

# Foreword

This is the second edition of a book which was first published in 1989. The first edition was widely welcomed, and has been used as a tool for policy-makers and practitioners in a considerable range of countries. We were very pleased when Mark Bray expressed willingness to update and revise the book for re-publication, and anticipate that this edition will be as enthusiastically welcomed as the last.

The book is intended for two main groups of readers. One group comprises policy-makers at national and regional levels, who will be primarily interested in the balance of broad economic, educational and social factors which must be considered when choosing between models for single, double, or even more shifts. The second group embraces practitioners, who will be primarily concerned with such practical matters as staffing and timetabling. In addition to their own dominant concerns, of course members of each group require an understanding of the perspectives of the other group. Professionals from both groups can therefore benefit from careful study of the book as a whole.

A few quotations from reviews of the first edition help to portray the flavour not only of that edition but also of this new, revised version. For example, Keith Watson observed that the book is "extremely useful, readable and thought-provoking".<sup>1</sup> This view matched that of others.<sup>2</sup> A.G. Hopkin observed that the systematic presentation of the book "ensures that the content and argument are accessible to anyone broadly interested in education systems and how they operate";<sup>3</sup> and Clive Whitehead described the book as "essential reading for all students of educational planning and administration".<sup>4</sup>

These views were paralleled in an extended commentary in the

<sup>1</sup> Keith Watson (1992). Review in *Third World Quarterly*, Vol.13, No.3.

<sup>2</sup> See for example Sunil Behari Mohanty (1989). Review in *Journal of the All India Association for Educational Research*, Vol.1, No.2; M.K. Bacchus (1990). Review in *Canadian and International Education*, Vol.19, No.1; R.P. Singhal (1990). Review in *Indian Education Review*; and Ron Morton (1991). Review in *Educational Review*, Vol.43, No.1.

<sup>3</sup> A.G. Hopkin (1990). Review in *School Organisation*, Vol.10, Nos. 2 and 3.

<sup>4</sup> Clive Whitehead (1989). Review in *Education Research and Perspectives*, Vol.19, No.2.

journal *Education in Asia and the Pacific*.<sup>5</sup> The reviewer recognised that the book was the product of extensive research, and began by applauding the presentation and format:

“Bray is, by all counts, an accomplished educationist bent on communicating clearly, interestingly and succinctly. The reader benefits from this. Introductory paragraphs cue the reader to what he is about to be told, and once he has written the chapter there are invariably a few lines to summarize what should have been learnt. And in between, the reader is blessed with a tightly written text that only the meanest of editors could boil down any more.”

Turning to content, this reviewer praised the way that the booklet presents information in a “kaleidoscopic” way, identifying the different perspectives of administrators, teachers, parents and pupils. For policy-makers and planners, separate chapters focus on the economic, educational and social factors which must be considered; and for school-level practitioners separate chapters focus on school organisation and timetabling, staffing and management, and quality. The reviewer concluded that:

“This is a book that needs to be put in the hands of as many administrators as possible. By drawing from real experiences it can give them confidence to make bold moves for increasing resource utilization.”

We ourselves readily endorse all these positive comments. When the book was first issued in 1989, no practical guide was available on the subject of double-shift schooling. Over a decade later, it remains the case that no comparable work has been prepared by any other author. We are delighted that this second edition makes Mark Bray’s book easily available again, and anticipate that it will be of considerable use to policy-makers and practitioners in a wide range of settings.

**Cream Wright,**  
The Commonwealth Secretariat.

**Françoise Caillods,**  
International Institute for Educational Planning.

<sup>5</sup> *Education in Asia and the Pacific* (1989-1990), Vol.26.