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Relationality and Learning in Oceania: Contextualizing Education for Development critically engages debates in comparative education and international development relating to context, culture, language and indigenous epistemologies. It draws on experiences of a south-north research-practice team in Solomon Islands and Tonga.

High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. " This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as " the diploma disease † ? takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog. † ? Angela W. Little, Professor Emerita, Institute of Education, University College London " This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings. † ? Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning " I am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations. † ? Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

"Few novelists of the Pacific islands could be less derivative in terms of the real vision into the life and character of non-Western society.... Even fewer novels, Western or Third World, can reach the strength and artistic power of Pouliuli." --World Literature Today

This book brings together information on various disciplines from the three main island regions of the world - the Caribbean, Indian Ocean and Pacific Ocean - to explore the ways in which the peoples of small islands have lived, and continue to live, in their culturally diverse societies. Leading anthropologists, historians, economists, archaeologists and others provide information on the complexity and dynamics of societies in small island developing states. It reflects the outcomes of a UNESCO symposium held in the Seychelles in 2007.--Publisher's description.

This book is a comparative study of government and public policy in the twenty small states of the Pacific Islands, examining the often tense societal interactions over competing conceptions of public-sector institutions and authority, rule-making, and policy processes.

This book presents an international perspective on health education and specifically the influence that context has on this aspect of education. The focus includes both formal and non-formal health education and the factors that impact upon its effectiveness, particularly in non-Western and non-English-speaking contexts (i.e., outside the UK, USA, Australia, NZ, etc.). An important feature of the book is that it draws upon the experiences and research of local experts, representing the perspectives of an extremely diverse cohort across the world (22 countries and 2 regions in total). The book addresses topics such as: the development and implementation of health education in different countries; the influence of political, cultural, societal or religious mores; governmental or ministerial drives; economic or other pressures driving curriculum reform; and the influence of external assessment regimes on health education. By embedding discussions of health education in local contexts and representing a diversity of perspectives on this important topic this book highlights both barriers and enablers to improving health education across the globe.

Carefully explains and illustrates ten key reading skills that are widely recognized to be essential for literal and critical comprehension. Provides activities and reading selections to help you practice and master those skills.