

**WWS 572a**  
**Making Schools Effective in Developing Countries**  
**Spring 2008-9**  
**SYLLABUS**

**Professor**

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**Course Website:** See Blackboard

Poor children live in poor communities and poor countries – those least able to afford the costs of schooling. This shows up in the difficulty that poor families have in meeting their children's educational costs and that poor countries have in sustaining the recurrent costs of schools. Major attention has been given recently to strategies for ensuring that all children in developing countries complete a good quality primary education. But what works, and is it affordable? This course is designed to help students understand what lessons for improving schools in developing countries can be gleaned from the empirical literature. The course has three main sections. The first section will review the evidence regarding the quality of education in developing countries, drawing from a range of cross-national studies of achievement and recent reports from multilateral donor agencies. The second section of the course will consider various models of school effectiveness, and will examine the evidence related to the impact of various school inputs, including teacher and teaching quality on student learning. The third section will examine the evidence linking systemic reform, including local control of schools and parent and community participation, with better student learning outcomes. While this is not a research methods course, it does rely heavily on quantitative research evidence, including evidence from evaluations using multivariate regression methods and from randomized control designs. For this reason, students are strongly encouraged to have prior coursework in statistics.

**Objectives:**

This course is designed to help students understand what lessons for improving schools in developing countries can be gleaned from the empirical literature and evaluations of major programs. The emphasis of the course will be on research to improve quality of educational outcomes. Specifically the course will:

1. Familiarize course participants with the literature on effective schools in developing countries and policy alternatives to improve schools and student learning in these settings.
2. Familiarize course participants with major programs and country reforms designed to improve the quality of schools in developing countries
3. Refine course participants' skills in drafting policy briefs, with an emphasis on marshalling relevant empirical evidence to support recommendations.
4. Develop the ability among course participants to critique empirical studies related to school effectiveness, with particular attention to research methodology and policy relevance.

### **Requirements:**

Students are expected to attend classes regularly and fully prepared to participate in class discussions, having done the assigned readings. In addition, students will write two short policy memos, summarize and present a research paper on effective schools, summarize and present a country case study of reform and prepare a final policy analysis paper.

The assignments are opportunities to exhibit the skills that the course aims to develop, while practicing other abilities necessary for policy analysts such as communicating concisely orally and in writing, developing arguments supported by empirical evidence, and listening to and responding to questions and contributions made by others.

The short memos and the final policy-analysis paper should be done individually; you may not collaborate with others preparing these assignments. The ideas presented in these papers should be your own. When citing or paraphrasing the work of other authors you should follow appropriate rules of citation. All papers are due in class on the dates indicated below.

**Plagiarism is a very serious breach of academic conduct at WWS and it is sanctioned severely.** Make sure you learn appropriate rules of citation and that you are well aware of the policies governing claiming and giving credit for intellectual work at the school.

Please note that assignments have been planned for specific dates to follow the sequence of the course and to allow the instructor to provide prompt feedback. **Late papers will not be read and will carry a grade of zero.**

Class participation is expected both as a way to enrich the discussion with the broad range of diverse experiences and perspectives brought by each student to the course and also as a way to help each student integrate new concepts and ideas with past knowledge and experience.

Students in other courses have found it useful to form study groups to discuss the readings prior to class, and you are encouraged to do this for this course. To maximize your potential learning gains from these discussions, try to form a team with fellow students who have different experiences and backgrounds from your own – if possible, people who have lived and worked in places other than those in which you have lived and worked. This will bring a wider range of experience to discussions of the readings.

**Assignments and Grading. Grades will be determined as follows**

1. **Class participation (10% of grade).** All participants in the course are expected to come to class prepared to discuss the readings. Participation provides the opportunity to develop the ability to present ideas effectively as well as the ability to listen and reach closure on topics being discussed.
2. **Paper 1: Policy Memo #1 (10% of grade).** Write a 2-3 page doubled spaced memo to the Minister of Education of a developing country of your choice that identifies a problem of educational **quality** that needs immediate attention. Explain why this should be considered a problem (and not just the normal state of affairs), provide concrete and timely evidence to justify your claims (numbers are useful), two possibilities for solving the problem and your one recommendation. For example, you could identify a gap in primary math achievement between boys and girls in Yemen, discuss the implications for the math teacher supply in girls schools, note that the problem could be solved by either a girls' summer math learning program or by simplifying the math test, and recommend a girls' summer learning program. **This paper is due on February 16, 2009.**
3. **Paper 2: Policy Memo #2 and Power Point summary. (20% of grade).** Write a 2-3 page doubled spaced memo to the Minister of Education of a **different** developing country of your choice that identifies a **different** problem of educational quality that needs immediate attention. Explain why this should be considered a problem (and not just the normal state of affairs), provide concrete evidence to justify your claims (numbers are useful), two possibilities for solving the problem and your one recommendation. **Develop a four-slide power point presentation that communicates these points effectively and efficiently. The power point should include any presentation notes; slides should NOT include animation. The memo and power point presentation are due in hard copy on March 9, 2009.**
4. **Two class presentations (25% of grade).** **The first is a presentation and critique of empirical study, as if you were at a professional meeting.** This exercise requires you to make a 15- minute presentation to (a) summarize the main approaches and findings of an empirical study and (b) critique the study, as if you were a discussant at a professional meeting. Selected readings for March 9 and March 30 will serve as the basis for these presentations, and students will be given the opportunity to indicate their preference for assignment. **The second is a presentation of a country case study,** based on readings for April 6. This exercise requires you to make a 5 minute presentation summarizing one country's education reform, in sufficient detail to provide material for a discussion of the country case studies. **The assignments will be given out on February 23, 2009; the research presentations will be made in class on March 9, 2009 and March 30, 2009 and the case study presentations will be made in class on April 6.**
5. **Paper 3: Final Research Paper (35% of grade).** **Individually write a research paper that contrasts a supply-side intervention with a demand-side intervention** to improve the quality of education in a particular developing country. In some cases, all schools will have

