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Zambian
Syllabus
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Education
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**'The Impact of
School
Infrastructure on
Learning: A**

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**Synthesis of the
Evidence provides
an excellent**

**literature review of
the resources that
explore the areas of
focus for improved
student learning,
particularly the
aspiration for
“accessible, well-
built, child-**

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**centered, synergetic
and fully realized
learning
environments.†?**

**Written in a style
which is both clear
and accessible, it is
a practical
reference for senior
government
officials and
professionals**

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**involved in the
planning and
design of**

**educational
facilities, as well as
for educators and
school leaders.**

**--Yuri Belfali, Head
of Division, Early
Childhood and
Schools, OECD
Directorate for**

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Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure given the capital investment involved. It will

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**provide policy
makers,
practitioners, and
those who are
about to
commission a new
build with an
important and
comprehensive
point of reference.
The emphasis on
safe and healthy**

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**spaces for teaching
and learning is
particularly**

**welcome. --Harry
Daniels, Professor
of Education,
Department of
Education, Oxford
University, UK**

**This report offers a
useful library of
recent research to**

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**support the,
connection between
facility quality and
student outcomes.**

**At the same time, it
also points to the
unmet need for
research to provide
verifiable and
reliable
information on this
connection. With**

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**such evidence,
decisionmakers will
be better positioned
to accurately
balance the
allocation of limited
resources among
the multiple
competing
dimensions of
school policy,
including the**

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**construction and
maintenance of the
school facility.**

**--David Lever,
K-12 Facility
Planner, Former
Executive Director
of the Interagency
Committee on
School
Construction,
Maryland Many**

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planners and designers are seeking a succinct body of research defining both the issues surrounding the global planning of facilities as well as the educational outcomes based on the quality of the space provided.

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The authors have finally brought that body of evidence together in this well-structured report. The case for better educational facilities is clearly defined and resources are succinctly identified to

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**stimulate the
dialogue to come.**

**We should all join
this conversation to
further the process
of globally
enhancing learning-
environment**

**quality! --David
Schrader, AIA,
Educational
Facility Planner**

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**and Designer,
Former Chairman
of the Board of
Directors,
Association for
Learning
Environments
(A4LE)**

**The Palgrave
Handbook of
Citizenship and
Education will be**

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**available in print
format in 2020. The
living reference will
start to publish
much sooner on
SpringerLink.com
with first chapters
accessible in early
2018. To find out
more about the
Palgrave
Handbook of**

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**Citizenship and
Education or
suggest a chapter
title for**

consideration

**please visit: [https://
meteor.springer.co
m/citizenshipanded](https://meteor.springer.com/citizenshipandeducation)**

**ucation The
Handbook will be
available in print
format in 2020.**

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**Education Grade
10**
**First chapters are
already available
on the living
reference edition at
<https://link.springer.com/referencework/10.1007/978-3-319-67905-1> This
Handbook provides
an authoritative
and comprehensive
overview of the**

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current field of citizenship and education. It draws on insights from a range of disciplines to explore historical, philosophical, theological, sociological and psychological ideas on how the two

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**concepts intersect
and is international
in scope,**

**authorship and
readership. Five
sections provide a
clear outline of:
Foundational
thinkers on, and
the theories of,
citizenship and
education;**

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**Citizenship and
education in
national and
localised contexts;
Citizenship and
education in
transnational
contexts; Youth,
advocacy,
citizenship and
education;
Contemporary**

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**insights on
Education Grade
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citizenship and
education; It will
be essential for
scholars interested
in how
theorizations of
citizenship, civic
identity and
participatory
democracy are, and
could be,**

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**operationalized
within educational
theories,
educational
debates,
educational
curricular, and
pedagogic
practices.**

**Integrating Green
and Sustainable
Chemistry**

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**Principles into
Education draws
10
on the knowledge
and experience of
scientists and
educators already
working on how to
encourage green
chemistry
integration in their
teaching, both
within and outside**

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**10
of academia. It
highlights current
developments in the
field and outlines
real examples of
green chemistry
education in
practice, reviewing
initiatives and
approaches that
have already
proven effective. By**

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**considering both
current successes
and existing
barriers that must
be overcome to
ensure
sustainability
becomes part of the
fabric of chemistry
education, the
book's authors
hope to drive**

