become the province of women, girls and minorities, not males. Yet the empirical case supporting the disadvantages suffered by men and boys is undeniable to the objective mind. But if this is so, why is the popular perception that males are privileged whereas disadvantage is the province of the opposite sex? Why do the male disadvantages go largely unremarked, by both sexes, if they are so pervasive? Presenting the case for widespread and substantial male disadvantage is also a challenge to the usual hegemonic paradigm of feminist theory. These issues are addressed within The Empathy Gap by presenting an entirely different orientation on the social psychology of relations between the sexes. Out goes the idea of an oppressive patriarchy. Instead, a man's participation in the human pair bond is seen to be altruistic, a phenomenon arising originally from evolution and enacted in the individual via the emotional psyche. This is the origin of an asymmetry in the perception of the sexes which normalises the preferencing of females and therefore inevitably disadvantages males as a corollary. The successful evolved strategy involves male utility and relative male disposability, the latter being facilitated by a muted empathy for males, by both sexes - the empathy gap. Rather than working to overcome this male disposability, as a true egalitarian movement would have done, feminism has fed upon it and amplified it. The feminist project relies upon the true state of affairs remaining unacknowledged, and the empathy gap is instrumental in its own invisibility. In respect of this theory, the author makes no claim for originality. The ideas presented have been circulating within the sub-culture for decades. However, the focus of the book is to show how these ideas are manifest in practice.

The decades-long problem of disproportionate school discipline and school-based arrests of students with disabilities, particularly those who also identify as Black or Native American, is explored in this authoritative book. A team of interdisciplinary scholars, attorneys, and education practitioners focus on how disparities based on disability intersect with race and ethnicity, why such disparities occur, and the impacts these disparities have over time. A DisCrit and research-based perspective frames key issues at the beginning of the book, and the chapters that follow suggest promising practices and approaches to reduce the inequitable use of school discipline and increase the use of evidence-supported alternatives to prevent and respond to behaviors of students with disabilities. The final chapter recommends future research, policy, legal, and practice goals, suggesting an agenda for moving the field forward in years to come. Contributors: Amy Briesch, Sandra Chafouleas, Donald Chee, Lindsay Fallon, Pamela Fenning, Amy Fisher, Benjamin Fisher, Emma Healy, Heather Hoechst, Miranda Johnson, Kathleen Lynne Lane, Patrice Leverett, Laura Marques, Thomas Mayes, Markeda Newell, Angelina Nortey, Wendy Oakes, Kristen Pearson, Michelle Rappaport, Monica Stevens, Carly Tindall-Biggins, Margarida Veiga, Elizabeth Marcell Williams, Perry Zirkel

Teaching Human Rights in Primary Schools delves into the important issue of Human Rights Education (HRE) implementation, exploring the nature and extent of HRE in education policy and practice in English primary schooling, and seeking to understand the reasons for deficiencies in practice in this area. HRE enables peo-

ple not only to identify rights violations in their own lives, but also equips them with the knowledge, values and skills required to accept, defend and promote human rights more broadly. An awareness of human rights is therefore crucial, no matter what a person's age, and as such it is vital that information about human rights is included within formal education. Beginning with an overview of the relevant international obligations and agreements related to HRE, Struthers then demonstrates that these are ostensibly not currently being met in either policy or practice in England. The book then draws upon current literature and empirical research with teachers to explore and analyse the barriers to HRE implementation. While the book uses the specific context of English primary education, it makes broad interdisciplinary recommendations concerning how the provision of HRE could be improved, which will be relevant to other countries instituting programmes of HRE or values and citizenship education. Interdisciplinary in nature and addressing HRE at both the international and domestic levels, this book will be of great interest to scholars, researchers and postgraduate students in both education and law. It will be of particular interest to those engaged in the study of human rights, children's rights and education law, as well as those interested in curriculum policy and development, teaching methodologies and the sociology of education. It should also be essential reading for teacher educators, teachers and policymakers.

