Index

A
Absenteeism, health and, 374
Access, educational
aspects of, 307
barriers, obstacles and, 11–14, 260–268
enrollment and, 69–70
equity in, 100
gender disparities, 7
global, 72–73
health and, 374
inequalities, 25
measures of, 44
primary, 455
private schools, 38
progress in, 1–2
race, ethnicity and, 168
universal, 123 (see also Educational expansion)
Access, Quality, Efficiency, and Equity framework (AQEE framework), 321–322, 325, 338, 341, 343
Access, to health care services and information, 10, 542
Accountability, 268, 278–283
ACER (Australian Council for Educational Research), 343
Achievement
inequalities, 25
in mathematics and science (See Trends in International Mathematics and Science Study)
measures of, 41
opportunities to learn and, 304
peer comparisons, 271, 272
in reading (See Progress in International Reading Literacy Study)
student-teacher ratios and, 372
teacher’s qualifications and, 40
Addis Ababa Plan, for African Educational Development, 183–184
AEC (African Education Commission), 182–183
Africa
Christian mission schools, 161–163
colonial period, 171–172
GNP, 257–258
history of primary education, 126
indigenous traditions, educational policy and, 198–202
postcolonial national education systems, 147–148
postcolonial period, 147–148, 172, 182–185, 206
primary enrollment, 75–76
promotion of nationalism, 248
school expenditures, primary, 7
universalization and, 280
vocational education in postcolonial states, 182–185
African Education Commission (AEC), 182–183
Age
boundaries, in compulsory education, 138–141
at marriage, 516–517
Agricultural sector, educational benefits for, 244–245, 505–506
Alternative schooling, 135
AMASA (Assessment of Mathematics and Science in Africa), 326–327, 343
Anemia, 551
Appraisal systems, for teachers, 324–325
Apprenticeships, 176–177
AQEE framework (Access, Quality, Efficiency, and Equity framework), 321–322, 325, 338, 341, 343
Arab states
  compulsory school laws, 132
  educational expansion, 250–251
  gender parity in education, 76
  Islamic resurgence in, 204
ARB (Assessment Resource Bank), 324
Asia. See also Central Asia; East Asia and Pacific region; South Asia
  colonial education, 171
  postcolonial education, 172, 198–199
Assessment of Mathematics and Science in Africa (AMASA), 326–327, 343
Assessment Resource Bank (ARB), 324
Assessments, 303–344. See also specific assessments (e.g. AMASA, PIRLS, TIMSS)
  aligned with national goals, 305
  conceptual framework, 306–312
  conducting, technical difficulties in, 330
  content, 317–318
  costs of developing, 329
  data quality, 341
  definition of, 312–313
development of, 17–18, 329
  dissemination of results, 328
  effectiveness of, 311
  focusing on, 340, 343–344
  format for, 317–318
  formative, 313–314, 340
  “forward-looking,” 65
  functions of, 18
  funding and, 17–18
  high-stakes, 304
  improvement constraints, 330–331
  improvements, 339
  inequities in, 329–330
  influence, consequences of, 304–305
  international (see International assessments; specific international assessments)
  international initiatives, 335–338
  item response theory, 334
  motivation for change, 17
  national (See National assessments)
  ongoing concerns, 328–330
  operational characteristics, 311–312
  policies and practices, 304–305, 323, 341
  of progress, 17–18
  public examinations, 315, 316–317
  regional, 18
  reliability of, 319–320
  role of, 313
  school-based, 314
  secondary education, 320–328
  stakeholder support, 340
standardized tests, 317
summative, 313–314
systemically valid, 309–312, 341
technical quality, 318–320
technology role in, 332–335
test equating, 319
types of, 314–317
validity of, 318–319

Attainment

Barro-Lee dataset, 54–58, 71, 79–82, 87–91
Cohen-Soto dataset, 55–58, 71, 79–80, 87, 89
data, 79–82
definition of, 47
in developing countries, 236
of fifth grade schooling, 34
gender disparity, 79, 82
maternal, mortality rates and, 57
primary level, 53–61, 80–81, 100
secondary level, 59–61, 81–83, 100
student-teacher ratios and, 372
trends, 87–91
variations in, 285

Attendance

compulsory (See Compulsory education)
in developing countries, 390
enrollment and, 3–4, 39
health and, 541, 542, 545, 547
intestinal parasite infections and, 446
payment for, 396–397
school meal programs and, 548
subsidies, 445
variation in, measuring quantity of education and, 390
Attitudes, educational goals and, 16–17
Attrition bias, 406
Australian Council for Educational Research (ACER), 343
Austria, 171

B
Backwash effects, of national examinations, 310
Balsakhis remedial education program, in India, 394–395
Barro-Lee dataset, 46
attainment data, 54–58, 71, 79–82, 87–91
completion rates, 59–61, 71, 83–86, 91
discrepancies, 54, 58–59, 98
quality of data, 100–101
vs. Cohen-Soto dataset, 46, 53–61
Belgium, 158, 171
Birth rates. See Fertility rates
Blood pressure, education and, 549
Brazil, 255, 274, 275
Brown v. Board of Education, 159
Buddhist schools, 150
Business, educational role of, 23

