Education In Nigeria Wenr

This Handbook covers a wide range of historical perspectives, realities, research and practice of internationalization of higher education (IHE) in the global south and makes comparisons to IHE issues in the global north. Drawing on the expertise of 32 academics and policy makers based in and originating from four key regions of focus: Sub-Saharan Africa; North Africa and the Middle East; Asia Pacific; Latin America and the Caribbean. Across 24 chapters the editors and contributors provide a diverse and unparalleled expose of the status and future aspirations of institutions and nations in relation to IHE. This is the first comprehensive analysis of this growing field and expands the scope of research in the field of comparative and international education in terms of theory and policy development. Includes 36 chapters written by: Hadiza Kere Abdulrahman, Salem Abodher, Giovanni Anzola-Pardo, Aref Al Attari, Norzaini Azman, Teklu Abate Bekele, Abdellah Benahnia, Andrés Bernasconi, Daniela Craciun, Hans de Wit, Futao Huang, Jocelyne Gacel-Ávila, Evelyn Chiyevo Garwe, Javier González, Gifty Oforiwaa Gyamera, Xiao HAN, Mohamed Salah Harzallah, Bola Ibrahim, Annette Insanally, Sunwoong Kim, Aliya Kuzhabekov, Kamel Mansi, Simon McGrath, Francisco Marmolejo, Georgiana

Mihut, Sabelo J. Ndlovu-Gatsheni, Ibrahim Ogachi Oanda, Bandele Olusola Oyewole, Rakgadi Phatlane, Francisca Puyol, Laura E. Rumbley, Chika T Sehoole, Wenqin SHEN, Luz Inmaculada Madera Soriano, Wondwosen Tamrat, Juliet Thondhlana, Julie Vardhan, Chang Da Wan, Anthony Welch, Ayenachew A. Woldegiyorgis, Renée Zicman. This handbook provides a concise overview of special education services in countries across the world, using the Article on Education in the United Nations Convention on the Rights of Persons with Disabilities as the analytical frame. • Provides a comprehensive scope and broad coverage that addresses more than 70 countries, regions, and provinces across virtually every part of the world • Offers information on each nation or area on the public education system, private education system, special education system, teacher training requirements, and barriers to inclusive and special education • Presents both information about current practices in special education and promising new trends likely to take hold in the future This book addresses issues surrounding writing centers in the Arabian Gulf region. Including a foreword by Professor Ken Hyland, it brings together a number of thought-provoking chapters on the history, concept, and ground realities coupled with critical comparative discussions of writing centres in the region. The book begins by offering critical

historical accounts of writing centers in the Gulf countries, before moving onto empirical research and reports on pedagogical practices that vividly capture the on-the-ground realities faced and experienced by different actors. These accounts serve to highlight how the writing centers vary between countries, as well as how they differ from the more well-known writing centers in the US and the UK. Finally, the book explores what sort of commonalities and differences the current trend of writing centres is producing within and between the six countries of the Arabian Gulf. This book will be highly relevant to those involved with writing centres along with directors, policymakers, researchers and teacher educators in the fields of Education and Sociology, particularly those with an interest in the Arabian Gulf area.

This handbook explores the evolution of African education in historical perspectives as well as the development within its three systems–Indigenous, Islamic, and Western education models—and how African societies have maintained and changed their approaches to education within and across these systems. African education continues to find itself at once preserving its knowledge, while integrating Islamic and Western aspects in order to compete within this global reality. Contributors take up issues and themes of the positioning, resistance, accommodation, and transformations of indigenous

education in relationship to the introduction of Islamic and later Western education. Issues and themes raised acknowledge the contemporary development and positioning of indigenous education within African societies and provide understanding of how indigenous education works within individual societies and national frameworks as an essential part of African contemporary society. This book provides the first academically rigorous description and critical analysis of the Higher Education system in the Kingdom of Saudi Arabia, and of the vision, strategies and policy imperatives for the future development of Saudi universities. The government of Saudi Arabia has recognized in both policy and practice the necessity of developing its university system to world-class standard. Significantly increasing access and participation in Higher Education across a range of traditional and non-traditional disciplines is directly relevant to the future social and economic growth of the country. This book addresses the way in which Saudi Arabia is moving to develop a quality university system that balances the need for students to gain the knowledge, skills and 'ways of doing' necessary to operate effectively on the world stage while simultaneously maintaining and demonstrating the fundamental values of the Islamic religion and culture. The book provides a description and critical analysis of the key components of the Saudi Higher

Education system, and of system-level responses to the challenges and opportunities facing Saudi universities. It is written by a team of Saudi academics and authors of international standing from non-Saudi universities so as to provide both internal and external perspectives on all issues and to place information and ideas in the context of the international Higher Education scene.

