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Market-Led Agrarian Reform Saturnino M. Borras Jr., Cristóbal Kay, Edward Lahiff. 2013-09-13 Three-fourths of the world's poor are rural poor. Most of the rural poor remain dependent on land-based livelihoods for their incomes and reproduction despite significant livelihood diversification in recent years. Land issue remains critical to any development discourse today. Market-led agrarian reform (MLAR) has gained prominence since the early 1990s as an alternative to state-led land reforms. This neoliberal policy is based on the inversion of what its proponents see as the features of earlier approaches, and calls for redistribution via privatized, decentralized transactions between 'willing sellers' and 'willing buyers'. Its proponents, especially those associated with the World Bank, have claimed success where the policy has been implemented, but such claims have been contested by independent scholars as well as by peasant movements who are struggling to gain access to land. This book presents three thematic papers and six country studies. The thematic papers address issues of formalisation of property rights, gendered land rights, and neoliberal enclosure. These studies demonstrate the pervasive influence of neoliberal ideas on property rights and rural development debates, well beyond the 'core' question of land redistribution. The country cases bring together experiences from Brazil, Guatemala, El Salvador, Philippines, South Africa and Egypt. Common findings include the success of landowners in minimising the impact of reform, and a lack of post-transfer support, translating into marginal impact on poverty. The limitations of the market-led approach, and the implications of the studies presented here for the future of agrarian reform, are considered in the editors' introduction. This book was a special issue of *The Third World Quarterly*.

Accelerating Catch-up .2009 This book lays out a rationale, provides supporting evidence, and suggests promising pathways for Sub-Saharan Africa to sustain current economic growth by aligning its tertiary education systems with national economic strategies and labor market needs.

Alternatives to Land Acquisitions Lorenzo Cotula, Rebeca Leonard. 2010 Abstract: Recent years have witnessed a renewed interest in private-sector investment in agriculture. Some have welcomed this trend as a bearer of new livelihood opportunities in lower and middle-income countries. Others have raised concerns about the possible social impacts, including loss of local rights to land, water and other natural resources; threats to local food security; and, more generally, the risk that large-scale investments may marginalise family farmers. The recent debates about 201Cland grabbing201D - whereby investors acquire large areas of land in lower- and middle-income countries - illustrate these trends and positions. There is great demand for insights on how to structure agricultural investments in ways that leave land and share value with local farmers and communities. And in many parts of the world, there is growing experience with models for structuring agricultural investments other than large-scale land acquisitions

Beyond Open and Distance Education B. PanduRanga Narasimharao. 2018-01-11 Beyond Open Distance Learning is not about the advances made in distance education through the use of modern communication technologies and educational pedagogies (OECs, MOOCs, web, YouTube, Twitter, etc). The book is more about the discussion on the need for new thinking (disruptive innovations) for a more holistic development or Kuhonian revolution. It discusses ways to try to escape from the cocoon we created in ODL and higher education and to move towards new horizons of a sustainable and balanced development of the society.

White Paper on South African Land Policy South Africa. Department of Land Affairs. 1997

The Making Of The Curriculum Ivor F Goodson. 2002-11-01 The first edition of *The Making of Curriculum* was published in 1988 and reviewers hailed it as a seminal work in the field. In that work Goodson explored a number of aspects of the so-called traditional subjects and described the way they develop over time to a point where they can be promoted as 'academic' disciplines. He showed that the claim to be academic was in fact the result of a substantial political contest covering

a century or more. The traditional subject was, in short, invented. The first edition of this book provided a series of challenging insights for those desiring to make sense of the current debate over schooling. In this new and extended second edition, Bill Pinar adds an illuminating introduction and Goodson brings his argument up-to-date with a discussion of the National Curriculum - 'a contemporary initiative in the making of curriculum.'