C
Canada, compulsory school ordinances in Northwest Territories, 133–135
Capacity building, 67, 103, 337, 321
Capital cost estimates, 436
Capitalism, 238, 239, 283
Caribbean nations
income classifications, 485
primary education costs, 421–425, 439–444
primary enrollment, 75
school-age population, 485
school expenditures, primary, 7
UPC progress, 416–421, 451
Cash incentives, for school completion, 376–377
Central America, compulsory education laws, 130
Central Asia
income classifications, 485–486
primary education costs and, 421–425
primary school expenditures, 7
school-age population, 485–486
UPC progress, 416–421, 450–451
Centralized education systems, 151–153, 156, 166. See also Decentralization
CEPAL (Comisión Económica para AmÉrica Latina de las Naciones Unidas), 205
Chartering role, of education, 518–519
Children
elite, advantages of, 508
health outcome, maternal education and, 550–551, 552, 553
height of, 550
in labor force, 261
mortality rates, xvi, 538
students (see Students)
unenrolled number of, xi, 107–110
Chile
national assessments, 323
school voucher system, 374–375, 403
China
compulsory school laws, 132
educational expansion, 249
religious values in modern educational practices, 164
“revolutionary” schooling, 520–521
work-study programs, 188
Christian mission schools, 150, 161–162, 164
Church-state relations, 250–251
Cigarette smoking, education and, 551
Classroom-based assessments, 341
Classroom construction costs, 436
Class size, xiii, 360
Clientelism, 253–255
Cognitive development
domains, for TIMSS tests, 63
health and, 547–549
Cohen-Soto dataset, 46
attainment data, 55–58, 71, 79–80, 87, 89
completion rates, 59–61, 71, 83, 84, 85, 91
discrepancies, 54, 58–59, 98
quality of data, 100–101
vs. Barro-Lee dataset, 46, 53–61
Colombia
randomized educational evaluations, 362–362
voucher system, 375–376, 362
Colonial America, compulsory school legislation, 127–128
Colonial governments, Christian mission schools and, 161–162
Common-school movement, 145
Common Tasks of Assessment (CTA), 327
Communication technology, 19–20
Communist countries
  educational reforms, 188–190
  national education system, 145–147
Competition, educational expansion and, 247
Completion rates. See also Universal primary completion
  Barro-Lee dataset, 59–61, 71, 83–86, 91
  Cohen-Soto dataset, 59–61, 71, 83, 84, 85, 91
data, 83–86
  gender disparity, 83, 86
  poverty and, 233
  primary, 84–85, 265
  secondary, 85–86, 86
trends, 91–92
Comprehensive high school, 178–179
Compulsory education
  age boundaries, 138–141
  comparative historical survey, 126–127
  development, 125–126, 198–199
duration, 140
  emergence, 124–125
  family socialization and, 128–129
  in newly independent countries, 136–138
  prolongation of, 138–141, 170
time factors and, 39
Compulsory school legislation
  in Colonial America, 127–128
  duration of schooling and, 140
  health impact of, 549
  particularities, 133–136
timing and passage of, 128–133
  “Conditional cash transfers,” 275
Conflict resolution skills, 16
Convention on the Rights of the Child, 11
Corruption, educational expansion and, 12–13, 253, 254
Costa Rica, education achievements, 271, 272
Cost-effective programs, 389–390
remedial education programs, 394–395
school-based health programs, 18–19, 389, 390–394
Costs. See also Expenditures
  of assessment development, 329
  as assessment improvement constraint, 331
  for family, reducing, 274–275
  non-teacher, 425
  of primary education (see Primary education costs)
  of randomized evaluations, 361, 403–404
  reducing, school participation and, 395–396
  of secondary education (see Secondary education costs)
teacher-related, 425
  for universal primary and secondary education, 20–22
  “Credential inflation,” 506
Credentialing, public examinations for, 316–317
Credentialism hypothesis, 503
Criterion-referenced standardized tests, 317
Cross-country comparisons. See also specific cross-country comparison studies
of educational indicators, 68
item response theory and, 334
literacy rates, 37, 44, 47
misleading information from, 48
prospects for, 65–67
purpose of, 41
variations in, 283–284
CTA (Common Tasks of Assessment), 327
Cuba
educational expansion, 249
educational reform, 188–190
“revolutionary” schooling in, 520–521
Cultural capital, education and, 10
Cultural revitalization movements, 269–270
Culture
biases against technical subjects, 185
compulsory school laws and, 135–136
diversity, policy recommendations and, 201–202
dominant, 145
in modern educational practices, 164
Curriculum narrowing (“teaching to the test”), 17, 377–378
D
Dakar Framework, 303
Data
on attainment, 79–82
barriers and obstacles to obtaining, 103
capacity to produce, 52, 67, 103, 337, 321
collection, 36–38, 44
comparability, 53–61, 66–68, 70–72, 80–86
databases for measuring quality and quantity, 46 (see also Barro-Lee dataset; Cohen-Soto dataset)
disincentives for accurate reporting, 103
dissemination, political resistance to, 277
on educational expansion, 523
from educational indicators, 68–70 (see also Indicators, educational)
failure to provide, 13
gaps in, 38–39
input measures (See Input measures)
international, shortcomings of, 67
outcome measures, 37, 38, 43, 68, 69
output measures (See Output measures)
on participation, 39
on performance, 277
process measures (See Process measures)
quality of, 100–101, 341
research directions and, 105
sources, 45–67
statistics, reliability of data and, 49
UNESCO, 45–50

Decentralization
consequences of, 166
in national education systems, 151–153
private schools and, 14, 156–157
questions for further study, 25
World Bank and, 196

De-contextualization, 201–204

Demand for education, 259–273
competing crises and, 259
electoral politics and, 270–272
females and, 399–401
ideological competition and, 269–270
income levels and, 260–265
information and, 268–269
organization and, 264–265
universalization and, 251
weak, 273

Democratic education, 167–168, 172

Democratization
educational expansion and, 271–272, 496, 517–521
of secondary education, 191

Demographics. See also Population
changes, female literacy rates and, 262–263
USAID Demographic and Health Survey, 51

Developing countries. See also specific developing countries
attainment in (see Attainment)
educational expansion (see Educational expansion)
educational improvements (see Assessments)
educational interventions (see Interventions, educational)
education in (see Education; specific aspects of education)
health, education and (See Health-education relationship)
low-income (see Low-income countries)
middle-income (see Middle-income countries)
opportunities, educational (see Opportunities, educational)
political obstacles to educational expansion (see Political pressures and obstacles)
secondary education in (see Secondary education; Secondary education costs)

