

References

- Acharya, A.; Fuzzo de Lima, A.; Moore, M. 2004. *Aid proliferation: how responsible are the donors?* Working Paper No. 214, Institute of Development Studies, Brighton.
- Adams, D. 1993. *Defining Educational Quality*. Arlington, VA, Institute for International Research. (IEQ Publication No. 1. Biennial Report.)
- ADEA. 2003. *The Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa*. Discussion paper for the ADEA Biennial Meeting, Grand Baie, Mauritius, 3-6 December. Paris, Association for the Development of Education in Africa.
- AfDB. 1998. *African Development Report 1998: Human Capital Development in Africa*. African Development Bank.
- Akerlof, G. A.; Kranton, R. E. 2002. Identity and Schooling: Some Lessons for the Economics of Education. *Journal of Economic Literature*, Vol. 40, December: 1167-201.
- Akyeampong, K. 2004. Aid for Self-Help Effort? A Sustainable Alternative Route to Basic Education in Northern Ghana. *Journal of International Co-operation in Education (Hiroshima)*, Vol. 7, No. 1, April: 41-52.
- Akyeampong, K.; Ampiah, J.; Fletcher, J.; Kutor, N.; Sokpe, B. 2000. *Learning to Teach in Ghana: An Evaluation of Curriculum Delivery*. Brighton, Centre for International Education, University of Sussex. (MUSTER Discussion Paper No. 17.)
- Akyeampong, K.; Furlong, D.; Lewin, K. M. 2000. *The Costs and Financing of Teacher Education in Ghana*. Brighton, Centre for International Education, University of Sussex. (MUSTER Discussion Paper No. 18.)
- Alderman, H.; Behrman, J. R.; Ross, D. R. Sabot, R. 1996. The returns to endogenous human capital in Pakistan's rural wage labor market. *Oxford Bulletin of Economics and Statistics*, Vol. 58: 29-55.
- Al-Samarrai, S. 2002. *Achieving Education for All: How Much Does Money Matter?* Brighton, Institute of Development Studies. (Working Paper No. 175, December).
- Al-Samarrai, S.; Bennell, P.; Colclough, C. 2002. *From Projects to SWAPs: an evaluation of British aid to primary schooling 1988-2001*. London, Department for International Development.
- Altonji, J. G.; Pierret, C. R. 2001. Employer learning and statistical discrimination. *Quarterly Journal of Economics*, Vol. 116, No. 1, February: 313-350.
- Amadio, M.; Truong, N.; Ressler, D.; Gross, S. 2004. *Quality Education for All? World trends in educational aims and goals between the 1980s and the 2000s*. Background paper for EFA Global Monitoring Report 2005 through the UNESCO International Bureau of Education, Geneva.
- Anderson, C. S. 1982. The search for school climate: A review of the research. *Review of Educational Research*, Vol. 52, No. 3: 368-420.
- Anderson, L. W. 2004. *Increasing Teacher Effectiveness*. 2nd ed. Paris, UNESCO International Institute for Educational Planning.
- Anderson, S. (ed.). 2002. *School improvement through teacher development: Case studies of the Aga Khan Foundation projects in East Africa*. Lisse, the Netherlands, Swets & Zeitlinger.
- Anderson Pillsbury, A. 2004. *Education in Emergencies*. Background paper for EFA Global Monitoring Report 2005.
- Angrist, J. D.; Lavy, V. 1997. The effect of a change in language of instruction on the returns to schooling in Morocco. *Journal of Labor Economics*, Vol. 15: 48-76.
- 1999. Using Maimonides' Rule to Estimate the Effect of Class Size on Scholastic Achievement. *Quarterly Journal of Economics*, Vol. 114, No. 2, May: 533-75.
- 2001. Does Teacher Training Affect Pupil Learning? Evidence from Matched Comparisons in Jerusalem Public Schools. *Journal of Labor Economics*, Vol. 19, No. 2, April: 343-69.

- Apple, M. W. 1978. Ideology, reproduction, and educational reform. *Comparative Education Review*, Vol. 22, No. 3.
- Arab Republic of Egypt Ministry of Education. 2002. *Mubarak and Education, Qualitative Development in the National Project of Education: Application of Principles of Total Quality*. Cairo, Rose El Youssef Printing House.
- Arnove, R. F.; Graff, H. J. (eds.). 1987. *National Literacy Campaigns: Historical and Comparative Perspectives*. New York, Plenum Press.
- Asian Network of Research and Training Institutions in Educational Planning. Forthcoming. *Improving school management in Asia through capacity building of head teachers*. Paris, UNESCO International Institute for Educational Planning.
- Askerud, P. 1997. *A guide to Sustainable Book Provision*. Paris, UNESCO.
- Aspland, R.; Brown, G. 1993. Keeping Teaching Professional. In: D. Bridges and T. Kerry (eds.), *Developing Teachers Professionally: reflections for initial and in-service trainers*. London, Routledge.
- Atchoarena; D.; Nozawa; M. 2004. *Skills Development to Meet the Learning Needs of the Excluded*. Background paper for *EFA Global Monitoring Report 2005*.
- Avalos, B. 1980. Teacher Effectiveness: Research in the Third World - Highlights of a Review. *Comparative Education*, Vol. 16, No. 1: 45-54.
- Babu, S.; R. Mendro. 2003. *Teacher Accountability: HLM-Based Teacher Effectiveness Indices in the Investigation of Teacher Effects on Student Achievement in a State Assessment Program*. Paper delivered to the American Educational Research Association Annual Meeting, Chicago, April 21-25.
- Badcock-Walters, P.; Desmond, C.; Wilson, D.; Heard, W. 2003. *Educator mortality in service in KwaZulu Natal: A consolidated study of HIV/AIDS impact and trends*. Mobile Task Team on the Impact of HIV/AIDS on Education, Health Economics and HIV/AIDS Research Division, University of Natal.
- Badcock-Walters, P.; Kelly, M.; Görgens, M. 2004. *Does Knowledge Equal Change? HIV/AIDS Education and Behaviour Change*. Background paper for *EFA Global Monitoring Report 2005*.
- Banerjee, A.; Cole, S.; Duflo, E.; Linden, L. 2003. *Remedying Education: Evidence from Two Randomized Experiments in India*. Cambridge, MA, Massachusetts Institute of Technology (Poverty Action Lab Paper No. 4, September).
- Banerjee, A.; Kremer, M.; with Lanjouw, J.; Lanjouw, P. 2002. *Teacher-Student Ratios and School Performance in Udaipur, India: A Prospective Evaluation*. Cambridge, MA, Harvard University. (Mimeograph)
- Bangert, R. L.; Kulik, J. A.; Kulik, C. C. 1983. Individualized systems of instruction in secondary schools. *Review of Educational Research*, Vol. 53: 143-58.
- Barber, M. 2000. The very big picture. *Improving Schools*, Vol. 3, No. 2: 5-13.
- Barro, R. J.; Lee, J. 2001. International data on educational attainment: Updates and implications. *Oxford Economic Papers*, Vol. 53, No.3, July: 541-63.
- Barro, R. J.; Sala-i-Martin, X. 2003. *Economic growth*. 2nd ed. Cambridge, MIT Press.
- Barth, R. 1990. *Improving Schools from Within*. San Francisco, Jossey-Bass.
- Basu, A. 2002. Why Does Education Lead to Lower Fertility? A critical review of some of the possibilities. *World Development*, Vol. 30, 10 October: 1779-90.
- Baudelot, C.; Leclercq, F.; Châtard, A.; Gobbille, B.; Satchkova, E. 2004. *Les Effets de l'éducation*. Report for the Programme incitatif de recherche en éducation et formation, Laboratoire de Sciences Sociales, Paris, Ecole Normale Supérieure, January.
- Baumert, J., Blum, W.; Neubrand, M. 2000. *Surveying the Instructional Conditions and Domain-Specific Individual Prerequisites for the Development of Mathematical Competences*. (Draft Paper)

- Behrman, J. R.; Kletzer, L. G.; McPherson, M. S.; Schapiro, M. O. 1998. The microeconomics of college choice, careers, and wages: Measuring the impact of higher education. *Annals of the American Academy of Political and Social Science*, Vol. 559, September: 12-23.
- Behrman, J. R.; Ross, D.; Sabot, R. Forthcoming. Improving the Quality Versus Increasing the Quantity of Schooling: Evidence for Rural Pakistan.
- Benavot, A. 2004a. *Studies on instructional time*. Background paper for *EFA Global Monitoring Report 2005* through the UNESCO International Bureau of Education, Geneva.
- 2004b. *Factors affecting actual instructional time in African primary schools: a literature review, Part 3*. Paper prepared for the World Bank-IBE Study on Instructional Time. Geneva, UNESCO International Bureau of Education.
- Bennell, P. 2004. *Primary School Teachers Taking the Strain in Sierra Leone*. Background paper for *EFA Global Monitoring Report 2005*.
- Bennell P.; Hyde, K.; Swainson, N. 2002. *The impact of the HIV/AIDS epidemic on the education sector in sub-Saharan Africa: A synthesis of the findings and recommendations of three country studies*. Brighton, Centre for International Education, University of Sussex.
- Bennett, J. 2003. *Review of School Feeding Projects*. London, Department for International Development.
- Benson, C. 2004. *The Importance of Mother Tongue-based Schooling for Educational Quality*. Background paper for *EFA Global Monitoring Report 2005*.
- Bernard, A. 2004. *Review of Child-Friendly School Initiatives in the EAPRO Region*. Draft Report 3. Bangkok, EAPRO/UNESCO.
- Bernard, J.-M. 1999. *Les enseignants du primaire dans cinq pays du Programme d'analyse des systèmes éducatifs de la CONFEMEN : Caractéristiques, conditions de travail et représentations*. Report of the Groupe de travail sur la profession enseignante. Paris, Association for the Development of Education in Africa.
- Bernard, J.-M. 2003. *Eléments d'appréciation de la qualité de l'enseignement primaire en Afrique francophone*. Background paper for the ADEA report *The Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa*. Paris, Association for the Development of Education in Africa.
- Bertram, T.; Pascal, C. 2002. *Early Years Education: An International Perspective*. Birmingham, Centre for Research in Early Childhood.
- Bibeau, J. R.; Kester-McNees, P.; Reddy, V. 2003. *Report on the Evaluation of UNESCO's E-9 Initiative*. Report commissioned by UNESCO.
- Bishop, J. 1989. Is the test score decline responsible for the productivity growth decline? *American Economic Review* Vol. 79, No. 1: 178-97.
- 1991. Achievement, test scores, and relative wages. In: M. H. Koster (ed.), *Workers and their wages*: 146-86. Washington, DC, AEI Press.
- Black, P.; Wiliam, D. 1998. Assessment and Classroom Learning. *Assessment in Education*, Vol. 5, No. 1: 7-74.
- 2002. Inside the Black Box: raising standards through classroom assessment. (www.kcl.ac.uk/depsta/education/publications/blackbox.html)
- Blackburn, M. L.; Neumark, D. 1993. Omitted-ability bias and the increase in the return to schooling. *Journal of Labor Economics* Vol. 11, No. 3, July: 521-44.
- 1995. Are OLS estimates of the return to schooling biased downward? Another look. *Review of Economics and Statistics* Vol. 77, No. 2, May: 217-30.
- Blackman, D. E. 1995. *B. F. Skinner*. In: R. Fuller (ed.), *Seven Pioneers of Psychology*. London, Routledge.
- Bloom, B. 1964. *Stability and Change in Human Characteristics*. New York, Wiley and Sons.
- 1968. *Learning for Mastery*. Washington, DC, ERIC Document Reproduction Service.

- 1956. *Taxonomy of educational objectives: the classification of educational goals. Handbook 1, Cognitive domain.* New York, David McKay.
- Bobbitt, F. 1918. *The Curriculum.* Boston, Houghton Mifflin.
- Boekaerts, M.; Simons, P. R. J. 1993. *Leren en Instructie. Psychologie van de Leerling en het Leerproces.* Assen, the Netherlands, Dekker & Van de Vegt.
- Boissiere, M. X.; Knight, J. B.; Sabot, R. H. 1985. Earnings, schooling, ability, and cognitive skills. *American Economic Review* Vol. 75, No. 5: 1016-30.
- Booth, T.; Ainscow, M. 2000. *Index for Inclusion.* Bristol, Centre for Studies on Inclusive Education.
- Borovikova, E. 2004. *Review of the textbook research findings in Russia.* (Draft Mimeograph)
- Bourdieu, P. 1977. *Outline of a Theory of Practice.* Cambridge, Cambridge University Press.
- Bourdieu, P.; Passeron, J.-C. 1964, *Les Héritiers: les étudiants et la culture.* Paris, Minuit.
- Bowles, S.; Gintis, H. 1976. *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life.* New York, Basic Books.
- Bowles, S.; Gintis, H.; Osborne, M. 2001. Incentive-Enhancing Preferences: personality, behaviour and earnings. *American Economic Association Papers and Proceedings*, Vol. 19, No. 2, May: 155-8.
- Bray, M. 2000. *Double-Shift Schooling: Design and Operation for Cost-Effectiveness.* Paris/London, UNESCO-IIEP/Commonwealth Secretariat.
- 2003. *Adverse effect of private supplementary tutoring: dimensions, implications and government responses.* Paris, UNESCO International Institute for Educational Planning. (Ethics and Corruption in Education series.)
- Brookover, W. B.; Beady, C.; Flood, P.; Schweitzer, J.; Wisenbaker, J. 1979. *School social systems and student achievement - schools can make a difference.* New York, Praeger Publishers.
- Brophy, J. E. 2001. Generic Aspects of Effective Teaching. In: M. C. Wang and H. J. Walberg, *Tomorrow's Teachers.* Richmond, CA, McCutchan.
- Brophy, J. E.; Good, T. L. 1986. Teacher Behavior and Student Achievement. In: M. C. Wittrock (ed.), *Handbook of Research on Teaching:* 328-75. New York, Macmillan.
- Bruns, B.; Mingat, A.; Rakotomalala, R. 2003. *A Chance for Every Child. Achieving Universal Primary Education by 2015.* Washington, DC, World Bank.
- Buchert, L. 2002. Towards new partnerships in sector-side approaches: comparative experiences from Burkina Faso, Ghana and Mozambique. *International Journal of Educational Development*, Vol. 22: 69-84.
- Burtless, G. 1995. The Case for Randomized Field Trials in Economic and Policy Research. *Journal of Economic Perspectives*, Vol. 9, No. 2, Spring: 63-84.
- Caldwell, B. J. 1998. *Self-managing schools and improved learning outcomes.* Canberra, Department of Employment, Education, Training and Youth Affairs.
- Cambodia. 1999. *Education in Cambodia.* Phnom Penh, Kingdom of Cambodia, Ministry of Education, Youth and Sport, Department of Planning.
- Card, D. 1999. The Causal Effect of Education on Earnings. In: O. C. Ashenfeller and D. Card (eds.), *Handbook of Labor Economics*, Vol. 3A, Chapter 30. Amsterdam, North-Holland (Elsevier).
- Carnegie Corporation of New York. 1994. *Starting Points: Meeting the Needs of our Youngest Children.* New York, The Carnegie Corporation of New York.
- Carneiro, P.; Heckman, J. J. 2003. *Human Capital Policy.* Cambridge, MA, National Bureau of Economic Research. (NBER Working Paper 9495, February.)