Education in West Africa is a comprehensive critical reference guide to education in the region. Written by regional experts, the book explores the education systems of Benin, Burkina Faso, Cameroon, Cape Verde, Chad, The Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone and Togo. It critically examines the development of education provision in each country, whilst exploring both local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole, this handbook is an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

This two-book bundle is an essential handbook for any student or parent considering college. Learn why a degree is no longer a passport to success in today's job market. Includes: Dream Factories The "good jobs" of the past are almost gone. Today, many college graduates face unemployment while others face underemployment. Professors Ken

Coates and Bill Morrison explore the death of the "good job," and the role that colleges have played in the disconnect between career fantasies and realities. What to Consider If You're Considering College If you listen to the general chatter from parents, guidance counselors, and politicians, you would think that going to college is the only option that ensures future success. That's no longer true. This book is designed to help anyone under thirty make the best possible educational and career choices.

The responsibility for facilitating effective continuing professional development (CPD) is based firmly in schools. Frequently, decisions are based on gut feeling, advertisements received or prior experiences. Effective Teacher Development encourages readers to move beyond this and to enhance their strategic decision making in order to effectively develop CPD programmes within their school, partner schools, federations or school chains. The theory behind CPD is explored, drawing on research and evidence from recent practice, including a 10-year international longitudinal study of the effectiveness of professional development to teachers. Readers are supported to develop their understanding of the whole life cycle of a CPD programme, from setting up a new programme to evaluating the effectiveness of existing provision. Chapter summaries and navigational tools support

readers looking for guidance on particular issues and questions encourage readers to reflect on the impact of suggestions in their own particular context. Effective Teacher Development is essential reading for all involved in designing, implementing and developing effective CPD programmes.

This book advances an in-depth, comprehensive analysis of flagship universities in Africa – the largest, most selective, and most prestigious universities on the continent. The book draws on a range of country-specific case-studies, including Botswana, Egypt, Ethiopia, Ghana, Kenya, Mauritius, Nigeria, Senegal, Tanzania and Zambia, to explore a range of issues associated with flagship universities and their role in higher education in Africa. . Newly-established institutions in new nation states, and states emerging from conflict, often rely on these flagship universities to train their academics, and build their intelligentsia; flagship universities are thus capacity-builders and trend-setters in their respective countries and sub-regions. This volume brings together a range of scholars to celebrate the impact, influence and contributions of African universities, not only within Africa, but across the globe The book will be of great significance to students and researchers in the field of education, particularly those with an interest in sociology and politics of higher education.

This book is the first monograph to systematically introduce readers to technology and vocational education and training in ASEAN countries. It details the current state of development and key development trends regarding technology and vocational education and training in the ten ASEAN countries. For each ASEAN country, the book addresses the history, status quo, characteristics, reform and development trends in technology and vocational education and training. The content mainly focuses on technology and

vocational education and training systems, vocational
qualification frameworks, technology and vocational
education and training related personnel, etc. All the latest
data presented here is drawn from the newest official website
and research reports, accurately reflecting the development
status of ASEAN countries and helping us make better
forecasts regarding its future. This book offers a valuable
reference guide for academic research in technology and
vocational education and training. It can also be used as a
textbook for postgraduate courses in technology and
vocational education and training, as well as training material
for various vocational education teachers and managers.
Originally published in 1974, a comprehensive history of
Nigerian Education, from early times right through to the time
of publication, had long been needed by all concerned with
Education in Nigeria, students, teachers and educational
administrators. No one was better qualified than Professor
Fafunwa to provide such a book, and in doing so he gave due
emphasis to the beginnings of Education in its three main
stages of indigenous, Muslim and Christian Education.
Nigerian Education had been considered all too often as a
comparatively recent phenomenon, but this book points out
from the start that 'Education is as old as Man himself in
Africa' and that both Islam and Christianity were comparative
newcomers in the field. A historical treatment of these three
strands which have combined to make up the modern
Educational system was vital to a clear understanding of what
was needed for the future, and most of the first half of the
book is concerned with these Educational beginnings. The
imposing of a foreign colonial system on this framework did
not always lead to a happy fusion of the systems, and the
successes and the failures are examined in detail. There was
no shortage of documentary evidence in the form of reports
and statistics during the decades prior to publication, but this

