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Singapore has few natural resources but, in a relatively short history, its economic and social development and transformation are nothing short of remarkable. Today Singapore is by far the most successful exemplar of material development in Southeast Asia and it often finds itself the envy of development in Southeast Asia and it often finds itself the envy of developed countries. Furthermore over the last three and a half decades the ruling party has presided over the formation of a thriving community of Singaporeans who love and are proud of their country.

For over a decade, Mainland China has been embarking on an ambitious nation-wide education reform ('New Curriculum Reform') for its basic education. The reform reflects China ' s propensity to borrow selected educational policies from elsewhere, particularly North America and Europe. Chinese scholars have used a local proverb "the West wind has overpowered the East wind" to describe this phenomenon of ' looking West ' . But what do we mean by educational policy borrowing from the West? What are the educational policies in China's new curriculum reform that are perceived to be borrowed from the West? To what extent have the borrowed educational policies in China's new curriculum reform been accepted, modified, and rejected by the various educational stakeholders? How does culture influence the various educational stakeholders in China in interpreting and mediating educational policy borrowing from the West? How do the findings of this study on China ' s education reform inform and add to the existing theories on and approaches to on cross-cultural educational policy borrowing? This book answers the above questions by critically discussing China ' s policy borrowing from the West through its current reform for primary and secondary education. It presents the latest in-depth research findings from a three-year empirical study (2013-2015) with school principals, teachers, students and other educational stakeholders across China. This study offers new insights into China ' s educational policy borrowing from the West and international implications on cross-cultural educational transfer for academics, policymakers and educators.

Summative assessment has been a contentious issue in educational circles for several decades, particularly high-stakes assessment events which arise at various junctures of the school cycle, especially those at the end of it. The French Baccalaureat and English A-Levels and their numerous clones throughout the francophone and anglophone worlds are household names and represent milestone events in people's lives, as their outcomes are principal determinants of young people's future prospects. These examinations are external--they are devised, conducted and processed by agencies outside the schools, usually ministerial examination units. As such, they act as 'blind' arbiters of student achievement, providing the proverbial 'level playing field' which ensures the comparability of outcomes. In the pyramidal school structures of yesteryear, examinations acted as filters, regulating the progression of pupils to subsequent tiers of formal education. Exit points occurred from primary school level up, from where unsuccessful candidates could enter the labour force and/or embark on occupationally specific further education and training. With the modernisation of the labour market and an ever-higher social demand for access to higher levels of formal education, the filtering function of examinations at lower levels of schooling has been gradually eroded, while burgeoning numbers of students at the upper secondary level have brought about reforms that include curricular diversification and sometimes radical overhauls of terminating assessment systems (including the modification and, in some instances, abandonment of external examinations). This edited volume brings together the experiences of twenty examination systems from around the world to show how these dynamic entities have adapted over time to the changing context of schooling. Following an introduction by Stephen P. Heyneman of World Bank repute, there are sixteen chapters presenting Country Case Studies, which have been written up

under common subheadings, thereby highlighting the comparative nature of the work and facilitating cross-referencing. The subsequent four chapters elaborate on the theme of 'external examinations beyond national borders', including a contribution by the International Baccalaureate Organisation. A defining feature of the work is the attention it pays to what it calls the 'nuts and bolts' of external examinations, from question-setting to grading procedures. These are, it is argued, instrumental in nurturing and maintaining public confidence in external examinations. The book will be of immense value to people involved in educational policy studies, especially strategic educational planning, as well as those directly concerned with formal assessment. The work has been written to appeal to a wide audience of informed persons--it is accessible to teachers and interested laypeople, as well as to academics."

In the context of increasingly multi-religious, multi-racial and multi-ethnic modern societies, the achievement of harmony is emerging as a major challenge. This book examines the idea of harmony, and its place in politics and governance, both in theory and practice, in Asia, the West and elsewhere.

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EMBRACE DYSLEXIA is an initiative by the Dyslexia Association of Singapore (DAS) which endeavours to foster greater awareness about dyslexia with the aim of helping everyone to understand both the strengths and the challenges in the lives of individuals who have dyslexia. An initiative of EMBRACE DYSLEXIA was to encourage individuals with dyslexia to share their personal stories so that they may become role models for the young students that are supported by DAS. More than 50 personal stories of dyslexia are included in this book all are individuals who have worked to make a difference in the fabric of Singapore and wish to instill in young students with dyslexia to strive for equal if not greater success in their educational journeys This book was released in Singapore's 50th anniversary, and contains the story of Former Prime Minister Lee Kuan Yew a dyslexic, visionary, leader, father and builder of a Nation. Indeed, many of the contributors to the book cite Mr Lee as an inspiration to their own success, he gave them the determination and passion to pursue their dreams and passions. It is an inspiring read and gives hope to those families who have children with learning differences such as dyslexia.

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