- Carnoy, M. 2004. *Education for all and the quality of education: a reanalysis*. Background paper for EFA Global Monitoring Report 2005.
- Carnoy, M.; Gove, A; Marshall, J. H. Forthcoming. *Why Do Students Achieve More in Some Countries Than in Others? A Comparative Study of Brazil, Chile, and Cuba*.
- Carr-Hill, R. A. 2004. *HIV/AIDS, poverty and educational statistics in Africa: Evidence and indicators*. Montreal, UNESCO Institute for Statistics. (Processed)
- Carr-Hill, R. A.; Kweka, A. N.; Rusimbi, M.; Chengelele, R. 1991. *The Functioning and Effects of the Tanzanian Literacy Programme*. Paris, UNESCO International Institute for Educational Planning. (IIEP Research Report No. 93.)
- Carroll, J. B. 1963. A model of school learning. *Teachers College Record*, Vol. 64: 722-33.
- 1989. The Carroll Model, a 25-year retrospective and prospective view. *Educational Researcher*, Vol. 18: 6-31.
- Carron, G.; Mwiria, K.; Righa, G. 1989. *The Functioning and Effects of the Kenya Literacy Programme*. Paris, UNESCO International Institute for Educational Planning. (IIEP Research Report No. 76.)
- Casassus, J.; Cusato, S.; Froemel, J. E.; Palafox, J. C. 2002. *First International Comparative Study of Language, Mathematics and Associated Factors for Students in the Third and Fourth Grade of Primary School. Second Report*. Santiago, OREALC/UNESCO.
- Case, A.; Deaton, A. 1999. School Inputs and Educational Outcomes in South Africa. *Quarterly Journal of Economics*, Vol. 114, No. 3, August: 1047-84.
- Case, A.; Yogo, M. 1999. *Does School Quality Matter? Returns to Education and the Characteristics of Schools in South Africa*. Cambridge, MA, National Bureau of Economic Research. (NBER Working Paper 7399, October.)
- Cawthera, A. 2003. *Nijera Shikhi & Adult Literacy*. (www.eldis.org/fulltext/nijerashikhi.pdf)
- Centre of Excellence for Early Childhood Development. 2004. *Encyclopedia on Early Childhood Development*. Montreal, Quebec. (www.excellence-earlychildhood.ca)
- CERI. 1999. *Education Policy Analysis*. Paris, Centre for Educational Research and Innovation, OECD.
- 2002. *Educational Research and Development in England: Examiners' Report*. Paris, Centre for Educational Research and Innovation, OECD.
- Chabbott, C. 2004. *UNICEF's Child-Friendly Schools' Framework. A Desk Review*. Report to UNICEF.
- Chandra, R. 2004. Speech for the launch of the PRIDE Project. Suva, Fiji, University of the South Pacific, 14 May.
- Chazée, L. 1999. *The Peoples of Laos: Rural and Ethnic Diversities*. Bangkok, White Lotus.
- Chelu, F.; Mbulwe, F. 1994. The Self-Help Action Plan for Primary Education (SHAPE) in Zambia. In: A. Little, W. Hoppers and R. Gardner (eds.), *Beyond Jomtien: Implementing Primary Education for All*: 99-23. London, Macmillan.
- Chisholm, L. 2004. *The quality of primary education in South Africa*. Background paper for EFA Global Monitoring Report 2005.
- Chiswick, B.; Patrinos, H.; Tamyo, S. 1996. *The Economics of Language: Application to Education*. Washington, DC, World Bank.
- Cogneau, D. 2003. *Colonisation, School and Development in Africa: An empirical Analysis*. Paris, Développement et Insertion Internationale (DIAL Working Paper 2003/01.)
- Cohen, D. K. 1988. Teaching practice ... Plus ça change ... In: P. Jackson (ed.), *Contributing to Educational Change: Perspectives on Research and Practice*. Berkeley, CA, McCutchan.
- Cohen, M. 1982. Effective schools: Accumulating research findings. *American Education*, January-February: 13-16.
- Colclough, C. 1991. Wage flexibility in Sub-Saharan Africa. In: G. Standing and V. Tokman (eds.), *Towards Social Adjustment*: 211-32. Geneva, International Labour Organisation.

- 1997. Economic Stagnation and Earnings Decline in Zambia 1925–91. In: C. Colclough (ed.), *Public Sector Pay and Adjustment: lessons from five countries*: 68–12. London, Routledge.
- Colclough, C. with Lewin, K. M. 1993. *Educating All the Children: Strategies for Primary Schooling in the South*. Oxford: Clarendon Press.
- Coleman, J. S.; Campbell, E. Q.; Hobson, C. J.; McPartland, J.; Mood, A. M.; Weinfield, F. D.; York, R. L. 1966. *Equality of Educational Opportunity*. Washington, DC, United States Government Printing Office.
- Collins, A.; Brown, J. S.; Newman, S. E. 1989. Cognitive apprenticeship: teaching the crafts of reading, writing and mathematics. In: L. B. Resnick (ed.), *Knowing, learning and instruction*: 453–95. Hillsdale, NJ, Lawrence Erlbaum Associates.
- Collins, A.; Stevens, A. 1982. Goals and strategies of inquiry teachers. In: R. Glaser (ed.), *Advances in Instructional Psychology*, Vol. 2: 65–119 Hillsdale, NJ, Lawrence Erlbaum Associates.
- CONFEMEN. 2004. Les résultats des études PASEC. In: *Confemen infos*, Vol. 1, No. 1.
- Copenhagen Consensus. 2004. *Copenhagen Consensus: The Results*. 24–28 May. (www.copenhagenconsensus.com/Files/Filer/CC/Press/UK/copenhagen_consensus_result_FINAL.pdf)
- Cornia, G. A.; Jolly, R.; Stewart, F. 1987. *Adjustment with a Human Face*. Oxford, Oxford University Press.
- Corrales, J. 1999. *The Politics of Education Reform: Bolstering the Supply and Demand: Overcoming Institutional Blocks*. Washington, DC, World Bank. (Education Reform and Management Series, Vol. II, No. 1.)
- Cotton, K. 1995. *Effective schooling practices: A research synthesis*. Portland, OR, Northwest Regional Educational Laboratory. (School Improvement Research Series, update.)
- Cox, C. 2004. *Innovation and reform to improve the quality of primary education: Chile*. Background paper for *EFA Global Monitoring Report 2005*.
- Crahay, M. 2000. *L'école peut-elle être juste et efficace? De l'égalité des chances à l'égalité des acquis*. Brussels, De Boeck Université.
- Craig, H. J.; Kraft, R. J.; du Plessis, J. 1998. *Teacher development: Making an impact*. Washington, DC, World Bank.
- Creemers, B. P. M. 1994. *The Effective Classroom*. London, Cassell.
- Croft, A. 2002. Teachers, student teachers and pupils; a study of teaching and learning in lower primary classes in Southern Malawi. Unpublished D. Phil. Thesis. University of Sussex.
- Crouch, L.; Fasih, T. 2004. Patterns of Educational Development: Implications for Further Efficiency Analysis. Washington, DC, World Bank. (Mimeograph)
- Crouch, L.; Lewin, K. M. 2003. Turbulence or Orderly Change? Teacher supply and demand in South Africa - current status, future needs, and the impact of HIV/AIDS. In: K. M. Lewin, M. Samuel and Y. Sayed (eds.), *Changing Patterns of Teacher Education in South Africa: Policy, Practice and Prospects*: 45–71. Sandown, Heinemann Press.
- Cunningham, D. J. 1991. In defence of extremism. *Educational Technology*, Vol. 31, No. 9: 26–27.
- Currie, C.; Roberts, C.; Morgan, A.; Smith, R.; Settertobulte, W.; Samdal, O.; Barnekow Rasmussen, V. 2004. *Young people's health in context. Health Behaviour in School-Aged Children (HBSC) study: international report from the 2001/2002 survey*. Geneva, WHO. (Health Policy for Children and Adolescents, No. 4.)
- Currie, J. 2001. Early Childhood Education Programs. *Journal of Economic Perspectives*, Vol. 15, No. 2, Spring: 213–38.
- Dalin, P. 1994. *How Schools Improve*. London/New York, Cassell.
- Darling-Hammond, L. 2000. Teacher Quality and Student Achievement: A Review of State Policy Evidence. *Education Policy Analysis Archives*, Vol. 8, No. 1. (<http://olam.ed.asu.edu/epaa/v8n1>)
- De Grauwe, A. 2001. *School supervision in four African countries. Vol. I, Challenges and Reforms*. Paris, UNESCO International Institute for Educational Planning.

- 2004. *School-based Management (SBM): Does it Improve Quality?* Background paper for EFA Global Monitoring Report 2005.
- De Grauwe, A.; Carron, G. Undated. *Resource Centres as a close-to-school Support Service*. (Mimeograph)
- De Ketele, J. M. 2004. *La scolarisation primaire universelle et une éducation de qualité pour tous: Un défi considérable pour toutes les régions du monde*. Background paper for EFA Global Monitoring Report 2005.
- De Walque, D. 2004. *How Does the Impact of an HIV/AIDS Information Campaign Vary with Educational Attainment: Evidence from Rural Uganda?* Washington, DC, World Bank, Development Research Group.
- DEA. 1996. *The Case for Development Education*. London, Development Education Association.
- Delors, J.; Al Mufti, I.; Amagi, I.; Carneiro, R.; Chung, F.; Geremek, B.; Gorham, W.; Kornhauser, A.; Manley, M.; Padrón Quero, M.; Savané, M.-A.; Singh, K.; Stavenhagen, R.; Myong Won Suhr; Zhou Nanzhao. 1996. *Learning: The Treasure Within: Report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris, UNESCO. (www.unesco.org/delors/)
- Dembélé, M.; Miaro-II, B. 2003. *Pedagogical Renewal and Teacher Development in Sub-Saharan Africa: A Thematic Synthesis*. Background paper for the ADEA Biennial Meeting, Grand Baie, Mauritius, 3-6 December.
- Dempster, N. 2000. Guilty or Not: The Impact and Effects of Site-Based Management on Schools. *Journal of Educational Administration*, Vol. 38, No. 1: 47-63.
- Devarajan, S.; Miller, M. J.; Swanson, E. V. 2002. *Goals for Development: History, Prospects and Costs*. Washington, DC, World Bank. (World Bank Policy Research Working Paper 2819.)
- Development Researchers' Network. 2002. *Evaluation of EC Support to the Education Sector in ACP Countries: Synthesis Report*. Brussels, Development Researchers' Network.
- Dewey, J. 1916. *Democracy and Education*. New York, Macmillan.
- DFID, 2004. *National Sector Classification of Budget Support*. Notes prepared by the UK Department for International Development for EFA Global Monitoring Report 2005.
- DFID/Ministry of Education. 2002. *Review of the Primary Reading Programme: Report and Recommendations*, Lusaka, Zambia Ministry of Education.
- Disability Awareness in Action. 2004. *It's Our World, Too! The international disability & human rights network*. (www.daa.org.uk/itisourworldtoo.htm)
- Döbert, H.; Klieme, E.; Sroka, W. (eds.). 2004. *Conditions of School Performance in Seven Countries: A Quest for Understanding the International Variation of PISA Results*. Münster, Waxmann.
- Dolata, S.; Ikeda, M.; Murimba, S. 2004. Different pathways to EFA for different school systems. *IIEP Newsletter*, Vol. XXII, No. 1, January-March 2004.
- Doll, R. C. 1996. *Curriculum Improvement: Decision Making and Process*. Needham Heights, MA, Allyn & Bacon.
- Dollar, D.; Levin, K. 2004. *The Increasing Selectivity of Foreign Aid, 1984-2002*. Washington, DC, World Bank. (World Bank Policy Research Working Paper 3299, May.) (http://econ.worldbank.org/files/35475_wps3299.pdf)
- Dougherty, K. 1981. After the fall: Research on school effects since the Coleman report. *Harvard Educational Review*, Vol. 51: 301-8.
- Doyle, W. 1985. Effective secondary classroom practices. In: M. J. Kyle (ed.), *Reaching for excellence. An effective schools sourcebook*. Washington, DC, United States Government Printing Office.
- Drake, L.; Maier, C.; Jukes, M.; Patrikios, A.; Bundy, D.; Gardner, A.; Dolan, C. 2002. School-Age Children: their nutrition and health. *Standing Committee on Nutrition (SCN) News*, No. 25, December.
- Drèze, J.; Sen., A., 2002, *India: Development and Participation*, New Delhi, Oxford University Press.

