

Textbooks and quality learning for all - some lessons learned from international experiences

Unesco - Project Lessons Learned: Seeking Continuous Improvement

Description: Focused on the dual aspects of access and quality, this publication discusses the role of textbooks in facilitating quality education for all. The book consists of two reviews with international perspectives: the first focused on supply, access, and content and the second on didactics and impact; two chapters, one on Brazil and the other on the Russian Federation, that review the challenges of developing, evaluating, and distributing high-quality, affordable, and relevant textbooks for all in these federal contexts; a sixth element that analyses the impact of development interventions on textbook provision; and an exploration of the relationship between textbook content and identity-based conflict in Rwanda. The authors document strategies that could help to optimise procedures of textbook development, production, and evaluation; enhance textbooks pedagogical impact; improve teachers selection of textbooks; raise textbook supply efficiently; and constructively manage textbook and identity development in federal contexts, countries of transition, or zones of post-conflict reconstruction. This book aims to be of interest to academics and practitioners in this area, including teachers, specialists in pedagogy, curriculum developers, policy-makers, professionals in textbook production, and development agencies.



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Financial institutions -- United States -- Auditing
Bank examination -- United States
Authors, Austrian -- 20th century -- Biography.
Kafka, Franz, 1883-1924.
Duluth (Minn.) -- Social life and customs -- Anecdotes.
Duluth (Minn.) -- Social life and customs -- Humor.
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Erasmus, Desiderius, -- d. 1536.
Spanish: Adult Nonfiction
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Education and globalization.
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Textbooks. Textbooks and quality learning for all - some lessons learned from international experiences
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Current policy -- no. 575.
Studies in comparative education (Paris, France)
Studies in comparative education Textbooks and quality learning for all - some lessons learned from international experiences
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This could involve scheduling a follow-up meeting to discuss further points which have come up during the workshop. A 12-week session maximized learning outcomes for traditionally college-age students 23 or younger, compared to a four- or eight-week session.

Project Lessons Learned: Seeking Continuous Improvement

The temptation is obvious - the project review is a lot of work, and the project is over - so why not just move on? Then move on to explaining the purpose of a lessons learned workshop. Now that the organization is identifying and documenting lessons, it is important to apply them to existing and future projects.



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Applying lessons learned

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