Opening Up Education Toru Iiyoshi, M.S. Vijay Kumar. 2010-09-24 Experts discuss the potential for open education tools, resources, and knowledge to transform the economics and ecology of education. Given the abundance of open education initiatives that aim to make educational assets freely available online, the time seems ripe to explore the potential of open education to transform the economics and ecology of education. Despite the diversity of tools and resources already available—from well-packaged course materials to simple games, for students, self-learners, faculty, and educational institutions—we have yet to take full advantage of shared knowledge about how these are being used, what local innovations are emerging, and how to learn from and build on the experiences of others. *Opening Up Education* argues that we must develop not only the technical capability but also the intellectual capacity for transforming tacit pedagogical knowledge into commonly usable and visible knowledge: by providing incentives for faculty to use (and contribute to) open education goods, and by looking beyond institutional boundaries to connect a variety of settings and open source entrepreneurs. These essays by leaders in open education describe successes, challenges, and opportunities they have found in a range of open education initiatives. They approach—from both macro and micro perspectives—the central question of how open education tools, resources, and knowledge can improve the quality of education. The contributors (from leading foundations, academic institutions, associations, and projects) discuss the strategic underpinnings of their efforts first in terms of technology, then content, and finally knowledge. They also address the impact of their projects, and how close they come to achieving a vision of sustainable, transformative educational opportunities that amounts to much more than pervasive technology. Through the support of the Carnegie Foundation for the Advancement of Teaching, an electronic version of this book is openly available under a Creative Commons license at The MIT Press Web site, <http://mitpress.mit.edu>. Contributors Richard Baraniuk, Randy Bass, Trent Batson, Dan Bernstein, John Seely Brown, Barbara Cambridge, Tom Carey, Catherine Casserly, Bernadine Chuck Fong, Ira Fuchs, Richard Gale, Mia Garlick, Gerard Hanley, Diane Harley, Mary Huber, Pat Hutchings, Toru Iiyoshi, David Kahle, M. S. Vijay Kumar, Andy Lane, Diana Laurillard, Stuart Lee, Steve Lerman, Marilyn Lombardi, Phil Long, Clifford Lynch, Christopher Mackie, Anne Margulies, Owen McGrath, Flora McMartin, Shigeru Miyagawa, Diana Oblinger, Neeru Paharia, Cheryl Richardson, Marshall Smith, Candace Thille, Edward Walker, David Wiley

Small Farmers, Big Business David Glover, Ken Kusterer. 2016-07-27 This book deals with an agricultural production and marketing system known as contract farming (CF). In this system, a public or private agency purchases the crops of independent farmers through contracts, often providing inputs, technical assistance and marketing. CF has a long history in developed countries and has spread to the Third World. The book uses case studies from North America, Latin America and Africa to assess the experience to date and provide guidelines for the use of CF in the future.

Development of Higher Education in Africa Alexander W. Wiseman, C. C. Wolhuter. 2013-10-21 This volume of the International Perspectives on Education and Society series investigates the challenges and prospects for higher education in Africa, especially issues of development, expansion, internationalization, equity, and divergence.

Open Access to Knowledge in Nigeria Kunle Ola. 2018-10-17 This book provides an analysis of the legal and policy dimensions of open access to research, education and public sector information with a focus on Nigeria. Kunle shows how open access has evolved across the world and how such initiatives could be implemented in Nigeria and other countries in the developing world. The author argues for a platform where Nigerians are able to freely connect to the 'global library', through the open access dual platforms of self-archiving and open access publishing, thereby providing access to knowledge. The importance of connecting local works to the 'global library' to increase visibility and

impact of such works is also underscored. This book furthers our understanding of open educational resources as alternative avenues to accessing education and seeks to foster citizenry participation, good governance, accountability, democratic values and spur creativity and innovation through open governance and access to public sector information. Providing a framework for open access in developing countries, *Open Access to Knowledge in Nigeria* is an important read for scholars interested in knowledge production in Africa, development of the knowledge economy and the open access and Access to Knowledge movements.

