

**OPEN ACCESS WORLD BANK PUBLICATIONS
ON EDUCATION AND WASH IN SCHOOL**

*A Resource for Rotary's Presidential Conferences on
Literacy and WASH in Schools*



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ABSTRACT

Education, as well as water and sanitation, are two of the six areas of focus of the Rotary Foundation (TRF). In order to promote better education as well as investments in WASH (water, sanitation, and hygiene) in schools, Rotary International is organizing two conferences on literacy and WASH In schools in March 2016 in Kolkata (India) and near Manilla (Philippines). This resource guide was prepared for participants at the conferences as well as others interested in this topic. The guide provides links to selected open access publications related to education and, to a lower extent (because fewer publications are available on this topic) WASH in schools. The publications are made available by the World Bank through its Open Knowledge Repository. They range from comprehensive reviews to more specialized publications on specific topics or countries. The selection of publications is not meant to be exhaustive - many other publications could have been listed. The selection is rather illustrative of the types of publications made available by the World Bank. The hope is that these publications will be useful to conference participants as well as others dealing directly or indirectly with issues related to education in their service work.

ACKNOWLEDGMENT AND DISCLAIMER

This guide to open access publications from the World Bank on education and WASH in schools consists of a selection of recent books published since 2010 by the World Bank. The selection was made the author, and is inherently a bit arbitrary in terms of the publications that are included, and those that are not. Said differently, the selection of publications is not meant to be exhaustive - many other publications could have been listed. The selection is rather illustrative of the types of publications made available by the World Bank. The author is a Rotarian as well as a World Bank staff, but this guide has been prepared without any endorsement from the World Bank. It has been prepared by the author strictly in his capacity as Rotarian, and not in his capacity as World Bank staff. Any opinions expressed in this guide are those of the author only and need not represent the views of the World Bank, its Executive Directors, or the countries they represent. The author is grateful to the organizers of Rotary's Presidential Conferences their encouragement in the preparation of this guide. The author may be contacted through the Contact Me page of the Rotarian Economist blog at <http://rotarianeconomist.com/>.

1- INTRODUCTION

Education is fundamental for development. How can Rotary clubs and districts contribute to efforts to improve education opportunities for disadvantaged children? These are some of the questions that will be discussed at the Rotary Presidential Conference on Literacy and WASH (water, sanitation, and hygiene) in Schools to be held in March 2016 in Kolkata, India, and near Manilla, Philippines. The conference are part of a series of five flagship conferences organized by Rotary International in 2015-16. The other three conferences are on peace and conflict resolution in Ontario (California), disease prevention and treatment in Cannes (France), and economic development in Cape Town (South Africa).

The two conferences on literacy and WSSH in schools will include a large number of panel and facilitated sessions as well as plenary sessions, and they are expected to attract a large number of participants. Issues related to education as well as WASH (in schools and more generally as well) have been at the core of a substantial part of the work of development organizations for many years. This means that the World Bank as well as other organizations have substantial knowledge to share with researchers, practitioners, and policy makers in these areas.

As a contribution to Rotary's Presidential Conferences on literacy and WASH in schools, this guide points to selected open access publications from the World Bank that could help conference participants think about how to implement projects in these areas, or advice education service providers, whether public or private, on those issues. The publications listed are made available through the World Bank's Open Knowledge Repository. In order to keep the guide manageable, the focus is on open access books as opposed to other publications such as working papers, articles, and briefs. Even when restricting resources to books, a large number of World Bank publications directly relevant to the topics of the Conference can be listed. The guide lists 50 recent books and reports published since 2010. It also provides basic information on how to access World Bank knowledge resources more generally.

Only resources available from the World Bank are listed even though many other organizations also provide highly valuable open access resources. Again, restricting the focus on resources provided by the World Bank is driven by practicality. Including other organizations would yield a rather unwieldy guide due to the scope of what would need to be included. At the same time, focusing on World Bank has the advantage of being able to go global with a single organization, since the World Bank is engaged with the developing world as a whole. By contrast, many other development organizations, including regional development banks, have a regional focus.

The hope is that the publications mentioned in this guide, and more generally the World Bank's open access knowledge resources, will be useful to conference participants and others dealing directly or indirectly with issues of education and WASH in schools when implementing projects in developing and developed countries alike.

2- OPEN ACCESS RESOURCES

The World Bank, hereafter referred to as “the Bank”, is a large organization (see Box 1 for a basic description of its goals and activities). The Bank provides financing to developing countries for development projects and other investments, but as importantly, it considers knowledge generation and dissemination as a core part of its mission. Data and knowledge generated by the Bank are open access, which means that anybody anywhere in the world can access to those resources for free.

To access these resources, individuals can go the Bank’s website at www.worldbank.org, where different tabs enable individuals to access resources:

- Under the “Data” tab, access is provided to a wide range of databases, including the World Development Indicators. Data can be downloaded by country as well as by topic. A range of multimedia resources are also available.
- Under the “Research” tab, access is provided to a range of research outputs, many of which are produced by the Development Economics (Research) Group.
- Under the “Learning” tab, resources provided by the e-Institute are listed, including a wide range of e-courses on topics related to development.
- Under the “Projects & Operations” tab, information is accessible on country strategies, as well as Bank projects, products, and services by country.
- Under the “Publications” tab, links to Bank publications are provided. Most publications are available through the Open Knowledge Repository, which can be accessed through a link on the top right of that page.
- Finally, information pertaining to specific countries and topics can also be accessed through the “Countries” and “Topics” tabs. When visiting the “Topics” tab, one of the topics that comes up is that of “Fragility, Conflict, and Violence”. This is an important topic for the Bank, whose operational staff are often mapped to specific Global Practices as well as four units for so-called Cross-cutting Solutions Areas, one of which focuses precisely on fragility and conflict.

This guide focuses on selected publications related directly or indirectly to health, nutrition, and population available for download through the Open Knowledge Repository. The repository was launched a few years ago. As of December 2015 it included close to 20,000 publications categorized according to 10 collections and 484 sub-collections. The 10 collections are: 01. Annual Reports & Independent Evaluations; 02. Books; 03. Journals; 04. Serial Publications; 05. Technical Papers; 06. Country Strategy Documents; 07. Economic and Sector Work (ESW) Studies; 08. Working Papers; 09. Knowledge Notes; and finally 10. Multilingual Content.

Each collection can be searched separately from the others, but searches can be conducted for the whole repository as well. It is also feasible to search publications among others by topic or by country. As of December 2015, close to 9 million files had been downloaded from the repository by users. For this guide, in order to keep the publications listed at a manageable number, priority has been given to featuring books and reports, but other types of publications are available in the repository.

Box 1: Brief Introduction to the World Bank Group

Established in 1944, the World Bank Group is headquartered in Washington, D.C. It has more than 10,000 employees in more than 120 offices worldwide. The Bank has set two goals for the international community to achieve: (1) Ending extreme poverty by 2030 by decreasing the percentage of people living on less than \$1.25 a day to no more than 3%; and (2) Promoting shared prosperity by fostering the income growth of the bottom 40% in every country. The Bank is a major source of financial and technical assistance to developing countries.

Financial Products and Services. The Bank provides low-interest loans, zero to low-interest credits, and grants to developing countries. These support a wide array of investments in areas such as education, health, public administration, infrastructure, financial and private sector development, agriculture, and environmental and natural resource management. Some projects are co-financed with governments, other multilateral institutions, commercial banks, export credit agencies, and private sector investors.

Knowledge Generation and Sharing. The World Bank also supports developing countries through policy advice, research and analysis, and technical assistance. Analytical work often underpins World Bank financing and helps inform developing countries' own investments. In addition, the World Bank supports capacity development in the countries we serve. It also sponsors, hosts, or participates in many conferences and forums on issues of development, often in collaboration with partners.

Source: adapted from <http://www.worldbank.org/en/about/what-we-do>

3- SELECTED PUBLICATIONS

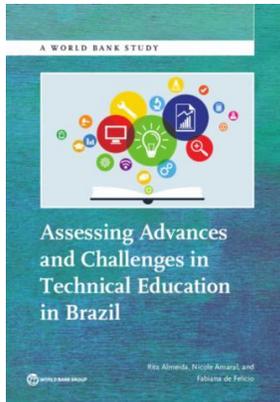
This section lists selected books and reports published by the World Bank since 2010 on education and WASH in schools. Only a minority of the publications deal with WASH in school as this is a subject that has been less emphasized than other education topics at the World Bank in recent years. Again, the selection of publications is not meant to be exhaustive - many other publications could have been listed. The selection is rather illustrative of the types of resources made available by the World Bank through the Open Knowledge Repository that readers are encouraged to access. The selection is based in part on the topics to be considered at Rotary's International Conferences on literacy and WASH in schools, but other topics are considered as well because they should be of interest for those working on education programs and policies.

Because there are a large number of recent World Bank publications (even considering only books and reports published since 2010) on education, a choice had to be made in terms of what to cover. The publications highlighted through this guide focus on (this list is reproduced in the table below). Readers are encouraged to explore the Open Knowledge Repository of the World Bank for sub-topics of special interest as the Repository includes many more open access resources than those listed here.

Note that some of the publications listed here were also listed in the guide to open access World Bank resources prepared for the Cape Town Rotary Presidential Conference on Economic Development, especially in the area of skills development, given the importance of education and skills for economic development.

Topics for Listing World Bank Publications	
1	Country and Regional Studies in Education
2	Textbooks
3	Education in Conflict-affected Countries
4	Student Assessments
5	WASH in Schools and School Health
6	Faith-based Schools
7	Preschools and Early Childhood Development
8	Teachers
9	Skills for the Workforce
10	Entrepreneurship Education

COUNTRY AND REGIONAL STUDIES ON EDUCATION

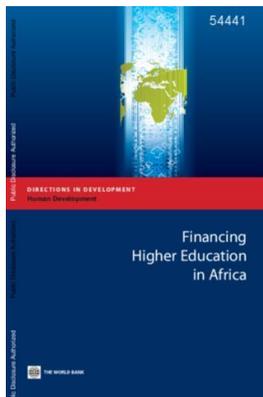


Assessing Advances and Challenges in Technical Education in Brazil

Published: 2016; Almeida, Rita; Amaral, Nicole; de Felicio, Fabiana

Link: <https://openknowledge.worldbank.org/handle/10986/22726>

As Brazil is massively investing in a scale-up of in vocational education and training (VET) through the national flagship program, PRONATEC, this report assesses institutions and policies in VET taking an in depth critical view of upcoming opportunities. It shares international best practices on selected operational issues identified as strategic bottlenecks for the delivery of technical education. The report explores multiple sources of information including a desk review of existing reports and papers, inputs/data provided by the Ministry of Education and interviews with multiple stakeholders and practitioners at the federal and state level. The report highlights the need of promoting a better alignment between the supply and demand of skills at the sub national level and of promoting better a solid monitoring and evaluation system, including the monitoring of student learning and of the trajectories into the labor market or into higher educational degrees. Issues of student career guidance and teacher quality also emerge as areas of strategic importance to the Brazilian VET system in the years ahead.



