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This book provides the global mathematics education community with information on the recent and current status of the teaching of mathematics in a group of island nations in the Asia-Pacific region. Sri Lanka, Indonesia, Japan, the Philippines, Australia, Papua New Guinea, New Zealand, and twelve nations in the South Pacific Ocean. It is the third volume in a series conceived by Dr Bruce Vogeli of Columbia University Teachers College and published by WSP, aimed at producing contemporary accounts of mathematics teaching in a world-wide group of nations. Previous volumes have covered Central and South American nations and a selection of Muslim nations respectively.

This volume offers comprehensive 'state-of-the-art' overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends. Starting with a description of the English education policies in the respective countries, the contributors then delve into the 'nuts and bolts' of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English.

Assessment of student learning outcomes (ASLO) is one of the key activities in teaching and learning. It serves as the source of information in determining the quality of education at the classroom and national levels. Results from any assessment have an influence on decision making, on policy development related to improving individual student achievement, and to ensure the equity and quality of an education system. ASLO provides teachers and school heads with information for making decisions regarding a students' progress. The information allows teachers and school heads to understand a students' performance better. This report reviews ASLO in three South Asian countries---Bangladesh, Nepal, and Sri Lanka---with a focus on public examinations, national assessment, school-based assessment, and classroom assessment practiced in these countries.

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This book presents an international perspective of the influence of educational context on science education. The focus is on the interactions between curriculum development and implementation, particularly in non-Western and non-English-speaking contexts (i.e., outside the UK, USA, Australia, NZ, etc.).

This edited volume examines policies aimed at increasing the representation of women in governing institutions in six South Asian countries. Divided into three parts, it addresses the implications of uniformity and diversity for the substantive representation of women in parliament, civil service and local government. The contributing authors explore the scope and limits of 'positive discriminatory policies' within distinct country contexts, and the implications of the lack of such policies in other countries. Their findings shed new light on the extent to which the higher presence of women in different governing institutions matters, particularly in respect of promoting women's issues; and also on the way men and women in different governing institutions look upon each other's roles and adopt strategies for mutual adjustment. This innovative collection will appeal to students and scholars of gender studies, public policy and administration, international relations, law and political science.

This edited volume brings together diverse thinkers and practitioners from the field of teaching and teacher education as it pertains to educational development in South Asia. In this volume, authors draw from their research, practice, and field experiences, showcasing how teaching and teacher education are currently being carried out, understood, theorized, debated, and implemented for the education of children and teachers alike in South Asia. The volume also includes practitioner voices, which are often marginalized in academic discourse. This book acts as a key reference text for academics and practitioners interested in the intersection of education and development in the region, and in particular what it takes to pull off ambitious teaching and teacher education in South Asia.

A country's education system plays a pivotal role in promoting economic growth and shared prosperity. Sri Lanka has enjoyed high school-attainment and enrollment rates for several decades. However, it still faces major challenges in the education sector, and these challenges undermine the country's inclusive growth goal and its ambition to become a competitive upper-middle-income country. The authors of Sri Lanka Education Sector Assessment: Achievements, Challenges, and Policy Options offer a thorough review of Sri Lanka's education sector—from early childhood education through higher education. With this book, they attempt to answer three questions: • How is Sri Lanka's education system performing, especially with respect to participation rates, learning outcomes, and labor market outcomes? • How can the country address the challenges at each stage of the education process, taking into account both country and international experience and also best practices? • Which policy actions should Sri Lanka make a priority for the short and medium term? The authors identify the most critical constraints on performance and present strategic priorities and policy options to address them. To attain inclusive growth and become globally competitive, Sri Lanka needs to embark on integrated reforms across all levels of education. These reforms must address both short-term skill shortages and long-term productivity. As Sri Lanka moves up the development ladder, the priorities of primary, secondary, and postsecondary education must be aligned to meet the increasingly complex education and skill requirements.

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Since the late 1970s, Sri Lanka has undergone a socio-economic transformation, from protectionism towards economic liberalisation and increasing integration into the world economy. Through a systematic comparison of these periods of economic change (1956–1977, and 1977 to the present), Angela W. Little and Siri T. Hettige examine the impact of this transformation on education, youth employment and equality of opportunity in Sri Lanka. The book charts Sri Lanka's shift from a predominantly agricultural economy to one dominated by services and manufacturing, a reduction in unemployment, rising educational and occupational levels, expectations and achievements, and a reduction in poverty. In turn, it reveals a growing role for the private sector and foreign interests in post-secondary education and a modest growth in private education at the primary and secondary levels, as well as widening social disparities in access to qualifications, training and skills. The Sri Lankan experience of, and engagement with, globalisation has been tempered by a long-running ethnic conflict that hindered economic and social development and diverted considerable public funds into defence and war. Now that the war is 'won', the challenge is how to invest in human resource development and the fulfilment of the expectations of youth from all ethnic and social groups. This challenge requires serious policy analysis, the generation of more state revenues, the reallocation of existing public resources, and a political commitment to the winning of a sustainable peace and stability. This book makes an important contribution to the broader international literature on the implications of globalisation for education policy and practice, and to the interaction of exogenous and endogenous forces for educational change. It deals with the tension between the high social demand for education and the growing demand for specialised skills in a changing economy. As such, it has a wide interdisciplinary appeal across education policy and politics, Asian education, South Asian society, youth policy, sociology of education, political economy of social change, and globalisation.

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