

# **EFFECTIVE SCHOOLS IN DEVELOPING COUNTRIES**

EDITED BY

Henry M. Levin & Marlaime E. Lockbeed



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EDUCATION AND ECONOMIC DEVELOPMENT

# Effective Schools In Developing Countries

**Gerard Guthrie**



## **Effective Schools In Developing Countries:**

**Effective Schools in Developing Countries (RLE Edu A)** Henry Levin, Marlaïne Lockheed, 2012-05-31 This volume brings together eight case studies which describe a variety of initiatives to create more effective schools for children of poverty especially in the Third World The initiatives reviewed published and unpublished documents and both qualitative and statistical studies were examined Countries include Brazil Burundi Colombia Ghana Nepal Sri Lanka Thailand and the United States Each initiative was developed independently to address unique challenges and situations but taken as a group the features of the approaches described in this volume can be viewed as a basis for considering the development of effective schools strategies in other contexts

**Effective Schools in Developing Countries** World Bank. Education and Employment Division, Marlaïne E. Lockheed, Henry M. Levin, 1991 **Effective Schools in Developing Countries** Henry M. Levin, Marlaïne E. Lockheed, 2012 Effective Schools in Developing Countries Henry Levin, Marlaïne

Lockheed, 2012-05-31 This volume brings together eight case studies which describe a variety of initiatives to create more effective schools for children of poverty especially in the Third World The initiatives reviewed published and unpublished documents and both qualitative and statistical studies were examined Countries include Brazil Burundi Colombia Ghana Nepal Sri Lanka Thailand and the United States Each initiative was developed independently to address unique challenges and situations but taken as a group the features of the approaches described in this volume can be viewed as a basis for considering the development of effective schools strategies in other contexts

**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 Harber 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, 1998 This report reviews literature and presents evidence and findings from empirical studies and syntheses that encompass a wide range of contexts and topics relating to school effectiveness The body of the report is arranged in seven sections The introduction discusses the need for effective schools and the concepts of effectiveness efficiency and quality

with a note on the methodology of school effectiveness research Section 2 presents evidence on a range of specific interventions multigrade schools preprimary education school physical facilities interactive radio instruction textbooks and materials and health Section 3 looks at some curriculum and assessment issues the relation of curriculum content to economic growth vocational education and examination reform In section 4 factors influencing teacher effectiveness are considered Section 5 presents evidence from general studies and reviews of school effectiveness in developing countries Section 6 summarizes some relevant research from developed countries Finally Section 7 is devoted to policy implications Appendix A is an extract from the Terms of Reference and Appendix B is a table illustrating educational efficiency in developing countries Contains 57 references RT **Effective Schools in Developing Countries** Henry M. Levin (ed),1991

**Rural School Improvement in Developing Countries** Yuchi Zhao,Jing Liu,2024-09-06 This open access book examines the rural school improvement programs implemented in four developing countries including China Myanmar Uganda and Kenya It analyzes research questions such as problems faced by rural schools in these countries approaches or models adopted to improve these rural schools specific interventions to address the problems and their effectiveness and lessons learnt from these programs It serves as a useful reference for researchers and policy makers interested in the field of rural education improvement **Schools Count** Ward Heneveld,Helen Craig,1996 World Bank Technical Paper No 303 Reviews

the design of 26 projects in Sub Saharan Africa that were prepared by African governments and the World Bank for Bank funding The report concludes that school level factors need more attention in program design **The Routledge International Handbook of Educational Effectiveness and Improvement** Christopher Chapman,Daniel Muijs,David Reynolds,Pam Sammons,Charles Teddlie,2015-08-14 The International Handbook of Educational Effectiveness and Improvement draws together leading academics and researchers in the field to reflect on the history traditions and the most recent developments in this dynamic and influential field This handbook provides a comprehensive overview of the foundations of the field the evolution of educational effectiveness theory and methodology the links with other research disciplines the links between policy and practice In conclusion the handbook sets out a new agenda for future educational effectiveness research This handbook is an essential resource for those interested in the effectiveness of educational systems organisations and classrooms It offers academics researchers students and policy makers new insights into the latest thinking and evidence about educational effectiveness **International Handbook of School Effectiveness and Improvement**