ICTs and Higher Education in Africa .2007 This overview reviews existing national and international policies with regard to the use of Information and Communication Technologies (ICTs) to enhance teaching and learning within institutions of tertiary education. Common areas of strength and of weakness with regard to educational technology readiness in the Partnership for Higher Education in Africa (PHEA) countries are explored. The challenges to the deployment of ICT in tertiary education within the PHEA countries are outlined. Finally lessons learned and possibilities for collaboration are highlighted.

Innovations in Open and Flexible Education Kam Cheong Li, Kin Sun Yuen, Billy Tak Ming Wong.2018-03-07 This book covers a broad range of innovations in education, such as flipped classrooms, the educational use of social media, mobile learning, educational resources and massive open online courses, as well as theoretical discussions and practical applications in the use of augmented reality and educational technology to improve student engagement and pave the way for students' future studies and careers. The case studies and practical applications presented here illustrate the effectiveness of new modes of education in which the latest technologies and innovations are widely used in the global context. Accordingly, the book can help develop readers' awareness of the potential these innovations hold, thus expanding their expertise and stimulating critical thinking as to how new technologies have made learning and teaching easier in various educational settings.

Virtual Learning Environments Martin Weller.2007-05 Virtual learning environments are widely spread in higher education, yet they are often under utilised by the institutions that employ them. This book addresses the need to move beyond thinking about the VLE simply in terms of the particular package that an institution has adopted, and viewing it as a significant educational technology that will shape much of the teaching and learning process in the coming years. Considering how virtual learning environments can be successfully deployed and used for effective teaching, it sets out a model for effective use, focussing on pedagogic application rather than a specific technology, and seeks to provide a bridge between pedagogical approaches and the tools educators have at their disposal. It contains essential advice for those choosing a VLE and encourages all those involved in the deployment of a VLEs to use them more productively in order to create engaging learning experiences.

Private Property and the Limits of American Constitutionalism Jennifer Nedelsky.1994-06-15 Federalists vision of the Constitution; an interdisciplinary investigation.

Teacher Education in Sub-Saharan Africa Rosarii Griffin.2012-05-14 In the drive to achieve universal primary education as one of the Millennium Development Goals, there is an increasing recognition of the urgency of focusing on teacher education to both meet the demand for more than one million qualified teachers required to achieve this goal within sub-Saharan Africa, as well as to combat the sometimes poor quality educational experience reported in the school. Currently, approximately only one third of teachers are qualified to teach. This dearth in qualified teachers also means that secondary and tertiary education need to be improved upon to provide an educated cohort of graduates. This in turn will ensure that the quality of teacher trained and retained within the profession is of a sufficiently high standard to ensure sustainable progress. This volume focuses on the various aspects of teacher education which need to be addressed in order for the wider Millennium Goals to be achieved, but more importantly, so that each African child living within sub-Saharan Africa will have the right to a quality education: ensuring they too experience their right and entitlement as children to reach their full potential - often taken for granted in Western

countries - giving African children the necessary tools to build a better future for themselves. Of particular interest to the education researcher and policy maker, this volume's contributors look at the various issues and challenges around the teacher profession, particularly in relation to resources and practices within sub-Saharan Africa. The contributors examine the issue of building research capacity for educational research within teacher education Colleges and explore the concept of education for sustainable development with the view to improving the development of quality teacher education within the global South. In this volume, research reports are presented highlighting the various challenges within the structure and provision of teacher education within certain national contexts, including assessment and curricula issues, which need to be addressed. This volume goes from the global to the local and examines teacher educator teaching, learning and reflective practice issues within different contexts, as well as exploring alternative pre-service experiences for western teachers who wish to work within the sub-Saharan context as well as some teacher educator exchange programmes between the South and North. Case countries explored include Lesotho, South Africa, Mozambique, Uganda, Kenya, Tanzania and Madagascar, to mention but a few. Of particular value to the education researcher and policy maker, this book provides a timely resource focusing on an area of neglect, highlighting the central role of the teacher and teacher education towards sustainable development within the sub-Saharan African context.

