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Maringe ought to be commended for putting together an invaluable contribution to our understanding of research into a complex education system in South Africa. This volume provides a useful foundation to the current state of education quality in South Africa including the impact of interventions. It also brings to the fore challenges still facing education transformation. The evidence presented which, taken together, lays out a coherent view of how improvements could be made. Albert Chane Head of Planning, Gauteng

Department of Education For too long the weight of educational scholarship produced in South Africa has been limited to that simple and standard form called the literature review. Now, for the first time, education researchers are provided with an African-based text on the concepts and methods of conducting systematic reviews. In this exceptional work of editorship, Felix Maringe brings together some of the leading researchers on South African education to model and demonstrate how to review a significant body of research on a chosen topic which is adjudicated strictly on the basis of the quality and efficacy of the evidence in hand. I have no doubt that this remarkable book will become a standard reference for educational researchers in and beyond the African continent. It will also lift the quality of educational inquiry by equipping a new generation of scholars with the capacity for doing evidence-based research that compels the attention of policymakers, planners and practitioners alike. Prof Jonathan Jansen Stellenbosch University

An invaluable guide to the pre-GED qualification test Covering the highest level tested by the Test of Adult Basic Education--readers with skill levels of grades 9-12--TABE offers comprehensive, direct instruction; test previews; and study skills material designed to be easily accessible by adult learners outside the classroom setting. Basic reading, writing, and math skills are taught by means of familiar, everyday items. Developed to help adults realize both learning and career goals, this book contains: Helpful charts and tables Practice exercises Pretests, posttests, and skills analysis charts Reading passages taken from real-life experiences And much more

Inequity is the central challenge facing basic education in Ghana and undercuts the potential contribution of basic education to Ghana's national development goals. Persistent disparities in education service delivery and inequitable allocation of resources in Ghana lead to highly inequitable educational outcomes. These inequities negatively affect system quality, efficiency and accountability and ultimately undermine broader national development. Wide-spread inequity in education service delivery significantly depresses system learning outcomes. This report describes a "missing middle" in terms of learning outcomes: While a small number of children perform well, the majority of pupils (more than 60%) pass through primary school without becoming proficient in numeracy and literacy. Specifically, children from Ghana's northern regions and deprived districts, poor and rural households and ethnic and linguistic minorities – students who require the most support to meet learning outcomes – receive, on average, disproportionately fewer resources from the government than their peers. Systemic inequities create this missing middle and drag down system performance. Following a decade of rapid change, as of 2013, more children are attending basic and senior high schools than at any time in the history of Ghana. In the past decade, Ghana has realized great growth, progress and change. Population growth, urbanization and significant GDP growth have changed the economic, political and social landscape of Ghana. In the past decade, incidence of extreme poverty has been cut in half. Introduction of Free, Compulsory, Universal Basic Education (FCUBE) and kindergarten has supported a near doubling of basic education enrollment in the past 15 years. Delivering basic education and ensuring equity has become more challenging. Compared to a decade ago, more stakeholders are involved in allocating and managing core education inputs and accountability systems remain

unclear and weak. Addressing the deeply embedded inequities (e.g. allocation of trained teachers, support to deprived districts and populations) is further complicated by a complex and fragmented policy, management and financing environment. The persistence of inequity reflects the persistence of conflicting sector interests and poses genuine policy dilemmas. However, recent experience shows that accelerating progress toward equity and quality basic education for all is possible. Several recent initiatives in Ghana point to the possibility of improving equitable resource allocation, strengthening social protection and providing additional support to improve learning outcomes. For example, children with below-average learning outcomes in poorly resourced environments are likely to show measurable gains when provided additional support (e.g. instructional support, learning resources, management support, demand-side incentives).

Master's Thesis from the year 2010 in the subject Pedagogy - The Teacher, Educational Leadership, grade: A, University of Cape Coast (Institute of Educational Planning and Administration), course: Educational Planning, language: English, abstract: The purpose of the study was to determine the internal efficiency of basic education in the Wa Municipality of the Upper West Region. The objectives of the study were to find: the enrolment ratio and growth rate, the repetition and dropout rate, the pupil-teacher ratio as compared to the national norm, as well as to determine the completion rate of pupils in public basic schools in the Wa Municipality. The apparent cohort method was used to determine the internal efficiency of basic education in the Wa municipality based on the foregoing indicators of internal efficiency. A simple random sampling technique was used to select 18 primary schools and 18 junior high schools giving a sample size of 36. Questionnaires were used to collect the data after pilot testing to establish Cronbach's Alpha Co-efficient of reliability which was 97. Data were collected from such school records as enrolment, dropout, promotion, transfers and death records. The data collection instrument was questionnaires. It was found that repetition and drop-out rates were generally low in the Municipality. Additionally, the completion rate was also low which requires further investigation. The researcher recommends that parents, teachers and Educational Authorities should collaborate to increase the enrolment of the girl-child to the level of boys by improving on the teaching learning conditions in order to increase the completion rate to at least 60%. Monograph on educational development measures and innovations in respect of basic education (primary education) in developing countries - reviews problems and trends in respect of access to education and educational needs, etc., and discusses various educational reforms and educational policy measures. References and statistical tables. 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 Good Life, Which Is The Basic Aim Of Education, Is One In Which A Man Develops His Individual Potentialities And Become Thereby A Useful Member Of The Community In Which He Lives. Basic Education Is The Education Of Life, Through Life And For The Sake Of Life. This Formula Epitomizes All The Essentials Of The Schemes Of Basic Education. The Basic Education Should Equip Boys And Girls To Earn Their Livelihood By Employment In The Vocations Learnt. This Book Contains Highly Useful Material On Fundamentals Of Basic Education. The Topics Thoroughly Explained Herein Are: Administration, Techniques, Teacher Training, Basic Education In India, Social Education And Basic Education, And Period Of Expansion Etc. Students, Teachers And Policy Planners Besides Educationists Will Find This Book Informative And Useful.

Education: The Basics is a wide ranging introduction to education as an academic subject, taking into account both theory and practice. Covering the study of education as whole, including the schooling system, the nature of knowledge and methods of teaching, this book takes into account the viewpoints of both teachers and pupils within international contexts. Education in Brazil has changed intensely over the last several years. Access to basic education is nearly universal, secondary education has been expanding very rapidly, and so too has higher education at both the undergraduate and graduate levels. However, serious issues remain related to quality, equity and inappropriate use of resources. Some of these problems are related to the fact that Brazil started to develop its education institutions very late, and did not build strong teaching and academic professions that could provide the necessary support for education policies committed to equity, quality and efficiency. This book, written by leading experts, is the first English-language text to provide a comprehensive analysis of the challenges facing Brazilian education at all levels, including issues such as the quality of basic education, the establishment of standards for higher education, the experiences of technical and vocational schools, teacher education, regulation and financing of public and private higher education, and the growing role of graduate education and research. This paper analyzes what is meant by basic education. The author presents six principal usages of the term that are based on the kinds of education offered and their purposes rather than on whether they take place in or out of school. Examples of the six usages are given. Variations in terminology are generally more than purely semantic or technical. Each expression is usually associated with a particular type of effort or educational stance, based (overtly or inadvertently) on certain social, economic, and political as well as educational concepts. Basic education also has civic and developmental meanings. Basic education in its civic sense can be said to be that form of education that in any given country can meet at least minimum learning needs and can also be made universal.

Developmental meanings of basic education overlap with civic meanings, but place more emphasis on its contribution to vocational needs and personal development linked with daily activities. (Author/IRT).

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