need of **improvement**; in other cases, only certain types of schools – urban, rural, those attended by ethnic minorities, etc – will require attention. In this paper, first present data that documents the problem needing policy attention: tables and figures should support the statement of **the problem**. **Second, review pertinent empirical research literature on supply and demand that is relevant for addressing this problem**; the literature should focus on the school or community (e.g., do not focus on general welfare reforms or overall economic growth). Finally, formulate one to three policy recommendations to improve school effectiveness that could lead to direct action that could be implemented by a ministry, NGO or donor. General recommendations, such as “raising awareness,” are not acceptable. The policy could relate to such areas as education finance, physical or pedagogical inputs to schools, school governance, alternatives to formal schooling, laws or administrative rules, incentives, etc. This paper should integrate research discussed in different sessions in the course, but you are also welcome to go beyond the readings in this syllabus as a basis of your report. This paper should have a maximum of 15 double-spaced pages (3000 words), including a half-page executive summary and references. **An outline of this paper and a preliminary bibliography are due in class April 20. The paper is due by 5:00 pm Tuesday May 12. All papers must be presented in hard copy and should be submitted through Ms. Helene Wood in Robertson 301. Papers sent electronically or faxed will not be accepted.**

*Grading Rubrics For Papers 1-3: (the full range of letter grades will be used to assess these papers)*

**Papers 1 and 2: Criteria for evaluating the *Policy Memos #1 and #2***

<b>A</b>	<ul style="list-style-type: none"> <li>Clearly identifies a policy challenge (problem) in one country</li> <li>Provides concrete evidence about the likely effects of leaving the problem unsolved</li> <li>Provides concrete recommendations for solving the problem</li> <li>Provides logical rationale for why the preferred recommendation was chosen</li> <li>Is organized and written logically and clearly, without errors that may prohibit comprehension</li> <li>For Memo #2—the power point summary distills important information and is persuasive</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>Satisfies the basic requirements of the paper</li> <li>Argumentation about the importance of solving the problem is not clear</li> <li>May not reflect an original or unique analysis of the policy challenge</li> <li>May contain writing and organization errors</li> <li>For Memo #2 – the power point is clear, but may include writing errors</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>Identifies a policy challenge but demonstrates unsatisfactory logic in explaining its importance in the country</li> <li>Uses insufficient evidence to support argument</li> <li>For Memo # 2 – the power point is not clear or uses animation</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>Shows effort to complete assignment but fails to clearly identify a policy challenge or provide evidence</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>Fails to address the basic requirements</li> </ul>

A “+” grade will be awarded when a paper excels in one of the necessary elements at each grade level and/ or shows exemplary writing. A “-” grade will be awarded when a paper is deficient in one

of the necessary elements at each grade level and/ or demonstrates writing or organization that prohibits comprehension.

### Paper 3: Criteria for evaluating the final research paper

<b>A</b>	<ul style="list-style-type: none"> <li>• Documents a problem of school effectiveness in a specific country with reference to at least five (5) original sources</li> <li>• Provides relevant descriptive data on that country through tables and figures</li> <li>• Reviews empirical literature on possible solutions to this problem, with reference to at least ten (1) original sources; critiques sources as appropriate.</li> <li>• Formulates specific policy recommendations that would improve publicly financed schools</li> <li>• Executive summary is concise and communicates recommendations persuasively</li> <li>• Demonstrates originality of thought</li> <li>• Is well organized and clearly written, containing few or no errors</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• Satisfies the basic requirements of the assignment</li> <li>• Use of original sources is less than required</li> <li>• Makes only partial use of the pertinent research literature used in the course</li> <li>• Includes some gaps in the evidence used to support the arguments and policy recommendations made</li> <li>• Executive summary is not concise</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Shows serious effort to identify problem but relies on secondary rather than primary sources</li> <li>• Provides weak evidence to support recommendations</li> <li>• Tables and figures omitted or contain serious flaws</li> <li>• Makes poor use of evidence to support arguments forwarded in paper</li> <li>• Executive summary vague or missing</li> <li>• Contains substantial organizational or writing errors that prohibit comprehension of ideas</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Shows effort to complete assignment but is seriously deficient in exploring literature that supports recommendations for policy</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>• Fails to meet basic requirements of assignment</li> </ul>

A "+" grade will be awarded when a paper excels in one of the necessary elements at each grade level and/ or shows exemplary writing. A "-" grade will be awarded when a paper is deficient in one of the necessary elements at each grade level and/ or demonstrates writing or organization that prohibits comprehension.