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**collaboration
between disciplines
and help lay the
foundations for a
sustainable future.**

**Draws on the
knowledge and
expertise of
scientists and
educators already
working to
encourage green**

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**chemistry
integration in their
teaching, both
within and outside
of academia
Highlights current
developments in the
field and outlines
real examples of
green chemistry
education in
practice, reviewing**

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10
**initiatives and
approaches that
have already
proven effective
Considers both
current successes
and existing
barriers that must
be overcome to
ensure
sustainability
Civic Education**

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**Across Countries
Evidence for the
World's Best
Investment
A Synthesis of the
Evidence
Governance and
Civic Education
Integrating Green
and Sustainable
Chemistry
Principles into**

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Education
An Afronet Reader
on Corruption in
Zambia

"This collection of essays draws together radio writers and producers to comment on and explore the various genres

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*and techniques in
broadcast*

*writing. Their
varied*

*experiences and
personal insights*

*into the way
radio works*

results in

invaluable and

often humorous

advice on how to

write a script and

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*get it broadcast.
Contributors
include Louise
Page, Mick
Martin, Nick
McCarty, Mark
Brazened, Sue
Teddern,
Christopher
Hawes, D. A.
Barham, Tanya
Nash, and Penny
Leicester."*

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Teacher
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and Practice in Europe provides a critical overview of the current challenges facing teacher education policy and practice in Europe. Drawing on a wide range

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*of contributions,
the book
demonstrates
that in order for
teachers to
reassume their
role as agents of
change, it is
crucial to create
a vision of a
future European
teacher and
promote active*

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engagement in preparing children to live and act in a multicultural and increasingly changing world. The book suggests ways in which teachers could be prepared to meet and overcome the

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struggles they will encounter in the classroom, including recommendations for teacher education, which open up new possibilities for policy, practice and research.

Considering their own experiences

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*as teachers,
Education Grade
10
contributors also
cover topics such
as teacher
education for the
21st century, the
profile of the
European
teacher,
citizenship and
identity, social
inclusion,
linguistic and*

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*cultural diversity,
and comparative
education.*

Teacher

Education Policy

and Practice in

Europe is

essential reading

for academics,

researchers and

postgraduate

students engaged

in the study of

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teacher education, educational policy and educational theory. It should also be of great interest to research-active teacher educators and practising teachers.

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Noting that in both developing and developed nations schools may be found that do not reflect the vision of the United Nations Convention on Rights of the Child, this report examines the

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articles of the Convention dealing with education and discusses their implications for the development of educational policy. The report describes articles in the Convention dealing specifically with

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*education: (1)
Article 28 defines
education as a
right and
recommends
steps for this
right to be
achieved
progressively and
on the basis of
equal
opportunity; and
(2) Article 29*

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addresses the purpose of school education.

Articles delineating general principles of the Convention are also described, relating to nondiscrimination; best interests of the child; rights to

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*life, survival, and
development; and
view of the child.*

*The report
maintains that
the general
principles outline
a direction for
progressive
educational
reform and
analyzes eight
areas of potential*

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reform; (1)

universal access

to basic

education; (2)

equal

opportunities; (3)

the appropriate

content of

education; (4)

cultural roots and

global values; (5)

new methods of

learning; (6)

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*mutual respect;
(7) pupil
participation; and
(8) the role of
teachers,
parents, and the
community. The
report further
examines
differences in
implementation
of educational
changes in*

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developing nations, discusses the problems of inadequate resources, and notes that development has to start from the local community. The report concludes by asserting that

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although the global long-term trend is to give education more priority, it is not certain that the movement will be toward schooling in the spirit of the Convention.

However, the Convention has the potential to

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*make a unique
contribution in
every country.
(Contains 19
reference notes.)
(KB)*

*Education for
Democratic
Intercultural
Citizenship
Getting
Textbooks to
Every Child in*

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*Sub-Saharan
Africa
The Palgrave
Handbook of
Citizenship and
Education
The Teaching of
Civics
Religion and
Education in
Zambia
Equity and
Quality in*

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*Supporting
Disadvantaged
Students and
Schools*

***The International
status of
education about
the Holocaust
global mapping
of textbooks and
curricula UNESCO***

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***Publishing
Across OECD
countries, almost
one in every five
students does
not reach a basic
minimum level of
skills. This book
presents a series
of policy
recommendation
s for education***