Development. See Socio-economic development

De-worming programs, 373–374, 390–394, 547

Disabilities, education and, 549

Discrimination, absence of, 308

Distance learning, 19

Domestic rivals, neutralizing, 249–253

Dropout rates, xi, 52, 102, 256

E

East Asia and Pacific region
educational expansion, 239
gender disparity in secondary enrollment, 78–79
income classifications, 484
primary education costs, 421–425, 439–444
East Asia and Pacific region (cont.)
primary enrollment, 75
private schools, 154–155
school-age population, 484
school expenditures, primary, 7
UPC progress, 416–421, 450
Economic benefits
individual welfare, educational expansion and, 496, 502–507
of schooling, 39
of universal primary and secondary education, 9
Economic development. See Socio-economic development
Economic mobility, education and, 508
Ecuador, compulsory school laws, 132
“Educated-Unemployed-Gramsci” phenomenon, 251
Education. See specific aspects of
agenda for future research, 23–25, 105
assessments (see Assessments)
consequences of (see Health-education relationship; Socio-economic development)
costs (see Costs)
current global status of, 2–7, 70–99
democratic, 167–168, 172
facts and data on (see Data)
funding of (see Financing)
future trends, 23, 99–106
general vs. health-specific, 551–553
goals (see Goals, educational)
health and (see Health-education relationship)
history (see History, of educational efforts)
as humanitarian and development goals foundation, xi
as human right, 11, 123, 245, 246, 537
indicators (see Indicators, educational)
political obstacles and pressures (see Political pressures and obstacles)
private (see Private schools)
as public good, 244–245
Educational expansion
barriers, 260–268, 273
clientelism and, 253–255
consequences of, xv, 521–524
controversies, 231, 521–522
corruption and, 12–13, 253, 254, 253, 254
costs to teachers and beneficiaries, 277–278
cross-national research, 125
degree of, 252–253
demographic change and,
261–262
ethnic inequality and, 510–511, 521–522
extent, compulsory school legislation and, 131
fertility rates and, 261–263
financing of, 285
gender inequality and, 508–509
globalization and, 237–240
health and, 496, 511–517
historical legacies and, 14
human capital stock and, 496, 497–502
individual economic welfare and, 496, 502–507
national economic development and, 246
nation building, national solidarity and, 150
patronage and, 253–255
political decision-making, 496, 517–521
in postcolonial states, 171–174
quality improvements and, 101–102
quality of education and, 284
rationales for, 8–11
resources and, 123
routes for, 246
“self-generating” forces, 232–233
social inequalities and, 496, 507–511, 508
speed of, 283–284
variations in, 233–236
Education-economic growth concept, 194–198
Education for All Initiative, 197, 495–496
Education stocks, 47, 53–61
Education systems
centralized, 151–153, 156, 166
cross-country comparisons (see Cross-country comparisons)
human resources, 325
improvements, data-driven, 342
international, de-contextualization and, 202–204
 internationalization of, 192–198
national (see National education systems)
performance, weak accountability mechanisms for improving, 274
religious values and, 165
UNESCO data, 47
variations in, 283–284
Efficiency, educational, 276–277, 308
Egypt, 204
Elective principle, 178–179
Electoral politics, demand for education and, 270–272
Elitist education
historical legacies, 167–168
public schools and, 144, 154
Employment, education and, 25, 502–507, 514–515
Emulation, educational expansion and, 247
England
colonial governments, Christian mission schools and, 162
national education system, 144–145
public schools, 154
vocational training, 175–178
Enrollment
access to education and, 69–70
attendance and, 3–4
compulsory school laws and, 131
current and 2015 estimates, 72–73
in developing countries, 4, 5–6
exaggeration of, 39, 68
gender gaps in, 4
gross enrollment ratio, 2, 3
gross national product and, 497–500
Enrollment (cont.)

- health and, 373, 548, 551
- incentives, 39
- increasing, costs requirements for, 478–480
- as input measure, 47, 50–56
- as measure of educational expansion, 44, 50–56, 69–70
- net, 34
- net enrollment ratio, 2–3, 4
- nutrition and, 548
- primary education (see Primary enrollments)
- quality of education and, 4
- school choice initiative, 401–403
- secondary education (see Secondary enrollments)
- service sector growth and, 238
- statistical shortcomings of, 68–70, 72–79, 98–99
- subsidies, 445–446
- survival rates and, 50
- under-reported, 13, 39
- UNESCO data, 49
- universal primary, estimates of, 426–434
- wealth gaps in, 4, 7

Entry age, for compulsory education, 138–141

Equal education opportunity, 169–170

Equity-based analysis, 191–192

Equity of opportunity, 44, 191, 308–309

Ethnic inequality

- educational expansion and, 510–511
- scarcity of data on, 44

Europe. See also specific European countries

- colonial, 190
- compulsory education laws, 129
- education systems, religious values and, 165
- income classifications, 485–486
- national education system, 144–145
- “national elites,” 249
- national school systems, 141, 142
- postcolonial states, 190
- primary education costs and, 421–425
- primary enrollment, 75
- primary school expenditures, 7
- school-age population, 485–486
- shift from elitist to inclusive education, 168–171
- UPC progress, 416–421, 450–451
- vocational education and training, 180–182

Evaluations

- definition of, 313
- randomized (see Randomized evaluations)

Examination systems

- as benchmark outputs, 41
- national entry, 169
- secondary education, 327
- Exit age, for compulsory education, 138–141
- Expenditures, educational, 480–482
- global, 3
- on increase school space, 475, 477–478
market reforms in Latin America and, 241–244
on primary education, in developing countries, 7
primary level, in developing countries, 7
secondary education (see Secondary education costs)
trade and, 240
unit cost of education (spending per student), 257–258, 456–460
Expertise, state-level, 275–276
External validity, of randomized evaluations, 356, 364–365, 404–405

F
Fairness, validity and, 319
Family
income, demand for education and, 260–261
reducing educational costs for, 274–275
socialization, mass schooling and, 128–129
subsidies, for schooling, 274
Father, educational status of, 550, 552
“Fear of education,” 238, 251–252
Females
completion of education, xii, 549
discrimination against, 260, 509
economic disincentives for education, 11–12
educated, economic benefits for, 9
educational improvements, effects on health outcome, xi
educational opportunities for, 312
fertility rates (see Fertility rates)
literacy rates, 262–263, 505
scholarship programs for, 399–401
school fees and, xii
Ferry Law of 1882, 154, 158
Fertility rates
educational expansion and, 261–263
education and, 9, 514–516, 543
health and, 537–538
maternal educational attainment and, 514–516, 550
population growth and, 511
Financing
assessments and, 17–18
centralized public, 156
corruption and, 12–13
domestic resources, estimates of, 438, 439–444
political obstacles, 12
private, 38
for private schools, 155–156
quality of education and, 40
questions for further study, 23
secondary education, 325
state-run, 231
UNESCO data, 48
of universal education, xv–xvi, 22
Flip charts, 379
Foreign direct investments, 239
Formative assessment, 340
France
colonial governments, Christian mission schools and, 162
compulsory school laws, 132
France (cont.)
national school system, 143, 145, 152, 154, 158, 171

Functional impairments, education and, 549

Funding, of education. See Financing

G
Gender disparities
access, educational, 7
achievements, 4
attainment, 79, 82
completion rates, 83, 86
in developing countries, 100
in education, 1
educational expansion and, 508–509
in math test scores, 94, 96
in net enrollment rates, 111–115
opportunities to learn, 4
primary enrollment, 76–77
in reading test scores, 96–98
scholarship programs, 399–401
secondary enrollment, 78–79

Gender equity, 44
GER. See Gross enrollment rate

Germany
compulsory education laws, 129
Prussian education system, 143, 144, 154, 193
science in vocational training, 175–178
secondary education reform, 276
Ghana, 11, 433

Girls. See Females

Globalization, educational expansion and, 237–240

GNI (gross national income), and education finance, 22

GNP (gross national product), 240, 257–258, 265, 497–500

Goals, educational. See also Millennium Development Goals
applying rigor toward, xiii–xiv, xvi
attitudes, 16–17
knowledge, 16
loyalty, to state, 248–249
proposed, 15
questions for further study, 23
skills, 15–16
universal primary completion (see Universal primary completion)
universal primary education (see Universal primary education)
universal secondary education (see Universal secondary education)

Government. See also specific governmental agencies and organizations
constraints and incentives, xiv–xvi (see also Political pressures and obstacles; Politics)
corruption, education funds and, 12–13
education advocacy, 245–246
educational expenditures, 231
education purchases, 68–69