*Grading Rubrics for Research Presentation and Critique (the full range of letter grades will be used for assessing these presentations)*

### Criteria for Evaluating the Research/ Reform Presentation and Research Critique

<b>A</b>	<ul style="list-style-type: none"> <li>• Clearly identifies the purpose of the study/ reform and the hypotheses to be tested</li> <li>• Clearly presents the measures and methods used for data collection (research only)</li> <li>• Clearly presents the analytic methods used in the study (research only)</li> </ul>
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	<ul style="list-style-type: none"> <li>Clearly describes the results, relates them to the hypotheses, draws policy implication</li> <li>Comments on the relationship between the purpose of the study and the hypotheses to be tested (research only)</li> <li>Comments on the measures and methods used for data collection, and identifies weaknesses (research only)</li> <li>Comments on the analytic methods used in the study, and identifies weaknesses (research only)</li> <li>Comments on the results and whether the conclusions drawn are supported by the evidence</li> <li>Comments on the policy implications of the results</li> <li>Stays within the 10-minute time allocation for discussion</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>Identifies the purpose of the study/ reform and the hypotheses to be tested</li> <li>Shows weakness in presentation of measures, data collection and/ or analyses (research only)</li> <li>Describes the results and relates them to the hypotheses</li> <li>Comments on the relationship between the purpose of the study and the hypotheses to be tested (research only)</li> <li>Comments on the measures and methods used for data collection, but does not identify weaknesses (research only)</li> <li>Comments on the analytic methods used in the study, but does not identify weaknesses (research only)</li> <li>Comments on the results but not on whether the conclusions drawn are supported by the evidence</li> <li>Comments on the policy implications of the results</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>Identifies the purpose of the study</li> <li>Presentation of the measures, data collection, or analyses is unclear (research only)</li> <li>Describes the results but relationship to hypotheses is not clear</li> <li>Comments on the relationship between the purpose of the study and the hypotheses to be tested (research only)</li> <li>Comments on the measures and methods used for data collection, and on analytic methods, but remarks are superficial or unclear (research only)</li> <li>Comments on the results and policy implications, but critique of relationship between the evidence and the policy is weak.</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>Shows effort to complete assignment but presentation and critique are unclear in all respects</li> </ul>
<b>F</b>	<ul style="list-style-type: none"> <li>Shows no effort to complete assignment</li> </ul>

### Summary Schedule and Weight of Assignments

1. Class participation. Come prepared to discuss readings at all scheduled classes. 10% of final grade.
2. First policy memo (2-3 pages). Due February 9; 10% of final grade.
3. Second policy memo (2-3 pages) and power point. Due February 23; 20% of final grade.

4. Presentations. Research presentation and critique due March 9 or March 30; case study presentation on April 6. 25% of final grade
5. Individual final research paper (15 pages). Outline and bibliography due April 20. Final Paper due 5:00 pm May 12. 35% of final grade.

**All papers must be presented in hard copy. Papers sent electronically or faxed will not be accepted. Papers 1 and 2 and the outline for the final paper should be hand delivered to the instructor in class. The final paper is to be submitted through Ms. Helene Wood in Robertson 301.**

### Office Hours

The instructor will post office hours and will meet with students on request.

### Reading List and Schedule (see separate document)

The purpose of the readings is to expose students to the range of empirical literature typically used to support education policy decisions in developing countries. While students are not expected to be able to carry out the full range of analytic techniques included in the readings, the course is intended to facilitate students' understanding of how findings from these types of analyses are used in policy dialogue. The course is intended to make a better informed consumer of research from the study of these readings.

### Additional Research Tools

<a href="http://www.worldbank.org">www.worldbank.org</a>	<a href="http://www.gtz.org">www.gtz.org</a>
<a href="http://www.iadb.org">www.iadb.org</a>	<a href="http://www.eldis.org">www.eldis.org</a>
<a href="http://www.afdb.org">www.afdb.org</a>	<a href="http://www.edcpm.org">www.edcpm.org</a>
<a href="http://www.adb.org">www.adb.org</a>	<a href="http://www.devoid.org">www.devoid.org</a>
<a href="http://www.ebrd.org">www.ebrd.org</a>	<a href="http://www.capacity.org">www.capacity.org</a>
<a href="http://www.dfid.org">www.dfid.org</a>	<a href="http://www.cgdev.org">www.cgdev.org</a>
<a href="http://www.usaid.org">www.usaid.org</a>	<a href="http://ec.europa.eu/comm/europeaid/index_en.htm">http://ec.europa.eu/comm/europeaid/index_en.htm</a>
<a href="http://www.mcc.gov">www.mcc.gov</a>	<a href="http://www.odi.org.uk/PPPG/cape/index.html">http://www.odi.org.uk/PPPG/cape/index.html</a>
<a href="http://www.sida.org">www.sida.org</a>	<a href="http://www.aidharmonization.org/">http://www.aidharmonization.org/</a>
<a href="http://www.cida.org">www.cida.org</a>	<a href="http://www.allianceonline.org/publications/evaluation_of_capacity.page">http://www.allianceonline.org/publications/evaluation_of_capacity.page</a>
<a href="http://www.oecd.org">www.oecd.org</a>	<a href="http://www.timss.bc.edu/TIMSS2007/index.html">www.timss.bc.edu/TIMSS2007/index.html</a>