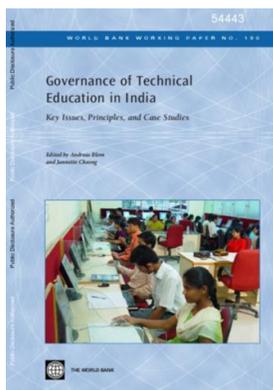
Financing Higher Education in Africa

Published: 2010; Author(s): World Bank

Link: <https://openknowledge.worldbank.org/handle/10986/2448>

This report demonstrated that the key for success in a globalized world lies increasingly in how effectively a country can assimilate the available knowledge and build comparative advantages in areas with good growth prospects and how it can use technology to address the most pressing environmental challenges. Higher-level institutions in Sub-Saharan Africa that is equipped to impart quality education and conduct relevant applied research can play a critical role in producing workers with the skills to assimilate technology and make effective decisions that help industry to diversify into a broader range of products. Good-quality and relevant higher education is also a key to stimulating innovations in new varieties of crops, new materials, or sources of energy that would facilitate progress toward reducing poverty, achieving food security, and improving health. This report is a follow-up to the 2008 study. It examines current practices in financing higher education in Sub-Saharan Africa, taking into account the significant differences that exist among countries. Drawing on experience from around the world, the report also examines the range of policy options that could be considered in tackling the financing issue. The report also carries an encouraging message. It shows that a full range of options do exist and that some African countries and institutions have started implementing them. Private higher education is experiencing spectacular growth in Africa. Cost-sharing programs are being implemented in many universities, accompanied by student loans and financial aid for low-income students. Higher education is being diversified to offer lower cost and more effective delivery alternatives. In a few cases, impressive reforms to improve internal efficiency have been implemented,

and governments are increasingly adopting more effective budget management practices.

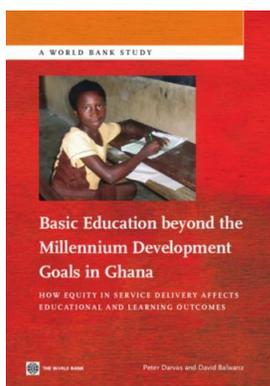


Governance of Technical Education in India: Key Issues, Principles, and Case Studies

Published: 2010; Author(s): Blom, Andreas; Cheong, Jannette

Link: <https://openknowledge.worldbank.org/handle/10986/5941>

Tertiary education, and in particular technical and engineering education, is critical to India's aspirations of strengthening its reputation as a major competitive player in the Global knowledge economy. The system is huge and complex, and there is a consensus that reforms are imperative. Issues of fair access and affordable participation in higher education are critical if India is to empower its people with educational opportunities that allow individual potential to be fulfilled, and allow more Indian graduates opportunities for employment and to compete in an international arena. There are approximately 2,400 technical and engineering institutions across India's 30 states, of which less than 8 percent of public institutions are autonomous. The demand for tertiary education continues. There has been a phenomenal growth in the number of private colleges across India in the last 20 years. Private colleges now deliver 85 percent of all technical and engineering education. The significant changes in supply and demand make it increasingly important to ensure that tertiary education systems and institutions are effectively and efficiently governed and managed to meet the needs of industry and society. As key national changes are imminent, stakeholder groups represented at the Learning Forum emphasized the importance of working in partnership, so that overlapping interests can support a more effective delivery of education to meet the needs of society and industry. Good governance is an area where effective partnerships are crucial. Strengthening links with industry and local communities could also support a range of development opportunities for courses, faculty and most importantly the student experience and education and research outcomes. These priorities are in line with the Second Phase of the Technical Education Quality Improvement Project and the need for ongoing capacity building. Developing effective governance will underpin long term developments.



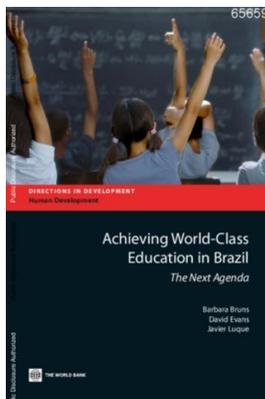
Basic Education beyond the Millennium Development Goals in Ghana: How Equity in Service Delivery Affects Educational and Learning Outcomes

Published: 2014; Author(s): Darvas, Peter; Balwanz, David

Link: <https://openknowledge.worldbank.org/handle/10986/16307>

Inequity is the central challenge facing basic education in Ghana and undercuts the potential contribution of basic education to Ghana's national development goals. Persistent disparities in education service delivery and inequitable allocation of resources in Ghana lead to highly inequitable educational outcomes. These inequities negatively affect system quality, efficiency and accountability and ultimately undermine broader national development. Wide-spread inequity in education service delivery significantly depresses system learning outcomes. This report describes a "missing middle" in terms of learning outcomes: While a small number of children perform well, the majority of pupils (more than 60%) pass through primary school without becoming proficient in numeracy and literacy. Specifically, children from Ghana's northern regions and deprived districts, poor and rural households and ethnic and linguistic minorities – students

who require the most support to meet learning outcomes – receive, on average, disproportionately fewer resources from the government than their peers. Systemic inequities create this missing middle and drag down system performance. Following a decade of rapid change, as of 2013, more children are attending basic and senior high schools than at any time in the history of Ghana. In the past decade, Ghana has realized great growth, progress and change. Population growth, urbanization and significant GDP growth have changed the economic, political and social landscape of Ghana. In the past decade, incidence of extreme poverty has been cut in half. Introduction of Free, Compulsory, Universal Basic Education (FCUBE) and kindergarten has supported a near doubling of basic education enrollment in the past 15 years. Delivering basic education and ensuring equity has become more challenging. Compared to a decade ago, more stakeholders are involved in allocating and managing core education inputs and accountability systems remain unclear and weak. Addressing the deeply embedded inequities (e.g. allocation of trained teachers, support to deprived districts and populations) is further complicated by a complex and fragmented policy, management and financing environment. The persistence of inequity reflects the persistence of conflicting sector interests and poses genuine policy dilemmas. However, recent experience shows that accelerating progress toward equity and quality basic education for all is possible. Several recent initiatives in Ghana point to the possibility of improving equitable resource allocation, strengthening social protection and providing additional support to improve learning outcomes. For example, children with below-average learning outcomes in poorly resourced environments are likely to show measurable gains when provided additional support (e.g. instructional support, learning resources, management support, demand-side incentives).

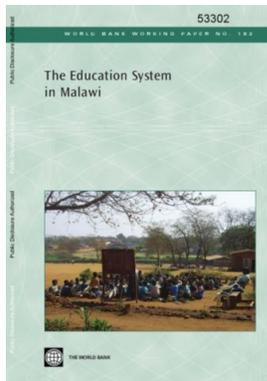


Achieving World-Class Education in Brazil: The Next Agenda

Published: 2012; Author(s): Bruns, Barbara; Evans, David; Luque, Javier

Link: <https://openknowledge.worldbank.org/handle/10986/2383>

Education is improving in Brazil. The average years of education has almost doubled over the last 20 years, as has the proportion of adults who have completed secondary school. Brazil's high school students have improved consistently in math and language performance over the last decade. These gains stem from the federal government's priority attention to education through both reforms and resources over the past 15 years. The progress laid out in this book is impressive and praiseworthy, but Brazil still trails its competitors in several of the ways that matter most. Student learning, while improving, still lags far behind wealthier nations. Many secondary schools lose the majority of their students well before graduation. Teachers are drawn from among the lowest achievers and have few performance incentives, and it shows in how class time is used. This important book explores not only the basis for Brazil's progress, but also what it must do to bridge the remaining quality gap to a first-rate education for its children. It provides detailed recommendations for strengthening the performance of teachers, supporting children's early development, and reforming secondary education. In Brazil's highly decentralized basic education system, each level of government has an integral role to play.

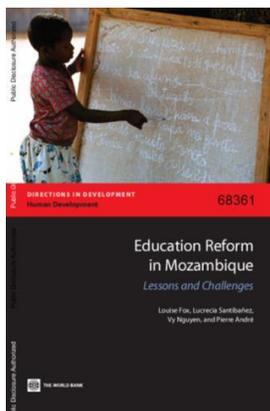


The Education System in Malawi

Published: 2010; Author(s): World Bank

Link: <https://openknowledge.worldbank.org/handle/10986/5937>

The context of the education system in Malawi is strongly marked by demographic pressure, a high prevalence of HIV/AIDS, striking poverty, and very low human and social development. The Malawian education system has to develop within a heavier demographic context than that of its neighboring countries. Malawi's population, estimated at 13 million inhabitants in 2008, is increasing at the rate of 2.4 percent per year. The 5-16 year old age group represents 37 percent of the total population. This is the highest proportion of that age group in the entire Southern African Development Community (SADC) region. It is estimated that the population growth rate will slowly decrease, but that the primary school age group (6-13 years old) will increase by 20 percent between now and 2018. If universal primary education is reached before 2018, primary school places for 4.8 million children will be needed in 2018. This represents 45 percent more primary school places compared to 2008.

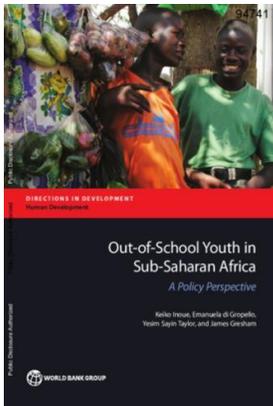


Education Reform in Mozambique: Lessons and Challenges

Published: 2012; Author(s): Fox, Louise; Santibañez, Lucrecia; Nguyen, Vy; André, Pierre

Link: <https://openknowledge.worldbank.org/handle/10986/6021>

The report opens with a brief description of the conceptual framework that guided the analysis as well as the data used. The next chapter presents the analysis of changes in household behavior and educational outcomes related to the implementation of the reforms, at both the primary and secondary levels. The descriptive nature of this analysis does not allow for inferences regarding the effects of the reforms on enrollment and demand for education. The following chapter presents the results of an econometric impact analysis of the reforms to quantify the magnitude of the effects on enrollment. In considering priorities for the future, the Government is paying increasing attention to the impact of the investments in education on growth, jobs, and poverty reduction, as measured by increased earnings from employment, and particularly by improving opportunities for the labor force to move to higher productivity activities and livelihoods. The next chapter presents the results on the changing structure of employment in Mozambique between 2003 and 2008, the impacts of education on employment opportunities, and the implications of these changes for education policy. The final chapter integrates the education and labor force analyses and provides strategic recommendations as Mozambique continues to improve educational outcomes, particularly for those population groups that have had the most difficulty entering and remaining in school.