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***systems to help
all children
succeed.***

***In our
progressively
changing
environment, it is
of crucial
importance to
deepen our
understanding of
peace between***

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people and how leadership can enhance that by 'leading for peace'. This book proposes a useful framework for all leaders (including business, political leaders and peace

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Education, Grade

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***developers) on
how to attain
peace between
people. The book
is presented in
four sections: 1.
Peace leadership
in perspective:
Discussions on
the nature and
meaning of peace
leadership,***

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***important
building blocks
for peace***

***leadership
(emotional, social
and communal
intelligence), and
a peace leadershi
p-in-action model
(which forms the
basis of the
book). 2.***

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Implementation strategies focus on lead self, lead with others and lead communities.

Lead self includes: leading peace through self, others and the community, the role of

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wisdom and spirituality in leading self and others, and individual, social and cultural inertia preventing humanity from attaining peace. Lead others includes: leadership

theories which support peace leadership, the improvement of cultural intelligence amongst peace leaders, and women's role in peace building. Lead communities

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includes: peace leadership in the public and private sectors, healthcare for the vulnerable and its meaning and contribution towards peace leadership, and working from helplessness to

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***and sport as a
tool for peace
building. 4.***

***Concluding
thoughts.***

***Concluding
thoughts are
given, with the
emphasis on
what we have
learned and
looking ahead.***

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This editorial book provides a significant contribution within the emerging peace leadership discipline as the international community, non-governmental organisations,

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***and the public
and private
sectors struggle
to formulate
sustainable
peace initiatives
at the tribal, local
and communal
societal level.
Annual Index
Research in
Education***

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***The Impact of
School
Infrastructure on
Learning
Citizenship and
Moral Education
The Bloomsbury
Handbook of
Religious
Education in the
Global South
Social Studies in***

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For Civic
***African
Education***
Grade
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Textbooks play a key role in enhancing the quality of learning, especially in the context of low-income Sub-Saharan African (SSA) countries

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characterized by large class-size, poorly motivated and inadequately trained teachers, and short effective school years. There are also high rates of illiteracy among parents and few reading materials at home for the

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**student to bank
on. Despite
extensive
investments by
governments, the
World Bank and
other
development
partners, the
majority of
students in
primary and
secondary schools**

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in SSA still lack the benefit of access to textbooks and the key reason for this shortage is affordability: textbooks are generally much more costly in SSA than in other developing regions. The need

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**to increase access
to key learning
resources is of
particular
urgency because
most African
countries
experience low
learning
outcomes which
in part
contributes to a
high drop-out**

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rate. Only two-thirds of those who enter school reach the final grade and only about half of these master basic numeracy and literacy skills. And although quality improvement depends on many

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factors inside and outside the school, there is wide agreement that availability of textbooks is both an indispensable and a cost-effective way of improving the quality of the learning process. A recent World

Bank study examined the actual costs of textbooks, the scope for cost reduction, the portion of a national budget countries allocate to teaching and learning materials (TLMs) and hurdles in

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the way of making textbooks available to student. Some interesting findings from the study - - The availability of affordable textbooks to all students could be dramatically improved by

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**devoting an
estimated 3 to 4
percent of the
primary
education budget
and 6 to 7
percent of the
secondary
education budget
- The production
process †“
methods,
copyright, length**

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**of print runs,
effective
procurement
practices †“
rather than the
production costs
should be the
target of cost
saving strategies
- The increased
integration of
ICTs into
education in SSA**

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**can provide
important
opportunities for
promoting
availability of
electronic TLMs
but electronic
TLMs are not a
substitute for
printed TLMs
including
textbooks
Community**

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**college faculty
can turn to this
easy-to-use guide
for both the
theory and the
practice of
incorporating
civic
responsibility
concepts into
service learning
courses. Includes
multiple faculty**

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and student exercises, activities, and assessment tools. What do we teach our citizens? This great Platonic question is as crucial today as it has ever been. America and the West come to terms with this

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question in the context of their richly diverse, technologically sophisticated, fundamentally individualistic societies.