- Duffy, T. M.; Jonassen, D. H. 1992. *Constructivism and the Technology of Instruction: A Conversation*. Hillsdale, NJ, Lawrence Erlbaum Associates.
- Duflo, E. 2003. Scaling Up and Evaluation. In: *Annual Bank Conference in Development Economics Proceedings*. Washington, DC, World Bank.
- Duflo, E.; Kremer, M. 2003. *Use of Randomization in the Evaluation of Development Effectiveness*. Paper prepared for the World Bank Operations Evaluation Department Conference on Evaluation and Development Effectiveness, Washington, DC, 15-16 July.
- Dugan, D. J. 1976. Scholastic achievement: its determinants and effects in the education industry. In: J. T. Fromkin, Dean T. Jamison and Roy Radner (eds.), *Education as an industry*: 53-83. Cambridge, MA, A: Ballinger.
- Durkheim, E., 1956. *Education and Sociology*. Translated by S. D. Fox. Glencoe, IL, Free Press. As excerpted by A. Giddens, 1972, *Émile Durkheim: Selected Writings*, quoted in M. Haralambos, 1990, *Sociology, Themes and Perspectives*. London, Unwin.
- E-9. 2003. *Declaration of the E-9 Countries*. Fifth Ministerial Review Meeting, Cairo, 19-21 December.
- Eckstein, M. A. 2003. *Combating academic fraud: towards a culture of integrity*. Paris, UNESCO International Institute for Educational Planning. (Ethics and Corruption in Education series.)
- Edmonds, R. R. 1979. Effective schools for the urban poor. *Educational Leadership*, Vol. 37, No. 1: 15-27.
- Education Watch. 2001. *A Question of Quality: State of Primary Education in Bangladesh*. Dhaka, University Press Limited.
- European Foundation Centre. 2002. *Independent Funding: A directory of foundation and corporate members of the European Foundation Centre*. Brussels, European Foundation Centre.
- Egulu, L. 2004. *Trade Union Participation in the PRSP Process*. Washington, DC, World Bank. (Social Protection Discussion Paper No. 0417.) ([http://wbIn0018.worldbank.org/HDNet/hddocs.nsf/0/7a0f881805ec10bc85256ee600757c0d/\\$FILE/0417.pdf](http://wbIn0018.worldbank.org/HDNet/hddocs.nsf/0/7a0f881805ec10bc85256ee600757c0d/$FILE/0417.pdf))
- Eilor, J.; Okurut, H. E.; Opolot, M. J.; Mulyalya, C.; Nansamba, J. F.; Nakayenga, J.; Zalwango, C.; Omongin, O.; Nantume, O.; Apolot, F. 2003. *Impact of Primary Education Reform Program (PERP) on the Quality of Basic Education in Uganda*. Paper presented at the ADEA Biennial Meeting, Grand Baie, Mauritius, 3-6 December.
- El Salvador. 2003. *Fundamentación y Resultados Logros de aprendizaje en educación básica 2001 y PAES 2002*. San Salvador, Sistema nacional de Evaluación de los Aprendizajes.
- Elias, J. L.; Merriam, S. 1980. *Philosophical Foundations of Adult Education*. Malabar, FL, Krieger.
- ELRC. 2003. Collective Agreement Number 4 of 2003, 10 April. Post and Salary Structure for Education. South Africa, Education Labour Relations Council. (www.elrc.co.za/Negotiations.asp?ID=1)
- ERNWACA. 2003. *Emerging Trends in Research on the Quality of Education; A Synthesis of Educational Research Reviews from 1992-2002 in eleven Countries of West and Central Africa*. Background paper for the ADEA Biennial Meeting, Grand Baie, Mauritius, 3-6 December.
- Ethiopia Ministry of Education. 1999. *Education Sector Development Programme: Action Plan*. Addis Ababa.
- Ethiopia. 2003. *Education Sector Development Programme II. 2002/03-2004/05. Joint Review Mission Report*. Government of Ethiopia.
- European Commission. 2001. Mozambique-European Community Country Strategy Paper and National Indicative Programme for the period 2001-2007. (http://europa.eu.int/comm/development/body/csp_rsp/print/mz_csp_en.pdf)
- 2004. Commission Acts to Boost Efficiency of EU Development Aid through Better Co-ordination and Harmonisation. Press release, 11 March. (http://europa-eu-un.org/articles/de/article_3285_de.htm)

- Farrell, J. P. 2002. The Aga Khan Foundation experience compared with emerging alternatives to schooling. In: S. E. Anderson (ed.), *School improvement through teacher development: Case studies of the Aga Khan Foundation projects in East Africa: 247-70*. Lisse, the Netherlands, Swets & Zeitlinger.
- Faure, E.; Herrera, F.; Kaddoura, A.; Lopes, H.; Petrovsky, A.; Rahnema, M; Ward, F. C. 1972. *Learning to be: the world of education today and tomorrow*. Paris/London, UNESCO/Harrap.
- Fenwick, T. 2001. *Experiential Learning: A Theoretical Critique from Five Perspectives*. Columbus, OH, ERIC Clearinghouse on Adult, Career, and Vocational Education. (Information Series No. 385.)
- Fiedrich, M.; Jellema, A. 2003. *Literacy, Gender and Social Agency: Adventures in Empowerment*. London, Department for International Development. (DFID Educational Paper 53.)
- Finland Ministry for Foreign Affairs. 2002. *Welfare Development: The Finnish Experience*. Helsinki, Department for International Development Cooperation.
- Finland Ministry of Education. 2003. *Ministry of Education Strategy 2015*. Helsinki, Publications of the Ministry of Education, Finland (No. 2003:35) (www.minedu.fi/julkaisut/hallinto/2003/opm35/opm35.pdf)
- Finland National Board of Education. 1996. *An independent evaluation of comprehensive curriculum reform in Finland*. Helsinki, Yliopistopaino [Helsinki University Press].
- Finnie, R.; Meng, R. 2002. Minorities, cognitive skills, and incomes of Canadians. *Canadian Public Policy*, Vol. 28: 257-73.
- Fiske, E; Ladd, H. 2004. Balancing public and private resources for basic education: school fees in post-apartheid South Africa. In: L. Chisholm (ed.), *Changing Class: Education and Social Change in Post-Apartheid South Africa: 57-87*. Cape Town/London, Human Sciences Research Council/Zed Press.
- Foster, M. 2004. *Accounting for Donor Contributions to Education for All: How Should Finance be Provided? How Should it be Monitored?* Final report to the World Bank. (Mimeograph)
- Foster, M.; Norton, A.; Brown, A.; Naschold, F. 2000. *The Status of Sector-Wide Approaches*. A framework paper for the meeting of the Like-minded Donor Working Group on Sector Wide Approaches, Dublin. 3rd draft. London, Overseas Development Institute.
- Foucault, M. 1977. *Discipline and Punish: The Birth of the Prison*. Translated by A. Sheridan. Harmondsworth, Penguin.
- Freire, P. 1985, *The Politics of Education: Culture, Power and Liberation*. Translated by D. Macedo. London, Macmillan.
- Fullan, M. 1993. *Change Forces: Probing the Depths of Educational Reform*. London, Falmer Press.
- 2000. The return of large-scale reform. *Journal of Educational Change*, Vol. 2, No. 1: 5-28.
- Fullan, M.; Watson, N. 2000. School-Based Management: Re-conceptualizing to Improve Learning Outcome. *School Effectiveness and School Improvement*, Vol. 11, No. 4: 453-73.
- Fuller, B.; Clarke, P. 1994. Raising School Effects While Ignoring Culture? Local conditions and the influence of classrooms, tools, rules and pedagogy. *Review of Educational Research*, Vol. 64, No. 1: 119-57.
- Gage, N. 1965. Desirable behaviors of teachers. *Urban Education*, Vol. 1: 85-95.
- 1986. *Comment tirer un meilleur parti des recherches sur les processus d'enseignement?*
In: M. Crahay and D. Lafontaine (eds.), *L'art et la science de l'enseignement*: 304-25. Brussels, Labor.
- Gajardo, M.; Gómez, F. 2003. *Social Dialogue in Education in Latin America: A Regional Survey*. Background document for the Working Group on Social Dialogue in Education, Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel, Paris, 15-19 September. (ILO Sectoral Activities Working Paper, forthcoming.)
- Gasparini, L. 2000. *The Cuban Education System: Lessons and Dilemmas*. Washington, DC, World Bank. (World Bank Country Studies. Education Reform and Management Publication Series, Vol. 1, No. 5.)
- Gauthier, C.; Dembélé, M. 2004. *Qualité de l'enseignement et qualité de l'éducation*. *Revue des résultats de recherche*. Background paper for EFA Global Monitoring Report 2005.

- Gaziel, H. 1998. School-based management as a factor in school effectiveness. *International Review of Education*, Vol. 44, No. 4: 319-33.
- George, J.; Quamina-Aiyejina, L. 2003. *An Analysis of Primary Teacher Education in Trinidad and Tobago*. Multi-Site Teacher Education Research Project (MUSTER) Country Report Four. London, Department for International Development. (DFID Educational Paper 49e.)
- Gerdes, P. 2001. Ethnomathematics as a New Research Field, Illustrated by Studies of Mathematical Ideas in African History. In: J. J Saldaña et al. (eds.), *Science and Cultural Diversity: Filling a Gap in the History of Science, Cuadernos de Quipu* No. 5: 10-34. Mexico City, Sociedad Latinoamericana de Historia de las Ciencias y la Tecnología.
- Ghana Education Service. 1999. *Whole School Development: Training Programme for Head Teachers and other Stakeholders*. Teacher Education Division, Ghana Education Service.
- 2004. *WSD (Whole School Development) Status Report*. Accra, Ministry of Education.
- Gibbons, M.; Limoges, C.; Nowotny, H.; Schwartzman, S.; Trow, M. 1994. *The New Production of Knowledge: the Dynamics of Science and Research in Contemporary Societies*. London, Sage.
- Giroux, H. 1993. *Living Dangerously*. New York, Peter Lang.
- Glewwe, P. 1996. The relevance of standard estimates of rates of return to schooling for educational policy: A critical assessment. *Journal of Development Economics*, Vol. 51: 267-90.
- 2002. Schools and Skills in Developing Countries: Education Policies and Socioeconomic Outcomes. *Journal of Economic Literature*, Vol. 40, No. 2, June: 436-82.
- Glewwe, P.; Kremer, M.; Moulin, S. 2000. Textbooks and Test Scores: evidence from the Prospective Evaluation in Kenya. Working Paper. Cambridge, MA, Harvard University, November. (http://post.economics.harvard.edu/faculty/kremer/webpapers/Textbooks_Test_Scores.pdf)
- Glewwe, P.; Nauman, I; Kremer, M. 2003. *Teacher Incentives*. Cambridge, MA, National Bureau of Economic Research (NBER Working Paper 9671, May.)
- Good, T. L.; Biddle, B. J.; Brophy, J. E. 1983. *Teaching effectiveness: Research findings and policy implications*. Columbia, University of Missouri Center for Research in Social Behavior. (Technical Report No. 319.)
- Good, T. L.; Brophy, J. E. 1986. School effects. In: M. C. Wittrock (ed.), *Handbook of Research on Teaching*: 328-75. New York, Macmillan.
- Greaney, V.; Khandker, S. R.; Alam, M. 1999. *Bangladesh: Assessing Basic Learning Skills*. Washington, DC, World Bank.
- Green, D. A.; Riddell, W. Craig. 2003. Literacy and earnings: An investigation of the interaction of cognitive and unobserved skills in earnings generation. *Labour Economics*, Vol. 10: 165-84.
- Grimes, B. F. (ed.). 2000. *Ethnologue: Languages of the World*. 14th ed. Dallas, SIL International. (www.ethnologue.com/web.asp)
- Grogger, J. T.; Eide, E. 1993. Changes in college skills and the rise in the college wage premium. *Journal of Human Resources*, Vol. 30, No. 2, Spring: 280-310.
- Guadalupe, C.; Louzano, P. 2003. *Measuring universal primary completion in Latin America*. Santiago, OREALC/UNESCO.
- Gundlach, E.; Woessmann, L.; Gmelin, J. 2001. The Decline of Schooling Productivity in OECD Countries. *Economic Journal*, Vol. 111, No. 471, May: 135-47.
- Gupta, S.; Verhoeven, M.; Tiongson, E. 1999. *Does Higher Government Spending Buy Better Results in Education and Health Care?* Washington, International Monetary Fund. (Working Paper No. 99/21, February).
- Gusso, D. 2004. *Brazil Report*. Background paper for *EFA Global Monitoring Report 2005*.
- Hallak, J.; Poisson, M. 2002. *Ethics and corruption in education: Results from the Expert Workshop held at IIEP, Paris, 28-29 November 2001*. Paris, UNESCO International Institute for Educational Planning. (Observatory Programme, Policy Forum No. 15.)

- 2004a. *Teachers' codes of conduct: How can they help improve quality?* Background paper for *EFA Global Monitoring Report 2005* through the UNESCO International Institute for Educational Planning, Paris.
- 2004b. *Corruption in Education: What impact on quality, equity and ethics?* Background paper for *EFA Global Monitoring Report 2005* through the UNESCO International Institute for Educational Planning, Paris.
- Hanushek, E. A. 1995. Interpreting Recent Research on Schooling in Developing Countries. *World Bank Research Observer*, Vol. 10, No. 2, August: 227-46.
- 1997. Assessing the Effects of School Resources on Student Performance: An Update. *Education Evaluation and Policy Analysis*, Vol. 19, No. 2, Summer: 141-64.
- 2002a. Evidence, Politics, and the Class Size Debate. In: L. Mishel and R. Rothstein (eds.), *The Class Size Debate*: 37-65. Washington, DC, Economic Policy Institute.
- 2002b. Publicly Provided Education. In: A. J. Auerbach and M. Feldstein (eds.), *Handbook of Public Economics*, Vol. 4, Chapter 30: 2045-141. Oxford, Elsevier Science Ltd.
- 2003a. The Failure of Input-based Schooling Policies, *Economic Journal*, Vol. 113, No. 485, February: 64-98.
- 2003b. The Importance of School Quality. In: P. E. Peterson (ed.), *Our Schools and Our Future: Are We Still at Risk?*: 141-73. Stanford, Calif., Hoover Institution Press.
- 2004. *Economic Analysis of School Quality*. Background paper for *EFA Global Monitoring Report 2005*.
- Hanushek, E. A.; Kain, J. F.; Rivkin, S. G. 1999. *Do Higher Salaries Buy Better Teachers?* Cambridge, MA, National Bureau of Economic Research. (NBER Working Paper 7082, April).
- 2004. Why Public Schools Lose Teachers. *Journal of Human Resources*, Vol. 39, No. 2: 326-54.
- Hanushek, E. A.; Kimko, D. D. 2000. Schooling, Labor-Force Quality, and the Growth of Nations. *American Economic Review*, Vol. 90, No. 5, December: 1184-208.
- Hanushek, E. A.; Luque, J. A. 2003. Efficiency and Equity in Schools around the World, *Economics of Education Review*, Vol. 22, No. 5, October: 481-502.
- Hanushek, E. A.; Pace, R. R. 1995. Who chooses to teach (and why)? *Economics of Education Review*, Vol. 14, No. 2, June: 101-17.
- Hanushek, E. A.; Rivkin, S. G. 2003. Does Public School Competition Affect Teacher Quality? In: C. M. Hoxby (ed.), *The Economics of School Choice*. Chicago, University of Chicago Press.
- Hanushek, E. A.; Rivkin, S. G.; Taylor, L. L. 1996. Aggregation and the estimated effects of school resources. *Review of Economics and Statistics*, Vol. 78, No. 4, November: 611-27.
- Hargreaves, A.; Lieberman, A.; Fullan, M.; Hopkins, D. (eds.). 1998. *International Handbook of Educational Change 4*. Dordrecht, Kluwer Academic Press.
- Hargreaves, D. 1999. Revitalising Educational Research: Lessons from the Past and Proposals for the Future. *The Cambridge Journal of Education*, Vol. 29, No. 2: 242-60.
- The production, mediation and use of professional knowledge among teachers and doctors: a comparative analysis. In: CERI, *Knowledge Management in the Learning Society*: 219-38. Paris, Centre for Educational Research and Innovation, OECD.
- Hargreaves, D.; Hopkins, D. 1994. *Development Planning for School Improvement*. London, Cassell.
- Harlen, W.; James, M. 1997. Assessment and Learning: differences and relationships between formative and summative assessment. *Assessment in Education*, Vol. 4, No. 3: 365-79.
- Hattie, J. 1992. *Self-concept*. Hillsdale, NJ, Lawrence Erlbaum Associates.
- Heckman, J. J.; Rubinstein, Y. 2001. The Importance of Noncognitive Skills: Lessons from the GED Testing Program. *American Economic Review*, Vol. 19, No. 2, May: 145-9.