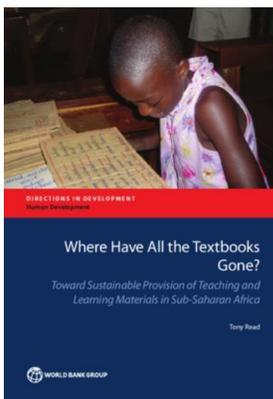
Out-of-School Youth in Sub-Saharan Africa: A Policy Perspective

Published: 2015; Author(s): Inoue, Keiko; di Gropello, Emanuela; Taylor, Yesim Sayin; Gresham, James

Link: <https://openknowledge.worldbank.org/handle/10986/21554>

The economic and social prospects are daunting for the 89 million out-of-school youth who comprise nearly half of all youth in Sub-Saharan Africa. Within the next decade, when this cohort becomes the core of the labor market, an estimated 40 million more youth will drop out, and will face an uncertain future with limited work and life skills. Furthermore, out-of-school youth often are policy orphans, positioned between sectors with little data, low implementation capacity, lack of interest in long-term sustainability of programs, insufficient funds, and little coordination across the different government agencies. This report provides a diagnostic analysis of the state of out-of-school youth in Sub-Saharan Africa, focusing on the 12- to 24-year-old cohort. This report also examines the decision path youth take as they progress through the education system and the factors that explain youth's school and work choices. It finds that individual and household characteristics, social norms, and characteristics of the school system all matter in understanding why youth drop out and remain out of school. In particular, six key factors characterize out-of-school youth: (i) most out-of-school youth drop out before secondary school; (ii) early marriage for female youth and (iii) rural residence increase the likelihood of being out of school; (iv) parental education level and (v) the number of working adults are important household factors; and (vi) lack of school access and low educational quality are binding supply-side constraints. Policy discussions on out-of-school youth are framed by these six key factors along with three entry points for intervention: retention, remediation, and integration. This report also reviews policies and programs in place for out-of-school youth across the continent. Ultimately, this report aims to inform public discussion, policy formulation, and development practitioners' actions working with youth in Sub-Saharan Africa.

TEXTBOOKS



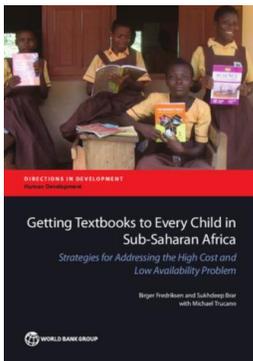
Where Have All the Textbooks Gone? Toward Sustainable Provision of Teaching and Learning Materials in Sub-Saharan Africa

Published: 2015; Author(s): Read, Tony

Link: <https://openknowledge.worldbank.org/handle/10986/22123>

This World Bank report is a rich compilation of information on teaching and 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.



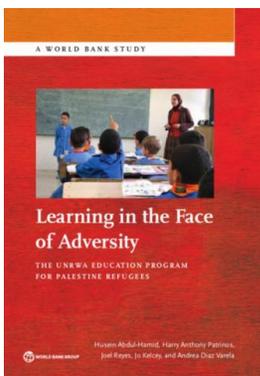
Getting Textbooks to Every Child in Sub-Saharan Africa: Strategies for Addressing the High Cost and Low Availability Problem

Published: 2015; Author(s): Fredriksen, Birger; Brar, Sukhdeep; Trucano, Michael

Link: <https://openknowledge.worldbank.org/handle/10986/21876>

This book offers policy options that can help reduce textbook costs and increase their supply. The book explores, in depth, the cost and financial barriers that restrict textbook availability in schools across much of the region, as well as policies successfully adapted in other countries. The book also provides a thorough assessment of the pros and cons of digital teaching and learning materials and cautions against the assumption that they can immediately replace printed textbooks.

EDUCATION IN CONFLICT-AFFECTED COUNTRIES

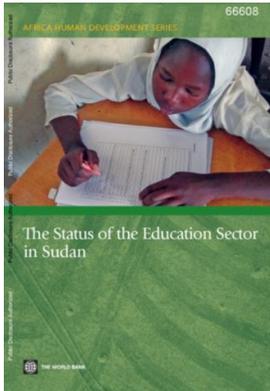


Learning in the Face of Adversity: The UNRWA Education Program for Palestine Refugees

Published: 2014; Author(s): Abdul-Hamid, Husein; Patrinos, Harry Anthony; Reyes, Joel; Kelcey, Jo; Diaz Varela, Andrea

Link: <https://openknowledge.worldbank.org/handle/10986/20667>

The goal of this study is to provide a better understanding of how a school system can operate efficiently under adversity. The results of this work will be useful in identifying relevant policies in the Middle East and North Africa region. Palestine refugees are achieving higher-than-average learning outcomes in spite of the adverse circumstances they live under. Their education system the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) operates one of the largest non-governmental school systems in the Middle East. It manages nearly 700 schools, has hired 17,000 staff, educates more than 500,000 refugee students each year, and operates in five areas, including the West Bank, Gaza, Jordan, Lebanon, and Syria. This study examines three: West Bank, Gaza, and Jordan. Contrary to what might be expected from a resource-constrained administration serving refugee students who continually face a multitude of adversities, UNRWA students outperform public schools in the three regions the West Bank, Gaza, and Jordan by a year's worth of learning. This study was undertaken to better understand the reasons for success at UNRWA schools and their positive variation from comparable public schools. Econometric techniques were used to analyze international (TIMSS and Programme for International Student Assessment, or PISA) and national learning achievement data. Pedagogical practices and classroom time-on-task were observed using structured methods (Stallings model). Systems Approach for Better Education Results (SABER) tools were used to better understand the policies and implementation strategies for school and teacher management and for monitoring and evaluation. Additionally, qualitative data were collected and analyzed in line with an education resilience conceptual framework to better uncover factors that help students develop the skills to learn despite the adversities they face.



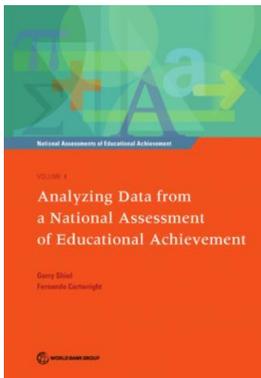
The Status of the Education Sector in Sudan

Published: 2012; Author(s): World Bank

Link: <https://openknowledge.worldbank.org/handle/10986/2238>

This publication is the first comprehensive overview of the education sector in Sudan. The challenge that remains is to design policy responses to the issues identified within the forthcoming education sector strategic plan. More important, these policies-already being discussed with the Ministry of General Education (MoGE) must be effectively implemented so that Sudan can make faster progress toward achieving the Education for All (EFA) targets and Millennium Development Goal's (MDGs). It is my hope that this report will serve as the basis for an evidence-based and equity oriented approach to education planning and investment. This approach will have positive repercussions for overall economic growth, poverty alleviation, and human development in 21st-century Sudan. This report was prepared in collaboration with a national team from the MoGE and partners active in the education sector in Sudan. Over a period of 18 months, this collaboration facilitated considerable capacity building in data collection and analysis, as well as regular dissemination of the analysis to a wider audience.

STUDENT ASSESSMENTS

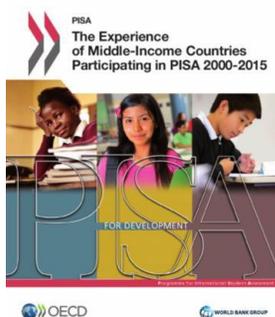


Analyzing Data from a National Assessment of Educational Achievement

Published: 2015; Author(s): Shiel, Gerry; Cartwright, Fernando

Link: <https://openknowledge.worldbank.org/handle/10986/21433>

This book is one of the five volumes in the National Assessments of Educational Achievement series, and provides step-by-step details on how to analyze data collected in a national assessment. Part I provides a general introduction to statistical analyses normally carried out in these large-scale assessments. These analyses cover measures of central tendency and dispersion, standard error, mean score comparisons, identifying low and high performers, correlation, introduction to regression, and charts and graphs. Part II includes item and test analysis using both classical test and item response theories. It covers analysis of pilot and final tests, treatment of missing data, differential item functioning, test dimensionality, linking national assessment results, rotated booklet designs, setting proficiency or performance levels, and scaling. An accompanying CD contains specially designed item and test analysis software (IATA), exercises and supporting data files for both parts of the volume. The five books in the series introduce key concepts in national assessments of student achievement levels, from policy issues to address when designing and carrying out assessments through test development, questionnaire design, sampling, organizing and carrying out data collection, data cleaning, statistical analysis, report writing, and using results to improve educational quality. This book will be of interest to assessment specialists of national, regional, and local educational institutions; researchers; and universities.

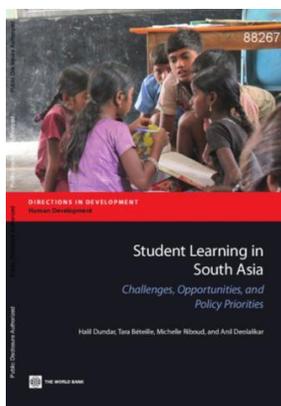


The Experience of Middle-Income Countries Participating in PISA 2000-2015

Published: 2015; Author(s): Lockheed, Marlaine E.; Prokic-Breuer, Tijana; Shadrova, Anna

Link: <https://openknowledge.worldbank.org/handle/10986/23250>

This report provides a systematic review and empirical evidence related to the experiences of middle-income countries and economies participating in the Program for International Student Assessment (PISA), 2000 to 2015. PISA is a triennial survey that aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. To date, students representing more than 70 countries and economies have participated in the assessment, including 44 middle-income countries, many of which are developing countries receiving foreign aid. This report provides answers to six important questions about these middle-income countries and their experiences of participating in PISA: what is the extent of developing country participation in PISA and other international learning assessments?; why do these countries join PISA?; what are the financial, technical, and cultural challenges for their participation in PISA?; what impact has participation had on their national assessment capacity?; how have PISA results influenced their national policy discussions?; and what does PISA data tell us about education in these countries and the policies and practices that influence student performance? The findings of this report are being used by the Organization for Economic Co-operation and Development (OECD) to support its efforts to make PISA more relevant to a wider range of countries, and by the World Bank as part of its on-going dialogue with its client countries regarding participation in international large-scale assessments.



Student Learning in South Asia: Challenges, Opportunities, and Policy Priorities

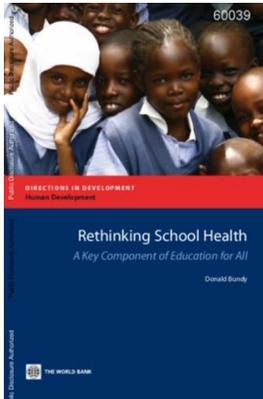
Published: 2014; Author(s): Dundar, Halil; Beteille, Tara; Riboud, Michelle; Deolalikar, Anil

Link: <https://openknowledge.worldbank.org/handle/10986/18407>

For the past decade, South Asian governments have been investing heavily to achieve the education millennium development goals (MDGs). The region has also made great progress in enrolling girls in both primary and secondary school. The rapid gains in enrollment have not been accompanied by commensurate improvements in learning levels, with the average level of skill acquisition in South Asia being low by both national and international standards. A major reason for this is that throughout the 2000s, most South Asian countries focused on: (a) achieving universal access to primary education, and (b) sustained investment in better-quality school inputs to improve the quality of primary and secondary education. This report covers education from primary through upper secondary school. Given its importance for school readiness, this report also reviews early childhood development even though that is outside formal education systems in the region. To examine what types of policies hold promise for improving student learning, it reviews data from large-scale national learning assessments and the findings of a small but increasing number of impact evaluations being conducted in the region. Finally, based on evidence from South Asia and other regions, it identifies strategic options and priorities to improve learning outcomes in South Asia. The findings make it clear that to be successful, policies to ensure lasting improvements in student learning outcomes need to be integrated into a larger agenda of

inclusive economic growth and governance reform. This report makes an important contribution to one's understanding of the performance of education systems in South Asia and the causes and correlates of student learning outcomes. Further, drawing on successful initiatives both in the region and elsewhere in the world, it offers an insightful approach to setting priorities for enhancing the quality of school education despite growing competition for public resources.