Tony Townsend,2007-09-21 This book reviews of the development implementation and practice of the disciplines of school effectiveness and school improvement Seven main topics are addressed History of the school effectiveness movement over the last 25 years Changes in accountability and standards Leadership in school effectiveness Changes in teacher education Impact of Diverse Populations Education Funding and its Impact and Best Practice Case Studies The contributors are active in school effectiveness research worldwide **The Progressive Education Fallacy in**

**Developing Countries** Gerard Guthrie, 2011-06-23 This book provides a provocative but carefully argued addition to the theory and practice of education in developing countries The book provides an ethical and empirical justification for support of formalistic teaching in primary and secondary schools in developing countries It also refutes the application of progressive education principles to curriculum and pre and in service teacher education in such contexts The central focus of this book is the formalistic teaching prevalent in the classrooms of many developing countries Formalistic teacher centred traditional didactic pedagogic teaching is appropriate in the many countries with revelatory epistemologies unpopular and old fashioned though these methods may seem in some western especially Anglophone ones Formalism has been the object of many failed progressive curriculum and teacher education reforms in developing countries for some 50 years *Advancing Education* William Walker, Meredydd Hughes, Robin Farquhar, 2018-05-11 Originally published in 1991 Compiled by prominent figures in the educational administration field across the Commonwealth for the twentieth anniversary of the foundation of the Commonwealth Council for Educational Administration CCEA this imaginative and forward looking book is for practitioners and academics world wide The book illuminates significant issues in educational administration sensitizes readers to the rapidity and inevitability of change in the field guides well informed administrative action provides a comprehensive overview of emergent developments in the study and practice of educational administration and demonstrates the leadership of the CCEA as a professional association Having regard to differences of national context universal issues of policy and practice are explored and two key leadership roles are described and analysed namely that of school principal head teacher and that of school superintendent education officer

**Education Inputs in Uganda** Harriet Nannyonjo, 2007-01-01 This report is based on a study prompted by the need for improved effectiveness in the use of education resources in Uganda Uganda s problem with increasing resource constraints for education is common in many developing countries and the lessons learned in this study may be of broad interest Currently Uganda allocates over 31 percent of its discretionary recurrent expenditure to education and 67 percent of this is allocated to primary education Given increasing pressures on the budgets there is need to implement strategies focusing on those inputs most likely to improve student learning A major impediment to rational decision making in this area is lack of knowledge about what interventions work best and under what circumstances Without this knowledge Government may continue spending scarce resources on inputs that may not directly contribute to student learning achievement

**School Effectiveness for Whom?** Roger Slee, Sally Tomlinson, Gaby Weiner, 2003-05-20 School effectiveness research together with what is now described as the school improvement movement Barber 1996 has captured both the Conservative and New Labour imaginations as a basis for educational planning and policy making in the UK Internationally school effectiveness enjoys and expanding and enthusiastic audience This book provides a critique of this research genre particularly in the light of the recent calls for teaching to go back to the basics The editors argue that this school effectiveness research is simplistic in its analysis of educational problems Far from getting to the bottom of the

problem of failing students and schools they argue these movements are merely scratching at the surface of the problems and coming up with notions for superficial improvements

**Research on Effective Schools** Elchanan Cohn,1987 This paper provides a review of research on effective schools for both developed and less developed countries discusses some methodological questions and then offers a few guidelines for educational policy in less developed countries Perhaps the most important conclusion derived from the synthesis of the literature is that although additional funds for education appear to be a necessary condition for educational improvement merely spending more money is not a sufficient condition for improvement How the funds are used is of critical importance This survey concentrates on the how questions providing a general discussion of areas where educational improvements are likely to be realized