- Heckman, J. J.; Vytlačil, E. 2001. Identifying the role of cognitive ability in explaining the level of and change in the return to schooling. *Review of Economics and Statistics*, Vol. 83, No. 1, February: 1-12.
- Hedges, J. 2002. The importance of posting and interaction with the education bureaucracy in becoming a teacher in Ghana. *International Journal of Educational Development*, Vol. 22, Nos. 3/4: 353-66.
- Helvetas. 2002. *10 key stages towards effective participatory curriculum development: learning from practice and experience in the Social Forestry Support Programme, Vietnam, and other Helvetas-supported projects*. Zurich, Helvetas. (Experience and Learning in International Cooperation, No. 2.)
- Heston, A.; Summers, R.; Aten, B. 2002. *Penn World Table Version 6.1*. Philadelphia, Center for International Comparison, University of Pennsylvania.
- High/Scope Educational Research Foundation. 2004. *The IEA Preprimary Project Age 7 Follow-up*. Ypsilanti, MI, High/Scope.
- H. M. Treasury. 2003. *International Finance Facility*. London, H. M. Treasury.
- 2004. Stability, security and opportunity for all: investing for Britain's long-term future. *2004 Spending Review: new public spending plans 2005-2008*, July.
- Hoeven-Van Doornum, A. A.; Jungbluth, P. 1987. De bijdrage van schoolkenmerken aan schooleffectiviteit [The relevance of school characteristics for school effectiveness]. In: J. Scheerens and W. G. R. Stoel (eds.), *Effectiviteit van onderwijsorganisaties* [Effectiveness of educational organizations]. Lisse, the Netherlands, Swets & Zeitlinger.
- Honduras Ministry of Education. 2003. *Informe Nacional de Rendimiento Académico 2002 Tercero y Sextos grados*. Tegucigalpa, Unidad Externa de Medición de la Calidad de la Educación. Universidad Pedagógica Nacional Francisco Morazán.
- Hopkin, A. G. 1997. Staff Perspectives on Teaching and Learning Styles in Teacher Education in Botswana. *Journal of the International Society for Teacher Education*, Vol. 1, No. 1: 1-11.
- Hopkins, D. 2001. *School Improvement for Real*. London/New York, Routledge/Falmer.
- Hopkins, D.; Ainscow, M.; West, M. 1994. *School Improvement in an Era of Change*. London, Cassell.
- Hoppers, W. 1998. Teachers' Resource Centers in Southern Africa; an Investigation into Local Autonomy and Educational Change. *International Journal of Educational Development*, Vol. 18, No. 3: 229-46.
- 2001. About How to Reach the Truth in Development Cooperation: ODA/DFID's Education Papers. *International Journal of Educational Development*, Vol. 21, No. 5: 463-70.
- 2004. *Knowledge Infrastructures for Quality Improvement*. Background paper for *EFA Global Monitoring Report 2005*.
- Horsley, M. 2004. *An Expert Teacher's Use of Textbooks in the Classroom*. University of Sydney. (http://alex.edfac.usyd.edu.au/Year1/cases/Case%2014/Expert_teacher's_use_of_te.html.)
- Hoxby, C. 2000. The Effects of Class Size on Student Achievement: New Evidence from Population Variation. *Quarterly Journal of Economics*, Vol. 115, No. 4, November: 1239-85.
- Hunt, J. 1961. *Intelligence and Experience*. New York, Ronald Press.
- IHSD. 2003. *Sector Wide Approaches in Education*. London, Institute for Health Sector Development.
- Illich, I. 1971. *Deschooling Society*. New York, Harper & Row.
- ILO. 2000. *Lifelong learning in the twenty-first century: The changing role of educational personnel*. Geneva, International Labour Office.
- 2002. *A Future without Child Labour: Global Report under the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work 2002*. Geneva, International Labour Office.
- 2004. *IPEC action against child labour 2002-2003: progress and future priorities*. Geneva, International Labour Office, International Programme on the Elimination of Child Labour.

- IMF/IDA. 2003. *Poverty Reduction Strategy Papers: Progress in Implementation*. Washington, DC, International Monetary Fund and International Development Association.
- Indonesia Ministry of Education and Culture. 1998. *Impact Evaluation of Non-Formal Education Program in Batch I and II Intensive Kecamatan*. Final Report. Jakarta, Directorate General of Out-of-School Education, Youth and Sports, Directorate of Community Education.
- INEP. 2002. *Geografia da Educação Brasileira: Statistical Handbook*. Brasilia, Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira.
- IRFOL. 2004. *Distance Learning and Improving the Quality of Education*. Background paper for *EFA Global Monitoring Report 2005* through the International Research Foundation for Open Learning, Cambridge.
- Jaramillo, A.; Mingat, A. 2003. *Early Childhood Care and Education in Sub-Saharan Africa: What would it take to meet the Millennium Development Goals?* Washington, DC, World Bank.
- Jarousse, J.-P.; Mingat, A.; Richard, M. 1992. La scolarisation maternelle à 2 ans: effets pédagogiques et sociaux. *Education et formations*, n° 31, avril-juin: 3-9.
- Jarvis, P. 1983. *Adult and Continuing Education: Theory and Practice*. London, Croom Helm.
- Jencks, C.; Bartlett, S.; Corcoran, M.; Crouse, J.; Eaglesfield, D.; Jackson, G.; McClelland, K.; Mueser, P.; Olneck, M.; Schwartz, J.; Ward, S.; Williams, J. 1979. *Who gets ahead? The Determinants of Success in America*. New York, Basic Books.
- Jepsen, C.; Rivkin, S. 2002. *What is the Tradeoff between Smaller Classes and Teacher Quality?* Cambridge, MA, National Bureau of Economic Research. (NBER Working Paper 9205, September).
- Jessee, C.; Mchazime, H.; Dowd, A. J.; Winicki, F.; Harris, A.; Schubert, J. 2003. *Exploring factors that influence teaching and learning: Summary findings from the IEQ/Malawi longitudinal study 1999-2002*. Washington, DC, USAID, Improving Educational Quality Project. (www.ieq.org/pdf/Exploration_into_Findings.pdf) (USAID document No. PN-ACU-230, September.)
- Jimenez, E.; Sawada, Y. 1998. *Do community-managed schools work? An evaluation of El Salvador's EDUCO program*. Washington, DC, World Bank, Development Economics Research Group. (Working Paper No. 8, Series on Impact Evaluation of Education Reforms.)
- Jolliffe, D. 1998. Skills, schooling, and household income in Ghana. *World Bank Economic Review*, Vol. 12: 81-104.
- Jonassen, D. H. 1992. Evaluating constructivist learning. In: T. M. Duffy and D. H. Jonassen (eds.), *Constructivism and the Technology of Instruction: A Conversation*: 138-48. Hillsdale, NJ, Lawrence Erlbaum Associates.
- Juel, C. 1991. Beginning Reading. In: R. Barr, M.L. Kamil, P.B. Mosenthal and P.D. Pearson (eds.), *Handbook of Reading Research*, Vol. 2, Chapter 27. New York, Longman.
- Kagıtçbasi, Ç. 1996. *Family and Human Development Across Cultures: A View from the Other Side*. Mahwah, N.J., Lawrence Erlbaum Associates.
- Kanyika, J. 2004. *National Assessment: Preliminary Results*. Paper presented to the National Assessment Steering Committee, Zambia, February.
- Kapoor, J. M.; Roy, P. 1970. *Retention of literacy*. New Delhi, Council for Social Development, India International Centre.
- Karlekar, M. (ed.). 2000. *Reading the World: Understanding the Literacy Campaigns in India*. Mumbai, Asian South Pacific Bureau of Adult Education.
- Kasprzyk, D. 1999. *Measuring teacher qualifications*. Washington, DC, US Department of Education, National Center for Education Statistics. (NCES Working Paper Series, No. 1999-2004.)
- Kassam, Y. 1995. Julius Nyerere. In: Z. Morsy (ed.), *Thinkers on Education*. Paris, UNESCO.
- Keating, D.; Hertzman, C. (eds.). 1999. *Developmental Health and the Wealth of Nations*. New York, Guilford Press.
- Keddie, N. 1971. Classroom Knowledge. In: M. Young, *Knowledge and Control*: 133-60. London, Collins-Macmillan.

- KEDI. 1979. *The Long-Term Prospect for Educational Development 1978-91*. Seoul, Korean Educational Development Institute.
- Keeves, J. P. 1995. *The World of School Learning: Selected Key Findings from 35 Years of IEA Research*. The Hague, International Association for the Evaluation of Educational Achievement.
- Keeves, J. P.; Schleicher, A. 1992. Changes in Science Achievement 1970-84. In: Keeves, J. P. (ed.), *The IEA Study of Science: Changes in Science Education and Achievement: 1970 to 1984*: Chapter 9. Oxford, Pergamon Press.
- Kellaghan, T.; Greaney, V. 2001. *Using Assessment to Improve the Quality of Education*. Paris, UNESCO International Institute for Educational Planning.
- Kelly, M. J. 2000. *Planning for education in the context of HIV/AIDS*. Paris, UNESCO International Institute For Educational Planning.
- Kigotho, W. 2004. Teachers battling heavy odds. *School & Career*, 6 May 2004.
- King, E.; Ozler, B. 1998. *What's Decentralization Got to do with Learning? The Case of Nicaragua's School Autonomy Reform*. Washington, DC, World Bank, Development Economics Research Group. (Working Paper No. 9, series on Impact Evaluation of Education Reforms.)
- Kingdon, G. 1996. *Student Achievement and Teacher Pay: A Case-Study of India*. London, London School of Economics, Suntory and Toyota International Centres for Economics and Related Disciplines. (STICERD Discussion Paper No. 74, August).
- Kingdon, G.; Teal, F. 2003. *Does Performance-Related Pay for Teachers Improve Student Performance? Some Evidence from India*. Working Paper. Department of Economics, University of Oxford, November.
- Kingsada, T. 2003. Languages and Ethnic Classification in the Lao PDR. *Waalasaan phasaa lae xiwit, Language and Life Journal*, Vol. 1, 2003: 24-39.
- Kirk, J.; Winthrop, R. 2004. *IRC Healing Classrooms Initiative: An initial study in Ethiopia*. New York, International Rescue Committee.
- Klopropgge, J.; van Oijen, P.; Riemersma, F.; van Tilborg, L.; Walraven, G.; Wind, D. 1995. *Educational Research and Development in the Netherlands; The State of the Art from the Perspective of the Education Support Structure*. The Hague, SVO.
- Knack, S.; Rahman, A. 2004. *Donor Fragmentation and Bureaucratic Quality in Aid Recipients*. Washington, DC, World Bank. (World Bank Policy Research Working Paper 3186.)
- Knamiller, G. (ed.). 1999. *The Effectiveness of Teacher Resource Center Strategy*. London, Department for International Development. (Education Research, Serial No. 34.)
- Knight, J. B.; Sabot, R. H. 1990. *Education, productivity, and inequality*. New York, Oxford University Press.
- Knowles, M. S. 1980. *The Modern Practice of Adult Education*. Englewood Cliffs, NJ, Prentice Hall.
- Kolb, D. 1984. *Experiential Learning: Experience as a Source of Learning and Development*. Englewood Cliffs, NJ, Prentice Hall.
- Kosonen, K. 2004. *Education in Local Languages: Policy and Practice in South-East Asia*. A paper prepared for the SEAMEO-UNESCO Education Congress, Bangkok, 27-29 May.
- Kotta, M. N. 1986. *Tutors' and student-teachers' reactions to discovery methods in diploma colleges of education: a case study of Morogoro and Dar es Salaam Colleges*. Dar es Salaam, University of Dar es Salaam, Department of Education.
- Kotze, K.; Higgins, C. 1999. Breakthrough to Icibemba Pilot: An Evaluation. (Mimeograph)
- Kremer, M. ; Moulin, S. ; Namunyu, R. 2003. *Decentralization: A Cautionary Tale*. Working Paper. Cambridge, MA, Harvard University, March.

- Kremer, M.; Moulin, S.; Namunyu, R.; Myatt, D. 1997. *The Quantity-Quality Tradeoff in Education: Evidence from a Prospective Evaluation in Kenya*. Working Paper. Cambridge, MA, Harvard University.
- Krueger, A. B. 1999. Experimental Estimates of Education Production Functions. *Quarterly Journal of Economics*, Vol. 114, No. 2, May: 497-534.
- 2003. Economic Considerations and Class Size. *Economic Journal*, Vol. 113, No. 485, February: 34-63.
- Krueger, A. B.; Whitmore, D. M. 2002. Would Smaller Classes Help Close the Black-White Achievement Gap? In: J. Chubb and T. Loveless (eds.), *Bridging the Achievement Gap*. Washington, DC, Brookings Institution Press.
- Kulik, C. L. C.; Kulik, J. A. 1982. Effects of ability grouping on secondary school students: a meta-analysis of research findings. *American Educational Research Journal*, Vol. 19: 415-28.
- Kulpoo, D. 1998. *The Quality of Education: Some Policy Suggestions Based on a Survey of Schools, Mauritius*. SACMEQ Policy Research Report No. 1. Ministry of Education and Human Resource Development, Mauritius, and UNESCO International Institute for Educational Planning.
- Kunje, D. 2002. The Malawi Integrated In-service Teacher Education Programme: an experiment with mixed-mode training. *International Journal of Educational Development*, Vol. 22, Nos.3/4: 305-20.
- Kunje, D.; Chiremba, S. 2000. *The Malawi Integrated In-Service Teacher Education Programme and its School-Based Components*. Brighton, Centre for International Education, University of Sussex. (MUSTER Discussion Paper No. 12.)
- Kunje, D.; Lewin, K. M. 2000. *The Costs and Financing of Teacher Education in Malawi*. Brighton, Centre for International Education, University of Sussex. (MUSTER Discussion Paper No. 2.)
- Kunje, D.; Lewin, K. M.; Stuart, J. S. 2003. *Primary Teacher Education in Malawi: Insights into Practice and Policy*. Multi-Site Teacher Education Research Project (MUSTER) Country Report Three. London, Department for International Development. (DFID Educational Paper 49d.)
- Kyle, M. J. (ed.). 1985. *Reaching for Excellence: An Effective Schools Sourcebook*. Washington, DC, United States Government Printing Office.
- Lambert, S. 2004. *Pay and Conditions: An Assessment of Recent Trends in Africa*. Background paper for EFA Global Monitoring Report 2005.
- Lancy, D. (ed.). 1978. The Indigenous Mathematics Project. *Papua New Guinea Journal of Education*, Vol. 14, Special Issue: 1-217.
- Latif, S. 2004. *Improvements in the Quality of Primary Education in Bangladesh 1990-2002*. Background paper for EFA Global Monitoring Report 2005.
- Lavy, V. 2003. *Paying for Performance: The Effects of Teachers' Financial Incentives on Students' Scholastic Outcomes*. Cambridge, MA, Harvard University, Bureau for Research and Economic Analysis of Development. (BREAD Working Paper No. 022, February.)
- Lawler, E. E. 1986. *High involvement management*. San Francisco, Jossey-Bass.
- Laws, K.; Horsley, M. 2004. *Educational Equity? Textbooks in New South Wales Secondary Schools*. University of Sydney. (http://alex.edfac.usyd.edu.au/Year1/cases/Case%2014/Textbooks_in_Secondary_Sch.html)
- Lazear, E. P. 2003. Teacher incentives. *Swedish Economic Policy Review*, Vol. 10: 179-214.
- Lee, J.; Barro, R. J. 2001. Schooling Quality in a Cross-Section of Countries. *Economica*, Vol. 38, No. 272, November: 465-88.
- LeGuéré, J.-P. 2003. *Approvisionnement en livres scolaires: vers plus de transparence*. Afrique francophone. Paris, UNESCO International Institute for Educational Planning. (Ethics and Corruption in Education series.)
- Leithwood, K.; Jantzi, D.; Steinbach, R. 1999. *Changing Leadership for Changing Times*. Buckingham, PA, Open University Press.