Virtually all would agree that such diversity, sophistication, and freedom are

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positive political and cultural goods, but many would also argue that they militate against the coherence that all regimes and civilizations must, in some way, demand. The nature, extent, and coherence of

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civic education are perhaps the greatest determinants of a regime's politics and culture, and the regime can in turn do much to foster the right kind of civic education. This book presents the insights of

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**renowned
scholars and
writers, including
Stephen H. Balch,
Timothy Fuller,
and Roger
Kimball, who
have thought
broadly and
deeply about the
role that
education at all
levels plays in**

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**promoting,
maintaining, or
undermining our
politics, culture,
and society.**

**Political and
Economic
Liberalisation in
Zambia
1991-2001
Non-formal
Education for
Human Rights in**

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Zambia

Newsletter of the

Legal Resources

Foundation in

Zambia

Competing for

Caesar

Educational

Planning

Schools,

Curriculum and

Civic Education

for Building

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**Democratic
Citizens**
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Moral and citizenship education are again at the forefront of educational attention with the recent governmental announcements about revisions to the National

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Curriculum
frameworks to
2000 and beyond.

This book
addresses some of
the central issues
in moral and
citizenship
education facing
teachers today,
embedding
practical
considerations in a
theoretical context

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and reviewing
teaching, learning
and assessment
strategies. It draws
extensively on
research but is
written in a clear,
accessible style.
Citizenship and
Moral Education
examines the key
concepts and
provides an up-to-
date overview of

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policy, particularly addressing:
theoretical issues,
aims and
approaches in
relation to moral
and citizenship
education in a
pluralist society
the contributions
of the curriculum,
extra-curricular
activities and the
school ethos to

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citizenship and
moral education in
school teaching
strategies,
materials, pupil
assessment and
school evaluation.
The book also
focuses on key
professional and
personal issues for
teachers in
undertaking moral
citizenship

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education.

Education for
Democratic
Intercultural
Citizenship (EDIC)
is very relevant in
contemporary
societies. All
citizens, but in
particular
teachers,
curriculum
developers,
educational policy

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makers, and
educational
professionals in
civil society
(NGOs) have a
crucial role in this.
Seven European
universities are
working together
in developing a
curriculum to
prepare their
students for this
important

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academic, societal
and political task.

As part of an
Erasmus+
Strategic
Partnership they
each develop a
module in the area
of moral,
intercultural and
citizenship
education. All
modules are
international and

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12
inquiry oriented,
and make links
with society.00In
this book the
leading scholars
write the
theoretical
background of
their module, their
curriculum
guidelines and
goals, the concrete
programmes, and
the experiences of

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students. The universities had an annual intensive programme in which students and teachers of all universities came together to have try-outs of parts of the modules. These programmes contributed strongly to the network building

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of researchers,
teachers and
students.00The
activities have
given a strong
stimulus to the
implementation of
Education for
Democratic
Intercultural
Citizenship in the
participating
universities and in
educational

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18
organisations
worldwide. The
experiences show
both the necessity
and the relevance
of this topic and
this kind of
collaboration.

How do schools
worldwide treat
the Holocaust as a
subject? Are
representations of
the Holocaust

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always accurate,
balanced and
unprejudiced in
curricula and
textbooks? This
study compares
representations of
the Holocaust in
school textbooks
and national
curricula. It
highlights evolving
practices
worldwide and

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4

formulates
recommendations
that will help
policy-makers
provide the
educational means
by which pupils
may develop
Holocaust literacy.

A Practical Guide
for Integrating
Civic
Responsibility Into
the Curriculum

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Annual Report
Strategies for
Addressing the
High Cost and Low
Availability
Problem

The National
Bibliography of
Zambia

Making Thinking
Visible

What Works in
Girls' Education

How can schools

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and the school curriculum contribute to building democratic citizens? This is a major question posed by governments, educational systems, schools, teachers and researchers around the

world. One important way is to identify the competences needed for preparing democratic citizens and incorporate these within both the formal and informal school curriculum.