<b>Part I: The Basics</b>	
<p><b>SESSION 1: COURSE INTRODUCTION, WHAT SCHOOLS DO AND WHY QUALITY IS IMPORTANT (2/2)</b></p> <p>What is the function of schooling in developing countries, and has this changed over the past 50 years? How well are developing countries doing, in comparison with developed countries? How well have international development agencies done in improving the quality of education in developing countries?</p>	<p><b>A. Schooling in developing countries: From a focus on access to a focus on quality</b></p> <p>Clemens, M. (2004) "The long walk to school: International educational goals in historical perspective". Washington, DC: Center for Global Development (working paper 37, March)</p> <p>Lewis, M. and M. Lockheed (2006). <i>Inexcusable Absence: Why 60 million girls are still out of school and what to do about it</i>. Washington, DC: Center for Global Development. Chapter 1: Progress in Girls' Education, pages 19-46</p> <p>Unesco Institute for Statistics and Unicef (2005). <i>Children out of school: Measuring exclusion from Primary Education</i>. Chapter 1: How many primary school age children are excluded from education? Montreal Canada: Unesco Institute for Statistics.</p> <p>United Nations Educational, Scientific and Cultural Organization (UNESCO) (2004). <i>EFA Global Monitoring Report 2005: Education for All: The Quality Imperative</i>. Chapter 1: Understanding Educational Quality, pages 27-37</p> <p><b>B. Learning achievement in developing countries: International, regional and country assessments. Read assigned pages in at least:</b></p> <p><b>(a) one international study (TIMSS, PIRLS, PISA)</b>            Martin, M., I. Mullis, and P. Foy (2008). <i>Trends in International Mathematics and Science Study 2007: International Mathematics Report</i>, Executive Summary, Introduction, Chapter 1 and Chapter 2 pages 66-79.</p> <p>Martin, M., I. Mullis and P. Foy (2008). <i>Trends in International Mathematics and Science Study 2007: International Science Report</i>, Executive Summary, Introduction, Chapter 1 and Chapter 2 pages 64-75</p> <p>Mullis, I, M. Martin, A. Kennedy and P. Foy (2007). <i>Progress in Reading Literacy Study 2006: International Report</i>, Executive Summary, Introduction, Chapter 1 and Chapter 2 pages 67-72.</p> <p>OECD (2007) PISA 2006. <i>Science Competencies for Tomorrow's World, Chapter 1 and Chapter 6</i>.</p> <p><b>(b) one regional study (OREALC, SAQMEC)</b>            OREALC/UNESCO (2008). <i>Student achievement in Latin America and the Caribbean</i>. Executive Summary, pages 8-53.</p> <p>SAQMEC (<a href="http://www.sacmeq.org">http://www.sacmeq.org</a>)</p> <p><b>(c) one country assessment (India: PRATHAM, various countries: EGRA).</b></p> <p>PRATHAM (Provisional January 2008). <i>Annual Status of Education Report (Rural) 2007</i>, pages 1-39.</p> <p>EGRA (<a href="http://www.eddataglobal.org/documents">http://www.eddataglobal.org/documents</a>) – look for "EGRA: Reading around the world"</p> <p><b>C. Other outcomes from schooling: Social cohesion, citizenship, economic development</b></p> <p>Heyneman, S. (2003). Education, social cohesion and the future role of international</p>



organizations. *Peabody Journal of Education*, 78 (3): 25-38.

Salmi, J. (2006). Violence, democracy and education: An analytic framework. In E. Roberts-Schweitzer (Ed.) *Promoting social cohesion through education*, Washington, DC: World Bank Institute.

Torney-Purta, J., Lehman, R. Oswald, H. and Schultz, W. (2001). *Citizenship and education in twenty-eight countries: civics knowledge and engagement at age 13*. Delft, Netherlands: International Association for the Evaluation of Educational Achievement.

Hanushek, E. and L. Woessmann (2008). The role of cognitive skills in economic development. Stanford Institute for Economic Policy Research Discussion Paper No. 07-34.

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2004). *EFA Global Monitoring Report 2005: Education for All: The Quality Imperative*. Chapter 2: The Importance of Good Quality: What the research tells us.

**D. Donor efforts to improve education quality in developing countries**

Heyneman, S. P. (2003). The history and problems in the making of education policy at the World Bank: 1963-2000, *International Journal of Educational Development*, 23, 315-337

Alexander, N. C. (2001). Paying for education: How the World Bank and the International Monetary Fund influence education in developing countries, *Peabody Journal of Education*, 76 (3): 285-339.

Dreher, A., P. Nunnenkamp and R. Thiele (2008). Does aid for education educate children? Evidence from panel data. *World Bank Economic Review* 22 (2): 291-314.

Save the Children (SAVE). (2007). *Last in Line, Last in School*. Chapter 3: Education: underfunded and neglected in conflict-affected fragile states (CAFS), pages 9-16 and Chapter 4: Assessing donor policy and practice, pages 23-38.

