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While everybody recognizes the development challenges facing Sub-

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Saharan Africa, few have put together coherent plans that offer real hope for any feasible and general improvement. Facing Forward combines an evidence-based plan that not only recognizes the deep problems but provides specific prescriptions for dealing with the problems. In the simplest version, focus on the skills of the people and do it in a rational and achievable manner. □□ Eric Hanushek, Paul and Jean Hanna Senior Fellow, Hoover Institute, Stanford University This book offers a clear perspective on how to improve learning in basic education in Sub-Saharan Africa, based on extremely rigorous and exhaustive analysis of a large volume of data. The authors shine a light on the low levels of learning and on the contributory factors. They have not hesitated to raise difficult issues, such as the need to implement a consistent policy on the language of instruction, which is essential to ensuring the

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foundations of learning for all children. Using the framework of *From Science to Service Delivery*, the book urges policy makers to look at the entire chain from policy design, informed by knowledge adapted to the local context, to implementation. *Facing Forward: Schooling for Learning in Africa* is a unique addition to the literature that is relevant for African policy makers and stakeholders. Professor Hassana Alidou, Ambassador of the Republic of Niger to the United States and Canada As the continent gears itself up to provide universal basic education to all its children by 2030, it has to squarely address the challenge of how to improve learning. *Facing Forward* helps countries to benchmark themselves against each other and to identify concrete lines of action. It forces policy makers to think "where do I go from here?" "what do I do differently?" and to examine the hierarchy of interventions that can

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boost learning. It rightly urges Ministries of Education to build capacity through learning by doing and continuous adaptation of new knowledge to the local context. Facing Forward will unleash frank conversations about the profound reforms that are required in education policy and service delivery to ensure learning for every child on the continent. □□ Dr. Fred Matiang□I, Cabinet Secretary for the Interior and Coordination of National Government, Government of Kenya (former Cabinet Secretary for Education) Facing Forward couldn□t have come at a more opportune time as countries in the region, including Mauritius, focus more on learning outcomes rather than simply on inputs and processes in education systems. The book underscores the important point that African countries need not exclusively model themselves on high-performing education systems in the world. Much can as well be learnt from other

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countries at the same level of development, or lower, by virtue of the challenges they have faced and successfully overcome. This presents opportunities for greater peer-sharing and networking with these countries. Indeed a number of key focus areas are highlighted in the book that demonstrate good practices worthy of being emulated. These cover domains as diverse as enabling factors leading to improved student progression, strengthened teacher capacity, increased budgetary allocation with a focus on quality, as well as improved technical capacity of implementing agencies in the region. □□ Hon. (Mrs.) Leela Devi Dookun-Luchoomun, Minister of Education and Human Resources, Tertiary Education and Scientific Research, Republic of Mauritius

This book makes a significant contribution to the ongoing global

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conversations on the various understandings of equality. It illuminates the many ways in which diverse equality guarantees clash, or are interrelated. It also sets out principled approaches on how they can be coherently interpreted to address the myriad inequalities in Kenya. Taking a comparative approach, the book considers how other jurisdictions including the United States, United Kingdom, Canada, South Africa, India and Botswana have approached the conceptualisation, interpretation and application of various equality concepts. The book focuses on important issues such as: - transformative constitutionalism in relation to the interpretation of Kenya's 2010 Constitution; - expanding the list of enumerated grounds for non-discrimination; - affirmative action; - accommodating religious and cultural diversity versus gender equality; - the interrelation between socio-economic rights and

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status-based equality.

The role of higher education in establishing structures and procedures in society and industry is clearly articulated in scholarly discussions. The narrative has recently taken a new momentum in Kenya with acknowledgement of the creative industry involves many youth, as an area that impacts on the economy. In unravelling the link between higher education and industry, the authors focus on leadership and governance in higher education and its expected and perceived contribution to the shaping of the creative industry.

Through analysis of cases, the authors interrogate the processes and structures that govern the teaching and practice of the creative subjects, noting how these affect the creative industry in Kenya.

This book approaches the creative disciplines from the perspectives

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of the students, lecturers and university administrators. The three voices provide a balanced view of what higher creative arts education in Kenya is. The multiple authorship of the book further provides a balanced account of the development of these disciplines in higher education, and their growth in industry. The key concepts here are the development of the creative industry and how higher education should contribute to the same.

This book discusses the fundamental as well as modern approaches and technologies related to the fields of renewable energy and biofuels. Renewable energy sources can be replenished in a given time frame and have the potential of replacing pollution causing

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fuels such as fossil fuels. Biofuels are derived from plants and other resources such as commercial, agricultural and domestic waste through biological processing using bacteria for anaerobic digestion. Biofuels are a commonly known form of renewable energy. The need to reduce the hazardous effect of non-renewable forms of energy has led to rapid progress and extensive research in this area. This extensive book collates researches from across the globe which explore the diverse aspects of renewable energy and biofuels. Different approaches, evaluations, methodologies and advanced studies have been included in this book. It will benefit researchers and students alike.

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Designed to be approachable from several different levels and perspectives, this book uses a travel analogy to integrate educational planning into the career planning process. Two assumptions underlie the author's approach: an essential driving force of career development is the search for meaning, and the most generative concept of career planning is that of discovering your way. This practical yet comprehensive book is based on a set of straightforward career planning principles and offers readers the maps they'll need to find and select the right career.

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Every year, the World Bank's World Development Report (WDR) features a topic of central importance to global development. The 2018 WDR "LEARNING to Realize Education's Promise" is the first ever devoted entirely to education. And the time is right: education has long been critical to human welfare, but it is even more so in a time of rapid economic and social change. The best way to equip children and youth for the future is to make their learning the center of all efforts to promote education. The 2018 WDR explores four main themes: First, education's promise: education is a powerful instrument for eradicating poverty and promoting shared prosperity, but fulfilling its potential requires better policies—both within and outside the education system. Second, the need to shine a light on learning: despite gains in access to education, recent learning assessments reveal that many young people around the world,

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especially those who are poor or marginalized, are leaving school unequipped with even the foundational skills they need for life. At the same time, internationally comparable learning assessments show that skills in many middle-income countries lag far behind what those countries aspire to. And too often these shortcomings are hidden—so as a first step to tackling this learning crisis, it is essential to shine a light on it by assessing student learning better. Third, how to make schools work for all learners: research on areas such as brain science, pedagogical innovations, and school management has identified interventions that promote learning by ensuring that learners are prepared, teachers are both skilled and motivated, and other inputs support the teacher-learner relationship. Fourth, how to make systems work for learning: achieving learning throughout an education system requires more than just scaling up effective

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interventions. Countries must also overcome technical and political barriers by deploying salient metrics for mobilizing actors and tracking progress, building coalitions for learning, and taking an adaptive approach to reform.

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