Public Budgeting Systems, Tenth Edition is the most comprehensive and balanced treatment of the current state of budgeting throughout all levels of the United States government. Current and prospective public managers, accordingly, often succeed or fail in their careers based in large part on whether they are intelligent consumers of financial data and have an adequate understanding of the budget process. By providing a detailed overview of all budget ing and financial management, the book enables students to gain an appropriate understanding of a complex topic.

This book is a complete guide to understanding, learning from and teaching bilingual and EAL children in schools. It begins by asking 'who are EAL learners' and challenges some of the misconceptions about this group. It goes on to examine language in depth, providing focused theory to help teachers and trainees better understand the wider context of children's needs. This theory is supported by a wealth of information on practical teaching strategies and resources. It also covers planning across the curriculum for EAL, assessing EAL and bilingual learners and classroom organisation. New to this second edition is a chapter on using home languages and cultures in learning as well many new case studies from practising teachers offering insight and knowledge on teaching this particular group.

Given the current context of the experience of migration on schools in England and Europe, and the competing policies and approaches to social integration in schools, there is a need to understand the connection between language development and social integration as a basis for promoting appropriate policies and practices. This volume explores the complex relationship between language, education and the social integration of newcomer migrant children in England, through an in-depth analysis of case studies from schools in the East of England. The authors set this evidence against the background of policy debates in the wider international setting, including a critical discussion of as-

sumptions underlying national narratives of mainstreaming and assimilation. In the light of an absence of national guidelines for appropriate practice in schools, the authors outline a model of inclusive pedagogy for English as an additional language (EAL) and a framework of home-school communication to promote effective EAL parental engagement in schools.

Mentoring Geography Teachers in the Secondary School supports both new and experienced mentors in developing their knowledge and skills in mentoring in geography education. Within the book, chapter authors critically consider how mentoring has been conceptualised and represented in policy and academic debate, as well as examining how mentoring in geography education has been experienced and perceived in practice. Chapters in the book explore a range of perspectives, experiences and aspects of mentoring geography teachers, including: • Critical engagement with educational policy and practice • Perspectives from beginning geography teachers • Mentoring as a professional development opportunity • The value of engaging with the geography education community in teacher education • How mentoring meetings and conversations can support beginning geography teachers in their growth and development This book is a vital source of support and inspiration for all those involved in developing the next generation of geography teachers. The themes of justice, agency and voice - raised and engaged with implicitly and explicitly throughout this edited collection - are of critical importance to mentors, beginning teachers and geography education more broadly in developing and enacting a progressive vision of mentoring.

Providing insight into current research, and comprehensive guidance on recent legislation and policy, this key text offers anyone working or preparing to work with children with SEND with essential academic and theoretical understanding to underpin and inform existing and future practice. Exploring prime areas in which professionals work directly with children with SEND, chapters broach current issues and debates relating to practice, and examine recent advances in research, policy and legislation in areas including education, health and social care. This interdisciplianry approach, coupled with case studies, points for reflection and clearly signposted activities throughout, gives readers the opportunity to develop a thorough understanding of the complexities surrounding SEND and enables them to relate these to their own practice. Packed with practical tips and examples of best practice, topics discussed include: approaches to inclusion, integration and segregation competing discourses surrounding SEND and their impacts on children, families and professionals safeguarding and the voice of the child multi-agency work and the changing role of the SEND practitioner working in partnership with parents and families research and practice in relation to issues such as Autistic Spectrum Disorder, chromosomal and gestational diversity, ADHD and Profound and Multiple Learning Disabilities and Difficulties. Demystifying changes to policy, exploring legislation, and identifying best practice, this invaluable resource will support students, SEND practitioners and professionals to develop and enhance practice with children with SEND.

Wales (United Kingdom) considers the development of schools as learning organisations as vital for supporting schools to put its new, 21st century curriculum into practice. A growing body of research evidence shows that schools that operate as learning or-

ganisations can react more quickly to ...