Grade repetition, 39, 435, 474

Gross enrollment rate (GER), 2, 3, 50, 281
in 2015, 110
calculation of, 233n
estimates, 436–437
family costs for schooling and, 274
UNESCO data, 107–108
WDI data, 458
Gross national income (GNI), education finance and, 22

H
Harambee schools, 281
Hawthorne effect, 407
Health. See also Health-education relationship
anemia, 551
cognitive development and, 541
definition of, 537
development and, 537
indicators, 537–538
information, 512–513, 542
mental, income and, 543
mother and child, relationship of, 541, 544
obesity and, 552
population growth and, 537–538
USAID Demographic and Health Survey, 51
Health-education relationship
consequences of expansion and, 496, 511–517
education effects on health, xi, 542–543, 549–554
health effects on education, xi, 541–542, 547–549
importance of, 536–540
infant mortality and adult literacy, 539–540
policy making and, 538–539
questions for further study, 543–545
randomized evaluations, 10, 372–374, 380–381, 546
research methods, 545–547
Health programs, school-based, 18–19, 389, 390–394
Health-seeking behavior, education and, 550, 552
Health services, school-based, 542
Helminth infections, de-worming programs, 373–374, 390–394, 547
High-income countries, 21–22
High Schools that Work Initiative, 321
High-stakes tests, consequences of, 530
High-technology firm investment sites, educational attainment levels and, 237
History, of educational efforts, 14, 123–127
comparative historical scholarship, 199
compulsory mass schooling (see Compulsory education)
compulsory school legislation (see Compulsory school legislation)
global education system, internationalization of, 192–198
legacies of elitist and democratic education, 167–174
lessons from comparative sociohistorical analysis, 198–207
national school systems (see National school systems)
in secondary education, 174–192
vocational education (see Vocational education and training)
HIV/AIDS
education and, 541, 548, 551–554
education of females and, xi
health information, xi, 539
orphans, 435–436
HIV/AIDS (cont.)
teachers infected with, 430–431, 437–438, 548
UPC estimates and, 430–432

Human capital stock, 523, 524
Human resources, secondary education, 325
Human right, education as, 11, 123, 245, 246, 537

I
IALS (International Adult Literacy Survey), 41, 44, 46, 523
IBE (International Bureau of Education), 138, 192
IDB (Inter-American Development Bank), 33
Ideological competition, demand for education and, 269–270
IEA. See International Association for the Evaluation of Educational Achievement
IFPRI (International Food Policy Research Institute ), 397
IIEP (International Institute of Educational Planning ), 195, 332
Illiteracy, 1, 3
IMF (International Monetary Fund), 240
Immunization rates, maternal education attainment and, 513–514
Incentives, for educational expansion
cash payments, 376–377
for education data production, 68
political, 231, 236–237
questions for further study, 23
state-based (see State-based incentives, for educational expansion) for teachers, 377–378
voucher systems (see Voucher systems)
weak, 283
Inclusivity, definition of, 308

Income
classifications, country-specific, 485
country-level, compulsory education duration and, 140
demand for education and, 260–265
as educational expansion barrier, 265–268
enrollment and, 466, 497–502
gross national, 22
health and, 542–543
mental health and, 543
secondary education costs and, 466–469
TIMSS scores and, 466–469

India
Balsakhis remedial education program, 394–395
compulsory school laws, 132–133
deworming program, 405
economic development, 68
educational expansion, 261
primary completion rate, 433
school participation, school-based health programs and, 392–394
test movement in, 305–306

Indicators, educational
test movement in, 305–306
assessment data, 306
assessment for policy and, 305
cross-country comparisons, 68
databases (see Barro-Lee dataset; Cohen-Soto dataset)
data collection for, 44
data-oriented research directions, 105
data quality of, 100–101
ease of measurement vs. applicability, 42–43
getting better data for, 104–105
health-education interaction and (see also specific educational indicators)
input measures (see Input measures)
outcome measures, 37, 38, 43, 68, 69
output measures (see Output measures)
PIRLS results, 96–98, 99
process measures (see Process measures)
scarcity of, 4
TIMSS results, 92–96, 99
UNESCO data, 44
Indira Gandhi National Open University, 19
Indonesia
primary education, 433–434
school-building project, 370–371
Industrialism hypothesis, 507–508
Inefficiency rates, in schools, 255–256
Inequalities
ethnic, 44, 510–511
gender-based (see Gender disparities)
poverty and (see Poverty)
Infant mortality, 538–540, 550
Information
dissemination of, 328
global-country level tensions, 103
health-related, 512–513, 542
Information technology, 19–20
Innovations, educational, 173–174
Input measures
assessment for policy and, 305
attainment rates (see Attainment)
completion rates (see Completion rates)
cross-country comparisons, 68
description of, 37, 38–40, 43, 69
duration of schooling, 140
education stocks, 53–61
enrollment (see Enrollment)
 improving quality, accuracy, reliability of, 276–277
listing of, 43
repetition rate, 39, 435, 474
state-society partnerships and, 278–279
UNESCO data, 47, 536
vs. process measures, 36n
“Intention to treat” parameter, 365–366
Inter-American Development Bank (IDB), 33
Internal validity, 356, 363
International Adult Literacy Survey (IALS), 41, 44, 46, 523
International assessments. See also specific international assessments
function of, 315–316
Monitoring Learning Achievements in Africa Study, 325
national decision-making and, 15
participation in, 342–343
use of data from, 343–344
International Association for the Evaluation of Educational Achievement (IEA)

cross-national studies (see Progress in International Reading Literacy Study; Trends in International Mathematics and Science Study)

founding of, 195

testing of educational quality, 61–65

International Bureau of Education (IBE), 138, 192

International Food Policy Research Institute (IFPRI), 397

International initiatives, 335–339

International Institute of Educational Planning (IIEP), 195, 332

International measurements of educational status, 3

International Monetary Fund (IMF), 240

International organizations. See also specific international organizations

compulsory education in newly independent countries, 136–138

education advocacy, 245

institutionalization of global education system, 192–198

universalization and, 283

International Project on Technical and Vocational Education (UNEVOC), 185

International Standard Classification of Education (ISCED), 38, 45, 47, 51

Interventions, educational. See specific educational interventions

quasi-random evaluations, 381

randomized evaluations (see Randomized evaluations)

Intestinal parasite infections

attendance and, 446

de-worming programs for, 373–374, 390–394, 547

Investments, educational

data for, 68

efficiency of, 235

health and, 541

input measures, 536

private and social returns on, 245

public, 34, 38

rationale for, 495–496

wastage rates, 256

Iron supplementation, 547

IRT (item response theory), 334

ISCED (International Standard Classification of Education), 38, 45, 47, 51

Islamic countries. See Muslim countries

Italy, 171

Item response theory (IRT), 334

J

Japan

compulsory school laws, 132

cultural values in modern educational practices, 164

national education system, 146

John Henry effect, 407

Jules Ferry Law of 1882, 154, 158

K

Kenya
cost-sharing system, 274
educational data, 51
enrollment, growth of service sector and, 238
Harambee schools, 281
primary enrollment, 281
school-building project, 371
school fee elimination, xii, xv
school meals program, 398
school participation, school-based health programs and, 392–394
teacher incentives, 377–378
Koranic schools, 160, 172