evidence was frequently scattered and inaccessible to the student, so that the author's careful selection of key evidence and reports, often drawn from his own personal experience, will be invaluable for those wishing to trace the development of Education in Nigeria up to the early 1970s. A knowledge of the history and development of the Nigerian Education system, of the numerous and intensely varied personalities and beliefs which have combined and often conflicted to shape it, is indispensable to all students in colleges and universities studying to become teachers. It is this knowledge that Professor Fafunwa set out to provide, drawing on his wide experience as teacher writer and educationalist.

The 2015 Revision will build on the previous revision by incorporating the findings of new population censuses and specialized demographic surveys, which have been published since the previous revision. This comprehensive review of worldwide demographic trends and future prospects is essential for assessing the degree of progress made in achieving the Millennium Development Goals (MDGs) and to guide policies aimed at achieving the new post-2015 development agenda, which Member States will adopt this fall. The full results of the 2015 revision will be made available in the form of a two volume report.

Despite the recent expansion of higher education in Uganda, there is still much cause for concern. Enrolment levels lag behind those of much of the rest of the continent; enrolment in technical universities in only one percent; there is no government science and technology policy for highe education despite an identified social need; the new universities are broadly imitating the old colonial models; and there has been little curriculum reform. This study addresses the state of tertiary eeducation in Uganda and proposes reforms in the following areas: university management; how to manage the current two-tier system of public and private

universities; institutional capacity; financing and coping with decreasing resources; curricula design which is appropriate to African development needs; how to correct the imbalance of arts/humanities and science students and shortages of academic staff; access to tertiary education; quality of education; and institutional and academic autonomy. The author is Professor of History and Vice-Rector of the Islamic University of Uganda at Mbali. He has published widely on a range of subjects including secondary and tertiary education, Islam in Uganda and social violence.

Growth in the scope, scale and importance of higher education regionalization should not be underestimated or ignored. Africa – like Asia, Europe and Latin America – is promoting deeper cooperation among higher education bodies and institutions across the continent and focusing more attention on Pan-African and sub-regional harmonization of policies and programmes. This is the first book which brings together diverse scholars and policy experts to examine key aspects and challenges of African higher education regionalization. Chapters examine the progress and prospects of core regionalization issues and strategies such as academic mobility, quality assurance, recognition of qualifications, research centres and networks, curriculum and competencies, and regional academic programmes. Other chapters discuss important themes such as the relationship between regionalization, internationalization and Africanization; historical antecedents and perspectives; an analytical model to understand functional, organizational and political approaches to Africa's higher education regionalization; and the influence of the Bologna process on the African Union's Strategy for the Harmonization of Higher Education Programmes. Together these chapters provide a comprehensive overview of efforts by the African Union; sub-regional higher education

associations such as IUCEA, SARUA and CAMES; Pan-African organizations and actors; key research networks and centres of excellence; and the involvement – or dependence – on external actors and funders, especially from Europe. Fundamentally, the book asks the question whether higher education regionalization in Africa is more rhetoric than reality. It discusses the progress to date on specific themes; identifies historical, political, sustainability and funding challenges; and concludes that while the impacts of regionalization efforts have not been fully realized there is cautious optimism for the future.

