

GRADE 4 TEXTBOOKS ZIMBABWE

GRADE 4 TEXTBOOKS ZIMBABWE PLAY A CRUCIAL ROLE IN SHAPING THE EDUCATIONAL JOURNEY OF YOUNG LEARNERS IN ZIMBABWE. THESE TEXTBOOKS ARE SPECIFICALLY DESIGNED TO ALIGN WITH THE NATIONAL CURRICULUM, ENSURING THAT STUDENTS RECEIVE A COMPREHENSIVE AND STRUCTURED EDUCATION THAT MEETS THE COUNTRY'S EDUCATIONAL STANDARDS. IN THIS ARTICLE, WE WILL EXPLORE VARIOUS ASPECTS OF GRADE 4 TEXTBOOKS IN ZIMBABWE, INCLUDING THE SUBJECTS COVERED, THE SIGNIFICANCE OF THESE RESOURCES, THE SELECTION PROCESS, AND THE ROLE OF TECHNOLOGY IN EDUCATION. ADDITIONALLY, WE WILL PROVIDE INSIGHTS INTO WHERE TO FIND THESE TEXTBOOKS AND THE IMPORTANCE OF SUPPLEMENTARY MATERIALS FOR EFFECTIVE LEARNING.

THE FOLLOWING SECTIONS WILL GUIDE YOU THROUGH THE ESSENTIAL INFORMATION REGARDING GRADE 4 TEXTBOOKS IN ZIMBABWE:

- UNDERSTANDING THE NATIONAL CURRICULUM
- CORE SUBJECTS COVERED IN GRADE 4
- IMPORTANCE OF QUALITY TEXTBOOKS
- CHOOSING THE RIGHT TEXTBOOKS
- THE ROLE OF TECHNOLOGY IN LEARNING
- WHERE TO FIND GRADE 4 TEXTBOOKS
- SUPPLEMENTARY LEARNING MATERIALS

UNDERSTANDING THE NATIONAL CURRICULUM

THE NATIONAL CURRICULUM IN ZIMBABWE IS DESIGNED TO PROVIDE A STRUCTURED EDUCATIONAL FRAMEWORK FOR STUDENTS ACROSS VARIOUS GRADE LEVELS. FOR GRADE 4, THE CURRICULUM EMPHASIZES THE DEVELOPMENT OF CRITICAL THINKING, CREATIVITY, AND PROBLEM-SOLVING SKILLS. IT IS ESSENTIAL FOR TEXTBOOKS TO ALIGN WITH THIS CURRICULUM, ENSURING THAT LEARNERS ARE EXPOSED TO TOPICS AND CONCEPTS THAT ARE NOT ONLY AGE-APPROPRIATE BUT ALSO RELEVANT TO THEIR EVERYDAY LIVES.

THE CURRICULUM AIMS TO FOSTER A HOLISTIC APPROACH TO EDUCATION, WHICH INCLUDES BOTH ACADEMIC AND PERSONAL DEVELOPMENT. THIS IS PARTICULARLY IMPORTANT AT THE GRADE 4 LEVEL, WHERE STUDENTS TRANSITION FROM FOUNDATIONAL LEARNING TO MORE ADVANCED CONCEPTS. THUS, TEXTBOOKS MUST REFLECT THE VALUES AND GOALS OF THE NATIONAL EDUCATION SYSTEM.

CORE SUBJECTS COVERED IN GRADE 4

GRADE 4 TEXTBOOKS IN ZIMBABWE COVER A VARIETY OF CORE SUBJECTS THAT ARE PIVOTAL FOR A WELL-ROUNDED EDUCATION. THE PRIMARY SUBJECTS INCLUDE:

- **ENGLISH LANGUAGE:** FOCUSES ON READING, WRITING, AND COMPREHENSION SKILLS.
- **MATHEMATICS:** INTRODUCES BASIC ARITHMETIC, GEOMETRY, AND PROBLEM-SOLVING TECHNIQUES.

- **ENVIRONMENTAL SCIENCE:** COVERS TOPICS RELATED TO THE NATURAL WORLD, SUSTAINABILITY, AND HEALTH.
- **SOCIAL STUDIES:** EXPLORES HISTORY, GEOGRAPHY, AND THE IMPORTANCE OF CIVIC RESPONSIBILITY.
- **ART AND CRAFT:** ENCOURAGES CREATIVITY AND EXPRESSION THROUGH VARIOUS ARTISTIC MEDIUMS.