The Guardian of Every Other Right James W. Ely.2008 This book considers the interplay of law, ideology, politics and economic change in shaping constitutional thought, and provides a historical perspective on the contemporary debate about property rights. The third edition has been completely revised and updated.

Open Educational Resources Unesco.2009 Education systems today face two major challenges: expanding the reach of education and improving its quality. Traditional solutions will not suffice, especially in the context of today's knowledge-intensive societies. The Open Educational Resources movement offers one solution for extending the reach of education and expanding learning opportunities. The goal of the movement is to equalise access to knowledge worldwide through openly and freely available online high-quality content. UNESCO has contributed to building global awareness about Open Educational Resources, through facilitating an extended conversation in cyberspace. Over the course of two years, a large and diverse international community came together in a series of online discussion forums to discuss the concept of Open Educational Resources and its potential. In making the background papers and reports from those discussions available for the first time in print, this publication seeks to share even more widely the contributions made by so many. It is intended for all who may be intrigued by the Open Educational Resources movement - its promise and its progress.

The Effects of Massification on Higher Education in Africa G. T. G. Mohamedbhai.2008 Africa has experienced a dramatic escalation in the demand for higher education, beginning in the late 1960s and continuing today. This is partly in response to the relative success of the Education for All programmes implemented by many African countries, which resulted in very considerable expansions in primary and secondary enrollment and output. The pressure of this rising demand, in the face of inadequate resources, has posed major problems for policy makers as well as the leadership of higher education institutions. The purpose of this study is to make an initial assessment of the impact of these developments on the campuses of Africa, and to identify innovative approaches adopted to overcome the resource constraints. The study look first at the effects of the enrollment explosion on teaching, examination performance, physical facilities, institutional management, financing and the quality of student life. It then documents ways in which selected institutions are coping with the challenges.

Towards Knowledge Societies Unesco.2005 Urges governments to expand quality education for all, increase community access to information and communication technology, and improve cross-border scientific knowledge-sharing, in an effort to narrow the digital and knowledge divides between the North and South and move towards a smart form of sustainable human development.

Revitalizing Health for All Ronald Labonté,David Sanders,Corinne Packer,Nikki Schaay.2017-01-01

Revitalizing Health for All examines thirteen cases of efforts to implement CPHC reforms from around the globe including Australia, Brazil, Democratic Republic of Congo, Iran, South Africa, and more.

Trading Down Peter Gibbon, Stefano Ponte. 2005-05-16 Africa's role in the global economy is evolving as a result of new corporate strategies, changing trade regulations, and innovative ways of overseeing the globalized production and distribution of goods both within Africa and internationally. African participants in the global economy, now faced with demands for higher levels of performance and quality, have generated occasional successes but also many failures. Peter Gibbon and Stefano Ponte describe the central processes that are integrating some African firms into the global economy while at the same time marginalizing others. They show the effects of these processes on African countries, and the farms and firms within them. The authors use an innovative combination of global value chain analysis—which links production, trade, and consumption—and convention theory, an approach to understanding the conduct of business. In doing so, Gibbon and Ponte present a timely overview of the economic challenges that lay ahead in Africa, and point to ways to best address them.

ICT4D: Information and Communication Technology for Development P. T. H.

Unwin. 2009-02-09 communities. --Book Jacket.