This book details the key concepts, objectives and processes relating to the professional accreditation of engineering bachelor (honours) degrees. The contemporary context of accreditation is examined in terms of the globalised nature of both the engineering profession and higher education. Examples of the processes relating to single and dual accreditation are provided, with examination of the Washington Accord and the requirements of the European Network for Accreditation of Engineering Education. Details are also provided as to how learning outcomes can be structured to demonstrate compliance with accreditation criteria. The final chapters deal briefly with quality assurance processes used in education and the current international quality ranking systems which exist. This book will provide the reader with a detailed examination of outcome based education within the context of Bachelor of Engineering (honours) degrees. A key feature of this book is the side-by-side comparison of different accreditation criteria and a thorough discussion of the relatively new phenomenon of dual accreditation. The book seeks to provide a very clear explanation and exploration of accreditation within the context of engineering education and will benefit those practitioners involved in the accreditation process.

Anthropologists have expressed wariness about the concept of evil even in discussions of morality and ethics, in part because the concept carries its own cultural baggage and theological implications in Euro-American societies. Addressing the problem of evil as a distinctly human phenomenon and a category of ethnographic analysis, this volume shows the usefulness of engaging evil as a descriptor of empirical reality where concepts such as violence, criminality, and hatred fall short of capturing the darkest side of human existence.

Africa faces several major development challenges that have adversely affected the political and material well being of the majority of the people living there. This collection of new essays rigorously analyzes those frontier development issues--including democracy, leadership, the economy, poverty alleviation through microfinance schemes, food security, education, health and political instability--and offers prescriptions that differ from the dominant neoliberal solutions.

This volume brings together leading experts from eight countries (the USA, Canada, China, Japan, Sweden, India, Azerbaijan and Nigeria) to discuss how national conditions and institutions have shaped initial policy responses to COVID-19. These decisions and actions will have lasting effects on higher education in different national contexts. The book offers solutions to common pedagogical problems such as Zoom fatigue, compassion fatigue and lack of student engagement. It also addresses techniques and support for online teaching and learning including methods to most efficiently utilize technology. The combination of timeliness and international perspectives makes the volume a necessary addition to educators' libraries. In addition, the framing of COVID-19 responses in terms of their international context and institutional cultures provides a new perspective and

unique contribution to the literature for researchers, higher education administrators and policy makers alike.

Whilst educational theory has developed significantly in recent years, much of the law curriculum remains content-driven and delivered traditionally, predominantly through lecture format. Students are, in the main, treated as empty vessels to be filled by the eminent academics of the day. Re-thinking Legal Education under the Common and Civil Law draws on the experience of teachers, practitioners and students across the world who are committed to developing a more effective learning process. Little attention has, historically, been paid to the importance of the application of theory, the role of reflective learning, the understanding and acquisition of lawyering skills and the development of professional responsibility and wider ethical values. With contributions from across the global north and south, this book examines the history of educating our lawyers, the influences and constraints that may shape the curriculum, the means of delivering it and the models that could be used to tackle current shortcomings. The whole is intended to represent what might be desirable and possible if we are to produce lawyers that are fit for purpose in the 21st century, be that in either in civil or common law jurisdictions. This book will be of direct assistance to those who wish to understand the theory and practice of legal pedagogy in an experiential context. It will be essential reading for academics, researchers and teachers in the fields of law and education, particularly those concerned with curriculum design and developing interactive teaching methods. It is likely to be of interest to law students too – particularly those who value a more direct engagement in their learning.

Corruption and poor governance are acknowledged as major impediments to realizing the right to education and to reaching the Millennium Development Goal of universal

primary education by 2015. Corruption not only distorts access to education, but affects the quality of education and the reliability of research findings. From corruption in the procurement of school resources and nepotism in the hiring of teachers, to the buying and selling of academic titles and the skewing of research results, major corruption risks can be identified at every level of the education and research systems. Conversely, education serves as a means to strengthen personal integrity and is a critical tool to address corruption effectively. The Global Corruption Report (GCR) is Transparency International's flagship publication, bringing the expertise of the anti-corruption movement to bear on a specific corruption issue or sector. The Global Corruption Report on education consists of more than 70 articles commissioned from experts in the fields of corruption and education, from universities, think-tanks, business, civil society and international organisations. The Global Corruption Report on education and academic research will provide essential analysis for understanding the corruption risks in the sector and highlight the significant work that has already been done in the field to improve governance and educational outcomes. This will be an opportunity to pull together cutting edge knowledge on lessons learnt, innovative tools and solutions that exist in order to fight corruption in the education sector.