*School Effectiveness, School Improvement* David Reynolds,2004-11-01 The pressure on schools to improve and to raise achievement continues to be a dominant issue in both school and government policies School Effectiveness and School Improvement seeks to develop the debate further providing academics and practitioners alike with a summary and discussion of research on school effectiveness and school improvement up to the present new perspectives on these fields developed from other traditions of thinking and research a consideration of the role of organization theory an integrated view of these current perspectives and clear practical implications for policy and practice

*Effective School Librarianship* Patrick Lo,Heather Rogers,Dickson K.W. Chiu,2018-04-27 These volumes provide a series of informative interviews with school teacher librarians practicing in different parts of the world The 2 volume set showcases the resilience creativity and best practices from successful school librarians from Europe Asia Africa Australia and North and South America The librarians interviewed come from all different schools and schools systems from a tiny recently built school library in a rural village in Africa to an ultra modern library in Sweden Featuring 37 interviews with successful school librarians from across the globe the volumes let us hear the stories from countries around the world They tell about their creative and innovative school library projects their unconventional reading programs and their best practices and experiences in addressing the challenges of supporting basic literacy A wide selection of methodologies and approaches are discussed offering a global voyage through topics important in school librarianship The 2 volume set also addresses recent advancements in information and communication technologies ICTs and the shift toward inquiry based learning that impacts school libraries worldwide The books are packed with information that can be used by school librarians teachers school administrators and others in a variety of ways Readers can borrow best practices from the experiences presented in the book and the volumes can also serve as a strong voice for practicing school librarians and the profession through expanding the opportunities for professional sharing in the international school library community

**School Effectiveness** Louise Morley,Naz Rassool,2002-11 This book traces the development of the school effectiveness debate and raises key questions about how it has become a dominant discourse in theories of educational change today

**Really Good Schools** James Tooley,2021-04-12 Almost overnight a virus has brought into question

America's nearly 200 year old government run K 12 school system and prompted an urgent search for alternatives But where should we turn to find them Enter James Tooley's Really Good Schools A distinguished scholar of education and the world's foremost expert on private low cost innovative education Tooley takes readers to some of the world's most impoverished communities located in some of the world's most dangerous places including India and such war torn countries as Sierra Leone Liberia and South Sudan There in places where education experts fear to tread Tooley finds thriving private schools that government multinational NGOs and even international charity officials deny exist Why Because the very existence of low cost high quality private schools shatters the prevailing myth in the U S U K and western Europe that absent government affordable high quality schools for the poor could not exist But they do And they are ubiquitous and in high demand Founded by unheralded local educational entrepreneurs these schools are proving that self organized education is not just possible but flourishing often enrolling far more students than free government schools do at prices within reach of even the most impoverished families In the course of his analysis Tooley asks the key questions What proportion of poor children is served How good are the private schools What are the business models for these schools And can they be replicated and improved The evidence is in In poor urban and rural areas around the world children in low cost private schools outperform those in government schools And the schools do so for a fraction of the per pupil cost Ubiquity affordability quality value for money equity choice and sustainability these are the seven categories by which schooling should be judged according to Tooley In every instance one is forced to conclude that low cost non governmental entrepreneurial education as practiced by the poor around the globe contains the key to their rise to prosperity and leadership positions within their own respective cultures Alarmed by recent government barriers in education Americans can now find hope in the triumph in the face of acute adversity of these remarkable schools Because of the pandemic parents in America and Europe are discovering that the education of their children is indeed possible and likely far better without government meddling with rigid seat time mandates outdated school calendars absurd age driven grade levels and worse testing regimes And having experienced the first fruits of educational freedom parents will be increasingly open to the possibilities of ever greater educational entrepreneurship and innovation Thankfully they have Really Good Schools to show the way

## **Effective Schools In Developing Countries** Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the energy of words has be evident than ever. They have the capacity to inspire, provoke, and ignite change. Such is the essence of the book **Effective Schools In Developing Countries**, a literary masterpiece that delves deep in to the significance of words and their affect our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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