EACH SUBJECT IS DESIGNED TO ENGAGE STUDENTS AND ENCOURAGE A DEEPER UNDERSTANDING THROUGH PRACTICAL EXERCISES, ILLUSTRATIONS, AND REAL-WORLD APPLICATIONS. THE INTEGRATION OF VARIOUS SUBJECTS ALSO PROMOTES INTERDISCIPLINARY LEARNING, HELPING STUDENTS MAKE CONNECTIONS BETWEEN DIFFERENT AREAS OF KNOWLEDGE.

IMPORTANCE OF QUALITY TEXTBOOKS

QUALITY TEXTBOOKS ARE FUNDAMENTAL TO THE EDUCATIONAL EXPERIENCE OF GRADE 4 STUDENTS IN ZIMBABWE. THEY SERVE NOT ONLY AS PRIMARY RESOURCES FOR LEARNING BUT ALSO AS TOOLS FOR ASSESSMENT AND EVALUATION. HIGH-QUALITY TEXTBOOKS ARE CHARACTERIZED BY THE FOLLOWING ATTRIBUTES:

- **ACCURATE CONTENT:** INFORMATION PRESENTED MUST BE FACTUALLY CORRECT AND UPDATED TO REFLECT CURRENT KNOWLEDGE.
- **ENGAGING DESIGN:** TEXTBOOKS SHOULD BE VISUALLY APPEALING TO CAPTURE THE ATTENTION OF YOUNG LEARNERS.
- **CLEAR LANGUAGE:** THE LANGUAGE USED SHOULD BE AGE-APPROPRIATE, MAKING COMPLEX CONCEPTS MORE ACCESSIBLE.
- **INTERACTIVE ELEMENTS:** INCLUSION OF ACTIVITIES AND QUESTIONS THAT ENCOURAGE PARTICIPATION AND CRITICAL THINKING.

INVESTING IN QUALITY TEXTBOOKS ENSURES THAT STUDENTS RECEIVE THE BEST POSSIBLE EDUCATION, SETTING A STRONG FOUNDATION FOR FUTURE LEARNING. SCHOOLS, EDUCATORS, AND PARENTS MUST PRIORITIZE HIGH-STANDARD TEXTBOOKS TO ENHANCE THE LEARNING EXPERIENCE.

CHOOSING THE RIGHT TEXTBOOKS

WHEN SELECTING GRADE 4 TEXTBOOKS, SEVERAL FACTORS MUST BE CONSIDERED TO ENSURE THAT THEY MEET THE EDUCATIONAL NEEDS OF STUDENTS. THE FOLLOWING CRITERIA CAN HELP IN MAKING INFORMED CHOICES:

- **CURRICULUM ALIGNMENT:** TEXTBOOKS MUST ALIGN WITH THE ZIMBABWEAN NATIONAL CURRICULUM TO COVER REQUIRED TOPICS.
- **AUTHOR CREDENTIALS:** TEXTBOOKS WRITTEN BY EXPERIENCED EDUCATORS AND SUBJECT MATTER EXPERTS ARE PREFERABLE.
- **REVIEWS AND RECOMMENDATIONS:** CONSIDER FEEDBACK FROM OTHER EDUCATORS AND USERS TO DETERMINE THE EFFECTIVENESS OF THE TEXTBOOKS.
- **COST AND AVAILABILITY:** ENSURE THAT TEXTBOOKS ARE WITHIN BUDGET AND READILY ACCESSIBLE TO ALL STUDENTS.

BY ADHERING TO THESE CRITERIA, SCHOOLS AND PARENTS CAN SELECT TEXTBOOKS THAT WILL SIGNIFICANTLY CONTRIBUTE TO THE EDUCATIONAL PROGRESS OF STUDENTS. IT IS ESSENTIAL TO INVOLVE TEACHERS IN THE SELECTION PROCESS, AS THEY CAN PROVIDE VALUABLE INSIGHTS BASED ON THEIR CLASSROOM EXPERIENCES.