The service sector accounts for a huge proportion of global employment, and is the biggest driver of gross domestic product in developing nations. Yet there has been little research uncovering its scope, potential and implications on sustained and inclusive economic growth. This is especially true for Africa, which has seen a strong growth trajectory in recent years. This book presents a new frontier of research, offering insightful perspectives on the 21st-century realities of the service sector and its effect on economic development in

Africa. The analysis presented here will be of relevance to academics and policymakers with an interest in Africa's role in the global economy.

This book focuses on higher education in Ethiopia, analysing persisting inequalities and policy responses against the backdrop of the extensive expansion and reform that the system has experienced in recent years. Drawing on empirical data generated through interviews, policy reviews and focus-group discussions, it explicates factors of structural inequality ranging from neoliberal policy orientations to repressive gender culture and geo-political peripherality. In a departure from conventional studies that consider policy a response to social problems, the book takes a critical perspective to show the constitutive role of policy, and explains how the representation of the problem of social inequality undermines equity policy outcomes in Ethiopian higher education. Not only does the book problematise the framing of the problem of inequality in the system, it also outlines strategies for designing transformative equity instruments. In explaining structural factors of inequality and equity provisions, the book productively combines sociological concepts with historical accounts and political economy insights. Given the increased economic optimism associated with higher education in sub-Saharan Africa and the neoliberal ideals underpinning much of the restructuring of the system in the region, this is a timely and important contribution that sheds light on the social justice implications and consequences of such changes. It offers fresh accounts of largely neglected qualitative cases of inequality, making it a valuable read for students and researchers in the areas of Ethiopian education policy studies, international and comparative education, and international development.

Misinformation Policy in Sub-Saharan Africa is a single volume containing two research reports by eight authors

examining policy towards misinformation in Sub-Saharan Africa. The volume first examines the teaching of 'media literacy' in state-run schools in seven Sub-Saharan African countries as of mid-2020, as relates to misinformation. It explains the limited elements of media and information literacy (MIL) that are included in the curricula in the seven countries studied and the elements of media literacy related to misinformation taught in schools in one province of South Africa since January 2020. The authors propose six fields of knowledge and skills specific to misinformation that are required in order to reduce students' susceptibility to false and misleading claims. Identifying obstacles to the introduction and effective teaching of misinformation literacy, the authors make five recommendations for the promotion of misinformation literacy in schools, to reduce the harm misinformation causes. The second report in the volume examines changes made to laws and regulations related to 'false information' in eleven countries across Sub-Saharan Africa 2016-2020 from Ethiopia to South Africa. By examining the terms of such laws against what is known of misinformation types, drivers and effects, it assesses the likely effects of punitive policies and those of more positive approaches that provide accountability in political debate by promoting access to accurate information and corrective speech. In contrast to the effects described for most recent regulations relating to misinformation, the report identifies ways in which legal and regulatory frameworks can be used to promote a healthier information environment.
This research handbook provides meaningful coverage on current trends in the dynamic education systems of Africa. It presents the main findings on current issues in the education systems from different African countries. Specifically, it examines education policies and what can be done differently by African nations to strengthen these policies. The objective

is to highlight African nations' capacity to address issues of social justice to generate ideas that can help translate the increasing strengths of the continent into achieving sustainable development.

'The Education System in Malawi', an Education Country Status Report (CSR), is a detailed analysis of the current status of the education sector in Malawi, the results of which have been validated by the government of Malawi. Its main purpose is to enable decision makers to orient national policy on the basis of a factual diagnosis of the overall education sector and to provide relevant analytical information for the dialogue between the government and development partners. The analysis incorporates data and information from multiple sources, such as school administrative surveys by the Ministry of Education, household surveys, and a tracer survey created especially for this study. This CSR, developed by a multi-ministerial national team supported by UNESCO P le de Dakar, the World Bank, and GTZ specialists, updates the previous one drawn up in 2003 and consists of eight chapters, including a chapter on higher education. The analysis provides key monitoring and evaluation inputs for the overall education sector, particularly under the framework of the implementation of the National Education Sector Plan. Globalization, Education and Social Justice, which is the tenth volume in the 12-volume book series Globalisation, Comparative Education and Policy Research, presents up-to-date scholarly research on major discourses concerning global trends in education, social justice and policy research. It provides an easily accessible, practical yet scholarly source of information about the international concern in the field of social justice, globalisation, and policy research. Above all, the book offers the latest findings to the critical issues in education and social justice globally. It is a sourcebook of ideas for researchers, practitioners and policy makers in