WASH IN SCHOOLS AND SCHOOL HEALTH

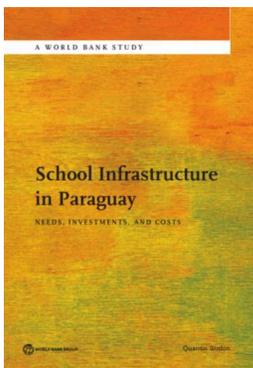


Rethinking School Health: A Key Component of Education for All

Published: 2011; Author(s): Bundy, Donald

Link: <https://openknowledge.worldbank.org/handle/10986/2267>

Education is one of the most important drivers of the development of individuals and societies. It not only has powerful implications for the creation of human capacity, but also helps people realize their full potential and expand their connections with the world. Economic analyses repeatedly demonstrate that education gives a high economic return within the life-span of an individual and is a key factor underlying the economic growth of nations. Viewed from these perspectives, the decision at the turn of the millennium of governments and development partners to pursue the goal of Education for All (EFA) was not only an important contribution to one sector, but the launch of an endeavor with major implications for the future of humanity. The early perception of the goal of EFA was that all children should have access to education—every child should be able to exercise the right to go to school. This limited goal soon broadened to address the quality of the education that a child received at school and the factors that ensured the child was able to stay in school long enough to learn enough. These additional objectives have expanded the goal of EFA, so that it now aims to ensure that every child has the opportunity to complete an education of good quality, although definitions of quality and completeness remain under discussion. The question now is not whether school health and school feeding programs are necessary to EFA, but how they can be implemented at meaningful scale in the poorest countries, which need them the most.

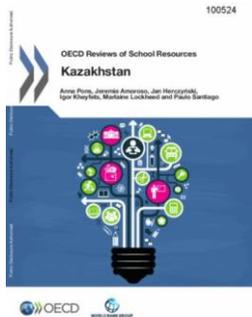


School Infrastructure in Paraguay: Needs, Investments, and Costs

Published: 2016; Author(s): Wodon, Quentin

Link: <https://openknowledge.worldbank.org/handle/10986/22725>

What is the state of school infrastructure for primary and secondary education in Paraguay? How much is invested by the government in order to improve school infrastructure, and how have these investments evolved over time? What is the legal framework for such investments and is it appropriate? Given budget constraints, which types of investments are likely to be most needed in order to help improve student learning? Finally, how well targeted to the schools most in need are the infrastructure investments being made today? In order to help inform decision making by the Ministry of Education in this area, the objective of School Infrastructure in Paraguay is to answer these questions on the basis of administrative budget data, as well as school-level data collected through a 2008 school infrastructure census.

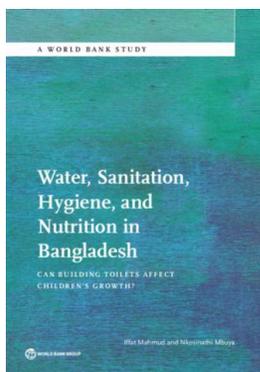


OECD Reviews of School Resources: Kazakhstan 2015

Published: 2015; Author(s): Pons, Anna; Amoroso, Jeremie; Herczynski, Jan; Kheyfets, Igor; Lockheed, Marlene; Santiago, Paulo

Link: <https://openknowledge.worldbank.org/handle/10986/22892>

The primary and secondary education system in Kazakhstan has accomplished significant achievements. Kazakhstan has embarked on profound reforms to improve the quality of the education system and is increasingly looking to international standards and best practices. Reform initiatives include the expansion of the pre-primary education network, the development of new mechanisms of school financing (including a new per capita funding scheme), the creation of resource centers to support small-class schools, further investment in school infrastructure, and a wider use of information technologies in schools. In this context of reforms, while there is an apparent desire to increase resources devoted to education and awareness that spending per student remains markedly lower than the Organization for Economic Co-operation and Development (OECD) average and that of other neighboring countries, there remains an official reluctance to expand public expenditure on education. This report analyses the effectiveness of the Kazakh school system and identifies policy areas with potential efficiency gains or requiring further public investment. The following policy priorities were identified to improve the effectiveness of resource use in the Kazakh school system: increase overall public spending on education as the sector gains absorptive capacity, while addressing key inefficiencies; review the organization of the school network and lengthen the school day; support disadvantaged students and schools; improve teacher quality and school leadership; and use evaluation and information systems to foster improvement and accountability.

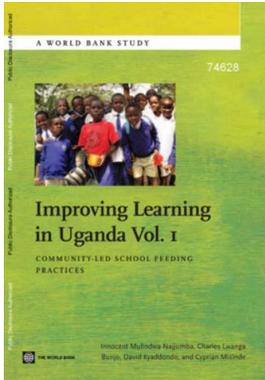


Water, Sanitation, Hygiene, and Nutrition in Bangladesh: Can Building Toilets Affect Children's Growth?

Published: 2016; Author(s): Mahmud, Iffat; Mbuya, Nkosinathi

Link: <https://openknowledge.worldbank.org/handle/10986/22800>

This report provides a systematic review of the evidence to date, both published and grey literature, on the relationship between water and sanitation and nutrition. We also survey the potential impact of improved water, sanitation, and hygiene (WASH) on undernutrition. This is the first report that undertakes a thorough review and discussion of WASH and nutrition in Bangladesh. The report is meant to serve two purposes. First, it synthesizes the results/evidence evolving on the pathway of WASH and undernutrition for use by practitioners working in the nutrition and water and sanitation sectors to stimulate technical discussions and effective collaboration among stakeholders. Second, this report serves as an advocacy tool, primarily for policy makers, to assist them in formulating a multisectoral approach to tackling the undernutrition problem.

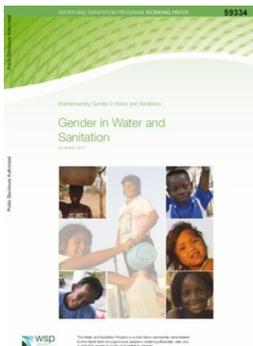


Improving Learning in Uganda, Volume I: Community-Led School Feeding Practices

Published: 2013; Author(s): Naggimba, Innocent Mulindwa; Bunjo, Charles Lwanga; Kyaddondo, David; Misinde, Cyprian

Link: <https://openknowledge.worldbank.org/handle/10986/12232>

This study highlights various school feeding options that could be made available for Ugandan parents to adopt through a sustained and school-led dialogue that is enabled by clear policy guidance about the roles and responsibilities of duty bearers at various levels. The introduction presents the background and rationale for the study, with a discussion of the scientific evidence behind school feeding and Learning. The methodology of the study is next describes. Chapter 2 provides the policy framework for school feeding in Uganda while chapter 3 presents the observed community-led school feeding practices. Chapter 4 provides insights on issues for consideration by the government and especially the Ministry of Education and Sports (MoES) to generate a clear way forward for school feeding in Uganda. The report ends with an appendix and a reference list.



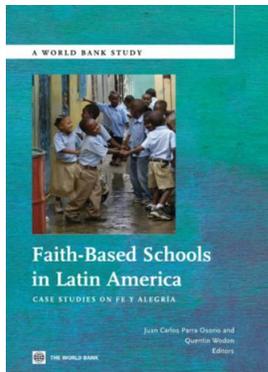
Mainstreaming Gender in Water and Sanitation

Published: 2010; Author(s): World Bank

Link: <https://openknowledge.worldbank.org/handle/10986/17274>

Gender is a concept that refers to socially constructed roles, behavior, activities and attributes that a particular society considers appropriate and ascribes to men and women. A useful definition of the concept of gender mainstreaming is provided by the United Nations Economic and Social Council (1997), suggests that mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making the concerns and experiences of women as well as men, an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality. The chapters that follow highlight in a short summary form experiences of mainstreaming gender at various levels in the water and sanitation sector. It begins with a discussion on gender responses to policy and its requirement for analysis and clear policy objectives to guide operations. The second section touches on experiences of mainstreaming gender within sector operations, beginning with the importance of mainstreaming in the workplace. Section three addresses gender responses to monitoring and evaluation processes, while the fourth section examines responses to gender issues within accountability and voice initiatives. Section five assesses gender responses within hygiene and behavior change programs, while section six examines the linkages between water, sanitation and HIV/AIDS. This is followed by an assessment of the way ahead. In each section good mainstreaming practices are highlighted, while a checklist summarizes key points to consider when mainstreaming gender.

FAITH-BASED SCHOOLS

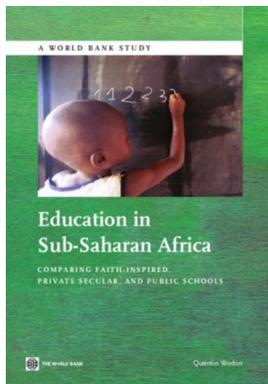


Faith-Based Schools in Latin America: Case Studies on Fe y Alegría

Published: 2014; Author(s): Parra Osorio, Juan Carlos; Wodon, Quentin

Link: <https://openknowledge.worldbank.org/handle/10986/16375>

Many observers consider Fe y Alegría a successful organization, but very few rigorous evaluations have been conducted. This volume is devoted to an assessment of the performance and selected aspects of the management and pedagogical practices of Fe y Alegría, a federation of Jesuit schools serving approximately one million children in 20 countries, mostly in Latin America. The available quantitative evidence suggests that the federation's schools often do reach the poor, and that students in Fe y Alegría schools tend to perform as well on test scores, if not slightly better than comparable students in other schools. Qualitative data and case studies suggest that the factors that lead to good performance are complex and related not only to the types of "inputs" or resources used by the schools in the education process, but also to the management of these resources, and the ability to implement and test innovative programs. Other factors that support this argument include the capacity and flexibility to implement and test innovative programs that take into account the local realities. This volume will be of interest to researchers, policy makers and practitioners working in service provision through public-private partnerships and especially by faith-based organizations.



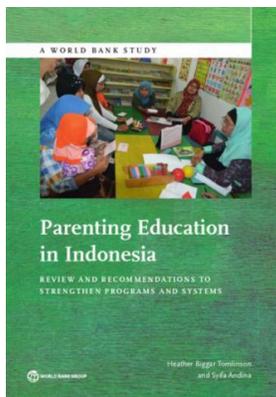
Education in Sub-Saharan Africa: Comparing Faith-Inspired, Private Secular, and Public Schools

Published: 2014; Author(s): Wodon, Quentin

Link: <https://openknowledge.worldbank.org/handle/10986/16391>

The purpose of this study is to build a stronger evidence base on the role of faith-inspired, private secular, and public schools in sub-Saharan Africa using nationally representative household surveys as well as qualitative data. Six main findings emerge from the study: (1) Across a sample of 16 countries, the average market share for faith-inspired schools is at 10-15 percent, and the market share for private secular schools is of a similar order of magnitude; (2) On average faith-inspired schools do not reach the poor more than other groups; they also do not reach the poor more than public schools, but they do reach the poor significantly more than private secular schools; (3) The cost of faith-inspired schools for households is higher than that of public schools, possibly because of a lack of access to public funding, but lower than that of private secular schools; (4) Faith-inspired and private secular schools have higher satisfaction rates among parents than public schools; (5) Parents using faith-inspired schools place a stronger emphasis on religious education and moral values; and (6) Students in faith-inspired and private schools perform better than those in public schools, but this may be due in part to self-selection.