- Leithwood, K.; Menzies, T. 1998. A Review of Research Concerning the Implementation of Site-Based Management. *School Effectiveness and School Improvement*, Vol. 9, No. 33.
- Levine, D. K.; Lezotte, L. W. 1990. *Unusually Effective Schools: A Review and Analysis of Research and Practice*. Madison, WI, National Center for Effective Schools Research and Development.
- Levinger, B. 1994. *Nutrition, Health and Education for All*. Newton, MA/New York, Education Development Center, Inc./UNDP.
- Lewin, K. M. 1999. *Counting the Cost of Teacher Education: Cost and Quality Issues*. Brighton, Centre for International Education, University of Sussex. (MUSTER Discussion Paper No. 1.)
- 2002. The costs of supply and demand for teacher education: dilemmas for development. *International Journal of Educational Development*, Vol. 22, Nos. 3/4: 221-42.
- 2004. *The Pre-Service Training of Teachers: Does it Meet its Objectives and How can it be Improved?* Background paper for EFA Global Monitoring Report 2005.
- Lewin, K. M.; Ntoi, V.; Nenty, H. J.; Mapuru, P. 2000. *Costs and Financing of Teacher Education in Lesotho*. Brighton, Centre for International Education, University of Sussex. (MUSTER Discussion Paper No. 10.)
- Lewin, K. M.; Samuel, M.; Sayed, Y. (eds.). 2003. *Changing Patterns of Teacher Education in South Africa: Policy, Practice and Prospects*. Sandown, Heinemann Press.
- Lewin, K. M.; Stuart, J. S. 2003. *Researching Teacher Education: New Perspectives on Practice, Performance and Policy*. Multi-Site Teacher Education Research Project (MUSTER) Synthesis Report. London, Department for International Development. (DFID Educational Paper 49a.)
- Liang, X. 1999. *Teacher Pay in 12 Latin American Countries: How does teacher pay compare to other professions, what determines teacher pay, and who are the teachers?* Washington, DC, World Bank. (Latin America and the Caribbean Region Human Development Paper No. 49.)
- Linehan, S. 2004. *Language of Instruction and the Quality of Basic Education in Zambia*. Background paper for EFA Global Monitoring Report 2005.
- Litteral, R. 2004. *Vernacular Education in Papua New Guinea*. Background paper for EFA Global Monitoring Report 2005.
- Little, A. W. (ed.). 2000. *Primary Education Reforms in Sri Lanka*. Battaramulla, Sri Lanka Ministry of Education and Higher Education.
- Little, A. W. 2004. *Learning and Teaching in Multigrade Settings*. Background paper for EFA Global Monitoring Report 2005.
- Lopez-Acevedo, G. 2004. *Professional Development and Incentives for Teacher Performance in Schools in Mexico*. Washington, DC, World Bank. (World Bank Policy Research Working Paper 3236, March.)
- Low-Beer, D.; Stoneburner, R. 2000. *Social Communications and AIDS population behaviour changes in Uganda compared to other countries*. Johannesburg, Centre for AIDS Development, Research and Evaluation.
- 2001. *In Search of the Magic Bullet: Evaluating And Replicating Prevention Programs*. From Curtailing the HIV Epidemic: The Role of Prevention - Leadership Forum sponsored by the Kaiser Family Foundation, Ford Foundation, Gates Foundation. New York, 22 June.
- L. T. Associates, Inc. 2002a. *Review and Analysis of Zambia's Education Sector*. Vol. 1. Lusaka, USAID.
- 2002b. *Review and Analysis of Zambia's Education Sector*. Vol. 2. Lusaka, USAID.
- Lubart, T. 2004. *Individual student differences and creativity for quality education*. Background paper for EFA Global Monitoring Report 2005.
- Lynch, J. 2000. *Inclusion in Education: The Participation of Disabled Learners*. Education for All 2000 Assessment Thematic Study. Paris, UNESCO.

- Machingaidze, T.; Pfukani, P.; Shumba, S. 1998. *The Quality of Education: Some Policy Suggestions Based on a Survey of Schools, Zimbabwe*. SACMEQ Policy Research Report No. 3. Ministry of Basic Education and Culture, Zimbabwe, and UNESCO International Institute for Educational Planning.
- Magrab, P. R. 2004. *Brief Commentary on Quality Education and Children with Disabilities*. Background paper for EFA Global Monitoring Report 2005.
- Malderez, A. 2002. I.S.A. Mentor Development. In: D. Hayes (ed.), *Making a Difference: The Experience of Primary English Language Project, Sri Lanka*, Colombo, British Council.
- Managing for Development Results. 2004. *Action Plan on Managing for Development Results*. Second Roundtable on Managing for Development Results, Marrakech, 5 February.
- Manski, C. F.; Wise, D. A. 1983. *College Choice in America*. Cambridge, MA, Harvard University Press.
- Martínez, J. P.; Myers, R. 2003. *En búsqueda de la calidad educativa en centros preescolares*. Unpublished report to the Dirección General de Investigación Educativa. Mexico City.
- McBer, H. 2000. *Research into Teacher Effectiveness: A Model of Teacher Effectiveness*. Norwich, Crown Copyright Unit.
- McDonnell, I.; Lecomte, H.-B.; Wegimont, L. (eds.). 2003. *Public Opinion and the Fight against Poverty*. Development Centre Studies. Paris, OECD.
- McIntosh, S.; Vignoles, A. 2001. Measuring and assessing the impact of basic skills on labor market outcomes. *Oxford Economic Papers*, Vol. 53: 453-81.
- McKay, H.; Sinisterra, L.; McKay, A.; Gomez, H.; Lloreda, P. 1978. Improving cognitive ability in chronically deprived children. *Science*, Vol. 200, No. 4339: 270-78.
- McLaren, P. 1994. *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education*. 2nd ed. New York, Longman.
- McLaughlin, M. W. 1987. Learning from experience: Lessons from policy implementation. *Educational Evaluation and Policy Analysis*, Vol. 9, No. 2: 171-78.
- McMahon, W. 1999. *Education and Development: Measuring the Social Benefits*, Oxford, Oxford University Press.
- Medley, D.; Mitzel, H. 1963. Measuring classroom behavior by systematic observation. In: N. Gage (ed.), *Handbook of Research on Teaching*. Chicago, Rand McNally.
- Mehrotra, S.; Buckland, P. 1998. *Managing Teacher Costs for Access and Quality*. New York, UNICEF.
- Merrill, M. D. 1991. Constructivism and instruction design. *Educational Technology*, Vol. 31: 45-53.
- Michaelowa, K. 2002. *Teacher job satisfaction, student achievement, and the cost of primary education in francophone sub-Saharan Africa*. HWWA Discussion Paper No. 188. Hamburg, Hamburg Institute of International Economics.
- 2004. *Quality and equity of learning outcomes in francophone Africa*. Montreal, UNESCO Institute for Statistics. (Processed)
- Michéa, J.-C. 1999. *L'enseignement de l'ignorance et ses conditions moderne*. Castlenau Le Nez, France, Ed. Climat.
- Miguel, E.; Kremer, M. 2004. Worms: Identifying Impact on Education and Health in the Presence of Treatment Externalities. *Econometrica*, Vol. 72, No. 1: 159-217.
- Miles, M. B., Saxl, E. R.; Lieberman, A. 1988. What Skills do Educational Change Agents Need? An Empirical View. *Curriculum Enquiry*. Vol. 18, No. 2: 157-93.
- Milner, G.; Chimombo, J.; Banda, T.; Mchikoma, C. 2001. *The Quality of Education: Some Policy Suggestions Based on a Survey of Schools, Malawi*. SACMEQ Policy Research Report No. 7. Ministry of Basic Education and Culture, Malawi, and UNESCO International Institute for Educational Planning.
- Mingat, A. 2002. *Teacher salary issues in African countries*. World Bank Africa Region, Human Development Analysis and Policy Development Support Team. Washington, DC, World Bank.

- Moll, P. G. 1998. Primary schooling, cognitive skills, and wage in South Africa. *Economica*, Vol. 65: 263-84.
- Montagnes, I. 2001. *Textbooks and Learning Materials 1990-99*. Education For All 2000 Assessment Thematic Study. London/Paris, Department for International Development/UNESCO.
- Mortimore, P.; Sammons, P.; Stoll, L.; Lewis, D.; Ecob, R. 1988. *The junior school project; technical appendices*. London, Inner London Education Authority, Research and Statistics Branch.
- Moses, K. 2000. Do you know where your teachers and schools are? *Techknowlogia*, November/December. (<http://ict.aed.org/infocentre/pdfs/doyu.pdf>)
- Moulton, J. 2003. *Improving the Quality of Primary Education in Africa: What has the World Bank Learned?* Draft background paper for ADEA Biennial Meeting, Grand Baie, Mauritius, 3-6 December.
- Mulligan, C. B. 1999. Galton versus the human capital approach to inheritance. *Journal of Political Economy*, Vol. 107, No. 6, pt. 2, December: 184-224.
- Mullis, I. V. S.; Martin, M. O.; Gonzalez, E. J.; Gregory, K. D.; Garden, R. A.; O'Connor, K. M.; Chrostowski, S. J.; Smith, T. A. 2000. *Findings from IEA's Repeat of the Third International Mathematics and Science Study at the Eighth Grade*. Chestnut Hill, MA, International Study Center, Boston College.
- Mullis, I. V. S.; Martin, M. O.; Gonzalez, E. J.; Kennedy, A. M. 2003. *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in 35 Countries*. Chestnut Hill, MA, International Study Center, Boston College.
- Murimba, S. 2003. Learning outcomes in primary education; examples from the south. Conference paper presented in Oslo, 11-13 June.
- Murnane, R. J. 1981. Interpreting the evidence on school effectiveness. *Teachers College Record*, Vol. 83: 19-35.
- Murnane, R. J.; Willet, J. B.; Braatz, M. J.; Duhaldeborde, Y. 2001. Do different dimensions of male high school students' skills predict labor market success a decade later? Evidence from the NLSY. *Economics of Education Review*, Vol. 20, No. 4, August: 311-20.
- Murnane, R. J.; Willet, J. B.; Duhaldeborde, Y.; Tyler, J. H. 2000. How important are the cognitive skills of teenagers in predicting subsequent earnings? *Journal of Policy Analysis and Management*, Vol. 19, No. 4, Fall: 547-68.
- Murnane, R. J.; Willet, J. B.; Levy, F. 1995. The growing importance of cognitive skills in wage determination. *Review of Economics and Statistics*, Vol. 77, No. 2, May: 251-66.
- Mustard, F. 2002. Early Child Development and the Brain - the Base for Health, Learning and Behavior throughout Life. In: M. Young (ed.), *From Early Child Development to Human Development*: 23-61. Washington, DC, World Bank.
- Myers, B. 2004. *In Search of Quality in Programmes of Early Childhood Care and Education*. Background paper for *EFA Global Monitoring Report 2005*.
- Nassor, S.; Mohammed, A. K. 1998. *The Quality of Education: Some Policy Suggestions Based on a Survey of Schools, Zanzibar*. SACMEQ Policy Research Report No. 4. Ministry of Basic Education, Zanzibar, United Republic of Tanzania, and UNESCO International Institute for Educational Planning.
- National Institute of Education of Sri Lanka. 2002. *Performance of Grade 3 students / literacy and numeracy (after 3 years of implementation of Education Reforms)*. Maharagama, National Institute of Education.
- National Research Council. 2001. *Eager to Learn: Educating Our Preschoolers*. Washington, DC, National Academy Press.
- National Statistical Centre. 1997. *Lao Census 1995: Country Report*. Vientiane, National Planning Committee.
- Neal, D. A.; Johnson, W. R. 1996. The role of pre-market factors in black-white differences. *Journal of Political Economy*, Vol. 104, No. 5, October: 869-95.
- Netherlands Ministry of Foreign Affairs. 2003a. *Joint Evaluation of External Support to Basic Education in Developing Countries. Local Solutions to Global Challenges: towards effective partnership in basic education. Final Report*. The Hague, Netherlands Ministry of Foreign Affairs.

