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The Code of Federal Regulations Title 4 contains the codified Federal laws and regulations that are in effect as of the date of the publication pertaining to the Federal Government accounts and accountability.

In the mid-nineties, the Alfred Glickman School was just another failing school in one of America’s most violent cities. Then SABIS, a private, for-profit education provider, took over. Twenty years later, the school is a six-time silver medalist in U.S. News & World Report’s annual “America’s Best High Schools” listing, and every single graduate of the school has been offered a college place. With success of this magnitude, you would think that for-profit managed charter schools like SABIS would be in high demand. On the contrary, they are fought at every turn. Why is the idea of employing for-profit companies to help rescue failing public schools treated with fear and hostility? Stranger still, why does a nation built on free enterprise refuse to embrace a free market strategy when so many students and schools would clearly benefit and with so much at stake? Last Bell is a book about politics, money and power. It examines the charge that for-profits running charter schools are in it for the money, not the kids, and reveals the real motives of those spreading these ideas and why they fight private sector involvement in public schools. Last Bell is a reasonable voice in a polarized debate. It does not call for an end to public schools but rather imagines a future in which private companies help create a competitive market for public education to boost performance, turn derelict schools into centers of excellence and give parents even in the worst neighborhoods real choice and their children a future.

Feeding the World documents the emergence of Brazil as an agricultural powerhouse during the second half of the twentieth century.

Peterson’s Graduate Programs in Business, Education, Information Studies, Law & Social Work 2014 contains comprehensive profiles of more than 11,000 graduate programs in disciplines such as, accounting & finance, business administration & management, education, human resources, international business, law, library & information studies, marketing, social work, transportation management, and more. Up-to-date info, collected through Peterson’s Annual Survey of Graduate and Professional Institutions, provides valuable data on degree offerings, professional accreditation, jointly offered degrees, part-time & evening/weekend programs, postbaccalaureate distance degrees, faculty, students, requirements, expenses, financial support, faculty research, and unit head and application contact information. There are helpful links to in-depth descriptions about a specific graduate program or department, faculty members and their research, and more. Also find valuable articles on financial assistance, the graduate admissions process, advice for international and minority students, and facts about accreditation, with a current list of accrediting agencies.

This book collects 88 papers on the latest fundamental advances in the state of the art and practice of industrial economics and industrial security theories and practices, providing insights to address problems concerning the national economy, social development and economic security. The book is divided into four main sections: Industrial Economics; Industrial Security; Empirical Studies; and others, all of which cover different aspects, such as industrial organization, industrial structure, industrial development, industrial distribution and industrial policies, as well as theories on industrial security in globalization. It also covers four special sessions: Cultural Industry; National Economy; Finance Groups; and International Economics and Trade. The papers in each section describe state-of-art research works that are often oriented towards real-world applications and highlight the benefits of related methods and techniques for developing the emerging field of Industrial Economics and Industrial Security.

The 2013/2014 Education for All Global Monitoring Report shows that a lack of attention to education quality and a failure to reach the marginalized have contributed to a learning crisis that needs urgent attention. Worldwide, 250 million children many of them from disadvantaged backgrounds are not learning the basics. Teaching and Learning: Achieving Quality for All describes how policy-makers can support and sustain a quality education system for all children, regardless of background, by providing the best teachers. The Report also documents global progress in achieving Education for All goals and provides lessons for setting a new education agenda post-2015. In addition, the Report identifies that insufficient financing is hindering advances in education.

Skills are central to Austria’s future prosperity and the well-being of its people. The OECD Skills Strategy Diagnostic Report: Austria identifies 14 skills challenges for Austria. The project and this report build on both the insights from workshops as well as latest international comparative ...

This latest volume in the World Yearbook of Education Series focuses on a major and highly significant development in the governing of education across the globe: the use of knowledge-based technologies as key policy sources. A combination of factors has produced this shift: first, the massive expansion of technological capacity signalled by the arrival of ‘big data’ that allows for the collection, circulation and processing of extensive system knowledge. The rise of data has been observed and discussed extensively, but its role in governing and the rise of comparison as a basis for action is now a determining practice in the field of education. Comparison provides the justification for ‘modernising’ policy in education, both in the developed and developing world, as national policy makers (selectively) seek templates of success from the high performers and demand solutions to apparent underperformance through the adoption of the policies favoured by the likes of Singapore, Finland and Korea. In parallel, the growth of particular forms of expertise: the rise and rise of educational consultancy, the growth of private (for profit) involvement in provision of educational goods and services and the increasing consolidation of networks of influence in the promotion of ‘best practice’ are affecting policy decisions. Through these developments, the nature of knowledge is altered, along with the relationship between knowledge and politics. Knowledge in this context is co-constructed: it is not disciplinary knowledge, but knowledge that emerges in the sharing of experience. This book provides a global snapshot of a changing educational world by giving detailed examples of a fundamental shift in the governing and practice of education learning by: • Assessing approaches to the changing nature of comparative knowledge and information • Tracking the translation and mobilisation of these knowledges in the governing of education/learning; • Identification of the key experts and knowledge producers/circulators/translators and analysis of how best to understand their influence; • Mapping of the global production of these knowledges in terms of their range and reach the interrelationships of actors and their effects in different national settings. Drawing on material from around the world, the book brings together scholars from different backgrounds who provide a tapestry of examples of the global production and national reception and mediation of these knowledges and who show how change enters different national spaces and consider their effects in different national settings.

Now in its third edition, Encyclopedia of Public Administration and Public Policy remains the definitive source for article-length presentations spanning the fields of public administration and public policy. It includes entries for: Budgeting Bureaucracy Conflict resolution Countries and regions Court administration Gender issues Health care Human resource management Law Local government Methods Organization Performance Policy areas Policy-making process Procurement State government Theories This revamped five-volume edition is a reconceptualization of the first edition by Jack Rabin. It incorporates over 225 new entries and over 100 revisions, including a range of contributions and updates from the renowned academic and practitioner leaders of today as well as the next generation of top scholars. The entries address topics in clear and coherent language and include references to additional sources for further study.

This monograph examines changes in the American public school population from 1900 to 2010. It shows how different historical periods have affected the composition of the student body and have posed important challenges to those involved in shaping educational policy. The author first develops an analytical framework that merges education and applied demography concepts. The education concepts include attendance, promotion, retention, high school graduation, and college enrollment. While, the applied demography concepts take into account size, distribution, and composition. He then applies this framework to the four most recent American historical periods: the Progressive Era, the Great Depression, the Post WWII Era, and the Post 1983 Era. Readers will come to understand the changing socio-demographic profile of American schools due to such factors as immigration from Europe, child labor laws, internal migration, greater fertility and the rise of the Baby Boom generation, the changing status of women and minorities, the urban crises, rising social inequality, the 2008 recession, and globalization. Featuring both historical and current data, this volume clearly shows how demographic change affects the teaching and learning environment, education policy, funding, and school segregation. Overall, it offers insightful analysis that may help shape the future of American education.