PRESCHOOLS AND EARLY CHILDHOOD DEVELOPMENT

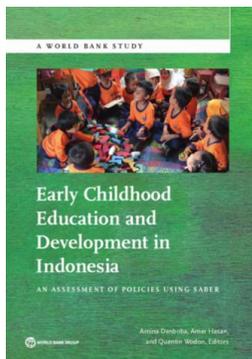


Parenting Education in Indonesia: Review and Recommendations to Strengthen Programs and Systems

Published: 2015; Author(s): Tomlinson, Heather Biggar; Andina, Syifa

Link: <https://openknowledge.worldbank.org/handle/10986/22125>

There is a dynamic and growing energy in Indonesia focusing on parenting education, particularly for low-SES families. However, little is known about parenting styles and related outcomes, much less the coverage and effectiveness of various parenting education approaches. In 2013, the Government of Indonesia commissioned the World Bank to review existing programs and make recommendations to strengthen its parenting education system. This report synthesizes international research while providing detailed information on the seven agencies currently providing parenting education programs in Indonesia, collected from interviews, reports, and data presentations in 2013 and early 2014. Four government ministries and three non-governmental organizations currently offer programming: Ministry of Health, Ministry of Education and Culture, Ministry of Social Affairs, Family Planning Board, Plan, Save the Children, and World Vision. The report notes the commonalities in current program structures and approaches, then articulates recommendations to create a more cohesive and effective system with adequate coverage. In terms of content, authors recommend that providers choose a narrow and meaningful set of messages for respective programs, and enhance content for particularly vulnerable families, such as those with children with disabilities or dealing with chronic illness, natural disaster, conflict, and so forth. To strengthen program design and delivery, eight recommendations emerge, such as articulating measurable goals, ensuring active learning, encourage in-session practice, improving training and compensation for facilitators, and increasing the use of technology. The report includes a matrix of short-term (1-2 years) and medium-term (3-5 years) steps to build a coordinated system of parenting education that involves four areas of action: (1) create the framework; (2) develop an enabling environment; (3) conduct the research; and (4) implement and refine programming. Steps are both simultaneous and sequential and should lead to increased coverage and quality of programs within 5 years.



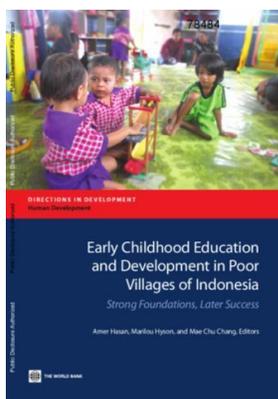
Early Childhood Education and Development in Indonesia: An Assessment of Policies Using SABER

Published: 2015; Author(s): Denboba, Amina; Hasan, Amer; Wodon, Quentin

Link: <https://openknowledge.worldbank.org/handle/10986/22376>

Since the early 2000s, Indonesia has taken a number of steps to prioritize early childhood development – ranging from the inclusion of Early Childhood Development (ECD) in the National Education System Law No. 20 in 2003 to a Presidential Declaration on Holistic and Integrated ECD and the launch of the country’s first ever ECD Census in 2011. These policy milestones have occurred in parallel with sustained progress on outcomes included in the Millennium Development Goals, including for child malnutrition, child mortality and universal basic education. Additional progress could be achieved by strengthening ECD policies

further. This report presents findings from an assessment of ECD policies and programs in Indonesia based on two World Bank tools: the ECD module of the Systems Approach for Better Education Results (SABER) and a guide on essential interventions for investing in young children. Results from the application of both tools to Indonesia are used to suggest a number of policy options for consideration.

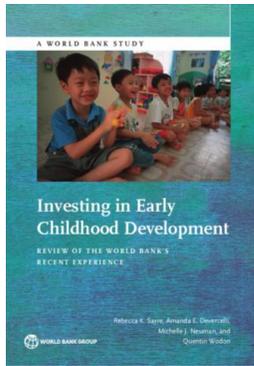


Early Childhood Education and Development in Poor Villages of Indonesia: Strong Foundations, Later Success

Published: 2013; Author(s): Hasan, Amer; Hyson, Marilou; Chang, Mae Chu

Link: <https://openknowledge.worldbank.org/handle/10986/15799>

Influenced by the condition of young children within its own country and by the pattern of international evidence about the value of Early Childhood Education and Development (ECED), the government of Indonesia has implemented policies and programs that prioritize the early years of children's lives. The first critical step was taken in 2001, when a new directorate dedicated to early childhood was established within the Ministry of Education and Culture. The second critical step was taken when early childhood education was included in a succession of key policy documents—the National Education System Law No. 20 in 2003 and the Ministry of Education and Culture's Strategic Plan (Rencana Strategis or Renstra) in 2004. ECED services are privately provided in multiple formats intended to cater to distinct age groups, and several different government ministries regulate the services. These arrangements underscore the continuing challenges in coordinating services and ensuring high quality across service providers. This book uses Indonesian data to answer five questions with significance for research, policy, and practice within and beyond Indonesia: (1) what does global evidence tell us about the importance of ECED, and what policies and programs has Indonesia implemented to promote ECED?; (2) what is the pattern of development among young children in poor villages in Indonesia, and how is that development linked with their families' characteristics and the ECED services typically available to them?; (3) what were the processes and challenges of implementing a community-driven ECED project across 50 poor districts in Indonesia?; (4) what can be learned from the short-term results of a randomized evaluation of the project's impact on children's development?; and (5) what insights can be derived from this body of research to inform future policies and practices in Indonesia and beyond? With support from the World Bank and other development partners, the government has provided new early childhood services in 6,000 poor communities across 50 districts in the country. The lessons from this experience are focused in this book.



Investing in Early Childhood Development: Review of the World Bank's Recent Experience

Published: 2015; Author(s): Sayre, Rebecca K.; Devercelli, Amanda E.; Neuman, Michelle J.; Wodon, Quentin

Link: <https://openknowledge.worldbank.org/handle/10986/20715>

This study provides an overview of Bank investments in Early Childhood Development (ECD) from 2000-2013 within the Education, Health, Nutrition and Population, and Social Protection and Labor practices. The study summarizes trends in operational and analytical investments in early childhood, including lending and trust funded operations at the country, regional, and global levels. Findings are presented on the overall level of finance during this thirteen-year period, the number of ECD investments, and regional and sectoral trends. A series of case studies are presented to highlight lessons learned to inform future Bank support to ECD and to promote better planning across sectors and regions. Trends in analytical and advisory activities are also discussed, including economic sector work, technical assistance, partnership activities, impact evaluations, programmatic approaches, and knowledge products. Finally, the study discusses recent new approaches to support ECD within the World Bank and in client countries. The study benefited from support from the Children Investment Fund Foundation.

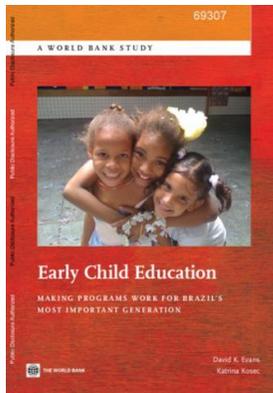


Expanding Opportunities for the Next Generation: Early Childhood Development in the Middle East and North Africa

Published: 2015; Author(s): El-Kogali, Safaa; Krafft, Caroline

Link: <https://openknowledge.worldbank.org/handle/10986/21287>

Early childhood is the most important stage of human development. In the Middle East and North Africa (MENA), there is little research and inadequate investment in this crucial stage of life. This book assesses the state of early childhood development (ECD) in MENA from before birth through age five, examining multiple dimensions of early development including health, nutrition, socio-emotional development, early learning, and early work. The book begins with a discussion of the importance of ECD as a critical foundation for later development, and also as a stage of life when inequality and social exclusion begin. ECD in MENA is set in a global context, and then countries within MENA are compared, with chapters on ECD in Algeria, Djibouti, Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Syria, Tunisia, West Bank and Gaza, and Yemen. As well as illustrating the state of ECD, the chapters assess risk and protective factors for early development and the extent of inequality in early childhood. A discussion of policies and programs that can enhance ECD illustrates how inequality and shortfalls in early development can be effectively addressed. This book will be of interest to anyone interested in the state of human development and inequality in MENA.

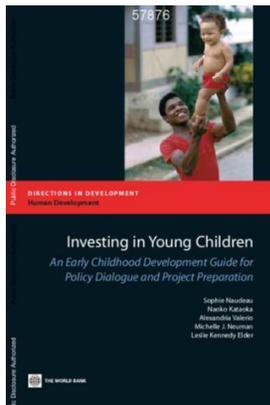


Early Child Education: Making Programs Work for Brazil's Most Important Generation

Published: 2012-05-29; Author(s): Evans, David K.; Kosec, Katrina

Link: <https://openknowledge.worldbank.org/handle/10986/13144>

This report draws deeply on the extraordinary efforts and innovations demonstrated by early child development policy makers around Brazil. This report draws on background papers about innovations in early child education in Rio de Janeiro and in caregiver training and supervision in two municipalities within Sao Paulo state. The year 2011 marked the beginning of a new administration in Brazil. The Ministry of education clearly identified early child education (ECE) as one of the top priorities of the new administration, along with secondary school and improving the reputation of the teaching profession. Early child development interventions are essential to both increasing the productivity of Brazil as a whole and to providing equitable opportunities for the disadvantaged. These programs benefit the poor more than other populations, and the poor are most in need of these benefits. Education interventions are crucial. Creches and preschools provide opportunities for stimulation and development that can wire children for future success. Therefore, early child education can particularly benefit the poor, helping to close the gap in cognitive development across income groups. A World Bank study compares adults from two regions of Brazil (the Northeast and the Southeast) who attended preschool to those who did not and found that pre-school attendance is associated with additional total years of education.

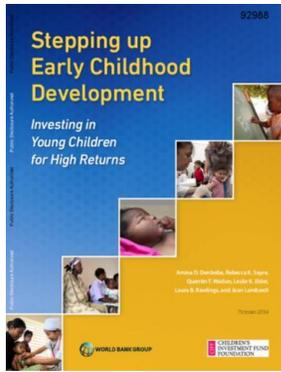


Investing in Young Children: An Early Childhood Development Guide for Policy Dialogue and Project Preparation

Published: 2011; Author(s): Naudeau, Sophie; Kataoka, Naoko; Valerio, Alexandria; Neuman, Michelle J.; Elder, Leslie Kennedy

Link: <https://openknowledge.worldbank.org/handle/10986/2525>

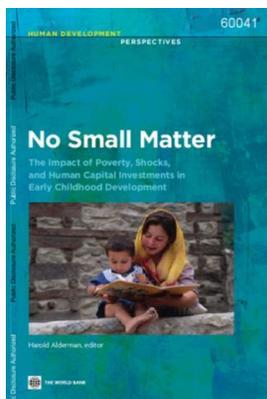
Investing in young children is the responsible thing to do. All children deserve a chance to grow into healthy, educated, and competent people, no matter where and when they were born. While parents bear most of the responsibility for raising their children, especially in the early years of life, governments also have an important role during this critical time of human capital accumulation. For example, governments can ensure that all expectant mothers and young children have access to quality health services and nutrition. They can support parents and other caregivers in providing a positive and stimulating environment for children from birth on by promoting parenting information programs, investing in direct services such as home-based visits, funding daycare centers and preschools, or providing financial incentives to access good quality programs for infants and children. This Early Childhood Development (ECD) guide presents lessons and experiences that have been useful in informing the policy debate about ECD interventions and the design of such programs across the world. Whether the user of this guide is at the initial stage of deciding whether to expand an ECD portfolio or already in the program design stage, the content offers a range of evidence-based options to inform policy and investment choices.