Financing Education in Sub-Saharan Africa UIS, UNESCO-IIEP, UNESCO Office Dakar and Regional Bureau for Education in Africa. 2011-01-01 In the current economic climate, how can African governments provide every child with a decent education? This report provides the statistical evidence to evaluate the policy trade-offs in responding to the rising demand for primary and secondary education in sub-Saharan Africa. The report presents the most comprehensive and timely data available on the financing of education in 45 sub-Saharan African countries. In addition, historical data enable the authors to track trends since the World Education Forum in 2000 and examine the financial impact of the steadfast commitment of many African governments to provide universal primary education. Over the past ten years, real expenditure on education has risen by 6% annually across the region. It is often assumed that the resources were used to widen enrollment. Yet, recent data show that many countries also made significant investments to improve their educational services. The report also introduces new indicators on critical issues, such as the qualifications and salaries of teachers, the running costs of schools, and the provision of textbooks. The authors examine financing trends in private education, as well as official development assistance, which accounts for more than 50% of public education budgets in some countries. In short, this report provides the facts -- not assumptions -- to analyse policy options and optimise the use of limited financial resources.--P. [4] of cover.

Guía básica de recursos educativos abiertos (REA) Butcher, Neil, Kanwar, Asha, Uvalic-Trumbic, Stamenka. 2015-12-31

South Africa Pushed to the Limit Hein Marais. 2011-01-13 Since 1994, the democratic government in South Africa has worked hard at improving the lives of the black majority, yet close to half the population lives in poverty, jobs are scarce, and the country is more unequal than ever. For millions, the colour of people's skin still decides their destiny. In his wide-ranging, incisive and provocative analysis, Hein Marais shows that although the legacies of apartheid and colonialism weigh heavy, many of the strategic choices made since the early 1990s have compounded those handicaps. Marais explains why those choices were made, where they went awry, and why South Africa's vaunted formations of the left -- old and new -- have failed to prevent or alter them. From the real reasons behind President Jacob Zuma's rise and the purging of his predecessor, Thabo Mbeki, to a devastating critique of the country's continuing AIDS crisis, its economic path and its approach to the rights and entitlements of citizens, *South Africa Pushed to the Limit* presents a riveting benchmark analysis of the incomplete journey beyond apartheid.

Higher Education Reports United States. Bureau of Higher Education. 1966

Education: Training of Teachers New Zealand. Department of Education. 1908

Museums, Health and Well-Being Helen Chatterjee, Guy Noble. 2016-04-22 The role of museums

in enhancing well-being and improving health through social intervention is one of the foremost topics of importance in the museums sector today. With an aging population and emerging policies on the social responsibilities of museums, the sector is facing an unprecedented challenge in how to develop services to meet the needs of its communities in a more holistic and inclusive way. This book sets the scene for the future of museums where the health and well-being of communities is top of the agenda. The authors draw together existing research and best practice in the area of museum interventions in health and social care and offer a detailed overview of the multifarious outcomes of such interactions, including benefits and challenges. This timely book will be essential reading for museum professionals, particularly those involved in access and education, students of museums and heritage studies, as well as practitioners of arts in health, art therapists, care and community workers.

Designing for Learning in an Open World Gráinne Conole.2012-09-21 The Internet and associated technologies have been around for almost twenty years. Networked access and computer ownership are now the norm. There is a plethora of technologies that can be used to support learning, offering different ways in which learners can communicate with each other and their tutors, and providing them with access to interactive, multimedia content. However, these generic skills don't necessarily translate seamlessly to an academic learning context. Appropriation of these technologies for academic purposes requires specific skills, which means that the way in which we design and support learning opportunities needs to provide appropriate support to harness the potential of technologies. More than ever before learners need supportive 'learning pathways' to enable them to blend formal educational offerings, with free resources and services. This requires a rethinking of the design process, to enable teachers to take account of a blended learning context.