THE ROLE OF TECHNOLOGY IN LEARNING

TECHNOLOGY IS TRANSFORMING THE EDUCATIONAL LANDSCAPE IN ZIMBABWE, AND GRADE 4 EDUCATION IS NO EXCEPTION. THE INTEGRATION OF DIGITAL TOOLS AND RESOURCES CAN ENHANCE THE LEARNING EXPERIENCE IN SEVERAL WAYS:

- **ACCESS TO INFORMATION:** STUDENTS CAN ACCESS A WEALTH OF INFORMATION ONLINE, COMPLEMENTING TRADITIONAL TEXTBOOKS.
- **INTERACTIVE LEARNING:** EDUCATIONAL APPS AND PLATFORMS OFFER INTERACTIVE EXERCISES THAT ENGAGE STUDENTS IN A FUN AND EFFECTIVE MANNER.
- **REMOTE LEARNING:** TECHNOLOGY FACILITATES DISTANCE LEARNING, MAKING EDUCATION ACCESSIBLE EVEN IN REMOTE AREAS.
- **MULTIMEDIA RESOURCES:** VIDEOS, ANIMATIONS, AND SIMULATIONS CAN HELP CLARIFY COMPLEX CONCEPTS.

WHILE TEXTBOOKS REMAIN ESSENTIAL, THE INCORPORATION OF TECHNOLOGY PROVIDES STUDENTS WITH DIVERSE LEARNING METHODS, CATERING TO DIFFERENT LEARNING STYLES AND PREFERENCES. EDUCATORS SHOULD STRIVE TO BALANCE TRADITIONAL TEXTBOOK LEARNING WITH TECHNOLOGICAL RESOURCES TO CREATE A COMPREHENSIVE EDUCATIONAL EXPERIENCE.

WHERE TO FIND GRADE 4 TEXTBOOKS

FINDING GRADE 4 TEXTBOOKS IN ZIMBABWE CAN BE ACCOMPLISHED THROUGH VARIOUS CHANNELS. THE FOLLOWING OPTIONS ARE AVAILABLE FOR PARENTS AND EDUCATORS SEEKING THESE RESOURCES:

- **LOCAL BOOKSTORES:** MANY BOOKSTORES STOCK TEXTBOOKS ALIGNED WITH THE NATIONAL CURRICULUM.
- **ONLINE RETAILERS:** SEVERAL ONLINE PLATFORMS OFFER A WIDE RANGE OF TEXTBOOKS, OFTEN AT COMPETITIVE PRICES.
- **SCHOOL SUPPLIERS:** SCHOOLS OFTEN HAVE PREFERRED SUPPLIERS FOR EDUCATIONAL MATERIALS, MAKING IT CONVENIENT FOR PARENTS TO PURCHASE.
- **SECOND-HAND OPTIONS:** USED TEXTBOOKS CAN BE A COST-EFFECTIVE ALTERNATIVE, OFTEN AVAILABLE THROUGH COMMUNITY GROUPS OR ONLINE MARKETPLACES.

IT IS ADVISABLE TO COMPARE PRICES AND CHECK FOR THE LATEST EDITIONS TO ENSURE THAT STUDENTS RECEIVE THE MOST CURRENT EDUCATIONAL MATERIALS. ADDITIONALLY, ENGAGING WITH LOCAL EDUCATIONAL COMMUNITIES CAN PROVIDE RECOMMENDATIONS ON TRUSTED SOURCES FOR TEXTBOOKS.

SUPPLEMENTARY LEARNING MATERIALS

IN ADDITION TO PRIMARY TEXTBOOKS, SUPPLEMENTARY MATERIALS PLAY AN IMPORTANT ROLE IN ENHANCING THE LEARNING EXPERIENCE FOR GRADE 4 STUDENTS. THESE RESOURCES MAY INCLUDE:

- **WORKBOOKS:** PROVIDE ADDITIONAL EXERCISES AND PRACTICE TO REINFORCE LEARNING.
- **REFERENCE BOOKS:** OFFER IN-DEPTH KNOWLEDGE ON SPECIFIC SUBJECTS TO SUPPLEMENT THE PRIMARY TEXTBOOKS.
- **EDUCATIONAL GAMES:** ENCOURAGE LEARNING THROUGH PLAY, MAKING EDUCATION FUN AND INTERACTIVE.
- **ONLINE RESOURCES:** WEBSITES AND PLATFORMS THAT OFFER QUIZZES, TUTORIALS, AND INTERACTIVE LESSONS.