education, globalisation and social justice education reforms around the world. It offers a timely overview of current issues in social justice affecting education policy research in the global culture. It provides directions in education, and policy research, relevant to transformational educational reforms in the 21st century. The book critically examines the overall interplay between globalisation, education reforms, and social justice. It draws upon recent studies in the areas of globalisation, social justice education reforms and the role of the State. It explores conceptual frameworks and methodological approaches applicable in the research covering the State, globalisation, equity, education, and social justice. It demonstrates the neo-liberal ideological imperatives of education and policy reforms, and illustrates the way the relationship between the State and education policy affects current models and trends in education reforms for social justice and schooling globally. Various book chapters critique the dominant discourses and debates pertaining to the politics of social justice and education globally and the newly constructed and re-invented models of neo-liberal ideology in education and policy reforms. Using a number of diverse paradigms in comparative education research, ranging from critical theory to post-structuralist discourses, the authors, by focusing on globalisation, social justice and democracy, attempt to examine critically both the reasons and outcomes of education reforms and policy change for social justice. The volume offers a more informed critique on the Western-driven models of education reforms and implications for social justice. The book also draws upon recent studies in the areas of equity, cultural capital and dominant ideologies in education. The general intention is to make Globalization, Education and Social Justice available to a broad spectrum of users among policy-makers, academics, graduate students, education policy researchers, administrators, and

practitioners in the education and related professions.
- Foreword - Editorial - Executive summary - Education in Japan: Strengths and challenges - Competencies for 2030: Curriculum, assessment and teaching - Into the future: Preserving holistic education and school-community relationships - Lifting the contribution of education to the Japanese skills system - Overview of strengths, challenges and policy options - Agendas of the OECD review visits - OECD review team members
One of the major knowledge challenges in the domain of Resilient and Sustainable Food Systems refers to the integration of perspectives on consumption, patterns that support public health, inclusive value chains, and environmentally sustainable food production. While there is a long record of the analysis of separate interventions, this special issue generates integrated insights, provides cross-cutting perspectives, and outlines practical and policy solutions that address these global challenges.The collection of papers promotes the view that sustainable food systems require thorough insights into the structure and dynamics of agri-food production systems, the drivers for integrating food value chains and markets, and key incentives for supporting healthier consumer choices. On the production side, potential linkages between agricultural commercialization and intensification and their effects for food security and nutritional outcomes are analyzed. Value Chains are assessed for their contribution to improving exchange networks and markets for food products that simultaneously support efficiency, circularity, and responsiveness. Individual motives and market structures for food consumption need to be understood in order to be able to outline suitable incentives to enhance healthy dietary choice.The contributed papers focus on interfaces between food system activities and processes of adaptive change that are critical for

overcoming key constraints and trade-offs between sustainable food and healthy diets.

This work analyzes the history of the application of Islamic law (Shari`ah) in Nigeria. It analyzes how Islamic law emerged in Nigeria toward the beginning of the 19th century and remained applicable until the arrival of the British Colonial regime in Northern Nigeria in 1903. It sheds light on how the law survived colonial rule and continues until today. Dr. Yushau Sodiq analyzes progressive elements in Islamic law over the past two centuries. He goes on to discuss many objections raised by the Nigerian Christians against the application of Islamic law, as well as how Muslims respond to such criticism. In a world that is often saturated with Islamophobia and ignorant misconceptions about Islam, this book aims to clarify and respond to many important concepts and ideas within Islamic religious tradition.