L
Labor force
children in, 261
earning capacity, 42
educated, 204, 237
female participation, 509, 514
time spent, vs. time in school, 39
uneducated, 237, 238
Labor market competition, globalization and, 237–238
Labor unions
as educational expansion barrier, 264, 265–268
teacher’s, 266–268
Language
of instruction and/or assessment, 329–330
national, imposition of, 145
skills, 16
Latin America
benefits of universalization on state efforts, 280

compulsory education laws, 130
cross-sectoral alliances, 276
decentralization policies, 152–153, 166, 200
educational models, 149
education spending, market reforms and, 241–244
gender disparity in secondary enrollment, 78
income classifications, 485
national education systems, post-colonial, 148–150
national unity, minority cultures and, 149–150
postcolonial education, 148–150, 198–199
primary education costs, 421–425, 439–444
primary enrollment, 75
privatization, 156
school-age population, 485
school expenditures, primary, 7
secondary education, 172–173
self-managed schools in, 282–283
social spending in, 239–240
student performance, 269
UPC progress, 416–421, 451
U.S. foreign direct investment in, 237

Learning
accountability for, xiii
opportunities for (see Opportunities, educational)
out of school, 24
questions for further study, 25

Length of school year, 135
Life expectancy, primary enrollment ratios and, 511–512
Literacy rates
  cross-country comparisons, 37, 44, 47
  definition of, 41
democratic political systems and, 518
  in developing countries, 3
economic benefits of, 505
  female, 262–263, 505
  infant mortality and, 539–540
  International Adult Literacy Survey, 41, 44
  quality of education and, 34
  Literacy standards, 312
  Loans, educational, 242–243
  Low-income countries
    costs for secondary education, 475–476
    costs of universal education, 21
definition of, 416
    educational expenditures, 480–482
    financing of universal education, 22
    listing of, 483–486
    UPC progress, 416–418

M
  Madrassas, 160–161, 165, 172
  Malawi, 274
  Malnutrition, 551
Management of schools, 40
  Marital age, education and, 516–517
  Marshall Plan, 179–180
  Mass schooling, compulsory. See Compulsory education
  Mathematics education
gender disparity in, 94, 96
  international assessments (see Program for International Student Assessment; Trends in International Mathematics and Science Study)

MDG. See Millennium Development Goals
Measurement
  definition of, 312–313
  for progress assessments, 36–37
  Mental health, income and, 543
  Meritocratic ideal, 168–169
Mexico
  conditional cash transfers, 275
definition of education, 206
  PROGRESA program, 364, 376, 377, 396–397
Middle East
  income classifications, 484
  primary education costs, 421–425, 439–444
  school-age population, 484
  school expenditures, primary, 7
  UPC progress, 416–421, 452
Middle-income countries
  definition of, 416
  educational expenditures, 480–482
  listing of, 483–486
  unit costs for secondary education, 475–476
  UPC progress, 416–418
Millennium Development Goals (MDG). See also Universal primary completion; Universal primary education
  adoption of, 415, 535
  progress indicators, 34, 39, 52
second, xi, xiii, 33
MLA Africa Study (Monitoring Learning Achievements in Africa Study), 325
Models, educational
de-contextualized, 201–204
international, inadequacy of, 204–206
in Latin America, 149
local context and, 204–206
Monitoring Learning Achievements in Africa Study (MLA Africa Study), 325
Mortality rates
adult, education and, 511, 512, 538, 549
child, 538
infant, 538–540, 550
maternal, 511, 512, 538
Mothers
attainment, health outcome of children and, 550–553
health, child’s health and, 541, 544
immunization rates by attainment, 513–514
mortality rates, education and, 511, 512, 538
Multinational firms
pressure for educational expansion, 240–244
wages and working conditions, 237–238
Multiple conjunctural causation, 284
Muslim countries (Islamic countries)
educational expansion, 250–251
education in, 159–161, 164–167, 202
education systems, 165–167, 172, 206
secondary education in, 173
National Assessment of Educational Progress (NAEP), 321
National assessments
Chile, 323
focus of, 18, 315
increased use of, 336
information from, 321, 341
systemic validity and, 310
National education systems
centralization in, 151–153
contemporary patterns, 155–157
decentralization in, 151–153
institutional structures, 506–507
in newly independent countries, 162–163
in postcolonial states, 147–151
private-public school tensions, 154–155
state-religious conflicts, 157–163
National good, education and, 244–245, 246
National Institute for Literacy, 312
Nationalism promotion, 248–249
National language, imposition of, 145
National school systems
critical need for, 143–144
eyearly models of, 142–147
formation, 141–142
National Science Foundation, 62
Nation-state model, compulsory mass education and, 129, 131
INDEX

NER. See Net enrollment rates

Net enrollment
- data, 74–75, 111–115
- primary, 75–79, 233
- UNESCO data, 73–74

Net enrollment rates (NER), 2–4, 107–115
- costs of secondary education and, 465–473
- by country, 111–115
- by gender, 111–115
- per capita income and, 466
- WDI data, 458

Netherlands, 171

NGOs (non-governmental organizations), 196, 207

“No Child Left Behind” legislation, definition of scientific research, 355

Non-governmental organizations (NGOs), 196, 207

Norm-referenced standardized tests, 317

North Africa
- income classifications, 484
- primary education costs, 421–425, 439–444
- school-age population, 484
- school expenditures, primary, 7
- UPC progress, 416–421, 452

Northwest Territories, compulsory school ordinances in, 133–135

Numeracy, 16, 44

O

Obesity, 552

Occupation, education and, 506–507

ODA (official development assistance), 22

OECD. See Organization for Economic Co-operation and Development

Official development assistance (ODA), 22

Opportunities, educational
- access to education and (see Access, educational)
- disparities, 304
- economic welfare and, 496, 502–507
- educational reforms and, 508
- equity failures and, 319
- equity of, 191, 308–309
- for girls, 312

Organization for Economic Co-operation and Development (OECD)
- equal education opportunity, 169–170
- formation of global education system and, 194, 195
- international assessment (see Program for International Student Assessment)
- output data, 536–537

Program for International Student Assessment (PISA), 44
- project on Definition and Selection of Competencies, 321
- secondary education reform in post-war Europe, 179–180