SUPPLEMENTARY MATERIALS CAN HELP ADDRESS INDIVIDUAL LEARNING NEEDS, PROVIDING ADDITIONAL SUPPORT WHERE NECESSARY. THEY ARE ESPECIALLY BENEFICIAL FOR REINFORCING CONCEPTS TAUGHT IN CLASS AND PROMOTING INDEPENDENT STUDY HABITS.

CONCLUSION

GRADE 4 TEXTBOOKS IN ZIMBABWE ARE ESSENTIAL TOOLS THAT SUPPORT THE EDUCATIONAL DEVELOPMENT OF YOUNG LEARNERS. BY UNDERSTANDING THE NATIONAL CURRICULUM AND THE SUBJECTS COVERED, PARENTS AND EDUCATORS CAN MAKE INFORMED DECISIONS REGARDING TEXTBOOK SELECTION. THE IMPORTANCE OF QUALITY MATERIALS CANNOT BE OVERSTATED, AS THEY FORM THE BACKBONE OF EFFECTIVE LEARNING. EMBRACING TECHNOLOGY AND SUPPLEMENTARY RESOURCES FURTHER ENRICHES THE EDUCATIONAL EXPERIENCE, ENSURING STUDENTS ARE WELL-PREPARED FOR FUTURE ACADEMIC CHALLENGES. AS WE NAVIGATE THE EVOLVING EDUCATIONAL LANDSCAPE, IT IS CRUCIAL TO PRIORITIZE RESOURCES THAT FOSTER A LOVE FOR LEARNING AND EQUIP STUDENTS WITH THE SKILLS THEY NEED TO SUCCEED.

Q: WHAT SUBJECTS ARE INCLUDED IN GRADE 4 TEXTBOOKS IN ZIMBABWE?

A: GRADE 4 TEXTBOOKS IN ZIMBABWE TYPICALLY INCLUDE SUBJECTS SUCH AS ENGLISH LANGUAGE, MATHEMATICS, ENVIRONMENTAL SCIENCE, SOCIAL STUDIES, AND ART AND CRAFT. THESE SUBJECTS ARE ALIGNED WITH THE NATIONAL CURRICULUM AND AIM TO PROVIDE A COMPREHENSIVE EDUCATION.

Q: HOW CAN I ENSURE THAT THE TEXTBOOKS I CHOOSE ARE OF HIGH QUALITY?

A: TO ENSURE HIGH-QUALITY TEXTBOOKS, CONSIDER FACTORS SUCH AS CURRICULUM ALIGNMENT, AUTHOR CREDENTIALS, REVIEWS FROM EDUCATORS, AND THE OVERALL DESIGN AND ENGAGEMENT OF THE MATERIALS. ENGAGING WITH EDUCATORS CAN PROVIDE VALUABLE INSIGHTS INTO THE EFFECTIVENESS OF THE TEXTBOOKS.

Q: ARE THERE DIGITAL OPTIONS AVAILABLE FOR GRADE 4 TEXTBOOKS?

A: YES, THERE ARE VARIOUS DIGITAL OPTIONS AVAILABLE FOR GRADE 4 TEXTBOOKS, INCLUDING E-BOOKS AND ONLINE EDUCATIONAL PLATFORMS. THESE RESOURCES CAN COMPLEMENT TRADITIONAL TEXTBOOKS AND PROVIDE INTERACTIVE LEARNING EXPERIENCES.

Q: WHERE CAN I BUY GRADE 4 TEXTBOOKS IN ZIMBABWE?

A: GRADE 4 TEXTBOOKS CAN BE PURCHASED FROM LOCAL BOOKSTORES, ONLINE RETAILERS, SCHOOL SUPPLIERS, AND SECOND-HAND OPTIONS THROUGH COMMUNITY GROUPS OR MARKETPLACES. COMPARING PRICES AND CHECKING FOR THE LATEST EDITIONS IS ADVISABLE.

Q: WHAT IS THE ROLE OF TECHNOLOGY IN GRADE 4 EDUCATION?

A: TECHNOLOGY PLAYS A SIGNIFICANT ROLE IN GRADE 4 EDUCATION BY PROVIDING ACCESS TO INFORMATION, FACILITATING INTERACTIVE LEARNING, ENABLING REMOTE EDUCATION, AND OFFERING MULTIMEDIA RESOURCES THAT ENHANCE UNDERSTANDING OF COMPLEX CONCEPTS.