- 2003b. *Joint Evaluation of External Support to Basic Education in Developing Countries. Local Solutions to Global Challenges: towards effective partnership in basic education. Document Review.* The Hague, Netherlands Ministry of Foreign Affairs.
 - 2003c. *Joint Evaluation of External Support to Basic Education in Developing Countries. Local Solutions to Global Challenges: towards effective partnership in basic education. Country Study Report- Zambia.* The Hague, Netherlands Ministry of Foreign Affairs.
 - 2003d. *Joint Evaluation of External Support to Basic Education in Developing Countries. Local Solutions to Global Challenges: towards effective partnership in basic education. Country Study Report - Uganda.* The Hague, Netherlands Ministry of Foreign Affairs.
 - 2003e. *Joint Evaluation of External Support to Basic Education in Developing Countries. Local Solutions to Global Challenges: towards effective partnership in basic education. Country Study Report - Burkina Faso.* The Hague, Netherlands Ministry of Foreign Affairs.
 - 2003f. *Joint Evaluation of External Support to Basic Education in Developing Countries. Local Solutions to Global Challenges: towards effective partnership in basic education. Country Study Report - Bolivia.* The Hague, Netherlands Ministry of Foreign Affairs.
- Neufeld, E.; Farrar, E.; Miles, M. B. 1983. *A Review of Effective Schools Research: The Message for Secondary Schools.* Report to the National Commission on Excellence in Education.
- Newman, J.; Rawlings, L.; Gertler, P. 1994. Using Randomized Control Designs in Evaluating Social Sector Programs in Developing Countries. *World Bank Research Observer*, Vol. 9, No. 2, July: 181-201.
- Niane, B. 2004. *Innovation and reform to improve basic education quality in Senegal to achieve EFA goals.* Background paper for *EFA Global Monitoring Report 2005*.
- Nicaragua Ministry of Education. 2003. *Evaluación del Rendimiento Académico de los Estudiantes de Tercero y Sexto Grado de Primaria: Informe de Resultados 2002.* Ministerio de Educación, Cultura y Deportes.
- Nirantar. 1997. Innovating for change: Women's Education for Empowerment. An Analysis of the Mahila Samakhya Program in Banda District (India). In: W. Mauch and U. Papen (eds.), *Making a difference: Innovations in Adult Education*: 33-47. UNESCO Institute for Education, Hamburg, and the German Foundation for International Development, Frankfurt am Main, Peter Lang, GmbH.
- Nkamba, M.; Kanyika, J. 1998. *The Quality of Education: Some Policy Suggestions Based on a Survey of Schools, Zambia.* SACMEQ Policy Research Report No. 5. Ministry of Education, Zambia, and UNESCO International Institute for Educational Planning.
- Nordström, K. 2004. *Quality Education for Persons with Disabilities.* Background paper for *EFA Global Monitoring Report 2005*.
- Nyerere, J. 1968. *Freedom and Socialism. A Selection from Writings & Speeches, 1965-1967.* Dar es Salaam, Oxford University Press.
- Nzomo, J.; Kariuki, M.; Guantai, L. 2001. *The Quality of Education: Some Policy Suggestions Based on a Survey of Schools, Kenya.* SACMEQ Policy Research: Report No. 6. Ministry of Education, Science and Technology, Kenya, and UNESCO International Institute for Educational Planning.
- Odden, A.; Busch, C. 1998. *Financing schools for high performance: strategies for improving the use of educational resources.* San Francisco, Jossey-Bass Publishers.
- OECD. 1996. *Instructional Time in the Classroom.* Center for Education Research and Innovation, Education at a Glance, OECD Indication. Paris, Organisation for Economic Co-operation and Development.
- 1998. *Education at a glance. OECD Indicators 1998.* Centre for Educational Research and Innovation, Paris, OECD.
 - 2001. *Education Policy Analysis.* Paris, Organisation for Economic Co-operation and Development.
 - 2003a. Philanthropic Foundations and Development Co-operation. Off-print of the *DAC Journal*, Vol. 4, No. 3. (www.oecd.org/dataoecd/23/4/22272860.pdf)

- 2003b. *Attracting, developing and retaining effective teachers. Country background report for The Netherlands*, paragraphs 85-9. Paris, OECD.
 - 2003c. *Education at a Glance: OECD Indicators - 2003*. Paris, OECD.
 - 2004a. *Innovation in the Knowledge Economy: Implications for Education and Learning*. Paris, OECD.
 - 2004b. *Knowledge Management; New Challenges for Educational Research. A Review of National Educational Research and Development Systems in the United Kingdom and New Zealand*. Paris, OECD.
 - 2004c. *Raising the quality of educational performance at school*. Policy Brief. Paris, OECD.
 - 2004d. *Reviews of National Policies for Education: Chile*. Paris, OECD.
 - 2004e. *The Quality of the Teaching Workforce*. Policy Brief. Paris, OECD.
- OECD-DAC. 2000. DAC Statistical Reporting Directives. Paris, OECD-DAC. (www.oecd.org/dataoecd/44/45/1894833.pdf)
- 2002. *Development Cooperation in Difficult Partnerships*. Note by the Secretariat for the Development Assistance Committee. 16 May. DCD/DAC (2002) 11/REV1. Paris, OECD-DAC.
 - 2003. *Progress in Alignment and Harmonisation at a Country Level*. Note by the SPA - Budget Support Working Group. Paris. OECD-DAC. (DAC Working Party on Aid Effectiveness and Donor Practices, Room Document No. 4).
 - 2004a. International Development Statistics. Paris, OECD-DAC. (www.oecd.org/dataoecd/50/17/5037721.htm)
 - 2004b. *ODA Statistics for 2003 and ODA Outlook*. DCD/DAC(2004/22). Paris, OECD.
 - 2004c. *OECD-DAC Survey on Progress in Harmonisation and Alignment: Explanatory Note on the Questionnaire*. Paris, OECD-DAC. (www.oecd.org/dataoecd/29/41/31661156.doc)
- OECD/UNESCO Institute for Statistics. 2003. *Literacy Skills for the World of Tomorrow: Further Results From PISA 2000*. Paris/Montreal, OECD/UNESCO-UIS.
- Ohanian, S. 1999. *One size fits few: The folly of educational standards*. Portsmouth, N. H. Heinemann.
- Okech, A.; Carr-Hill, R.; Katahoire, A. R.; Kakooza, T.; Ndidde, A. N.; Oxenham, J. 2001. *Adult Literacy Programs in Uganda*. Washington, DC, World Bank. (Africa Region Human Development Series.)
- Okyere, B.; Mensah, A.; Kugbey, H.; Harris, A. 1997. *What happens to the Textbooks?* Silver Spring, MD, American Institutes for Research, for USAID Improving Educational Quality Project. (www.air.org/pubs/international/textbooks.pdf)
- Oliver, R. 1999. *Fertility and women's Schooling in Ghana*. In: P. Glewwe (ed), *The Economics of School Quality Investments in Developing Countries*: 327-44. St. Martin's, Macmillan.
- Olweus, D. 2001. Bullying at school: tackling the problem. *OECD Observer*, 30 March 2001.
- O'Neill, J. 1990. The role of human capital in earnings differences between black and white men. *Journal of Economic Perspectives*, Vol. 4, No. 4, Fall: 25-46.
- Orazem, P. F.; Gunnarsson, V. 2003. *Child labour, school attendance and academic performance: a review*. Working Paper. International Programme on the Elimination of Child Labour. Geneva, International Labour Office.
- Orivel, F. 2004. *Evaluation of EC support to the Education sector in ACP countries (May 2002)*. Paper presented at the International Colloquium From Evaluation to Policy and Practice: Aid and Education. The Hague, 22-3 March.
- Oxenham, J. 2004. *The Quality of Programs and Policies regarding Literacy and Skills Development*. Background paper for *EFA Global Monitoring Report 2005*.
- Forthcoming. *Review of World Bank and World Experiences in Supporting Non-Formal Education with Literacy for Adults (NFEA)*. Washington, DC, World Bank, Human Development Network, Education Department.

- Oxenham, J.; Diallo, A. H.; Katahoire, A. R.; Petkova-Mwangi, A.; Sall, O. 2002. *Skills and Literacy Training for Better Livelihoods: A Review of Approaches and Experiences*. Washington, DC, World Bank. (Africa Region Human Development Series.)
- Pacific Islands Forum Secretariat. 2001. *Forum Basic Education Action Plan - 2001*. Auckland, New Zealand, 15 May.
- Panchaud, C.; Pii, J.; Poncet, M.; UNESCO-Bangkok. 2004. *Quality analysis of a set of curricula and related material on education for HIV and AIDS prevention in school settings*. Background paper for *EFA Global Monitoring Report 2005*.
- Parker, B. 2003. Roles and Responsibilities, Institutional Landscapes and Curriculum Mindscapes: a partial view of teacher education policy in South Africa, 1990-2000. In: K. M. Lewin, M. Samuel, Y. Sayed (eds.), *Changing Patterns of Teacher Education in South Africa: Policy, Practice and Prospects*: 16-44. Sandown, Heinemann Press.
- Parsons, T. 1959. The school class as a social system: some of its functions in American society. *Harvard Educational Review*, Vol. 29, Fall: 297-318.
- Patrinos, H.; Velez, E. 1996. *Costs and Benefits of Bilingual Education in Guatemala: A Partial Analysis*. Washington, DC, World Bank. (Human Capital Working Paper No. 74.)
- Peiris, K. 2004. *And that made All the Difference: Developments in improving the quality of education in Sri Lanka*. Background paper for *EFA Global Monitoring Report 2005*.
- Peisner-Feinberg, E. S. 2004. Child care and its impact on children 2-5 years of age. In: R. E. Tremblay, R. G. Barr and R. Peters (eds.), *Encyclopedia on Early Childhood Development*. Montreal, Quebec, Centre of Excellence for Early Childhood Development. (Available at www.excellence-earlychildhood.ca)
- Pettifor, A. E.; Rees, H. V.; Steffenson, A.; Hlongwa-Madikizela, L.; MacPhail, C.; Vermaak K.; Kleinschmidt, I. 2004. *HIV and sexual behaviour among young South Africans: A national survey of 15-24-year-olds*. Johannesburg, Reproductive Health Research Unit, University of the Witwatersrand.
- Piaget, J. 1971. *Structuralism*. Translated and edited by C. Maschler. London, Routledge and Kegan Paul.
- 1972. *The principles of genetic epistemology*. Translated by W. Mays. London, Routledge and Kegan Paul.
- Piaget, J.; Inhelder, B. 1969. *The Psychology of the Child*. Translated by H. Weaver. New York, Basic Books.
- Pigozzi, M. J. 2004. *Quality Education and HIV/AIDS*. Draft, June. Paris, UNESCO.
- Pollitt, E. 1990. *Malnutrition and Infection in the Classroom*. Paris, UNESCO.
- Postlethwaite T. N. 2004. *What do International Assessment Studies tell us about the Quality of School Systems?* Background paper for *EFA Global Monitoring Report 2005*.
- Presidential Commission on Education & Human Resource Policy. 2002. *The Policy Report on National Human Resources Development in the 21st Century*. Seoul, Presidential Commission on Education & Human Resource Policy.
- Pritchett, L. 2003. Basic Education Services. In: World Bank, *World Development Report 2004: Making Services Work for Poor People*, Chapter 7. Washington, DC, World Bank.
- 2004. *Towards a New Consensus for Addressing the Global Challenge of the Lack of Education*. Copenhagen, Copenhagen Consensus Challenge Paper.
- PROBE Team. 1999. *Public Report on Basic Education in India*. Delhi, Oxford University Press.
- Project Ploughshares. 2003. Countries hosting armed conflicts in 2002. *Armed Conflicts Report 2003*. (www.ploughshares.ca/content/ACR/acr.html)
- Purkey, S. C.; Smith, M. S. 1983. Effective schools: a review. *The Elementary School Journal*, Vol. 83, No. 4: 427-52.
- Putnam, R. D.; Feldstein, L. M. 2003. *Better Together, Restoring the American Community*. New York, Simon & Schuster.
- Rabinow, P. (ed.). 1984. *The Foucault Reader*. London, Penguin.

- Radebe, T. 1998. Classroom libraries: South Africa. In: D. Rosenberg (ed.), *Getting Books to School Pupils in Africa: 37-79*. London, Department for International Development.
- Raine, A.; Mellingen, K.; Liu, J.; Venables, P. 2003. Effects on Environmental Enrichment at Ages 3-5 Years on Schizotypal Personality and Antisocial Behavior at Ages 17 and 23 Years. *The American Journal of Psychiatry*, Vol. 160: 1627-635.
- Ralph, J. H.; Fennessey, J. 1983. Science or reform: some questions about the effective schools model. *Phi Delta Kappan*, Vol. 64, No. 10.: 689-95.
- Ramey, C. T.; Ramey, S. L. 1998. Early Intervention and Early Experience. *American Journal of Psychology*, Vol. 53: 109-20.
- Ratteree, B. 2004. *Teachers, Their Unions and the Education for All Campaign*. Background paper for EFA Global Monitoring Report 2005 through the International Labour Office, Geneva.
- Ravela, P. 2002. *¿Cómo Presentan sus Resultados los Sistemas Nacionales de Evaluación Educativa en América Latina? El Programa de Promoción de la Reforma Educativa en América Latina y el Caribe*. (www.preal.cl)
- Reezigt, G. J. 1993. *Effecten van differentiatie op de basisschool* [Effects of Grouping in Primary Education]. Groningen, Research instituut voor het onderwijs in het noorden, University of Groningen.
- Republic of Korea. 2003. *Education in Korea 2003-2004*. Seoul, Ministry of Education and Human Resources.
- Resnick, L. B. 1987. *Education and Learning to Think*. Washington, DC, National Academic Press.
- Reynolds, D.; Hopkins, D.; Stoll, L. 1993. Linking school effectiveness knowledge and school improvement practice: towards a synergy. *School Effectiveness and School Improvement*, Vol. 4, No. 1.: 37-58.
- Richler, D. 2004. *Quality Education for Persons with Disabilities*. Background paper for EFA Global Monitoring Report 2005.
- Riddell, A. 2002. *Sector-wide Approaches in Education: issues for donor agencies arising from case studies of Zambia and Mozambique*. Paris, UNESCO International Institute for Educational Planning.
- 2004. *UNESCO and Sector Wide Approaches in Education*. (Draft, mimeograph)
- Ritzen, J. 1999. *Looking for Eagles; A Short Guide to Bird Watching in an Educational Context*. Washington, World Bank.
- Rivkin, S. G. 1995. Black/white differences in schooling and employment. *Journal of Human Resources*, Vol. 30, No. 4, Fall: 826-52.
- Rivkin, S. G.; Hanushek, E. A.; Kain, J. F. 2002. *Teachers, Schools and Academic Achievement*. University of Texas-Dallas, Texas Schools Project
- Rosenberg, D. (ed.) 1998. *Getting Books to School Pupils in Africa*. London, Department for International Development.
- Rosenshine, B. V. 1983. Teaching functions in instructional programs. *Elementary School Journal*, Vol. 3: 335-51.
- Rosenshine, B. V.; Furst, N. 1973. The use of direct observation to study teaching. In: R. M. Travers (ed.), *Handbook of Research on Teaching*. 2nd edition. Chicago, Rand McNally.
- Rosenshine, B. V.; Stevens, R. 1986. Teaching functions. In: M. C. Wittrock (ed.), *Handbook of Research on Teaching: 376-391*. New York, Macmillan.
- Rosenzweig, M. 1995. Why are there returns to schooling? *American Economic Review*, Vol. 76, No. 3.: 470-82.
- Rosso, J. M. D.; Marek, T. 1996. *Class Action: improving school performance in the developing world through better health and nutrition*. Washington, DC, World Bank.
- Rousseau, J.-J. 1911. *Emile*. Translated by B. Foxley. London, Dent.
- Russell, B. 1961. *History of Western Philosophy*. London, Allen and Unwin.