Organized interest groups, as educational expansion barrier, 265–268

Outcome measures, 37, 38, 43, 68, 69

Output measures, 269
- assessments for policy and, 305
benchmarks, 41
cross-country comparisons, 68
description of, 37, 41, 43, 69, 536
drop-out rates, 256
literacy rates (see Literacy rates)
numeracy, 16, 44
process measures and, 40–41
push-out rates, 256
scarcity of, 99
testing of educational quality,
61–65
UNESCO data, 47

P
Pacific island nations. See East Asia
and Pacific region
Pagoda schools, 150
Pakistan, school-building project, 371
Parents
circumstances and incentives of,
realistic view of, xiv
father, educational status of, 550, 552
of healthy children, 541
internationally comparable data
for, 68
mothers (see Mothers)
Parochial schooling. See Schooling, at
religious institutions
Partial equilibrium effect, 356–357, 365
Participation data, 39
Partnership for Educational Revital-
ization in the Americas (PREAL),
104
Patronage, 253–255, 283
Peer comparisons, of education
achievements, 247, 271, 272
Performance indicators, generation of,
276–277
Perpetual inventory method, 56
Phelps-Stokes Fund, 182
PIRLS. See Progress in International
Reading Literacy Study
PISA. See Program for International
Student Assessment
Policy recommendations, for local
institutions, 201–202
Political economy model, of project
implementation, 366–368
Political market imperfection, 271,
273
Political pressures and obstacles, 10,
12
for educational expansion,
231–233
emulating and surpassing peers,
247
globalization, 237–239
from multilateral organizations,
240–244
sources, 236–237
spread of ideas and, 244–246
Politics
clientelism and, 253–255
compulsory education and, 129
corruption and, 253, 254
in creating national education sys-
tems, 143–144
cross-country comparisons and, 66
decision-making, educational
expansion and, 496, 517–521
in educational centralization, 153
educational expansion and, 10,
232–233, 264
enhancement of participation, edu-
cation and, 149
Politics (cont.)

funding of education and, 12
incentives for expansion, 13, 236–237
patronage and, 253–255
power of international ideas and, 244–246
pressures, for educational expansion, 231–247
in randomized evaluations, 361–362
realistic view of, xiv–xvi
resistance to dissemination of educational data, 277
teacher salary scales and, 278

Population

education and, 514–517
fertility decline and, 511
health and, 537–538
new World Bank UPC cost estimates, 434–435
school-age, 135, 262

Post-World War II educational initiatives, 180

Poverty. See also Income

consequences, 1
as educational expansion barrier, 260–261, 275
primary enrollment and, 7
quality of education and, 505–506
PREAL (Partnership for Educational Revitalization in the Americas), 104

Pressures, for educational expansion

education as public good concept and, 244
emulation or competition with peers, 247

from multinational organizations, 240–244
political (see Political pressures and obstacles)

sources of, 236–237

Preventive health care, maternal education attainment and, 513–514

Primary education

access, 455
attainment, 80–81
completion rates, 52–61, 84–85
data, lack of, 13
definition of, xii
development, 33
enrollments (see Primary enrollments)
global spending on, 3, 421–425
government expenditures, 231
gross enrollment ratio, 2
health improvements and, 553
ISCED level 1, 45, 47
net enrollment, 2–3, 75–77
repetition rate, 474

Primary education costs, 415–452. See also World Bank Universal Primary Completion cost estimates
current, 421–425
simulations, 439–444

Primary enrollments

cross-country comparisons, 100, 130
gross national product and, 497–500
net, 75–79, 233
poverty and, 7
in private schools, 155
progress in, 389
secondary enrollments, 77–78

Private schools
delegation and, 14, 156–157
educational access and, 38
funding for, 155–156
increased interest in, 156
primary enrollments, 155
questions for further study, 25
secondary enrollments, 155
vouchers for, 401–403
vs. public schools, 142, 154–155, 358–360

Process measures
cross-country comparisons, 68
description of, 37, 40–41, 43, 69
output measures and, 40–41
purpose, 40
UNESCO data, 47
vs. input measures, 36

Program for International Student Assessment (PISA)
characteristics of, 316
competencies and, 65
cross-country comparisons, 65–67, 329
data, 44, 46, 71
professional development, 339

PROGRESA program, Mexico, 364, 376, 377, 396–397

Progress, indicators of. See Indicators, educational

Progress in International Reading Literacy Study (PIRLS)
characteristics of, 316
core skills and, 71
data, 44, 46, 72

international comparisons, 65–67
organization of, 64–65
participation in, 66
professional development, 339
quality of education and, 92, 96–98

Protestant reformation movement, compulsory education and, 128

Prussian education system, 143, 144, 154, 193

Psychometrics, 334

Public examination systems, 315–317, 321, 327

Public health, education and, 39

Public investment, in education, 34, 38

Public school system, 124
elitist, 144, 154
inefficiency, 253–255
societal role of, 202
vs. private schools, 142, 358–360

Push-out rates, 256

Q

Quality of education
assessment of, 72
components of, 307–308
cross-country comparisons, 235–236
data on, 46, 67
educational expansion and, 284
enrollment and, 4
financing and, 40
further research directions, 105
getting better data for, 104–105
improvements, 8, 20, 101–102
Quality of education (cont.)
indicators of (see Indicators, educational)
innovations, randomized evaluation of, 377–380
of instruction, 235
lack of data on, 102–103
literacy rates and, 34
measures, 46
obstacles to better data, 103
output measures and, 37
poverty and, 505–506
purchasing decisions and, 68–69
rate-of-return studies and, 504
reallocate of resources and, 272
in rural areas, 505–506
standardized tests and, 61–67, 235–236
variations in, 235–236
vs. quantity of education, 20, 25, 34, 40, 101–103
Quantity of education. See also Access
teacher attendance variations and, 390
databases on, 46
improving, 20
purchasing decisions and, 68–69
vs. quality of education, 20, 25, 34, 40, 101–103
Quranic schools (Koranic schools), 160, 172
R
Racial disparities, 44
Randomized evaluations, 18–19, 355–358
administrative data for, 363
attrition bias, 406
of cash incentives, 376–377
of class size, 360
control groups for, 356, 358, 366
costs, 403–404
educational quality innovations, 377–380
efficiency of, 356, 358–359
external validity, 356, 364–365, 404–405
of health-education relationship, 372–374, 546
internal validity, 356, 363
interpretation of effects, 365–366
of large-scale projects, 362
limitations of, 380
political economy model, 366–368
politics and, 356, 361–362, 366–38
potential for, 358, 380
problems with, 404–405
project implementation, political economy model of, 366–368
sample-selection problems, 406
of school infrastructure development, 368, 369–372
selection bias elimination and, 359–360
speed vs. comprehensiveness, 380
spillover effects, 407
student-teacher ratios, 372
subgroup variability, 406
treatment group, 356
treatment intensity and, 365–366
under-utilization, 19, 360–365
of voucher systems, 374–377
vs. retrospective evaluations, 406–407, 408
Rate-of-return studies, 503–504
Reading, PISA survey, 65
Reforms, educational
  opportunities to learn and, 508
  opposition to, 273
  supply-side, enhancement of, 275–276
Religion. See also Schooling, at religious institutions
  policy recommendations and, 201–202
Remedial education programs, 389, 394–395
Remittances, 24
Repetition rate, 39, 435, 474
Reproductive health, education and, 551, 552–553
Research
  non-experimental designs, 358
  questions for further study, 24
  scientific, definition of, 355
Resources
  allocation for assessments, 312
  inefficient use of, 273
Retrospective evaluations, 406–407, 408
Rural areas
  enrollment subsidies for, 445–446
  quality of education, 505–506