Q: HOW IMPORTANT ARE SUPPLEMENTARY MATERIALS FOR GRADE 4 STUDENTS?

A: SUPPLEMENTARY MATERIALS ARE VERY IMPORTANT AS THEY REINFORCE AND COMPLEMENT THE LEARNING FROM PRIMARY TEXTBOOKS. THEY INCLUDE WORKBOOKS, REFERENCE BOOKS, EDUCATIONAL GAMES, AND ONLINE RESOURCES THAT CATER TO INDIVIDUAL LEARNING NEEDS.

Q: HOW DO I CHOOSE THE RIGHT TEXTBOOKS FOR MY CHILD?

A: TO CHOOSE THE RIGHT TEXTBOOKS FOR YOUR CHILD, CONSIDER FACTORS SUCH AS CURRICULUM ALIGNMENT, AUTHOR CREDENTIALS, REVIEWS, COST, AND AVAILABILITY. ENGAGING WITH TEACHERS AND OTHER PARENTS CAN ALSO PROVIDE VALUABLE RECOMMENDATIONS.

Q: WHAT ARE SOME CHARACTERISTICS OF QUALITY TEXTBOOKS?

A: QUALITY TEXTBOOKS TYPICALLY FEATURE ACCURATE CONTENT, ENGAGING DESIGN, CLEAR LANGUAGE, AND INTERACTIVE ELEMENTS THAT ENCOURAGE STUDENT PARTICIPATION. THESE CHARACTERISTICS HELP ENHANCE THE LEARNING EXPERIENCE FOR STUDENTS.

Q: IS IT BETTER TO BUY NEW OR SECOND-HAND TEXTBOOKS?

A: BOTH NEW AND SECOND-HAND TEXTBOOKS HAVE THEIR ADVANTAGES. NEW TEXTBOOKS ENSURE THE LATEST CONTENT AND FEATURES, WHILE SECOND-HAND TEXTBOOKS CAN BE MORE COST-EFFECTIVE. IT ULTIMATELY DEPENDS ON INDIVIDUAL BUDGET AND PREFERENCE FOR THE LATEST EDITIONS.

Grade 4 Textbooks Zimbabwe

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Mudehwe, M. Manyarara, 2017

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Developing Countries Roy Carr-Hill, 2023-03-09 This book examines the factors affecting the successful implementation of Education Sector Plans in developing countries. It provides a detailed comparison that draws on data from 27 countries to offer careful research conclusions and policy recommendations. Offering a detailed comparison of the schooling situation (e.g. availability of potable water and toilets, provision for the disabled) as well as educational outcomes (both test scores and percentages out-of-school) from the 27 countries using empirical evidence, the book examines the resources that have been invested in different education sectors, investigating the development and success of each plan. The volume uses correlation analysis to compare factors including the availability of government funding, national characteristics, ministerial decisions, influences of country and donor stakeholders, as well as district- and school-level issues. Thorough comparative analysis of the data is then demonstrated, with two measures of achievements to identify which factors can be considered as the most important in order to reach realistic policy and research conclusions. Timely and engaging, this book will be of great interest to researchers, scholars, and postgraduate students in the field of education and international development, comparative education, and international education more broadly.

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This World Bank report is a rich compilation of information on teaching learning materials (TLM) in Africa based on the extensive and multi-faceted experience of the author's work in the education sector in Africa. The study examines a wide range of issues around TLM provision including curriculum, literacy and numeracy, language of instruction policy, procurement and distribution challenges, TLM development and production and their availability, management and usage in schools. It also looks at the role of information and communication technology (ICT) based TLMs and their availability. The study recognizes that improved TLM system management is a critical component in achieving affordable and sustainable TLM provision for all students. This study, which draws from more than 40 Anglophone, Francophone, Lusophone, and Arabic-speaking countries will be particularly useful for policymakers, development partners, and other stakeholders attempting to understand the wide range of issues surrounding the complexity of textbook provision in Sub Saharan Africa.