Stepping Up Early Childhood Development: Investing in Young Children for High Returns

Published: 2014; Author(s): Denboba, Amina D.; Sayre, Rebecca K.; Wodon, Quentin T.; Elder, Leslie K.; Rawlings, Laura B.; Lombardi, Joan
 Link: <https://openknowledge.worldbank.org/handle/10986/21094>

Investing in young children is one of the best investments that countries can make. A child’s earliest years present a unique window of opportunity to address inequality, break the cycle of poverty, and improve a wide range of outcomes later in life. Recent brain research suggests the need for holistic approaches to learning, growth, and development, recognizing that young children’s physical and intellectual well-being, as well as their socio-emotional and cognitive development, are interrelated. To fully benefit from future opportunities in life and become productive members of society, by the end of early childhood, young children must be: healthy and well-nourished; securely attached to caregivers; able to interact positively with families, teachers, and peers; able to communicate in their native language; and ready to learn throughout primary school. This document draws on these existing frameworks and broad evidence on the impacts of ECD interventions. It summarizes some of the existing literature on this topic with the aim to identify key interventions needed for children. The document is intended to provide an easily accessible introduction to interventions and integrated services that could help policymakers and practitioners think about how to effectively invest in ECD. In addition to identifying key interventions, the document outlines four principles that can help countries design and implement strong ECD policies and programs. Countries should: (i) prepare an ECD diagnostic and strategy; (ii) implement widely through coordination; (iii) create synergies and cost savings through integrated interventions; and (iv) monitor, evaluate, and scale up successful interventions. In terms of interventions, within the ECD period, 25 key interventions are identified as essential for a child’s growth and development. For each intervention, illustrative costs and impacts are provided. These are based on existing evidence and are only intended to be indicative. The document suggests that these interventions can be delivered through five integrated packages at different stages in a child’s life. The five packages of interventions include: (a) the family support package, which should be provided throughout the ECD period, (b) the pregnancy package, (c) the birth package (from birth to six months), (d) the child health and development package, and (e) the preschool package.



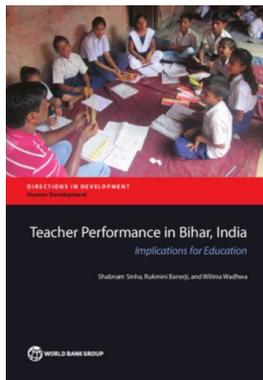
No Small Matter: The Impact of Poverty, Shocks, and Human Capital Investments in Early Childhood Development

Published: 2011; Author(s): Alderman, Harold
 Link: <https://openknowledge.worldbank.org/handle/10986/2266>

The relative lack of attention to early childhood development in many developing countries remains a puzzle, and an opportunity. There is increasing evidence that investments in the nutritional, cognitive, and socio-emotional development of young children have high payoffs. Researchers and development practitioners are building on this evidence to raise the topic’s profile and bring it to the attention of decision makers. This volume is an important contribution to these efforts. It thoroughly and carefully reviews the most recent empirical literature linking early childhood development outcomes, poverty, and shocks. In doing so, it brings an added perspective to the debate and makes the case that investments in the first years of life have the potential to be a critical

component of poverty reduction strategies. The volume also goes beyond simply documenting the consequences of insufficient or inadequate focus on early childhood and identifies the range of policy options available to policy makers. The Human Development Perspectives series seeks to present thorough research findings on issues of critical strategic importance for developing countries. At its core is the perspective that investments in human capital are an essential aspect of efforts to promote global development and eradicate poverty. This volume makes it convincingly clear that investing in and protecting the human capital of young children is no small matter.

TEACHERS

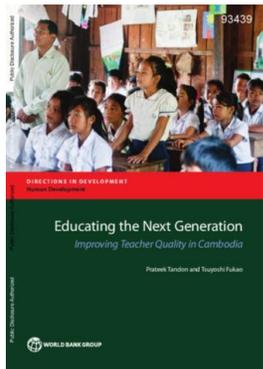


Teacher Performance in Bihar, India: Implications for Education

Published: 2016; Author(s): Sinha, Shabnam; Banerji, Rukmini; Wadhwa, Wilima

Link: <https://openknowledge.worldbank.org/handle/10986/23637>

Undertaken by the ASER Center of Pratham, this study explores a set of interrelated factors that influence how teachers teach. Designed as a series of data collection exercises that were conducted between July 2013 and December 2014, the study covered 400 schools and tracked more than 2,200 teachers during visits to each school. The study uses teacher surveys and classroom and school observations methods. It evaluates teachers' subject-matter knowledge, ability to communicate, and ability to learn from children's work. The findings generated by the study provide significant inputs and suggestions for designing future teacher training and teacher professional development programs.

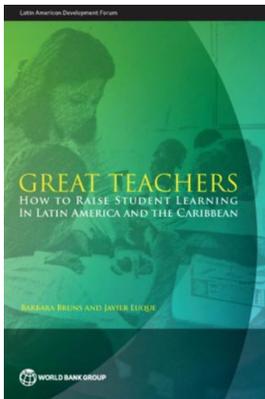


Educating the Next Generation: Improving Teacher Quality in Cambodia

Published: 2015; Author(s): Tandon, Prateek; Fukao, Tsuyoshi

Link: <https://openknowledge.worldbank.org/handle/10986/21002>

This book diagnoses Cambodian teaching quality and presents policy options for reform. Through classroom observation, assessments of mathematics and pedagogical content knowledge, and surveys of teachers and school directors, it sheds light on content and instruction, interactions with school directors, instructional support systems, and the implementation of teacher standards. The book investigates the competencies and skills of those attracted to teaching; it assesses the extent to which preservice education in Cambodia is delivering graduates with high content mastery and exposure to a student-centered learning environment; and it examines how teacher performance has been impacted by national incentives, an evaluation system that is disconnected from classroom realities, and the extent to which opportunities to learn and share best-practice lessons with peers exists. Out of the diagnosis follow three policy pillars to reform how teachers are trained, maintained, and motivated. First, the government must make teaching a much more attractive profession. Second, it must improve how teachers are prepared. And third, it must encourage stronger classroom performance. The book contains detailed recommendations under each policy pillar and provides the platform for Cambodia to undertake its next generation of educational reform.



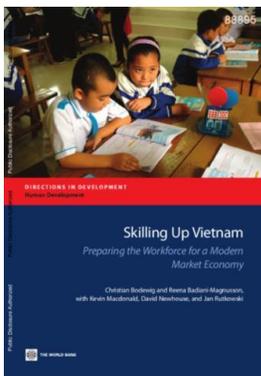
Great Teachers: How to Raise Student Learning in Latin America and the Caribbean

Published: 2015; Author(s): Bruns, Barbara; Luque, Javier

Link: <https://openknowledge.worldbank.org/handle/10986/20488>

The seven million teachers of Latin America and the Caribbean (LAC) are the critical actors in the region's efforts to improve education quality and raise student learning levels, which lag far behind those of OECD countries and East Asian countries such as China. This book documents the high economic stakes around teacher quality, benchmarks the current performance of LAC's teachers, and delineates the key issues. These include low standards for entry into teacher training, poor quality training programs that are detached from the realities of the classroom, unattractive career incentives, and weak support for teachers once they are on the job. New research conducted for this report in close to 15,000 classrooms in seven different LAC countries - the largest cross-country study of this kind to date - provides a first-ever insight into how the region's teachers perform inside the classroom. It documents that the average teacher in LAC loses the equivalent of one day of instructional time per week because of inadequate preparation, excessive time on administration (taking attendance, passing out papers) and a surprisingly high share of time physically absent from the classrooms where they should be teaching. Teachers also make limited use of available learning materials, especially those using information and communications technology (ICT), and are unable to keep the majority of their students engaged. The book sets out the three priority lines of reform needed to produce great teachers in LAC: policies to recruit better teachers; programs to groom teachers and improve their skills once they are in service; and stronger incentives to motivate teachers to perform their best throughout their career. In every area, the book distills the latest evidence from inside and outside the region to provide practical guidance to policymakers in the design of effective programs and sustainable reforms. A final chapter analyzes the politics of recent major teacher reforms in Chile, Peru, Ecuador and Mexico, chronicling the prominent role of teachers' unions and the political and communications strategies that have underpinned successful reforms.

SKILLS FOR THE WORKFORCE



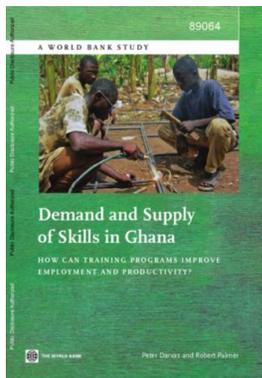
Skilling Up Vietnam: Preparing the Workforce for a Modern Market Economy

Published: 2014; Author(s): Bodewig, Christian; Badiani-Magnusson, Reena; Macdonald, Kevin; Newhouse, David; Rutkowski, Jan

Link: <https://openknowledge.worldbank.org/handle/10986/18778>

Education has played an important role in making Vietnam a development success story over the last 20 years. In the 1990s and early 2000s Vietnam experienced rapid economic growth. The accelerated growth was driven predominantly by productivity increases that came in the wake of a rapid shift of employment from low-productivity agriculture to higher-productivity nonfarm jobs. Vietnam's economy began to industrialize and modernize. Poverty fell dramatically. And education played an enabling role. Vietnam's committed effort to promote access to primary education for all and to ensure its quality through centrally set minimum quality

standards has contributed to the country's reputation for having a young, well-educated workforce. Results from the 2012 Program for International Student Assessment (PISA) and new evidence from an adult skills survey presented in this book show that literacy and numeracy among Vietnam's youth and young urban adult workforce are strong and exceed those of even some wealthier countries. Despite its clear progress, Vietnam is facing new challenges. The pace of economic growth and the reallocation of jobs away from agriculture have slowed in recent years. Rather than productivity improvements, capital investments have become the main source of economic growth, but this model is not sustainable for ensuring continued rapid economic growth. The size of its workforce is still expanding, but its youth population is shrinking, which means that Vietnam cannot continue to rely on the size of its workforce for continued success. Instead, it needs to focus on making its workforce more productive and on alleviating skills barriers to labor mobility.

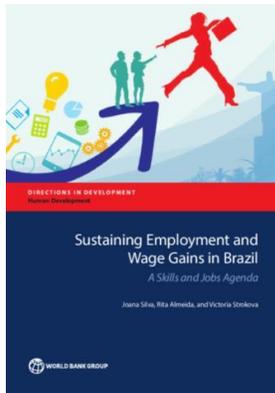


Demand and Supply of Skills in Ghana: How Can Training Programs Improve Employment?