- Rutter, M. 1983. School effects on pupil progress: research findings and policy implications. *Child Development*, Vol. 54, No. 1: 1-29.
- Rutter, M.; Giller, H.; Hagell, A. 1998. *Antisocial Behaviour by Young People*. Cambridge, Cambridge University Press.
- Sack, R.; Cross, M.; Moulton, J. 2003. Evaluation of Finnish education sector development cooperation. Helsinki, Ministry of Foreign Affairs of Finland, Department for Development Policy. (<http://global.finland.fi/evaluations/education.pdf>)
- Sallis, E. J. 1996. *Total quality management in education*. 2nd ed. London, Kogan Page.
- Salzano, C. 2002. *Making Book Coordination Work*. Paris, Association for the Development of Education in Africa Working Group on Books and Learning Materials, and UNESCO. (Perspectives on African Book Development, 13.)
- Sammons, P.; Hillman, J.; Mortimore, P. 1995. *Key characteristics of effective schools: A review of school effectiveness research*. London, Office for Standards in Education.
- Samoff, J. 1993. The Reconstruction of Schooling in Africa. *Comparative Education Review*, Vol. 37, No. 2: 181-222.
- 2003. Sector-based Development Co-operation: evolving strategies, persisting problems - a place for dialogue. In: J. Olsson and L. Wohlgemuth (eds.), *Dialogue in Pursuit of Development: 286-301*. Stockholm, Almqvist & Wiksell International. (Expert Group on Development Issues, Study 2003:2.)
- Sampa, F. K. 2003. *Country Case Study. Primary Reading Programme (PRP): Improving Access and Quality Education in Basic Schools*. A study prepared for the Association for the Development of Education in Africa. Paris.
- Save the Children. 2004. School Health and Nutrition Newsletter, April 2004. (www.savethechildren.org/publications/SHN_newsletter_April_2004.pdf)
- Sayed, Y. 2001. *Continuing Professional Development and Education Policy: Characteristics, Conditions and Change*. Keynote paper for the Ministry of Education, South Africa for the National Teacher Education Policy Conference, 20-21 October.
- 2002. Changing forms of teacher education in South Africa: a case study of policy change. *International Journal of Educational Development*, Vol. 22, Nos.3/4: 381-95.
- Sayed, Y.; Heystek, J.; Smit, B. 2002. *Further Diploma in Education (Educational Management) by Distance Education at the University of Pretoria, South Africa*. Brighton, Centre for International Education, University of Sussex. (MUSTER Discussion Paper No. 33.)
- Sayed, Y.; Akyeampong, K.; Ampiah, J. G. 2000. Partnership and Participation in Whole School Development in Ghana. *Education through Partnership*, Vol. 4, No. 2: 40-5.
- Scheerens, J. 1992. *Effective Schooling, Research, Theory and Practice*. London, Cassell.
- 2004. *Review of School and Instructional Effectiveness Research*. Background paper for EFA Global Monitoring Report 2005.
- Schleicher, A.; Siniscalco, M.; Postlethwaite, T. N. 1995. *The Conditions of Primary Schools: A Pilot Study in the Least Developed Countries*. Report to UNESCO and UNICEF.
- Schliesinger, J. 2000. *Ethnic Groups of Thailand: Non-Tai-Speaking Peoples*. Bangkok, White Lotus.
- 2003. *Ethnic Groups of Laos. Vols. 1-4*. Bangkok, White Lotus.
- Schluter, A.; Then, V.; Walkenhorst, P. 2001. *Foundations in Europe: Society, Management and Law*. London Directory of Social Change/CAF.
- Schultz, T. P. 1996. Accounting for Public Expenditures on Education: An International Panel Study. In: T. P. Schultz (ed.), *Research in Population Economics*, 8, Greenwich, Conn., JAI Press: 8.
- Silanda, A. 2000. Why are there so few books in the schools? *ADEA Newsletter*, Vol. 12, No. 3, July-September.
- Sinclair, M. 2001. Education in Emergencies. In: *Learning for a Future: Refugee Education in Developing Countries*, Geneva, UNHCR.

- 2002. *Planning Education in and after Emergencies*. Paris, UNESCO International Institute for Educational Planning. (Fundamentals of Educational Planning No. 73.)
- Singh, N. K. 2003. *Aid Management: India Country Report*. Paper to the 5th UN Global Forum on Innovation and Quality in the Government of the 21st Century, Mexico City, 3-7 November.
- Siniscalco, M. T. 2004. *Teachers' Salaries*. Background paper for *EFA Global Monitoring Report 2005*.
- Skinner, B. F. 1968. *The Technology of Teaching*. Englewood Cliffs, N.J./London, Prentice-Hall.
- Slavin, R. E. 1987. *Cooperative learning: student teams*, 2nd edition. Washington, DC, National Education Association Professional Library.
- 1996. *Success for all*. Lisse, the Netherlands, Swets & Zeitlinger.
- 1998. Sands, Bricks, and Seeds: School Change Strategies and Readiness for Reform. In: A. Hargreaves, A. Liebermann, M. Fullan and D. Hopkins (eds.), *International Handbook of Educational Change*, Dordrecht/Boston/London, Kluwer.
- Smalley, W. A. 1994. *Linguistic Diversity and National Unity: Language Ecology in Thailand*. Chicago, University of Chicago Press.
- Smith, G.; Kippax, S., Aggleton, P. 2000. *HIV and Sexual Health Education in primary and secondary schools: findings from selected Asia-Pacific Countries*. Sydney, National Centre in HIV Social Research.
- Somerset, A., 1996. Examinations and educational quality. In: A. Little and A. Wolf (eds.), *Assessment in Transition: learning, monitoring and selection in international perspective: 263-84*. Oxford/Tarrytown/Tokyo, Elsevier Science Ltd.
- South Africa Department of Education. 2004. *Draft Policy Framework. Education Management and Leadership Development*. Directorate: Education Management and Governance Development. June.
- Sow, M. A.; Brunswic, E.; Valérien, J. 2001. Case Study E: Guinea. In: T. Read, C. Denning and V. Bontoux (eds.), *Upgrading book distribution in Africa: 127-36*. ADEA Working Group on Books and Learning Materials, c/o the Department for International Development, London.
- Span Consultants. 2003. *Common Indicators in Education for Development Co-operation*. Final Report Prepared for the European Commission. Utrecht, Span Consultants.
- Spiro, R. J.; Feltowich, P. J.; Jacobson, M. J.; Caulson, R. L. 1992. Cognitive flexibility, constructivism and hypertext: random access instruction for advanced knowledge acquisition in ill-structured domains. In: T. M. Duffy and D. H. Jonassen (eds.), *Constructivism and the Technology of Instruction: A Conversation*. Hillsdale, N. J., Lawrence Erlbaum Associates.
- Spring, J. 1972. *Education and the Rise of the Corporate State*. Boston, Beacon Press.
- Stallings, J. 1985. Effective elementary classroom practices. In: M. J. Kyle (ed.), *Reaching for excellence. An effective schools sourcebook*. Washington, DC, United States Government Printing Office.
- Stallings, J.; Mohlman, G. 1981. *School policy, leadership style, teacher change and student behavior in eight schools*. Final Report to the National Institute of Education, Washington, DC.
- Steele, M. 2003. Teacher Education Policy: A Provincial Portrait from KZN. Dead Men Walking. In: K. M. Lewin, M. Samuel, Y. Sayed. (eds.), *Changing Patterns of Teacher Education in South Africa: Policy, Practice and Prospects: 107-17*. Sandown, Heinemann Press.
- Storeng, M. 2001. *Giving learners a chance: learner-centredness in the reform of Namibian teaching*. Unpublished Ph.D. Thesis. Stockholm, Institute of International Education.
- Sweeney, J. 1982. Research synthesis on effective school leadership. *Educational Leadership*, Vol. 39: 346-52.
- Tabulawa, R. 1997. *Teachers' perspectives on classroom practice in Botswana: implications for pedagogical change*. Paper presented at the 3rd Biennial National Conference of Teachers' Education. Gaborone, 25-29 August.

- Takala, T. 2004. *Contribution of the Sector-wide Approach to Improvement of Quality of Basic Education in Mozambique*. Background paper for *EFA Global Monitoring Report 2005*.
- Tan, J.-P.; Lane, J.; Lassibille, G. 1999. Outcomes in Philippine Elementary Schools: An Evaluation of Four Experiments. *World Bank Economic Review*, Vol. 13, No. 3, August: 493-508.
- Taylor, P. 2004. *How can participatory processes of curriculum development impact on the quality of teaching and learning in developing countries?* Background paper for *EFA Global Monitoring Report 2005* through the Institute of Development Studies, Brighton.
- Taylor, P.; Fransman, J. 2004. *Learning and Teaching Participation: Exploring the Role of Higher Learning Institutions as Agents of Development and Social Change*. Brighton, Institute of Development Studies. (Working Paper 219.)
- Teddlie, C.; Reynolds, D. 2000. *The International Handbook of School Effectiveness Research*. London/New York, Falmer Press.
- Theunynck, S. 2003. *School Construction in Developing Countries: What do we know?* Washington, DC, World Bank.
- Thomas, D. 1999. *Fertility, Education and Resources in South Africa*. In: C. Bledsoe, et al., *Critical Perspectives on Schooling and Fertility in the Developing World*. Washington, DC, National Academy Press.
- Tobias, S. 1991. An eclectic examination of some issues in the constructivist-ISP controversy. *Educational Technology*, Vol. 31, No. 9: 41-3.
- Todd, P. E.; Wolpin, K. I. 2003. On the Specification and Estimation of the Production Function for Cognitive Achievement. *Economic Journal*, Vol. 113, No. 485, February: 3-33.
- Torres, R. M. 2003. *Lifelong Learning: A New Momentum and a New Opportunity for Adult Basic Learning and Education (ABLE) in the South*. Stockholm, Swedish International Development Agency.
- Touré, Saliou. 1984. Preface. In: Salimata (ed.), *Mathématiques dans l'environnement socio-culturel Africain*. Doumbia, Abidjan, Institut de Recherches Mathématiques d'Abidjan.
- Tsuruta, Y. 2003. *On-going Changes to Higher Education in Japan and Some Key Issues*. Paper presented at the seminar Responding to Change and Reforms at the Higher Education Institution. Daiwa Anglo-Japanese Foundation. 26 November.
- Tutu, D. 2000. *No Future without Forgiveness*. Cape Town, Image Books.
- Tyler, R. W. 1949. *Basic Principles of Curriculum and Instruction*. Chicago, London, University of Chicago Press.
- Uganda Bureau of Statistics and ORC Macro. 2002. *DHS EdData Survey 2001: Education Data for Decision-Making*. Calverton, MD, ORC Macro.
- Uganda Ministry of Education and Sports. 2003a. *Education Sector Six Monthly Report (ESSMR), May - November 2003*. (www.education.go.ug/ESSMR%2016%20VERSION.htm)
- Uganda Ministry of Education and Sports. 2003b. *Final Aide-Mémoire for the 10th Education Sector Review*, November.
- UIE. 2004. *Quality Adult Learning. Background paper for EFA Global Monitoring Report 2005* through the UNESCO Institute for Education, Hamburg.
- UNAIDS/UNICEF. 2003. *Children Orphaned by AIDS in sub-Sahara Africa*. (UNAIDS/UNICEF Fact Sheet).
- UNDP. 2003. *Development Effectiveness Report 2003: Partnership for Results*. New York, UNDP.
- UNESCO. 1997. *International Standard Classification of Education*. Paris, UNESCO.
- 2000a. *The Dakar Framework for Action: Education for All - Meeting our Collective Commitments*. World Education Forum, Dakar, Senegal. 26-28 April. Paris, UNESCO.
- 2000b. *Approved Programme and Budget for 2000-2001, 30C/5*. Paris, UNESCO.

- 2002a. *EFA Global Monitoring Report 2002: Education for All - Is the World on Track?* Paris, UNESCO. (www.unesco.org/education/efa/monitoring/monitoring_2002.shtml)
 - 2002b. *Approved Programme and Budget for 2002-2003, 31C/5*. Paris, UNESCO.
 - 2003a. *EFA Global Monitoring Report 2003/4: Gender and Education for All -The Leap to Equality*. Paris, UNESCO. (http://portal.unesco.org/education/en/ev.php-URL_ID=23023&URL_DO=DO_TOPIC&URL_SECTION=201.html)
 - 2003b. *Education in a Multilingual World*. UNESCO Education Position Paper. Paris, UNESCO.
 - 2003c. *Educational Reform in Egypt 1996-2003: Achievements and Challenges in the New Century*. Prepared by S. Spaulding, M. Ahmed and G. Gholam for the Ministry of Education, Egypt, September.
 - 2004a. *Report 2003: Third High-Level Group Meeting on Education for All*. Paris, UNESCO. (www.unesco.org/education/efa/global_co/policy_group/hlg_2003_report.pdf)
 - 2004b. *Decisions Adopted by the Executive Board at its 169th Session*. Paris, 14-28 April. (<http://unesdoc.unesco.org/images/0013/001346/134685e.pdf>)
 - 2004c. *Report of the Fourth Meeting of the Working Group on Education for All*. Paris, UNESCO. (<http://unesdoc.unesco.org/images/0013/001318/131853e.pdf>)
 - 2004d. *EFA Flagship Initiatives: Multi-partner collaborative mechanisms in support of EFA goals*. Paris, UNESCO.
 - 2004e. *Report by the Director-General on the Strategic Review of UNESCO's Post-Dakar Role in Education for All (EFA)*. 170 EX/8. Paris, 20 August. Paper for the 170th Executive Board Meeting. (<http://unesdoc.unesco.org/images/0013/001360/136095e.pdf>)
- UNESCO-IIEP. 2004. *Promoting Skills Development*. Paris, UNESCO International Institute for Educational Planning.
- UNESCO Institute for Statistics. 2001. *Report on the meeting and proposals for the future development of EFA Indicators*. Montreal/Paris, UNESCO Institute for Statistics.
- 2004a. *Global Education Digest 2004*. Montreal/Paris, UNESCO Institute for Statistics.
 - 2004b. *The primary completion rate: feasibility as an international indicator*. Montreal/Paris, UNESCO Institute for Statistics. (Processed)
- UNESCO Institute for Statistics/OECD. 2003. *Financing Education: Investments and Returns*. Montreal/Paris, UNESCO Institute for Statistics/OECD.
- UNESCO/UNDP. 1976. *Experimental World Literacy Programme: Critical Evaluation*. Paris, UNESCO.
- UNESCO-Beirut. 2004a. *Comparative Analysis of Education for All National Plans in the Arab States*. Arab Regional Conference on Education for All, EFA National Plans: What Actions Next? Beirut, 20-23 January.
- 2004b. *Future Orientations Adopted by the Drafting Committee*. Arab Regional Conference on Education for All, EFA National Plans: What Actions Next? Beirut, 20-23 January.
- UNESCO-BREDA. 2003. *Synthesis of the Progress Made in Africa in the Planning and Achievement of Education for All*. Reference document for the Eighth Conference of Ministers of Education of African Member States (MINEDAF VIII). Dar-es-Salaam, 2-6 December 2002.
- UNESCO-Santiago. 2003. *Follow-up Model of the Regional Project for Latin America and the Caribbean (PRELAC) - Support, Monitoring and Assessment - Havana Declaration*. Santiago, OREALC/UNESCO.
- 2004. *Education for All in Latin America: A Goal within our Reach*. Regional EFA Monitoring Report 2003. Santiago, OREALC/UNESCO.
- UNICEF. 1999a. *Child Domestic Work. Innocenti Digest*, 5. Florence, UNICEF.
- 1999b. *Education For All?* Florence, Innocenti Research Centre.