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“fascinating” look at what students in Russia, France, Iran, and other nations are taught about America (The New York Times Book Review). This “timely and important” book (History News Network) gives us a glimpse into classrooms across the globe, where opinions about the United States are first formed. History Lessons includes selections from textbooks and teaching materials used in Russia, France, Iran, Saudi Arabia, Cuba, Canada, and others, covering such events as the American Revolution, the Cuban Missile Crisis, the Iran hostage crisis, and the Korean War—providing some alternative viewpoints on the history of the United States from the time of the Viking explorers to the post-Cold War era. By juxtaposing starkly contrasting versions of the historical events we take for granted, History Lessons affords us a sometimes hilarious, often sobering look at what the world thinks about America’s past. “A brilliant idea.” —Foreign Affairs

grade 4 textbooks zimbabwe: *Reading Actively in Middle Grade Social Studies* Don K. Philpot, 2019-08-14 Middle grade students can learn a great deal about themselves and their world by reading informative texts in social studies courses. These texts will focus on important topics in history, geography, civics, government, and economics and offer students a range of perspectives on past and present social events. But reading is a complex act, and most students need specific reading-related support to understand assigned texts in middle grade social studies courses. This book focuses on the cyclical nature of reading, the actions proficient readers engage in to understand social studies textbooks and other informational texts, and the instructional support that

teachers can provide to enhance middle grade students' learning of social studies content through reading. Three associated questions will be addressed in this book: •What actions do proficient readers engage in to understand assigned course texts? •What do these actions entail, and how do they relate to each other? •What teacher-mediated practices best support middle grade students' development as proficient readers and enhance their learning of course content through reading?

grade 4 textbooks zimbabwe: Inclusion in Southern African Education Dipane Hlalele, Tsedis Michael Makoelle, 2023-10-18 This book reflects on more than two decades of adoption practices of inclusive education policy in Southern Africa. It is aimed at taking stock of the successes, challenges and achievements during this journey of making education inclusive and equitable. It responds to the educational needs of learners at all levels, regardless of their diverse needs, such as disability, gender, socio-economic status, race, ethnicity and language background. This book furthers the understanding and conceptualization of the notion of inclusion in education, and explores the challenges experienced during the operationalization and implementation of the process. It extends debates spawned by international and national policy mandates that sought to transcend exclusionary educational practices in order to realize inclusive societies and, by implication, inclusive classrooms. It offers a comprehensive conceptual framework for inclusive education in the Southern African context while drawing parallels from the regional and international experience. This book can be used as a reference or critical reading for scholars and researchers in the field of inclusive education. It will empower practitioners, administrators, teachers and school leaders, curriculum developers and planners, as well as policy makers with knowledge about theory and practice regarding inclusive education in the Southern African schooling system.

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grade 4 textbooks zimbabwe: Large Scale School Reform and Social Capital Building Ian R. Haslam, Myint Swe Khine, Issa M. Saleh, 2013-06-26 This book introduces and explores the nature of large scale reform, and offers a fresh insight into the importance of social capital and professional development leadership for teachers and school management. It synthesizes research on the role of the professional development leader and the importance of social capital in schools, and examines its potential to impact large scale, system-wide, reform projects. The text presents a range of international examples and theories from renowned researchers and educationists, which illustrate the challenge of raising the prominence of education social capital in schools. Considering crucial research that informs effective adult learning interventions, underlying themes supporting constructivist and transformative interventions are identified and woven into the narrative. Factors and variables needed to encourage and implement initiatives are examined, and each section is accompanied by case studies from around the world. The book is split into five sections and twelve parts which include: -The Lesson of Large Scale Reform for Leadership Development -Assessment of Wide Scale Educational Reform Initiatives -Developing Social Capital through National Education Reform -System Improvement through Professional Learning Communities Large Scale School Reform and Social Capital Building will be of interest to policy makers and system reform leaders, along with researchers and postgraduate students with a focus on continuous professional development, educational reform and school leadership.

grade 4 textbooks zimbabwe: *Learning as Development* Daniel A. Wagner, 2017-10-04

Learning is the foundation of the human experience. It begins at birth and never stops, a continuous and malleable link across life stages of human development. Disparities in learning access and outcomes around the world have deep consequences for income, social mobility, health, and well-being. For international development practitioners faced with today's unprecedented environmental and geopolitical pressures, learning should be viewed as a touchstone and target for those seeking to truly effect global change. This book traces the path of international development work—from its pre-colonial origins to the emergence of economics as the dominant discipline in the field—and lays out a new agenda for policymakers, researchers, and practitioners, from early education through adulthood. *Learning as Development* is an attempt to rethink international education in a changing world.

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