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Another question must then be posed- what competences do young citizens need to be considered as active and engaged in modern democracies? In 2011 an invited research symposium of

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leading civic and political

educators, and social scientists

from across

Europe met in

Hannover,

Germany to

consider this key

concern facing

Europe today. In

examining the

above questions

the symposium

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addressed two significant issues: 1. Identify key competencies required for active citizenship of young people in Europe of the future. 2. Translate those competencies to school-based activities in the

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**form of
curricular and
pedagogical
strategies. The
publication Civic
Education and
Competences for
Engaging
Citizens in
Democracies
addressed the
first issue and
this volume
addresses the**

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**second issue.
Through
discussion in the
invited
symposium,
previously
prepared papers,
and participation
in a modified
Delphi Technique
the participants
have prepared
chapters for this
book. The**

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chapters of this book represent the contribution of the participants before, during and after the symposium with opportunities for review and reflection about competences for democratic citizenship and

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**the role of
schools and the
curriculum.**

**Murray Print and
Dirk Lange are
professors from
the University of
Sydney and
Leibniz
University of
Hannover
respectively and
are national
leaders in civics**

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and citizenship education in their respective countries. They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to

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**identify the
competences for
young people to
become active
and engaged
European
citizens.**

**Kerry Kennedy
and John Hughes
First published in
1995. Routledge
is an imprint of
Taylor & Francis,
an informa**

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company.

The ACC News

**From Policy to
Classroom
Christian
Citizenship
Teacher
Education Policy
and Practice in
Europe
Radio
Scriptwriting
A proven**

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program for
enhancing
students'

thinking and
comprehension
abilities

Visible

Thinking is a
research-based
approach to
teaching
thinking,

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Project Zero,
that develops
students'
thinking
dispositions,
while at the
same time
deepening
their
understanding

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of the topics
they study.

Rather than a
set of fixed
lessons,
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Thinking is a
varied
collection of
practices,
including
thinking

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routines?small
sets of
questions or a
short sequence
of steps?as
well as the
documentation
of student
thinking.
Using this
process
thinking

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becomes
visible as the
students'
different
viewpoints are
expressed,
documented,
discussed and
reflected
upon. Helps
direct student
thinking and

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**structure
classroom
discussion Can
be applied
with students
at all grade
levels and in
all content
areas Includes
easy-to-
implement
classroom**

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strategies The
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book also
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comes with a
DVD of video
clips
featuring
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Thinking in
practice in
different
classrooms.
This title

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analyses the
implementation
of political
and economic
liberalisation
in Zambia
during the
first two
electin
periods (1991
- 2001) .

This book

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contains 13
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papers on the
socioeconomic
development,
legal, gender,
philosophical,
and human
rights
dimensions of
state
governance
within the

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context of
social,
economic, and
political
processes in
Sierra Leone
and Kenya. The
Political
Literacy and
Civic
Education
(PLACE)

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Project, which
was sponsored
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Overseas

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through the
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Association,
is credited

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book's

catalyst. The
following
papers are
included:

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(S.K.

Tororei);

"Antecedents

of the PLACE

Project"; "Con

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on Community
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Development**

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(Solomon E.
Berewa);

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the

Individual"

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"Political
Tolerance--A
Prerequisite
for Enhanced
Democracy in a
Multi-Party

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Environment "
(Ahmed Ramadan

Dumbuya) ;

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Government "**

**(Walter N.
Davies, Peter
O. Koroma) ;**

**"Politics,
Political
Literacy &**

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Political
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Participation"

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(Edward D.A.

Turay) ;

"Curriculum
for Civic
Education"

(Ekundayo J.D.
Thompson,
Joseph

Simekha) . (MN)

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and
Independence
for All
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The
International

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**Dimension
Globalization
and the**

**Singapore
Curriculum
Nchekelako
Peace**

Leadership

*Rethinking
Citizenship
Education
presents a*

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*fundamental
reassessment of
the field.*

*Drawing on
empirical
research, the
book argues that
attempting to
transmit
preconceived
notions of
citizenship
through schools
is both unviable*

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and undesirable.
The notion of
'curricular
transposition'
is introduced, a
framework for
understanding
the changes
undergone in the
passage between
the ideals of
citizenship, the
curricular
programmes

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designed to
achieve them,
their
implementation
in practice and
the effects on
students. The
'leaps' between
these different
stages make the
project of
forming students
in a mould of
predefined

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*citizenship
highly
problematic.*

*Case studies are
presented of
contrasting
initiatives in
Brazil, a
country with
high levels of
political
marginalisation,
but also
significant*

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experiences of
participatory
democracy. These
studies indicate
that effective
citizenship
education
depends on a
harmonisation or
'seamless
enactment' of
the stages
outlined above.