- 1999c. *The State of the World's Children 1999*. UNICEF.
 - 2000. *Defining Quality in Education*. New York, UNICEF.
- United Nations. 2000. United Nations Millennium Declaration. Resolution adopted by the General Assembly. (United Nations A/RES/55/2) (www.un.org/millennium/declaration/ares552e.htm)
- 2001a. Appendix, para. 9. (CRC/GC/2001/1) Committee on the Rights of the Childs, General Comment 1: The Aims of Education.
 - 2001b. Report of the High-Level Panel on Financing for Development. (www.un.org/reports/financing/full_report.pdf)
 - 2003a. Post-Monterrey development aid report card. (Financing for Development Briefing Note 2.) (www.un.org/esa/ffd/1003brief-Oda.pdf)
 - 2003b. *Implementation of and Follow-up to Commitments and Agreements Made at the International Conference on Financing for Development*. Report of the Secretary-General to the Fifty-Eight Session of the General Assembly, A/58/216. United Nations.
- United Republic of Tanzania. 2001. *Education Sector Development Programme. Primary Education Development Plan (2002-2006)*. Dar-Es-Salaam, Government of the United Republic of Tanzania, Basic Education Development Committee.
- Usher, R.; Edwards, R. 1994. *Postmodernism and Education*. New York, Routledge.
- Väljjarvi, J.; Linnakylä, P.; Kupari, P.; Reinikainen, P.; Arffman, I. 2002. *The Finnish Success in PISA - and Some Reasons Behind It*. Jyväskylä, Institute for Educational Research, University of Jyväskylä.
- Van Graan, M.; Pokuti, H.; Leczel, D.; Liman, M.; Swarts, P. 2003. *Practising Critical Reflection in Teacher Education: Case Study of three Namibian Teacher Development Programmes*. Background paper for the ADEA Biennial Meeting, Grand Baie, Mauritius, 3-6 December.
- Van Laarhoven, P.; de Vries, A. M. 1987. Effecten van de interklassikale groeperingsvorm in het voortgezet onderwijs: resultaten van een literatuurstudie [Effects of heterogeneous grouping in secondary schools]. In: J. Scheerens and W. G. R. Stoel (eds.), *Effectiviteit van onderwijsorganisaties* [Effectiveness of educational organizations]. Lisse, the Netherlands, Swets & Zeitlinger.
- Vawda, A.; Patrinos, H. 1998. Cost of Producing Educational Materials in Local Languages. In: W. Kuper (ed.), *Mother-Tongue Languages in Africa: A Reader*. 2nd ed. Eschborn, GTZ.
- Vedder, P. H. 1985. *Cooperative learning. A study on processes and effects of cooperation between primary school children*. The Hague, SVO.
- Vegas, E.; De Laat, J. 2003. *Do differences in teacher contracts affect student performance? Evidence from Togo*. Background paper for *EFA Global Monitoring Report 2005*.
- Vermeersch, C. 2002. *School Meals, Educational Achievement and School Competition: Evidence from a Randomized Experiment*. Working Paper. Cambridge, MA, Harvard University, November.
- Vijverberg, Wim P. M. 1999. The impact of schooling and cognitive skills on income from non-farm self-employment. In: P. Gelwwe (ed.), *The economics of school quality investments in developing countries: An empirical study of Ghana*. New York: St. Martin's Press and the University of Oxford.
- Vince-Whitman, C.; Aldinger, C.; Levinger, B.; Birdthistle, I. 2001. *School Health and Nutrition*. Education for All 2000 Assessment Thematic Study. Paris, UNESCO.
- Voigts, F. 1998. *The Quality of Education: Some Policy Suggestions Based on a Survey of Schools, Namibia*. SACMEQ Policy Research Report No. 2. Ministry of Basic Education and Culture, Namibia, and UNESCO International Institute for Educational Planning.
- Volan, S. 2003. *Educational Reform and Change in the South: a matter of restructuring as well as reculturing - experiences from Zambia*. Unpublished D.Phil Thesis. University of Southampton.

- VSO. 2002. *What makes teachers tick? A policy research report on teachers' motivation in developing countries*. London, Voluntary Service Overseas.
- Vygotsky, L. S. 1962. *Thought and Language*. Cambridge, MA, MIT Press.
- 1978. *Mind in Society: The Development of Higher Psychological Process*. Cambridge, MA, Harvard University Press.
- Wade, R. 1990. *Governing the Market: Economic Theory and the Role of Government in East Asian Industrialization*. Princeton, NJ, Princeton University Press.
- Walberg, H. 1991. Improving school science in advanced and developing countries. *Review of Educational Research*, Vol. 61, No. 1: 25-69.
- Walter, S. L. Forthcoming. *Literacy, Education and Language*. (Draft) Dallas, SIL International.
- Wang, M. C.; Haertel, G. D.; Walberg, H. J. 1993. Toward a knowledge base for school learning. *Review of Educational Research*, Vol. 63, No. 3: 249-94.
- 1994. Qu'est-ce qui aide l'élève à apprendre? *Vie pédagogique*, No. 90, septembre-octobre: 45-9.
- Weeda, W. C. 1986. Effectiviteitsonderzoek van scholen. In: J. C. van der Wolf and J. J. Hox (eds.), *Kwaliteit van het onderwijs in het geding* [About education quality]. Publicaties van het Amsterdams Pedagogische Centrum, No. 2, Lisse, the Netherlands, Swets & Zeitlinger.
- Weikart, D. P.; Montie, J.; Xiang, Z. 2004. *Preschool Experience and Age 7 Child Outcomes: Findings from 10 Countries*. Ypsilanti, MI, High/Scope. (www.highscope.org/Research/iea.htm)
- Weikart, D.P.; Olmsted, P.; Montie, J. (eds.). 2003. *IEA Preprimary Project, Phase 2: A World of Experience. Observations in 15 Countries*. Ypsilanti, MI, High/Scope.
- Werner, E. E.; Smith, R. 1982. *Vulnerable but Invincible: A Longitudinal Study of Resilient Children and Youth*. New York, McGraw-Hill.
- Weva, K. 2003a. *Adaptation of School Curriculum to Local Context*. Background paper for the ADEA Biennial Meeting, Grand Baie, Mauritius, 3-6 December.
- 2003b. *Le rôle et la formation des directeurs d'écoles en Afrique*. Background paper commissioned by the Association for the Development of Education in Africa in the framework of the Challenge of Learning study. Paris, UNESCO International Institute for Educational Planning.
- White, H. 2004. *Using household survey data to measure educational performance: The case of Ghana*. OED Impact Evaluation. Washington, DC, World Bank. (Mimeograph)
- WHO. 1997. *Promoting Health through Schools: a summary and recommendations of WHO's Expert Committee on Comprehensive School Health Education and Promotion*. Geneva, World Health Organization. (WHO Technical Report Series, 870.)
- 1998. *Violence Prevention: An Important Element of a Health-Promoting School*. Geneva, World Health Organization. (WHO Information Series on School Health, Document Three.)
- Williams, E. 1998. *Investigating Bilingual Literacy : Evidence from Malawi and Zambia*. London, Department for International Development. (DFID Educational Paper 24).
- Williams, R. C.; Harold, B.; Robertson, J.; Southworth, G. 1997. Sweeping decentralization of educational decision-making authority: lessons from England and New Zealand. *Phi Delta Kappan*, Vol. 78, No. 8: 626-31.
- Willms, J. D. 2003. *Ten Hypotheses about Socioeconomic Gradients and Community Differences in Children's Developmental Outcomes*. Ottawa, Human Resources Development Canada, Applied Research Branch.
- Willms, J. D.; Somers, M. A. 2001. *Schooling outcomes in Latin America*. Report prepared for UNESCO.
- Wilson, D. 2004. *A Human Rights Contribution to Defining Quality Education*. Background paper for EFA Global Monitoring Report 2005.

- Wisenthal, M. 1983. *Historical Statistics of Canada: Section W: Education*. Ottawa, Statistics Canada. (www.statcan.ca/english/freepub/11-516-XIE/sectionw/sectionw.htm)
- Woessmann, L. 2000. *Schooling Resources, Education Institutions, and Student Performance: The International Evidence*. Kiel Institute of World Economics. (Working Paper No. 983.)
- Women's Commission for Refugee Children and Women. 2004. *Global Survey on Education in Emergencies*. New York, Women's Commission for Refugee Children and Women.
- Working Group for International Cooperation in Skills Development. 2002. *World Bank Study on: Vocational Skills Development in Sub-Saharan Africa*. Edinburgh, Working Group for International Cooperation in Skills Development. (Debates in Skills Development Paper 7.)
- World Bank. 1993. *The East Asian Miracle: Economic Growth and Public Policy*. New York, Oxford University Press.
- 2002a. *Arab Republic of Egypt Education Sector Review: Progress and Priorities for the Future*. EGT Human Development Group, Middle East and North Africa Region. Washington, DC, World Bank. (Report No. 24905, October.)
 - 2002b. *Education and HIV/AIDS: A Window of Hope*. Washington, DC, World Bank.
 - 2002c. *Zambia Country Assistance Evaluation*. Washington, DC, World Bank, Operations Evaluation Department.
 - 2003a. *Opening Doors: Education and the World Bank*, Washington, DC, World Bank, Human Development Network. (www1.worldbank.org/education/pdf/OpenDoors.pdf)
 - 2003b. *World Development Indicators*. CD-ROM. Washington, DC, World Bank.
 - 2004a. *Books, Buildings, and Learning Outcomes: An Impact Evaluation of World Bank Support to Basic Education in Ghana*. Washington, DC, World Bank Operation Evaluation Department. (www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2004/05/20/000160016_20040520093425/Rendered/PDF/287790GH.pdf)
 - 2004b. EdStats, the World Bank database of education statistics. (www.worldbank.org/education/edstats)
 - 2004c. *Education for All (EFA) - Fast Track Initiative: Progress Report*. Washington, DC, World Bank. ([http://siteresources.worldbank.org/DEVCOMMINT/Documentation/20190709/DC2004-0002\(E\)-EFA.pdf](http://siteresources.worldbank.org/DEVCOMMINT/Documentation/20190709/DC2004-0002(E)-EFA.pdf))
 - 2004d. *FTI News*, May. (www1.worldbank.org/education/efatti/documents/news_052804.pdf)
 - 2004e. *Global Monitoring Report 2004. Policies and Actions for Achieving the MDGs and Related Outcomes*. Washington, DC, World Bank.
 - 2004f. *Improving Primary Education in Ghana: An Impact Evaluation*. Washington, DC, World Bank.
 - 2004g. Research Project on Educational Attainment and Enrollment Around the World, database. (www.worldbank.org/research/projects/edattain/edattain.htm)
 - 2004h. School Health at a Glance. Core Intervention 2: provision of safe water and sanitation. (<http://wbIn0018.worldbank.org/HDNet/hddocs.nsf/c840b59b6982d2498525670c004def60/489122cbc270b63185256a4e00697986>)
 - 2004i. School Health at a Glance. Core Intervention 4: Access to Health and Nutrition Services. (<http://wbIn0018.worldbank.org/HDNet/HDdocs.nsf/c840b59b6982d2498525670c004def60/652e989def046eb185256a4e006af0f9?OpenDocument>)
 - 2004j. *World Development Report 2004: Making Services Work for Poor People*. Washington, DC, World Bank.
- World Bank/Asian Development Bank. 2003. *Public Expenditure Review 2003*. Washington, DC, World Bank.
- World Bank/IMF. 2004. Communiqué of the Development Committee, Spring 2004. (www.imf.org/external/np/cm/2004/042504.htm)

- World Bank-FTI Secretariat. 2004. *Education for All Fast-Track Initiative: Framework Document*. (www1.worldbank.org/education/efafti/documents/FrameworkDocMarch30_04.pdf)
- World Education. 2000. *Farmer Field Schools in Nepal: a proven model to promote sustainable agriculture*. Boston, World Education.
- Wormnæs, S. 2004. *Quality of Education for Persons with Disabilities*. Background paper for EFA Global Monitoring Report 2005.
- Wright, S. P.; Horn, S. P.; Sanders, W. L. 1997. Teacher and Classroom Context. *Personnel Evaluation in Education*, Vol. 11: 57-7.
- Young, M. E. (ed.). 2002. *From Early Child Development to Human Development*. Washington, DC, World Bank.
- Young, M. F. D. 1971. *Knowledge and Control*. London, Collins-Macmillan.
- Zambia Central Statistical Office and ORC Macro. 2003. *DHS EdData Survey 2002: Education Data for Decision-Making*. Calverton, MD, ORC Macro.
- Zambia Ministry of Education. 2002. *MOE Annual Report 2002*. Lusaka, Ministry of Education.
- Zambia. 2004. *Memorandum of Understanding: Co-ordination and Harmonisation of GRZ/Donor Practices for Aid Effectiveness in Zambia*. Lusaka, Government of the Republic of Zambia.
- Zaslavsky, C. 1973. *Africa counts: Number and pattern in African culture*. Boston, Prindle, Weber & Schmidt.
- Zeitlin, M.; Ghassemi, H.; Mansour, M. 1990. *Positive Deviance in Child Nutrition with Emphasis on Psychological and Behavioural Aspects and Implications for Development*. Tokyo, United Nations University.