Published: 2014; Author(s): Darvas, Peter; Palmer, Robert

Link: <https://openknowledge.worldbank.org/handle/10986/18866>

Ghana has a youthful population of 24 million and has shown impressive gains in economic growth and in poverty reduction over the last two decades. The necessary sustained growth requires three critical steps: (1) increase productivity in the strategic economic sectors, (2) diversify the economy, and (3) expand employment. Raising the level and range of skills in the country provides a key contribution to these core drivers of sustained growth. Skills development in Ghana encompasses foundational skills (literacy, numeracy), transferable and soft skills, and technical and vocational skills. These skills are acquired throughout life through formal education, training, and higher education; on the job through work experience and professional training; through family and community; and via the media. This report focuses on one segment of Ghana's skills development system: formal and informal technical and vocational education and training (TVET) at the pre-tertiary level. Although TVET alone does not guarantee productivity gains or job creation, it is generally agreed that a blend of cognitive, non-cognitive, intermediate, and higher technical skills is crucial to enhance the country's competitiveness and contribute to social inclusion, acceptable employment, and the alleviation of poverty. The public financing approach and general lack of incentives to improve TVET in Ghana help to perpetuate a supply-driven, low-quality skills system that responds very poorly to the needs of the economy, and especially its growth sectors. The national skills strategy should aim to complement, and be complemented by, reforms that are underway in related sectors (for example, private sector development and employment, the informal economy, information and communication technologies, and agriculture). One of the more innovative elements of the ongoing reform has been the establishment of sustainable financing for the skills development fund (SDF). Channeling the majority of TVET resources through a SDF will make it easier for funds to be allocated in line with general national socioeconomic priorities and specific priorities identified by Council for Technical and Vocational Education and Training (COTVET).

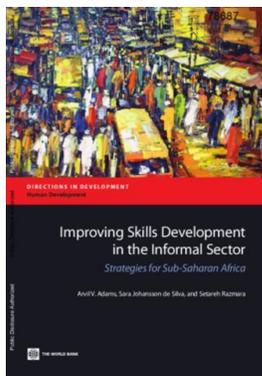


Sustaining Employment and Wage Gains in Brazil: A Skills and Jobs Agenda

Published: 2015; Author(s): Silva, Joana; Almeida, Rita; Strokova, Victoria

Link: <https://openknowledge.worldbank.org/handle/10986/22545>

In the past 15 years, employment, labor market participation, and wages have grown significantly in Brazil. Improved labor market outcomes have been the main drivers of reductions in poverty and inequality. But job creation is already slowing. Continued progress in employment and labor earnings will depend on the country's ability to achieve a first critical goal: raising labor productivity. Continued improvements in the livelihoods of the poor will depend on the country's ability to achieve a second critical goal: connecting the poor to better, more productive jobs. *Sustaining Employment and Wage Gains in Brazil: A Skills and Jobs Agenda* analyzes Brazil's labor markets and identifies the key challenges involved in sustaining job creation, wage growth, and poverty reduction. The book discusses reforms of program design and implementation in the policy areas of skills development, unemployment insurance and other labor market regulations, active labor market programs, and productive inclusion programs. The report reviews existing interventions in these four policy areas and proposes an agenda of incremental policy changes that could more effectively support the two critical goals. It also describes specific opportunities in each policy area to better coordinate programs with private sector demands and across policies, while also adapting them to improve the results for the urban and rural poor. An essential first step will be to strengthen monitoring and evaluation systems to measure results by tracking the effects of programs on labor market outcomes and using that information to inform program expansion.



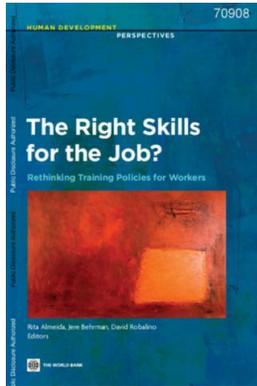
Improving Skills Development in the Informal Sector: Strategies for Sub-Saharan Africa

Published: 2013; Author(s): Adams, Arvil V.; Johansson de Silva, Sara; Razmara, Setareh

Link: <https://openknowledge.worldbank.org/handle/10986/15802>

This book looks at the experience of skills development in five African countries, Ghana, Kenya, Nigeria, Rwanda, and Tanzania, that together account for one-third of the nearly 900 million people living in Sub-Saharan Africa. The study examines: (a) the employment characteristics of the informal sector, (b) its size and impact on poverty, (c) the profile of education and training in the informal and formal sectors and the links with employment and earnings, and (d) the skills development strategies of those working in the informal sector. It draws on household survey data in the five countries as well as institutional analyses of the many programs offering opportunities for skills development. This book defines the nonfarm informal sector as follows: (i) the self-employed (that is, those working on their own and with additional workers), (ii) the contributing family members, and (iii) the wage workers in small and household enterprises. Chapter two discusses the background for this definition. The empirical analysis of the five country cases shows that the nonfarm informal sector is a significant part of the economic landscape in these countries. The study is well anchored in a larger literature on the informal sector, and its findings are linked to and consistent with this literature. Its findings are therefore expected to be relevant to many other countries in the region, as well as other regions such as South and East Asia. The book aims to provide insights and messages for a wide audience concerned with

skills development. It raises issues relevant to government policy makers, the donor community, and those responsible for labor market institutions that provide information, regulate, and support the intermediation of labor demand and supply, as well as for public and private skills providers, employers, children and their parents, new labor market entrants, and of course those already working in the informal sector.



The Right Skills for the Job? Rethinking Training Policies for Workers

Published: 2012; Author(s): Almeida, Rita; Behrman, Jere; Robalino, David

Link: <https://openknowledge.worldbank.org/handle/10986/13075>

This book addresses the question of how to build and upgrade job relevant skills. Specifically, the authors focus on three types of training programs relevant for individuals who are leaving formal general schooling or are already in the labor market: pre-employment technical and vocational education and training (TVET); on-the-job training (OJT); and training-related active labor market programs (ALMPs). ALMPs are usually of shorter duration and target individuals who are seeking a second chance and who do not have access to TVET or OJT; these are often low-skilled unemployed or informal workers. Contrary to training-related ALMPs, pre-employment TVET is usually offered within the formal schooling track and tends to be administered by the ministries of education. The book discusses the main justifications for these programs and how they relate to market failures that can lead to underinvestment in training and misalignment between supply and demand for skills. Unfortunately, governments are also prone to failure and many of the programs that countries have adopted today are part of the problem and not the solution. This book proposes options to improve the design and implementation of current skills development systems. Clearly, the authors cannot cover all issues in detail. Training methods among TVET, OJT, and ALMP programs are quite different, ranging from classroom instruction, laboratory research, TVET workshops, and apprenticeship arrangements and internships in firms. All have different challenges and specificities. The report highlights the most important design features of the different programs and points to the main knowledge gaps and areas for future research and analysis. The book is organized into five chapters. Following this overview, chapter two introduces the policy framework that guides the analysis in the book. This framework describes the main market and government failures that require attention and identifies potential interventions to address them. Chapter's three to five then discuss the main challenges facing, respectively, TVET, OJT, and training-related ALMP programs and outlines recommendations to address them. The rest of this overview summarizes the main messages from each of the chapters and in the last section outlines the main knowledge gaps and proposes an agenda for future research and policy analysis.

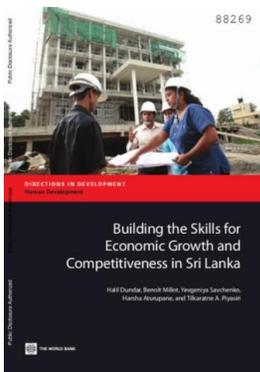


Skills for the Labor Market in Indonesia: Trends in Demand, Gaps, and Supply

Published: 2011; Author(s): di Gropello, Emanuela; Kruse, Aurelien; Tandon, Prateek

Link: <https://openknowledge.worldbank.org/handle/10986/2282>

Creating jobs and increasing productivity are key concerns for policy makers across the globe. For East Asian countries seeking to reduce poverty, expanding employment and productivity is at the top of the agenda. This book is a comprehensive look at the demand and supply of skills in Indonesia how skills have changed, how they will continue to evolve, and how the education and training sectors can be improved to be more responsive and relevant to the needs of the labor market and the economy as a whole. Using an innovative firm survey, the authors shed light on the functional skills that workers must possess to be employable and to support firms' competitiveness and productivity. They also assess the role of the education and training systems in providing those skills. Although this book focuses specifically on Indonesia, its methodologies, messages, and analysis will be instructive for researchers and policy makers who shape the delivery of education and training in other middle-income countries around the world.

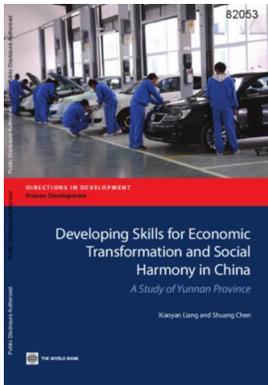


Building the Skills for Economic Growth and Competitiveness in Sri Lanka

Published: 2014; Author(s): Dundar, Halil; Millot, Benoit; Savchenko, Yevgeniya; Aturupane, Harsha; Piyasiri, Tilkaratne A.

Link: <https://openknowledge.worldbank.org/handle/10986/18409>

Despite internal conflict and the global financial crisis, Sri Lanka has made remarkable progress in the past decade, enjoying healthy economic growth and substantially reducing poverty. Moreover, Sri Lankans are the best-educated people in South Asia: the country has a 98 percent literacy rate, widespread access, high completion rates in both primary and secondary education, and gender parity in general education. Chapter two describes the general education and training system in Sri Lanka, especially the TVET sector. Chapter three examines the main drivers of skills demand and skills mismatches and gaps in Sri Lanka. Chapter four studies the relationship between education, training, and labor market outcomes, including skills already available in the workforce. Chapters five and six analyze factors affecting the skills supply system, such as cost, financing, and governance (chapter 5) and private sector provision (chapter six). Chapter seven briefly reviews firm-based training in Sri Lanka based on evidence from the employer survey. Chapter eight assesses workforce development policies in Sri Lanka based on the World Bank's Systems Approach for Better Education Results (SABER) framework. Finally, chapter nine provides the summary of main findings and outlines possibilities for the way forward in skills development in Sri Lanka.

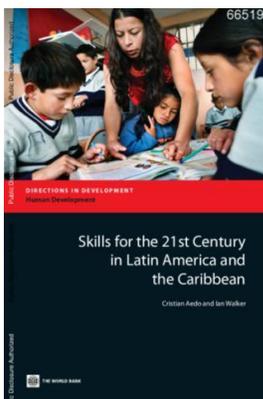


Developing Skills for Economic Transformation and Social Harmony in China: A Study of Yunnan Province

Published: 2013; Author(s): Liang, Xiaoyan; Chen, Shuang

Link: <https://openknowledge.worldbank.org/handle/10986/16197>

It starts with a demand-side analysis in chapter two, examining historical trends in demand for skills, revealing the types of skills in demand, and projecting future demand for skills driven by economic growth and policy development. Chapter two also highlights the emerging skills shortages and mismatches in Yunnan. The rest of the report focuses on the access, quality, and relevance of Yunnan's education and training system and how effective it is in supplying the skills in demand. An overview of Yunnan's formal and non-formal education and training system is presented in chapter three. Chapter four focuses on the formal Technical and Vocational Education and Training (TVET) system, examining its governance, industry participation, curriculum reforms, quality assurance, and finances. Analysis of the formal education and training system focuses mainly on secondary and tertiary TVET. Chapters five and six address two major training programs outside the formal education system: non-formal training for rural workers and work-based training for urban workers, both of strategic importance. Finally, chapter seven draws on lessons from the Shanghai Program for International Student Assessment, or PISA to demonstrate the role of schools in developing the cognitive skills of 15-year-olds. The report concludes with a summary of findings and a set of policy recommendations for meeting the skills challenges and improving the education and training system.