In contrast,

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provision in
countries such
as the UK and
USA is
characterised by
disjunctures,
showing
insufficient
involvement of
teachers in
programme
design, and a
lack of space
for the

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*construction of
students' own
political
understandings.
Some more
promising
directions for
citizenship
education are
proposed,
therefore, ones
which
acknowledge the
significance of*

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pedagogical
relations and
school
democratisation,
and allow
students to
develop as
political agents
in their own
right.

Hard-headed
evidence on why
the returns from
investing in

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girls are so
high that no
nation or family
can afford not
to educate their
girls. Gene
Sperling, author
of the seminal
2004 report
published by the
Council on
Foreign
Relations, and
Rebecca

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Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls' education. As Malala Yousafzai expresses in her foreword, the

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idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that

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*high-quality
girls' education
around the world
leads to wide-
ranging returns:
Better outcomes
in economic
areas of growth
and incomes
Reduced rates of
infant and
maternal
mortality
Reduced rates of*

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*child marriage
Reduced rates of
the incidence of
HIV/AIDS and
malaria*

*Increased
agricultural
productivity
Increased
resilience to
natural
disasters*

*Women's
empowerment What*

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Works in Girls' Education is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist

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seeking to dive
into the
evidence and
policies on
girls'
education.

Competing for
Caesar brings
together, for
the first time,
key scholars
working on
various issues
related to

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religion and public life in Zambia. They explore the interplay between religion and politics in Zambian society and how these religions manage and negotiate their identities in public life. This book

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analyzes recent religious dynamics in the nation's political life, and considers what constructive role religion could play to promote an alternative political vision to subvert neo-

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colonialism.
Competing for
Caesar carries
forward a unique
commitment on
the part of
Fortress Press
to engage with
the challenges
and
opportunities of
Christianity in
the Global
South. The book

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*will be of
interest to
scholars,
professors, and
students in a
wide range of
fields.*

*The Significance
of the United
Nations*

*Convention on
the Rights of
the Child for
Modern Education*

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Policy

*a global mapping
of textbooks and
curricula*

*Challenges and
Opportunities
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Activities of
the Anti-
Corruption
Commission*

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*Religion and
Politics in
Postcolonial
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This volume provides a multi-faceted and critical analysis of the Singapore curriculum in relation to globalization. First, it details reform initiatives established by the Singapore

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government to meet
the challenges posed
by globalization.

Next, Globalization
and the Singapore
Curriculum presents
how these reforms
have been translated
into programs, school
subjects and
operational
frameworks and then
examines, in turn, how

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well these have been implemented in schools and classrooms across the country. Through this examination, the book reveals how the initiatives, together with their curricular translation and classroom enactment, reflect on the one hand global features

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and tendencies and, on the other, distinct national traditions, concerns and practices. It brings to light a set of issues, problems and challenges that not only concern policymakers, educators and reformers in Singapore but also

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those in other countries as well.

Written by curriculum scholars, policy analysts, researchers and teacher educators, *Globalization and the Singapore Curriculum* offers an up-to-date reference for postgraduate students, scholars and researchers in the

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areas of curriculum and instruction, comparative education, educational sociology, educational policy and leadership in Singapore, the Asia Pacific region and beyond. It also offers a vital contribution to the story of modern education around the globe: providing

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international students,
scholars and
researchers valuable
insights into
curriculum and
curriculum reform for
the 21st century.

The Bloomsbury
Handbook of
Religious Education
in the Global South
presents new
comparative

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perspectives on
Religious Education
(RE) across the Global
South. Including 23
chapters written by
scholars from the
Global North and
South, this is the first
authoritative reference
work on the subject.
The handbook is
thematically organised
into seven sections.

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The first three sections deal with provision, response to changes in contemporary society, and decolonizing RE. The next four sections explore young people and RE, perspectives on teachers, RE in higher education, and finally, challenges and opportunities for RE. The term 'Global

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'South' is used here primarily to signify the deep economic divide with the Global North, but the concept is also examined in historical, geographical, political, social and cultural terms, including the indelible influence of religion in all four broadly

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defined regions.

Exploring RE from
local, cross-national as
well as regional and
sub-regional
perspectives, the
handbook examines
RE from its diverse
past, present realities,
and envisioned future
revealing not only
tensions,
contestations,

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injustices and
inequalities of power,
but importantly, how
inclusive forms of RE
can help solve these
problems.

Resources in
Education

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A School for Children
with Rights
Supporting
Disadvantaged

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