Confronting Corruption in Business focuses on the contextual issues that trigger corruption to give the reader a more thorough understanding of destructive leadership. It provides students with a unique, critical perspective on issues of leadership, corruption, and policy in different countries, industries, and companies. While there isn't a universally agreed upon definition of corruption in social sciences, it generally refers to efforts to secure wealth or power through misusing public power for private gain. This kind of destructive leadership is typically treated as an anomaly, but this book closes the gap in our understanding by highlighting the wider consequences of this behavior within business, and on an international level. Armed with this understanding, one also learns how to mitigate its causes and consequences. Edited by leading experts, the book includes contributions from scholars with international expertise on leadership, strategy, political science, finance, organizational change, and public policy. It is the first book to focus on corruption on

the country level and within business, and students in international business, management, ethics, and leadership classes will find it a valuable read.

Providing an in-depth look at the lives of women and girls in approximately 150 countries, this multivolume reference set offers readers transnational and postcolonial analysis of the many issues that are critical to the survival and success of women and girls. • Presents a broad postcolonial feminist examination of the lives of women and girls worldwide through essays about the female experience in individual countries • Provides sidebars that highlight details about individual women and interesting topics that affect women and girls • Includes primary source documents that offer readers a direct look at important statements, laws, and policies about women and girls

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.

Despite a spectacular expansion of the higher education sector in Sub-Saharan Africa, the supply of tertiary education has generally failed to keep pace with demand and the region continues to lag all other regions in terms of access to tertiary education. This is in part a consequence of deeply entrenched patterns of inequitable access to higher education, and the perpetuation of what researchers refer to as "elite systems†?. To date, access to tertiary education in Sub-Saharan Africa has unduly benefitted students drawn from the region's wealthiest households, and overall enrollment remains disproportionately male, and metropolitan. These factors stifle the catalytic potential of higher education, corroding its potential for driving economic growth and sustaining poverty reduction. Instead, patterns of access to tertiary education have generally reinforced and reproduced social inequality, instead of eroding its pernicious social and economic effects. This report aims to inform an improved understanding of equity in tertiary enrollment in Sub-Saharan African countries, and to examine the extent to which inequity functions as a bottleneck inhibiting the ability of African universities to effectively drive improvements in overall quality of life and economic competitiveness. In our survey of the evidence, we also aim to identify which policies most effectively address the challenge of promoting equity of access in SSA tertiary education systems. In order to achieve these objectives, the report collects, generates and analyzes empirical evidence on patterns of equity, examines the underlying causes of inequity, and evaluates government policies for addressing inequity.

This two-book bundle is an essential handbook for any student or parent considering university. Learn why a degree is no longer a passport to success in today's job market. Includes: Dream Factories The "good jobs" of the past are almost gone. Today, many university graduates face

unemployment while others face underemployment. Professors Ken Coates and Bill Morrison explore the death of the "good job," and the role that universities have played in the disconnect between career fantasies and realities. What to Consider If You're Considering University If you listen to the general chatter from parents, guidance counsellors, and politicians, you would think that going to university is the only option that ensures future success. That's no longer true. This book is designed to help anyone under thirty make the best possible educational and career choices.

In what ways does access to undergraduate education have a transformative impact on people and societies? What conditions are required for this impact to occur? What are the pathways from an undergraduate education to the public good, including inclusive economic development? These questions have particular resonance in the South African higher education context, which is attempting to tackle the challenges of widening access and improving completion rates in in a system in which the segregations of the apartheid years are still apparent. Higher education is recognised in core legislation as having a distinctive and crucial role in building post-apartheid society. Undergraduate education is seen as central to addressing skills shortages in South Africa. It is also seen to yield significant social returns, including a consistent positive impact on societal institutions and the development of a range of capabilities that have public, as well as private, benefits. This book offers comprehensive contemporary evidence that allows for a fresh engagement with these pressing issues.

