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L'évaluation efficace de la performance des systèmes éducatifs est un élément essentiel de la mise au point de politiques visant à optimiser le développement du capital humain dans le monde. Les cinq manuels de la collection Évaluations nationales des acquis scolaires introduisent les concepts clés des évaluations nationales du niveau de performances des élèves, dont les questions politiques à traiter dans la conception et la mise en 'uvre des évaluations ou le développement d'un test, la conception d'un questionnaire, l'échantillonnage, l'organisation et la mise en 'uvre de la collecte de données, le nettoyage et l'analyse statistique des données, la rédaction de rapports et l'exploitation des résultats pour améliorer la qualité de l'éducation. Qu'apprennent les élèves ' Dans le monde, les gouvernements qui aspirent à améliorer la qualité de l'éducation se tournent vers les évaluations nationales pour obtenir ces informations si précieuses dans les domaines clés des programmes de cours. La capacité à mener des évaluations nationales s'est remarquablement renforcée ces dernières années, mais l'utilisation généralisée des conclusions n'a pas suivi. Ce manuel vise à démontrer la valeur essentielle de ces données et à assister les pays dans l'exploitation des connaissances issues des évaluations nationales. Communiquer et utiliser les résultats d'une évaluation nationale des acquis scolaires recense les principaux facteurs qui affectent l'utilisation des constatations des évaluations nationales. Ceux-ci comprennent le contexte politique dans lequel une évaluation est menée, la nature de l'évaluation (sur la base d'un recensement ou d'un échantillon), les responsabilités de chacun vis-à -vis des résultats, et la qualité des instruments d'évaluation. Le manuel décrit le type d'informations requises dans le rapport principal d'une évaluation nationale, et d'autres moyens de communiquer les conclusions aux publics techniques et non techniques. Il énonce les principes généraux à suivre pour traduire les résultats des évaluations nationales dans le cadre de politiques et de mesures, et examine les procédures spécifiques d'utilisation des données dans l'élaboration de politiques, la gestion de l'éducation, l'enseignement et la promotion de la sensibilisation du public. Les thèmes traités dans ce volume sont de nature à intéresser les responsables des politiques, les équipes pédagogiques, les chercheurs et les professionnels du développement.

The New Wider World Coursemate for AQA C GCSE Geography provides summaries of key content and key ideas to support AQA's 2001 Geography C specification.

Considering that information and communication technology (ICT) policymaking, e-strategies, or indeed e-government implementations have a recent history in Africa, not many countries have fully developed working policies or extensive related experience in these areas. The short history of ICTs in Africa shows that in 2003 only about a third of African countries had developed ICT policies. Those countries that have tell of a long, tedious, and little understood process. Kenya is only one example. Some ICT historians assert, not without contention, that the first attempts at ICT policymaking in Kenya actually date back to the early 1990s. The process is ongoing: Kenya /2019s maiden draft ICT policy was made public in November 2004. This book, which presents experience from Kenya and other countries of East Africa,

captures elements of both the process and the outcomes of ICT policymaking processes. With contributions from research projects, institutions, and spokespersons from Kenya, Uganda, Tanzania, and Rwanda, this book shows what worked and what did not work. It will be a useful guide for countries and institutions that are contemplating their own ICT-policymaking exercise, and will be of interest to researchers, educators, and students in development studies, history, and comparative studies; development professionals specializing in social policy and ICTs; and decision-makers and policy advisors in research and development organizations worldwide.

Over the past two decades, projects supported by the International Development Research Centre (IDRC) have critically examined the ways in which information and communications technologies (ICTs) can be used to improve learning, empower the disenfranchised, generate income opportunities for the poor, and facilitate access to healthcare in Africa, Asia, Latin America and the Caribbean. Considering that most development institutions and governments are currently attempting to integrate ICTs into their practices, it is an opportune time to reflect on the research findings that have emerged from IDRC ' s work and research in this area. " Connecting ICTs to Development " discusses programmatic investments made by IDRC in a wide variety of areas related to ICTs, including infrastructure, access, regulations, health, governance, education, livelihoods, social inclusion, technical innovation, intellectual property rights and evaluation. Each chapter in this book analyzes the ways in which research findings from IDRC-supported projects have contributed to an evolution of thinking, and discusses successes and challenges in using ICTs as tools to address development issues. The volume also presents key lessons learned from ICT4D programming and recommendations for future work.

Social justice language teacher education is a response to the acknowledgement that there are social/societal inequities that shape access to learning and educational achievement. In social justice language teacher education, social justice is the driving force and primary organizational device for the teacher education agenda. What does " social justice " mean in diverse global locations? What role does English play in promoting or denying equity? How can teachers come to see themselves as advocates for equal educational access and opportunity? This volume begins by articulating a view of social justice teacher education, followed by language teacher educators from 7 countries offering theorized accounts of their situated practices. Authors discuss powerful components of practice, and the challenges and tensions of doing this work within situated societal and institutional power structures.

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