With increasing global challenges, the Belt and Road initiative seems to offer one possible platform to think about different possibilities and pathways to promote international collaboration and development covering Asia, Europe, Africa, and other countries. Information and Communication Technology (ICT) in education, as a key focus, provides valuable perspectives for governments, inter-governmental and non-governmental agencies wanting to innovate and advance both ICT and education independently and collaboratively. This book highlights the burgeoning of ICT in education in eleven countries, with particular emphasis placed on the context of the Belt and Road Initiative. ICT has increasingly important roles in education including improve teaching and learning qualities, as well as equity in education. The prominent contributors describe the state-of-the-art of ICT in education in eleven countries based on six major themes (policy perspectives, infrastructure, educational resources, ICT integration into practices, students' ICT competence, and teachers' professional development). We hope the in-depth discussions included in this book would provoke more academic and policy insights globally.

This must-have handbook offers a comprehensive survey of the field. It reviews the language education policies of Asia, encompassing 30 countries sub-divided by regions, namely East, Southeast, South and Central Asia, and considers the extent to which these are being implemented and with what effect. The most recent iteration of language education policies of each of the countries is described and the impact and potential consequence of any change is critically considered. Each country chapter provides a historical overview of the languages in use and language education policies, examines the ideologies underpinning the language choices, and includes an account of the debates and controversies surrounding language and language education policies, before concluding with some predictions for the future.

Document from the year 2018 in the subject Business economics - Business Management, Corporate Governance, grade: 1,7, , language: English, abstract: First, the country is described and analyzed from a macro perspective using the PESTEL framework. Second, the analysis focuses on the domestic labor market. Here, facts and major shifts are explained, and current significant challenges are outlined. Through that, risks and opportunities are assessed, and a labor market outlook is given. Finally, implications for a human resource strategy are formulated, addressing the specific risks and opportunities of the American labor market. The U.S. labor market has undergone major changes over the past decades. Besides globalization and other macroeconomic factors, demographic shifts, immigration, innovations in information technology and a decrease in unionization have been changing the American labor market in multiple ways. In the following, the most important shifts in the last decades are outlined and, additionally, an outlook with main challenges is given.

This book provides an overview of the evolution of education in the United Arab Emirates from its humble beginnings in palm frond huts, to today's proliferation of prestigious international schools and global university branch campuses. The chapter authors are academic experts who have extensive first-hand experience of contemporary developments in the country's various educational sectors. The book addresses innovations and transforma-

tions in Early Childhood Education, Higher Education, K-12 Schooling, Language Education in Arabic and English, Quality Assurance, Special Needs, STEM Education, and Teacher Education and Professional Development.

Lessons in School Improvement from Sub-Saharan Africa describes the planning, delivery and evaluation of an improvement programme by EducAid. The evaluation showed that children in schools, whose teachers had taken part in the programme, made more progress in literacy, attendance and behaviour than children in control schools.

A rigorous, compelling and balanced examination of the British public school system and the inequalities it entrenches. Private schools are institutions that children who are already privileged attend and have those privileges further entrenched, almost certainly for life, through a high-quality, richly-resourced education. The Engines of Privilege contends that in a society that mouths the virtues of equality of opportunity, of fairness and of social cohesion, the continuation of this educational apartheid amounts to an act of national self-harm that does all of us serious damage. Intrinsic to any vision of the future of Britain has to be the nature of our educational system. Yet the quality of conversation on the issue of private education remains surprisingly sterile, patchy and highly subjective. Accessible, evidence-based and inclusive, Engines of Privilege aims to kick-start a long overdue national debate. Clear, vigorous prose is combined with forensic analysis to compelling effect, illuminating the painful contrast between the importance of private schools in British society and the near-absence of serious, policy-making debate, above all on the left.

This book explores how best to invest in and nurture teachers. It examines deprofessionalisation and reprofessionalisation in the recent developments in the understanding of teaching and learning, including the effects of standardizing teaching, education shaped by student satisfaction data and basic skills tests. The book focuses on Australian context and takes on an international perspective. It investigates fundamental issues affecting teacher quality, morale, attrition and retention, learner and teacher autonomy, and assessment and evaluation. It encourages teachers and teacher educators to assert centrality to teachers and question and challenge outside forces that suppress teacher autonomy and associated agency and creativity. It challenges administrators and educational jurisdictions to rethink their assumptions on their own capacities and limitations and teachers' capabilities to shape education in optimal ways and the impact of outcomes of the decisions they make.