Independent Evaluation Group. (2006). *From schooling access to learning outcomes: An unfinished agenda. An evaluation of World Bank support to primary education*. Chapter 3: Improving access and learning outcomes for the disadvantaged, pages 23-37.

Jomtien Declaration on Education for All  
[http://www.unesco.org/education/efa/ed\\_for\\_all/background/jomtien\\_declaration.shtml](http://www.unesco.org/education/efa/ed_for_all/background/jomtien_declaration.shtml)

Dakar Framework for Action  
<http://unesdoc.unesco.org/images/0012/001211/121147E.pdf>

**Optional reading**


Unesco (2003). *EFA Global Monitoring Report2003/4: The Leap to Equality*, Chapter 1: Rights, equality and Education for All, pp. 24-32

Save the Children (SAVE). (2006). *Rewrite the Future: Education for children in conflict-affected countries*. Introduction and Chapter 1: The impact of conflict on children and their education.

Wellesley Centers for Research on Women and Development and Training Services. (2003).

	<p><i>Unsafe schools: A literature review of school-related gender-based violence in developing countries.</i> Washington, DC: USAID</p> <p>Unesco (August 2005) <i>Advocacy brief on mother tongue-based teaching and education for girls.</i> Bangkok: Unesco.</p> <p>EFA Fast Track Initiative Annual Report 2008  <a href="http://www.campaignforeducation.org/en/news/education-news/185-education-for-all-fast-track-initiative-annual-report-2008">http://www.campaignforeducation.org/en/news/education-news/185-education-for-all-fast-track-initiative-annual-report-2008</a></p>
<p><b>SESSION 2: IMPROVING EDUCATION QUALITY: ISSUES OF MEASUREMENT AND ATTRIBUTION (2/9)</b></p> <p>How is quality of education measured? What are some technical considerations for attributing changes in learning to schools?</p> <p><b>Policy Memo #1 due</b></p>	<p><b>A. Technical considerations in measuring achievement and changes in achievement</b></p> <p>Braun, H. and A. Kanjee (2006). Using assessment to improve education in developing nations. In J. Cohen, D. Bloom and M. Malin (Eds.), <i>Educating All Children: A Global agenda.</i> Cambridge, MA: American Academy of Arts and Sciences.</p> <p>Raudenbush, S. (2004) <i>Schooling, Statistics and Poverty: Can we measure school improvement?</i> Princeton, NJ: Educational Testing Service.</p> <p>Lockheed, M. (2008) "Measuring Progress with Tests of Learning: Pros and Cons for Progress-based Aid in Education". CGD Working Paper 147. Washington, DC: Center for Global Development.</p> <p><b>B. Technical considerations in attributing student outcomes to schools</b></p> <p>Ravallion, M. (2001). The mystery of the vanishing benefits: An introduction to impact evaluation. <i>The World Bank Economic Review</i>, 15 (1): 115-140.</p> <p>Uribe, C., R. Murnane, J. Willett and M-A. Somers (2006). Expanding school enrollment by subsidizing private schools: Lessons from Bogota, <i>Comparative Education Review</i>, 50 (2): 269-277. <b>(Annex on methodology)</b></p> <p>Bettinger, E. (2006). Evaluating educational interventions in developing countries. In J. Cohen, D. Bloom and M. Malin (Eds.), <i>Educating all children: A global agenda.</i> Cambridge, MA: American Academy of Arts and Sciences.</p> <p>Kremer, M. (2003). Randomized evaluations of educational programs in developing countries: Some lessons, <i>American Economic Review</i> 93(2): 102-106.</p> <p>Banerjee, A. and E. Duflo (2008). "The Experimental Approach to Development Economics". Cambridge, MA: MIT</p> <p>Heveveld, W. (2007). Whose reality counts? Local educators as researchers on the quality of primary education. <i>International Review of Education</i> 53: 639-663.</p> <p><b>C. Cost-effectiveness and cost-benefit</b></p> <p>Levin, H. and P. McEwan (2001). <i>Cost-effectiveness analysis, 2<sup>nd</sup> Edition.</i> Thousand Oaks: Sage</p> <p>Woodhall, M. 2004. Cost-benefit analysis in educational planning (4<sup>th</sup> Edition). Paris: UNESCO International Institute for Educational Planning. Chapters 1-3, pages 23-40.</p>