S
Salaries, of teachers, 277–278
Sample-selection problems, in retrospective and randomized evaluations, 406
SAPs (Structural Adjustment Programs), 197
Savings, pro-efficiency argument and, 256
Scandinavian comprehensive schools, 170–171
Scholarship programs, for girls, 399–401
Scholastic theology, 160
School attendance. See Attendance
School-based assessments, 314, 327
School-based health programs, 18–19, 389, 390–394
School choice, 401–403
School construction, individual earnings and, 503–504
School fee elimination, xii, xv, 395–396
Schooling, at religious institutions
  Buddhist schools, 150
  Christian mission schools, 159
  compulsory mass schooling and, 127–128
  local schools, 159
  Madrassas, 160–161, 165, 172
  modern education and, 163–167
  postcolonial national education systems and, 148, 150–151
  privatization and, 156
  secular education and, 142
  tension with secular education, 157–163
School meal programs, 397–398, 548
School participation
  definition of, 390
  government-subsidized school meals and, 397–398
  provision of school uniforms, 398–399
School participation (cont.)
  reducing education costs and, 395–396
  remedial education program and, 394–395
  school-based health programs and, 392–394

Schools
  availability of, 432–433
  health interventions, 544
  health services, 542
  infrastructure development, 368, 369–372
  management of, 40
  questions for further study, 24
  self-managed or Harambee, 281
  as social and political change agents, 203–204
  variations in, 283–284

School uniforms, 398–399

Science education
  international assessments (see Program for International Student Assessment; Trends in International Mathematics and Science Study)
  PISA survey, 65
  research, definition of, 355
  in technical and vocational training, 175–178

Secondary education, 174–192
  assessments, 322–328, 323
  attainment, 81–83
  challenges of, 320–321
  completion rates, 59–61, 85–86, 86
  comprehensive high school and, 178–179
  core curriculum, 322
  costs (see Secondary education costs)
  data, lack of, 13
  demand for, 8, 33–34
  enrollments (see Secondary enrollments)
  entrance criteria, 322
  European models, types of, 181
  evolution of gross enrollment in, 233–235
  examination systems, 327
  exit exams, 322–323
  expansion in postcolonial states, 171–174
  facilities, 325
  fertility rates and (see Fertility rates)
  financial resources, 325
  gender disparities, 78–79, 81–83, 86
  global spending on, 3
  government expenditures, 231
  guides, frameworks, materials for, 321
  historical transformation, 174–175
  human resources, 325
  incorporating science into vocational training, 175–178
  in Latin America, 172–173
  post-World War II reform, 169–171, 179–182
  quality of life and, 320
  skills training in, 328
  social stratification and, 181
  speed of expansion, 233
  systems and structures, 326–327
teaching force, 323–325
universal (see Universal secondary education)

Secondary education costs, xii–xiii, 455–489
best-practice countries, 487–488
calculations, 473–482
education finance variables and, 467–473
enrollment rate increases, 478–480
net enrollment rates and, 465–473
per capita income and, 466–469
school space expenditures, 475, 477–478
service delivery and, 467–473
study population, 460–465, 483–486
unit cost method, 456–460
Secondary enrollments
gender disparity in, 78–79
gross enrollment ratios, 501–502
gross national product and, 497–500
international capital and, 237
in private schools, 155
rates, 325–326
vs. primary enrollments, 77–78
Secular education, tension with religious institutions, 142, 157–163, 166
Selection bias, elimination, 359–360
Self-managed schools, state-society cooperation and, 281–283
Self-motivation, for education, 238, 239
Service sector growth, enrollment and, 238
Sexual health education, 552–553
Social capital, education and, 10
Social factors, in educational expansion, 232–233
Social inequalities, educational expansion and, 496, 507–511
Socialist countries, expansion of “revolutionary” schooling, 520–521
Social services, quality and quantity of, 268
Society-based demand, for education. See Demand for education
Socio-economic development
drivers of, 535–538
educational disincentives, 11–12
educational expansion as, 123, 521–522
education and, 67, 497–502
health-education relationship and (see Health-education relationship)
national, education and, 497–502
questions for further study, 24
World Bank UPC cost estimates, new, 435
South Africa, 323, 324, 326, 327
South Asia
gender parity in education, 76–77
income classifications, 484
primary education costs and, 421–425
primary enrollment, 74
primary school expenditures, 7
private schools, 154–155
school-age population, 484
unit cost of education, 257
UPC progress, 416–421, 452
World Bank primary education cost estimates, 439–444
Southern African Consortium for Monitoring Educational Quality, 17
South Korea, 38
Soviet Union, 145–146, 188
Spain, 158
Spending. See Expenditures
Sri Lanka, compulsory school laws, 132
Standardization
American educational model and, 194
growth of national school systems and, 141–142
Standardized tests
cost, 317–318
criterion-referenced, 317
format, 317–318
norm-referenced, 317
problems with, 66–67
quality of education and, 235–236
State-based incentives, for educational expansion
clientelism, 253–255
efficiency and, 255–259
neutralizing domestic rivals, 249–253
promotion of nationalism, 248–249
State-society cooperation, 275–276, 278–283
Statistics, educational, 34–35, 48
Structural Adjustment Programs (SAPs), 197
Students
achievement of (see Achievement)
cost of educating (see Unit cost of education)
information technology for, 19–20
internationally comparable data for, 68
outcomes, health innovations and, 373
performance of, 40, 236, 269
Subgroup variability, in retrospective and randomized evaluations, 406
Sub-Saharan Africa
gender disparity in education, 77
income classifications, 483
primary education costs, 421–425, 439–444
primary enrollment, 74
school-age population, 483
school expenditures, primary, 7
secondary enrollment, 77–78
UPC progress, 416–421, 449–450
Subsidies
for school enrollment, 445
school meal, 397–398
Supply-side educational reforms, enhancement of, 275–276
Systemic validity, 309–312, 341
Systemization, of educational processes, 141–167
T
Taiwan, school-building project, 370
Tanzania, xii, 281
Taunton Commission, 175
Teachers
appraisal systems, 324–325
autonomy, 40–41
costs of, 425
data on, 47
HIV/AIDS-infected, 430–431, 437–438, 548
inability to monitor or sanction, 255
inadequately trained/underpaid, xiii
information technology for, 19–20
number of, estimates for, 436
professional development, 341–342, 343
questions for further study, 24
salaries, 277–278, 437–438
shortages, projected, 8
technology-based training centers for, 332–333
training programs for, 323–324, 539
Teachers’ unions, 266–268
“Teaching to the test” (curriculum narrowing), 17, 377–378
Technology
information technology, 19–20
questions for further study, 24
for randomized evaluations, 362
role in assessments, 332–335
Tertiary education
enrollment, 497–502
entrance, 323
spending, primary completion rates and, 265
Testing
definition of, 313
technology-based, 332–335
Tests
high-stakes, consequences of, 330
as output measures, 41
standardized (see Standardized tests)
Textbook implementation, randomized evaluation of, 378–380
Thailand, 238
Time
spent in school, 39, 504
Time-series data, on costs of secondary education, 459
TIMSS. See Trends in International Mathematics and Science Study
Totalitarian states, 249
Trade, education expenditures and, 240
Traditional educational practices, 18
Transfer rates, from primary to secondary education, 74
Transnational agents, educational policy and, 199–200
Transnational institutional mechanisms of diffusion, 246
Trends in International Mathematics and Science Study (TIMSS)
achievement variations and, 236
benchmarking and, 44
characteristics of, 316
data and results from, 46, 64, 71, 72, 336, 462–465
developing countries in, 41
funding, 62
international comparisons, 65–67
participation in, 66
professional development and, 339
quality of education and, 92–96
scores, income and, 466–469
secondary research, 343
study population countries, 486
test content dimensions, 63
UBASE. See Universal basic and secondary education

