

Clive Harber
Lynn Davies

School Management and Effectiveness in Developing Countries

The Post-Bureaucratic School



CONTINUUM STUDIES IN SCHOOL DEVELOPMENT

School Management And Effectiveness In Developing Countries

Shasha Hu



School Management And Effectiveness In Developing Countries:

School Management and Effectiveness in Developing Countries Clive Harber, Lynn Davies, 2006-02-08 This book is quite different from existing Western books on school effectiveness It describes and analyses the way in which schools operate in developing countries and also tries to explain why they are as they are Examining them at three levels the macro the meso and the micro the authors use a theoretical framework that they have termed post bureaucracy The book has four interlinked sections First the authors examine the existing economic and theoretical contexts around school effectiveness including an analysis of the causes of economic crisis and its impact on school management In the second section the analysis of schools as bureaucratic facades is proposed The reality of school life from which any theory of school effectiveness must derive is illustrated by an ethnographic account of the job of the headteacher in developing countries The third section explores different ways to understand this reality operating on three levels global relationships national and community cultures and individual agency In the final section Haber and Davies draw these levels and realities together They argue for the democratization of schools as the only way forward for effective education for development School Effectiveness in

Developing Countries David Pennycuik, 1994*

Community Participation in School Management Kazuro

Shibuya, 2022-09-12 Nobody denies that trust in schools is key to success in generating any educational outcomes However trust is often eroded resulting in conflicts alienation and differentiation among school level stakeholders This book analyses school based management SBM of education through the lens of relational trust in the context of Ghana revealing how community participation in school management leads to educational outcomes Conducting quantitative analysis of headteacher questionnaires from public basic schools and qualitative analysis of case study schools in the Akatsi South District of Ghana Shibuya offers critical insights into building sustainable relationships between individual households and geographical school communities He argues it is critical to highlight relational trust as an analytical tool to examine relationships between actors and factors in school management The research finds that trust in schools is a two way mechanism and the mutuality of expectations and obligations among stakeholders is essential if children s learning outcomes are to improve With its mixed methods approach this book will be a valuable resource for scholars in comparative education those in educational development and those interested in African contexts *Register of Educational Research in the United Kingdom, 1992-1995* National Foundation For Educational Research, 1995 This latest volume of the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992 the whole of 1993 and 1994 and the early months of 1995 Each entry provides names and addresses of the researchers a detailed abstract the source and amount of the grant where applicable the length of the project and details of published material about the research **School Improvement in the Developing World** Harold David Black, 1993 This document presents findings of an evaluation of two projects of the Aga Khan Foundation s School Improvement Programme located in

Kisumu Kenya and Bombay India The program is based on the assumption that effective change consists of a focus on the individual school clinical methods of teacher development and improved school management Data were collected through classroom observations semistructured interviews with key project administrators teachers and parents informal interviews with project managers staff and teachers surveys of teachers of parents and pupil tests Overall the program was found to be highly successful However the projects need to ensure that professional development strategies remain in place improve the cost effectiveness of clinical staff development and provide more focused training of headteachers The emphases on individual schools and child centered learning were effective In addition the new teaching strategies did not lead to lower standards of student attainment and did facilitate students development of noncognitive and social skills Recommendations are offered for project policy formation and planning This report contains a review of the literature two case studies of the Kisumu and Bombay projects respectively a summary of the evaluation of the principles underpinning the Aga Khan Foundation model and appendices containing the teacher questionnaire terms of reference and evaluation instruments Thirteen tables and two figures are included Contains 36 references LMI Challenges of Quality Education in Sub-Saharan African Countries D. N. Sifuna, Nobuhide Sawamura, 2010 Quality is at the heart of all education systems as good quality teaching and learning environments ensure effective learning outcomes Quality influences what students learn how well they learn and what benefits they draw from their education The quest to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country As many world governments struggle to expand particularly basic education they also face the challenge of ensuring that students stay in school long enough to acquire the knowledge they need to cope in a rapidly changing world The purpose of this book is therefore to profile some aspects of education quality in the African education systems and highlight key policies for improving the teaching and learning outcomes The book is also intended to provide basic information to scholars who are interested in studying education in the Sub Saharan African region To enable users understand and appreciate developments trends and changes that have taken place in the education systems for most chapters the book deliberately adopts a historical approach which leads to some focus on developments which date back to the colonial period in Africa **Gender and Management Issues in Education** Pat Drake, Patricia Owen, 1998 Issues of internationality management gender and education are brought together in these case studies from Bangladesh the Caribbean England and Southern Africa Themes include concepts of leadership discrimination and action for change **Improving School Effectiveness** Jaap Scheerens, 2000 This booklet reviews the research evidence that has been obtained on school effectiveness in developed and developing countries School effectiveness is difficult to define and to measure and each case is specific Whilst there is broad agreement in the qualitative reviews the quantitative studies show much uncertainty as to what is generally applicable and the author cautions against their use a blueprint for what should

happen in schools *Improving Primary Education in Developing Countries* Marlaine E. Lockheed, Adriaan Verspoor, 1991 This study presents policy options for improving the effectiveness of primary schools in developing countries It examines problems common to most developing countries and presents an array of low cost policy alternatives that have proved useful in a variety of settings

Caribbean Journal of Education ,1984 **Education, Democracy, and Political Development in Africa** Clive Harber, 1997 The Namibia chapter is based on interviews in Namibia between 1992 1996

The British National Bibliography Arthur James Wells, 1998 [Perspectives on School Effectiveness and School Improvement](#) Michael Barber, Louise Stoll, 1997 This collection of papers presents the debate between supporters and critics of the school effectiveness movement School effectiveness research explores the different contributions schools make to pupils learning and the factors that make some schools more successful than others Politically influential helping to shape the education policies of the two main parties it has also been used at a practical level to generate programmes and policies for school improvement Members of the Institute of Education s School Effectiveness and Improvement Centre ISEIC which leads the field in research in this area contribute papers to this volume that both describe the research and reply to criticisms of it while other contributors from both within and outside the Institute provide philosophical sociological and cross cultural critiques which are challenged in an Endpiece by Peter Mortimore and Pam Sammons

Register of Educational Research in the United Kingdom ,1995 **The Characteristics of Effective Secondary Schools in Jordan** Mohammad M. Hmaidan, 1991 **School Effectiveness and Improvement** David Reynolds, Bert P. M. Creemers, Ton Peters, 1989

Textbooks in the Developing World Economic Development Institute (Washington, D.C.), 1989 This book is a collection of 16 papers that focus on what has been learned in two decades of developing and implementing large scale national textbook programs The seminar was designed to help participants make sound policy decisions about their own national textbook programs and to facilitate discourse among a wider audience of parties working to improve the quality of education in developing nations Organized into four parts the part headings include 1 The Design and Implementation of Textbook Programs An Overview 2 Policy Issues in Textbook Program Development 3 Provision of Textbooks Developed Systems and Infant Industries and 4 The Future Will New Electronic Media Make the Textbook Obsolete Many figures and tables are included and several of papers contain a list of references or a bibliography DB

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