<b>Part II: Inputs and Achievement</b>	
<p><b>SESSION 3. IS IT SCHOOLS OR IS IT FAMILIES? AN ONGOING DEBATE (2/16)</b></p> <p>Are differences in learning achievement due to differences in family background or to differences among schools within countries? Can Early Childhood Education programs compensate for poverty?</p>	<p><b>A. Family matters, schools matter</b></p> <p>Baker, D. P. and G. K. Le Tendre (2005). <i>National differences, global similarities: World culture and the future of schooling</i>. Stanford: Stanford University Press. Chapter 3: Symbiotic institutions: Changing global dynamics between family and schooling.</p> <p>Lewis, M. and M. Lockheed (2008). "Social exclusion and the gender gap in education." Policy Research Working Paper 4562. Washington, DC: The World Bank.</p> <p>Heyneman, S. and W. Loxley (1983). The effect of primary school quality on academic achievement across twenty-nine high- and low-income countries, <i>American Journal of Sociology</i>, 88 (6): 1162-1194.</p> <p>Baker, D.P. and G.K. Le Tendre (2005). <i>National differences, global similarities: World culture and the future of schooling</i>. Stanford: Stanford University Press. Chapter 5: Rich land, poor schools: Inequality of national educational resources and achievement of disadvantaged students.</p> <p>Lee, V. A., T. Zuze and K. Ross (2005). School effectiveness in 14 sub-Saharan African countries: Links with 6<sup>th</sup> graders' reading achievement. <i>Studies in Educational Evaluation</i> 31: 207-246.</p> <p>Woessmann, L. (2005). "Families, schools and primary school learning: Evidence for Argentina and Colombia in an international perspective." World Bank Policy Research Working Paper 3537. Washington, DC: The World Bank.</p> <p>Glick, P. and D. Sahn (2007). "Cognitive skills among children in Senegal: Disentangling the roles of schooling and family background." ISSN1936-5071. Cornell University.</p> <p><b>B. Early childhood education to compensate for disadvantage</b></p> <p>Weikart, D. (2000) <i>Early Childhood Education: Need and Opportunity</i> Paris: Unesco/International Institute of Educational Planning. Chapters 2 and 4.</p> <p>Montie, J.E, Z. Xiang and L. Schweinhart (2006). Preschool experience in 10 countries: cognitive and language performance at age 7. <i>Early Childhood Research Quarterly</i>, 21:313-331.</p> <p>Armeccin, G., J. Behrman, P. Duazo, S. Ghuman, S. Gultiano, E. King and N. Lee (2006). "Early Childhood Development through an Integrated Program: Evidence from the Philippines". Working Paper Series 3922-IE. Washington, DC: The World Bank.</p> <p><b>Optional reading</b></p> <p>Unesco (2006) <i>EFA Global Monitoring Report 2007: Strong Foundations: Early childhood care and education</i></p>
<p><b>SESSION 4: INSIDE SCHOOLS: WHAT SCHOOL</b></p>	<p><b>A. Condition of Schools: What inputs do schools need and what do they lack?</b></p> <p>Lockheed, M. (1993). The condition of primary education in developing countries." In H. M.</p>

<p><b>FACTORS (INPUTS AND PROCESSES) BOOST LEARNING IN DEVELOPING COUNTRIES? (2/23)</b></p> <p>What school factors are related to higher learning achievement? Is the research evidence consistent?</p> <p><b>Policy memo #2 due</b></p>	<p>Levin and M. E. Lockheed (Eds.), <i>Effective Schools in Developing Countries</i>. New York: Falmer Press, 20-40.</p> <p>Greaney, V. (2006). "Textbooks, respect for diversity and social cohesion" In E. Roberts-Schweitzer (Ed.) <i>Promoting social cohesion through education</i>. World Bank Institute Learning Resource Series, 47-70.</p> <p> Watch videos of schools in developing countries posted on blackboard</p> <p>World Bank. (2003). <i>World Development Report 2004: Making Services Work for Poor People</i>. Washington, DC: The World Bank and Oxford University Press. Chapter 7: Basic Education Services.</p> <p><b>B. Improving schools in developing countries to improve learning</b></p> <p>Lockheed, M. and A. Verspoor (1991). <i>Improving Primary Schools in Developing Countries</i>, Chapter 3: Improving learning achievement. New York: Oxford University Press.</p> <p>Scheerens, Jaap (2000) <i>Improving school effectiveness</i>. Unesco/International Institute for Education Planning. ISBN 92-803-1204-9.</p> <p>Glewwe, P, and M. Kremer (draft 2005). Schools, Teachers and Educational Outcomes in developing countries. <i>Handbook on the Economics of Education</i> (in press).</p> <p><b>Optional reading (other major reviews)</b></p> <p>Fuller, B. (1987). What school factors raise achievement in the third world? <i>Review of Educational Research</i>, 57 (3) 255-292.</p> <p>Fuller, B. and P. Clark (1994). Raising school effects while ignoring culture: Local conditions and the influence of classroom tools and pedagogy, <i>Review of Education Research</i> 64(1), 119-57.</p> <p>Wolff, L. Schiefelbein, E. and Schiefelbein (2002). <i>Primary Education in Latin America: The unfinished agenda</i>. Washington DC: The Interamerican Development Bank, Pages 11-17 (on academic achievement)</p>
<p><b>SESSION 5. INSTRUCTIONAL TIME, TEACHER QUALITY AND TEACHING QUALITY (3/2)</b></p> <p>Why is instructional time important? How much do official and actual instructional time vary across countries? Are teachers with more formal education better teachers? What is the role of teaching practice in boosting children's achievement?</p>	<p><b>A. Time for learning</b></p> <p>Benavot, Aaron (January 2005) <i>A Global Study of Intended Instructional Time and Official School Curricula, 1980-2000</i>.</p> <p>Chaudhury, N., J. Hammer, M. Kremer, K. Muralidharan and F. H. Rogers (2005). Missing in action: Teacher and health worker absence in developing countries. <i>Journal of Economic Policy</i> (revised version 5/19/05)</p> <p>Abadzi, H. (2006). <i>Efficient learning for the poor</i>. Chapter 10: Uses and wastage of instructional time. Washington, DC: The World Bank</p> <p>Benavot, Aaron (2004) "Factors Affecting Actual Instructional Time in Primary Schools: A Literature Review Prepared for the World Bank-IBE Study on Instructional Time" (Contract No. ED 871-138-3) Geneva: International Bureau of Education</p>