Uganda
- educational data, gaps in, 38–39
- elimination of primary tuition fees, xii, 274–275
- enrollment in, 39
- gross enrollment ratios in primary education, 281

UIS. See UNESCO Institute for Statistics

UNESCO
- conferences, 137–138, 205
- data, educational, 45–50
- educational access measures, 44, 49
- education and economic development studies, 195
- enrollment data, 50, 70–71
- equal education opportunity, 169–170
- institutionalization of global education system and, 193–194
- International Project on Technical and Vocational Education, 185
- International Standard Classification of Education, 38
- net enrollment data, 73–75, 111–115
- school fee data, xii
- secondary education reform in post-war Europe, 179–180
- Southern African Consortium for Monitoring Educational Quality, 17
- 1998 Statistical Yearbook, 41, 48
- UPC estimate, 428–430
- UPSE cost estimates, 21

vocational education and training, 184, 185

UNESCO Institute for Statistics (UIS)
- data quality and, 104
- educational indicators, 67–68
- functions of, 49, 106
- Global Education Digest, 45, 50, 51

UNEVOC (International Project on Technical and Vocational Education), 185

UNICEF, 21, 51, 245, 246, 427–428

Unification of state education system, 141

Unions. See Labor unions

Unit cost of education (spending per student)
- gross national product and, 240, 257–258, 265, 497–500
- methodology, 456–460
- variations in, 257

United Nations
- Children’s Fund (see UNICEF)
- Development Programme, 62
- education-economic growth concept and, 194–195
- Universal Declaration of Human Rights, 11, 123, 136–137

United States
- comprehensive schooling in, 178–179
- compulsory education laws, 129–130
- foreign direct investment in Latin America, 237
- National Center for Education Statistics, 62
- state educational systems, 145
state-religious education conflicts, 158–159

Universal basic and secondary education (UBASE), 1–26
case studies, 70–99
challenges of, 7–8
comparative historical strategy and, 126
costs and financing, 20–22
current status, 2–7
indicators for (See Indicators, educational)
obstacles in achieving, 11–14
overcoming obstacles and meeting the challenge, 14–20
rationale for, 8–11
remaining work and research questions, 23–25

Universal Declaration of Human Rights (1948), 11, 123, 136–137

Universal education (universalization)
benefits, 280
causes and trade-offs, 283–285
changes needed for, 26
historical development, 123–126, 198–199
as human right, 11
multiple conjunctural causation, 284
obstacles and impediments, xii, 11, 273–274
rationale for, 8–11
research questions related to, 23–25
socio-historical analysis, 198–207
steps toward, xiii–xvi, 14–15
world-historical perspective, 124

Universal primary completion (UPC), 447–452
costs of, 444–447
as Millennium Development Goal, 415
obstacles for, 11–14
primary education costs and, 421–425
problems with estimates, 430–434
progress to date, 416–421
questions for further study, 415
UNESCO estimate, 428–430
UNICEF estimate, 427–428
World Bank estimate, early, 426–427
World Bank estimate, new, 434–444

Universal primary education (UPE)
costs, 20–22
economic benefits, 9
as goal, 1, 2, 33
obstacles and barriers to, xiii

Universal secondary education
achieving, 482
costs and practicality of, xiii, 20–22
economic benefits, 9
obstacles for, 11–14
rationale for, 8–11
target dates for achieving, 475

UN Millennium Development Conference, 2000, 1

UPC. See Universal primary completion

UPE. See Universal primary education

USAID Demographic and Health Survey, 51
Validity
of assessment, 318–319
construct-irrelevant variance and, 318–319
construct underrepresentation and, 318–319
external, 356, 364–365, 404–405
internal, 356, 363
systemic, 309–312, 341
Values, educational, 23
Vocational education and training (VET)
controversy, 185–187
in Europe, 180–182
expansion policies, 191
funding, 184
incorporating science into, 175–178
in newly independent countries, 183
outcomes, 184–185
postcolonial states, 182–187
in postcolonial states, 182–187
vs. academic education, 200
Voucher systems
Chilean, 374–375, 403
Colombian, 375–376, 362
private school, 401–403
randomized evaluations of, 374–377
randomized lotteries, 362–363
WHO (World Health Organization), 537
Women. See Females
Workforce. See Labor force
World Bank
cost estimates for universal education, 21
data quality and, 104–105
decentralization and, 196
educational funding, 62
Education for All Initiative, 495–496
education-related lending, 240–241, 243, 244
globalization and, 239
policies, 192
randomized implementation and, 355
teacher salary scales, 278
tertiary education and, 197
vocational education and training, 184, 185
World Development Indicators, 546
World Development Report, 245, 268
World Bank Universal Primary Completion cost estimates
assumptions, 434–435
early, 426–427
equations, 435–439
simulations, 439–444
World Conference on Education for All, Jomtien, Thailand (1990), 1, 33, 197
World Development Indicators (WDI), 457–458
World Education Forum, Dakar, Senegal, xii, 1
WDI (World Development Indicators), 457–458
World Health Organization (WHO), 537

Worm infections, de-worming treatment programs for, 373–374, 390–394, 547