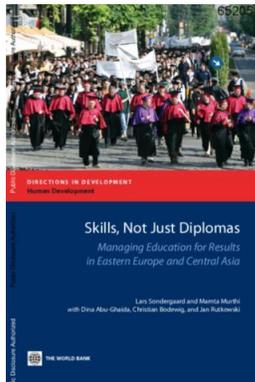
Skills for the 21st Century in Latin America and the Caribbean

Published: 2012; Author(s): Aedo, Cristian; Walker, Ian

Link: <https://openknowledge.worldbank.org/handle/10986/2236>

There is growing interest, worldwide, in the link between education systems and the production of skills that are valued in the labor market. With growth stagnating and unemployment soaring in much of the world, educators are being asked to focus more on producing skills that feed into labor productivity and support the sustainable growth of employment and incomes. This timely volume contributes important new findings on the dynamics of education systems and labor market outcomes in Latin America and the Caribbean (LAC). It analyzes an important recent shift in labor market trends in LAC: the first decade of the 21st century has witnessed a marked decline in the earnings premia for university and secondary education. This, in turn, is contributing to reduced income inequality across the region. The recent trend contrasts with the sharp rise in tertiary earnings premia that was observed in the 1990s and that helped to reinforce high levels of income inequality in the region at that time. The authors recommend that, having achieved very large increases in secondary and tertiary enrollment, the region should now focus on improving the quality of its education systems and the pertinence of education curricula for the needs of the labor market. At age 15, the learning achievement of the average Latin American student still lags two years behind his or her Organization for Economic Co-operation and Development (OECD) contemporary. The study opens up an important agenda for future research. While the evidence presented on the trends in education earnings premia is clear, the conclusions about the causes and significance of those trends are largely based on suggestive evidence for a limited number of countries, and are not definitive because of data limitations. The findings call for further

in-depth analysis of the nature of skill mismatches, to inform policies that can strengthen the region's future economic growth by enhancing the productivity and earnings potential of the workforce.



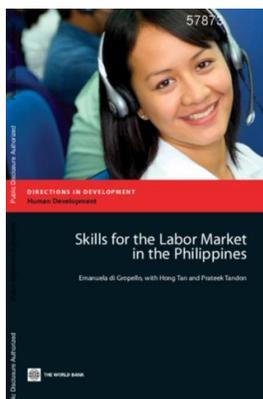
Skills, Not Just Diplomas: Managing Education for Results in Eastern Europe and Central Asia

Published: 2012

Author(s): Sondergaard, Lars; Murthi, Mamta; Abu-Ghaida, Dina; Bodewig, Christian; Rutkowski, Jan

Link: <https://openknowledge.worldbank.org/handle/10986/2368>

The countries of Europe and Central Asia (ECA) are currently emerging from the deepest recession suffered by any developing region. Post-crisis conditions are very different from those of preceding years. Financial resources are more limited and more expensive, and export growth is restrained by potentially slower growth in destination countries. Restoring and sustaining growth in this context require reforms that boost competitiveness and increase labor productivity. Such reforms are all the more important given the shrinking of the working-age population in many countries of the region. This book uses a range of different data sources to argue that the skills problem in the ECA region relates more to the quality and relevance of the education provided in ECA countries than to problems of access. A central argument of the book is that ministries of education are constrained in a number of ways from effectively managing their education and training sectors. The three most important and interrelated impediments to improving quality and relevance are the lack of systematic data on key skills-related performance issues (i.e., how much students are learning and whether they are finding jobs after they graduate), the legacy of central planning, and inefficient use of resources. Lack of data on student learning and employment outcomes makes it difficult for education ministries to address the legacy of central planning, which emphasizes centralized management based on inputs. Ministries of education in the region continue to micromanage the sector using detailed norms and regulations. This input-oriented style of management leads to the inefficient use of resources and results in a rigid education sector not the type of flexible sector needed by ECA to create modern, skilled workforces. This book highlights how these constraints manifest themselves and then presents ways of overcoming them, relying on the experience of ECA countries that have successfully addressed them, together with international experience. Recommendations are presented in separate chapters for pre-university, tertiary, and adult education.



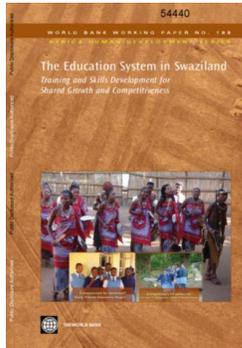
Skills for the Labor Market in the Philippines

Published: 2010; Author(s): di Gropello, Emanuela; Tan, Hong; Tandon, Prateek

Link: <https://openknowledge.worldbank.org/handle/10986/2514>

This book investigates trends in skills demand and supply over the past two decades for insights into ways to build (and use) the critical skills needed to sustain competitiveness of the Philippine economy. Part one of the book investigates trends in demand for skills in the country overall and by sectors, explores its possible determinants, and attempts to identify emerging skills gaps. Part two turns to the analysis of the supply of skills in the country with a focus on the ability of education and training to provide highly skilled labor, keeping workers' skills updated, and providing skills development opportunities for the unskilled. It explores employers'

perceptions on the quality of institutions and provides detailed analysis of the main characteristics, outcomes, and challenges in four key (or growing) subsectors of the provision of skills in the country: higher education, postsecondary technical-vocational education, non-formal secondary education, and postemployment training. It concludes with a summary of policy recommendations.

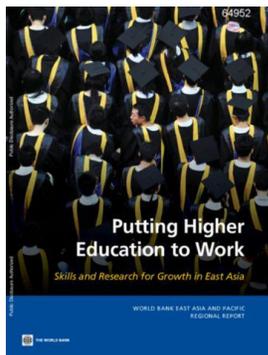


The Education System in Swaziland: Training and Skills Development for Shared Growth and Competitiveness

Published: 2010; Author(s): Marope, Mmantsetsa

Link: <https://openknowledge.worldbank.org/handle/10986/5930>

In September 2007, the Government of the Kingdom of Swaziland (GoS) approved a broad national development reform agenda in the form of a poverty reduction strategy and action plan (PRSAP). The plan is intended to update and operationalize the National Development Strategy (NDS) of 1999, as well as to begin to actualize Vision 2022; which was also launched in 1999. The ultimate outcome of these instruments is 'improved quality of life for all Swazis.' Their key goal is 'growth acceleration with equity or accelerated and shared growth.' A critical intermediate goal expressed in the PRSAP is a 30 percent reduction in poverty by 2015, and ultimate poverty eradication by 2022. It is estimated that reaching these targets will require a five percent average annual Gross Domestic Product (GDP) growth over a sustained period of time. This report presents an analysis of the adequacy of Swaziland's education, training and skills development sector (ETSDS) to effectively contribute toward addressing the outlined challenges and toward achieving national development goals presented in the PRSAP. Key sector weaknesses are identified and recommendations for their redress are made.



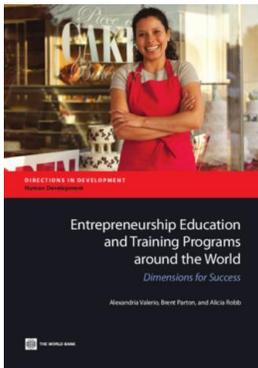
Putting Higher Education to Work: Skills and Research for Growth in East Asia

Published: 2012; Author(s): World Bank

Link: <https://openknowledge.worldbank.org/handle/10986/2364>

A fundamental question facing East Asia, especially its low- and middle income economies, is how to sustain or even accelerate the growth of recent decades. From 1950 to 2005, for example, the region's real income per head rose sevenfold. With aging populations, these economies will need to derive an increasing share of growth from productivity improvements rather than from physical factor accumulation to drive growth. The book argues that higher education is failing to deliver skills for growth and research for innovation because of widespread disconnects between higher education institutions and other skill and research users and providers. These disconnects undermine the very functioning of the higher education system. The main assumption of the report is that to deliver labor market skills to higher education graduates, these institutions: (a) must have characteristics that are aligned with what employers and employees need; and (b) must be well connected among themselves and other skills providers. Similarly, to deliver research that can enhance innovation and productivity, higher education institutions need to have a strong role in research provision and have strong links with firms and other research providers.

ENTREPRENEURSHIP EDUCATION

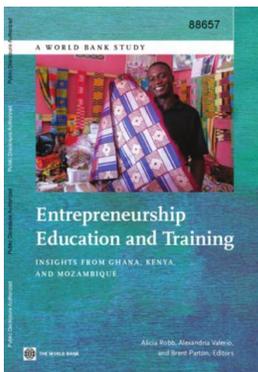


Entrepreneurship Education and Training Programs around the World: Dimensions for Success

Published: 2014; Author(s): Valerio, Alexandria; Parton, Brent; Robb, Alicia

Link: <https://openknowledge.worldbank.org/handle/10986/18031>

Entrepreneurship has attracted global interest for its potential to catalyze economic and social development. Research suggesting that certain entrepreneurial mindsets and skills can be learned has given rise to the field of entrepreneurship education and training (EET). Despite the growth of EET, global knowledge about these programs and their impact remains thin. In response, this study surveys the available literature and program evaluations to propose a Conceptual Framework for understanding the EET program landscape. The study finds that EET today consists of a heterogeneous mix of programs that can be broken into two groups: entrepreneurship education and entrepreneurship training. These programs target a range of participants: secondary and post-secondary education students, as well as potential and practicing entrepreneurs. The outcomes measured by program evaluations are equally diverse but generally fall under the domains of entrepreneurial mindsets and capabilities, entrepreneurial status, and entrepreneurial performance. The dimensions of EET programs vary according to the particular target group. Programs targeting secondary education students focus on the development of foundational skills linked to entrepreneurship, while post-secondary education programs emphasize skills related to strategic business planning. Programs targeting potential entrepreneurs generally are embedded within broader support programs and tend to target vulnerable populations for whom employment alternatives may be limited. While programs serving practicing entrepreneurs focus on strengthening entrepreneurs' knowledge, skills and business practices, which while unlikely to transform an enterprise in the near term, may accrue benefits to entrepreneurs over time. The study also offers implications for policy and program implementation, emphasizing the importance of clarity about target groups and desired outcomes when making program choices, and sound understanding of extent to which publicly-supported programs offer a broader public good, and compare favorably to policy alternatives for supporting the targeted individuals as well as the overall economic and social objectives.



Entrepreneurship Education and Training: Insights from Ghana, Kenya, and Mozambique

Published: 2014; Author(s): Robb, Alicia; Valerio, Alexandria; Parton, Brent

Link: <https://openknowledge.worldbank.org/handle/10986/18776>

This report summarizes the key themes and findings from three in-depth case studies of EET programs in Ghana, Kenya, and Mozambique. Each case study produced rich information on the programs context, the landscape of programs in each country, and the qualitative insights from local EET stakeholders. This report synthesizes information from across the case studies to analyze the extent to which these countries programs are meeting the needs of local entrepreneurs. It also introduces findings from global EET research to show how programs in the case-study countries

relate to what is known about global practice in EET. From this synthesis, the report presents a set of key findings intended to illuminate how EET programs can be better aligned with local needs and promising EET practices globally.