Gender inequality is entrenched in the cultural, political, and market systems that operate at household, community, and national levels. Overarching global changes in access to markets, climatic conditions, and the availability of natural resources intensify disparities in income, assets, and power

among genders. This book explains these gender dynamics at macro and micro levels through GIS and spatial analysis. Chapter 1 provides an overview of the current role of GIS in the context of gender inequalities, how it still exists globally despite substantial national and international measures that have been taken toward gender equality. It illustrates global and country-level maps of measures of gender inequalities, such as gender equality index, access to basic education, health and life expectancy, equality of economic opportunity, and political empowerment. The global case studies provided in the consequent chapters explore the world of gender inequalities and get directly involved with some of the GIS and mapping applications. Chapter 2 investigates how GIS can be adapted for the criminal justice response to domestic violence (DV) and to eliminate gender-based violence. Chapter 3 discusses applying GIS and spatial analysis to the prevalence and incidence mapping of intimate partner violence (IPV) and geospatial factors that influence help-seeking and resource availability. Chapter 4 discusses the spatial disparity of gender-representation across industry types in the United States. Chapter 5 explores the social and environmental injustice experienced by female migrant workers at Guiyu town, China, in the context of both environmental pollution and governance. Chapter 6 presents a social vulnerability index to identify spatial patterns of social vulnerability and gender inequalities among Mexican households. Chapter 7 presents the United States' opioid crisis over the past two decades and analysis of mortality by gender, race, age, and urbanicity. Chapter 8 discusses the commitment to "leave no one behind" as the heart of the 2030 Agenda for Sustainable Development and identifies inequalities among women and girls by mapping multiple deprivations in Pakistan. Chapter 9 discusses the long-standing challenges in establishing gender parity in the

transportation workforce in the United States. Chapter 10 presents a study that utilizes geospatial statistical tools and state-level admission data to examine gender inequalities in higher-education enrollment in Nigeria and investigates the key factors on enrollment. This book fosters engagement with the newest mapping and GIS application in contemporary issues regarding gender inequalities and nurtures recognition of how institutional global, everyday, and intimate spaces are inherently gendered, classed, raced, and sexualized. It demonstrates the spatiality of the politics of gender difference, and the contributions of GIS and spatial analysis to the struggles for equality and social justice. A unique work that Lays out a step-by-step approach to identify relevant GIS applications, spatial methods, data collection, and mapping techniques for gender inequalities research Has a strong international and global perspective. The author is well-informed in global perspectives Investigates the patterns/processes and indicators driving gender inequality at various temporal scales and at comparably detailed resolutions Illustrates finer-scale case studies, appropriate for local programs and interventions, as well as global scale studies contributing to international and national-level policy discussions on gender inequality Since gender inequality is a research area that is very wide and with strands into many academic traditions, this book is aimed at different and diverse academics/research. It is written for geographers, public health practitioners, sociologists, epidemiologists, criminologists, politicians, economists, environmentalists, GIScientists, and health and research professionals interested in applying GIS and spatial analysis to the study of gender inequalities.

Two professors look at the mystique around universities and the consequences of "credentialism." For decades, we have promoted the idea that a university degree is a passport to

future career success. Ken Coates and Bill Morrison argue that the over-promotion of higher education and university degrees is actually undermining the lives of young people, saddling them with enormous debts, and costing governments huge amounts of money. As the young flock to universities in ever-increasing numbers, fewer of them than ever find the elusive "good jobs" that they are pursuing. In fact, many of those jobs no longer exist. We are in the midst of a youth employment crisis that is global in proportion, and we are facing serious misunderstandings about the unfolding career prospects for young adults entering a world of rapid technological change. Ken Coates and Bill Morrison explore the impacts of universities turning out graduates with the wrong skills, and the consequences of vanishing job opportunities.

The purpose of education has been debated in recent years, especially surrounding its curriculum and structure. In order to fully understand this discussion, the relationship between education and the labor market must be explored. Global Perspectives on Work-Based Learning Initiatives is a pivotal reference source that provides vital research on recent progress in selected countries across the globe in educational programs designed to better prepare students for the workforce through the use of work-related learning. While highlighting topics such as degree apprenticeships, integrated learning strategy, and economic development, this book is ideally designed for education administrators, professors, business and education professionals, academicians, researchers, and graduate-level students seeking current research on the relationship between the education and labor market.

This publication examines key issues related to the development of the education sector in Democratic Republic of Congo, focusing on the primary and secondary levels.

Topics discussed include: background context, structure of the education system, education finance, learning outcomes and conditions, and educational quality aspects; as well as a chapter on the organisation, quality and financing of the higher education sector.

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