Reforming Land and Resource Use in South Africa Paul Hebinck,Charlie Shackleton.2010-11-23 This book debates the emergent proprieties of rural and peri-urban South Africa since land and agrarian reforms were initiated after the transition to democracy in 1994. It explores how these reforms have broadened options for the use of land and natural resources. Reform-minded policies in South Africa have assumed that if access to land and other natural resources is less problematic, the use of these resources would be intensified which in turn would alter the structure and dynamic of rural and urban poverty. *Reforming Land and Resource Use in South Africa* examines in detail, and from several disciplinary perspectives, whether and how this has occurred, and if not, why not. A key argument that this collection pursues is whether land reform has resulted in transformed use of natural (i.e. land, crops, cattle, rangeland, wild products etc.) and other strategic resources (labour, knowledge, institutions, networks etc.), and the value communities and household place on them. The contributions explore a combination of new or alternative meanings of land, including a look beyond crops and cattle per se to include the collection and selling of wild products, as well as a discussion of how land for agriculture has become redefined by land reform beneficiaries as urban land, for settlement and urban employment opportunities, in addition to urban-based agricultural activities. Unlike most analyses and commentaries on land reform, this book pursues an analysis of land reform dynamics at various levels of aggregation. National and regional level analyses of poverty and the ramifications of the property clause are combined with analyses at disaggregate levels such as the land reform project or village. The book will be of interest to both researchers and policy makers with an interest in rural development and social change.

Kajian Sumber Daya Manusia Kesehatan Di Indonesia .

The Land Question in South Africa Lungisile Ntsebeza,Ruth Hall.2007 Publisher description

Human Resource Management in Schools and Colleges David Middlewood,Jacky Lumby.1999-01-08 `This is a distance-learning text for a university MBA course but it is easy to recommend it also as a free-standing, clearly written and comprehensive induction to the subject. NPQH candidates should grab it' - Management in Education This textbook deals with current theories of the management of people employed in schools and colleges, recent developments and emerging trends. The authors focus on issues relevant to the whole organization and the the specifics of managing a school or college and its employees. They also cover the application of good

practice to management processes such as selection, induction, performance management, appraisal and staff development. It is relevant to teachers and managers working in schools of all phases, and in further education colleges, including those aspiring to more senior positions. It is also directly relevant to the requirements of the NPQH.

(WCS)Fundamentals of Human Resource Management 9th Edition for Boston University David A. DeCenzo, Stephen P Robbins.2007-07-01

Contemporary Perspectives in E-Learning Research Gráinne Conole, Martin Oliver.2006-11-22 E-learning is at an exciting point in its development; its potential in terms of research is great and its impact on institutional practices is fully recognised. This book defines e-learning as a field of research, highlighting the complex issues, activities and tensions that characterise the area. Written by a team of experienced researchers and commented upon by internationally recognised experts, this book engages researchers and practitioners in critical discussion and debate about the findings emerging from the field and the associated impact on practice. Key topics examined include: access and inclusion the social-cultural contexts of e-learning organisational structures, processes and identities technical aspects of learning research - using tools and resources approaches to learning and teaching practices and associated learning theories designing for e-learning and the management of educational resources professional roles and identities the evolution of e-assessment collaboration, motivation and educational evaluation. Contemporary Perspectives in E-Learning Research provides a synthesis of research, giving readers a grounding in contemporary e-learning scholarship whilst identifying the debates that make it such a lively and fast-moving area. A landmark text in an evolving field, this book will prove invaluable for all researchers, practitioners, policy makers and students who engage with e-learning.

Citizen Participation in Local Government Koos Bekker.1996 Substantiates the concept of citizen participation as a phenomenon in the discipline of public administration and development. Relevance is enhanced by the content which forms an information base reaching beyond the traditional target group of academics and practitioners.

Agricultural Land Redistribution Hans P. Binswanger-Mkhize, Camille Bourguignon, Rogerius Johannes Eugenius van den Brink.2009-01-01 Despite 250 years of land reform all over the World, important land inequalities remain, especially in Latin America and Southern Africa. While in these countries, there is near consensus on the need for redistribution, much controversy persists around how to redistribute land peacefully and legally, often blocking progress on implementation. This book focuses on the how of land redistribution in order to forge greater consensus among land reform practitioners and enable them to make better choices on the mechanisms of land reform. Reviews and case studies describe and analyze the al.

The Instructional Use of Learning Objects David A. Wiley.2002

Designing and Delivering Distance Education .2004

Higher Education in the Netherlands .1985

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