	<p>Millot, B., and J. Lane (2002). The efficient use of time in education, <i>Education Economics</i> 10 (2): 209–28.</p> <p><b>B. Teacher and teaching quality</b></p> <p>Schmidt, W. and others (2007). <i>The preparation gap: Teacher education for middle school mathematics in six countries</i>. Michigan State University Center for Research in Mathematics and Science Education.</p> <p>Reimers, F. (2005). Teaching quality matters: Pedagogy and literacy instruction of poor students in Mexico. In B. Piper, S. Dryden-Peterson and Y-S. Kim (Eds.), <i>International education for the millennium</i>. Harvard Education Review Reprint Series No. 42, 195-214. Cambridge, MA: Harvard</p> <p>Carnoy, M. and L. Chisholm (2008) <i>Toward understanding student academic performance in South Africa: A pilot study of grade 6 mathematics lessons in Gauteng Province</i>. Pretoria: Human Sciences Research Council.</p> <p>Vlaardingerbroek, B. and Taylor, TG Neil (2003). Teacher education variables as correlates of primary science ratings in thirteen TIMMS systems, <i>International Journal of Educational Development</i>, 23:429-438.</p> <p>Mullens, J., R. Murnane, and J. Willett (1996). The contribution of training and subject-matter knowledge to teaching effectiveness: A multilevel analysis of longitudinal evidence from Belize, <i>Comparative Education Review</i> 40 (2): 139–57.</p> <p>Lopez-Acevedo, G. (March, 2004) “Professional development and incentives for teacher performance in schools in Mexico”. World Bank Policy Research Working Paper 3236. Washington, DC: The World Bank.</p> <p>Angrist, J., and Lavy, V. (2001). Does teacher training affect pupil learning? Evidence from matched comparisons in Jerusalem public schools, <i>Journal of Labor Economics</i>, 19(2) 343-369.</p> <p>Unesco Institute of Statistics (2006). <i>Teachers and Educational Quality</i>, Chapter 2: Teacher training, quality and education quality.</p> <p>Marshall, J. (2008 in press). School quality and learning gains in rural Guatemala. <i>Economics of Education Review</i>.</p> <p><b>Optional reading</b></p> <p>Angrist, J. and J. Guryan (2008). Does teacher testing raise teacher quality? Evidence from state certification requirements. <i>Economics of Education Review</i>, 27: 483-503.</p>
<p><b>SESSION 6: IMPROVING LEARNING ACHIEVEMENT: EVALUATIONS OF SELECTED INPUTS (3/9)</b></p> <p>How much do specific inputs boost learning? Do randomized control trials</p>	<p>Filmer, D. (2004) “If you build it, will they come? School availability and school enrollment in 21 poor countries.” World Bank Policy Research Working Paper 3340. Washington, DC: The World Bank.</p> <p>Glewwe, P., M. Kremer and S. Moulin (forthcoming). Many children left behind: Textbooks and Test Scores in Kenya, <i>American Economic Journal: Applied Economics</i>.</p> <p>Vermeesch, C. and M. Kremer (2004). “School Meals, Educational Achievement and School</p>

<p>provide unambiguous findings regarding the importance of these inputs? What sorts of inputs might not be amenable to RCTs?</p> <p><b>Class presentations of rigorous evaluations of specific inputs</b></p>	<p>Competition: Evidence from a Randomized Evaluation in Kenya”</p> <p>Banerjee, A., S. Cole, E. Duflo, and L. Linden (December 2005). “Remedying education: Evidence from two randomized experiments in India” Bureau for Research in Economic Analysis of Development Working Paper 109.</p> <p>Evans, D., M. Kremer and M. Ngatia (March 2008). “The impact of distributing school uniforms on children’s education in Kenya.” MIT: Abdul Latif Jameel Poverty Action Lab Paper.</p> <p>Urquiola, M. (2006). Identifying Class Size Effects in Developing Countries: Evidence from Rural Schools in Bolivia. <i>The Review of Economics and Statistics</i> 88 (1): 171-177.</p> <p>Angrist, J. and V. Lavy (1999). Using Maimonides’ rule to estimate the effect of class size on scholastic achievement, <i>The Quarterly Journal of Economics</i>. May: 533-575.</p> <p>Case, A. and Deaton, A. (1999). School inputs and educational outcomes in South Africa, <i>Quarterly Journal of Economics</i>, 114 (3): 1047-84.</p> <p>Bobonis, G., E. Miguel and C.Sharma (2004). “Iron Deficiency Anemia and School Participation.” MIT: Poverty Action Lab Paper No. 7.</p> <p>United Nations Educational, Scientific and Cultural Organization (UNESCO). (2004). <i>EFA Global Monitoring Report 2005: Education for All: The Quality Imperative</i>. Chapter 4: Policies for Better Quality.</p> <p><b>Optional Reading</b></p> <p>Glewwe, P., M. Grosh and H. Jacoby and M. Lockheed (1995). An eclectic approach to estimating the determinants of achievement in Jamaican Primary Education. <i>The World Bank Economic Review</i>, 9 (2):231-258.</p> <p>Lockheed, M. and A. Harris (2005) Beneath education production functions: The case of primary education in Jamaica. <i>Peabody Journal of Education</i>, 80 (1):6-28.</p>
<p><b>SESSION 7: EVALUATIONS OF PROGRAMS FOR THE DISADVANTAGED (3/30)</b></p> <p>Do programs for the disadvantaged boost their learning achievement? Does technology offer promise for education of the disadvantaged?</p> <p><b>Class presentations of rigorous evaluations of programs for the disadvantaged</b></p>	<p><b>A. School interventions to improve the quality of schooling for the disadvantaged</b></p> <p>World Bank (2005) <i>World Development Report 2006: Equity and Development</i>. Washington, DC: World Bank and Oxford University Press. Chapter 7: Human Capabilities: pp 132-141.</p> <p>Paqueo, V. and G. Lopez-Acevedo (December 2003). “Supply-side school improvement and the learning achievement of the poorest children in indigenous and rural schools: the case of PARE.” World Bank Policy Research Working Paper 3172. Washington, DC: The World Bank.</p> <p>Shapiro, Joseph and Trevino, Jorge Moreno. (June, 2004). “Compensatory education for disadvantaged Mexican students: An impact evaluation using propensity score matching.” World Bank Policy Research Working Paper 3334. Washington, DC: The World Bank</p> <p>McEwan, Patrick (2008). Can schools reduce the indigenous test score gap? Evidence from Chile. <i>Journal of Development Studies</i> 44 (10): 1506-1530.</p> <p>Cerdan-Infantes, P. and C. Vermeersch (2007). “More time is better: An evaluation of the full-</p>

	<p>time school program in Uruguay.” World Bank Policy Research Working Paper 4167. Washington, DC: The World Bank</p> <p>Lockheed, M., A. Harris, P. Gammill and T. Jayasundera (2006). <i>New Horizons for Primary Schools in Jamaica: Inputs, outcomes and impact</i>. Washington, DC: Academy for Educational Development. Chapters 3, 4 and 5.</p> <p>Jalan, J., and E. Glinskaya( 2003) “Improving Primary School Education in India: An Impact Assessment of DPEP-Phase 1.” World Bank, Washington, D.C.</p> <p><b>B. Technology for education in developing countries</b></p> <p>Linden, L., A. Banerjee and E. Duflo (2003) “Computer-assisted Learning: Evidence from a Randomized Experiment”. MIT: Poverty Action Lab</p> <p>Kozma, R., R. McGhee, E. Quellmalz, D. Zalles. (2004) Closing the digital divide: Evaluation of World Links. <i>International Journal of Education Development</i> 24: 361-381.</p> <p>Bosch, A. (2004) Sustainability and interactive radio instruction: Why some projects last. In D. Chapman and L. Mahlck (Eds.), <i>Adapting technology for school improvement: A global perspective</i>. Paris: International Institute for Educational Planning. Chapter 7, pp 149-174.</p> <p>Kozma, R. (2003) Technology and classroom practices: An international study, <i>Journal of Research on Technology in Education</i> 36 (1): 1-14</p> <p>Heyneman, S. and K. Haynes (2004) International uses of educational technology: threats and opportunities. In Chapman, C. and L. Mahlck ( Eds.), <i>Adapting Technology for School Improvement: A Global Perspective</i>. Paris: Unesco/International Institute of Educational Development. Chapter 3, pages 55-80.</p> <p><b>Optional reading</b></p> <p>World Bank (2003) <i>Implementation Completion Report on a Credit in the amount of SDR 180 million to India for a District Primary Education Project</i> (Report No:25266). Washington, DC: The World Bank.</p> <p>Chapman, D. and L. Mahlck, Eds. (2004) <i>Adapting technology for school improvement: A global perspective</i>. Paris: International Institute for Educational Planning.</p>
<p><b>Part III: Governance, Accountability and Incentives</b></p>	
<p><b>SESSION 8: CASE STUDIES OF SYSTEMIC REFORM (4/6)</b></p> <p>What reforms have countries tried? Have they boosted achievement? Are there differences in success for reforms in developed vs. developing countries</p>	<p><b>A. Case studies of large scale reform in developed countries</b></p> <p>Pascoe, S. and R. Pascoe (1998). Education reform in Australia, 1992-1997</p> <p>Perris, L. (1998) Implementing education reforms in New Zealand, 1987-1987</p> <p>Hanson, E. M. (2000). Democratization and educational decentralization in Spain: A twenty-year struggle for reform</p> <p>Aho, E., K. Pitkanen and P. Sahlberg (2006) Policy development and reform principles of basic and secondary education in Finland since 1968.</p>

<p><b>Class presentations of systemic reforms in developing countries</b></p>	<p><b>B. Case studies of large scale reform in developing or transition countries</b></p> <p>Contreras, M and M. L. Talavera Simoni (2003). The Bolivian education reform, 1992-2002.</p> <p>Pandey, R. S. (2000). Going to scale with education reform: India’s District Primary Education Program, 1995-1999</p> <p>McMeekin, R. (2000). Implementing school-based merit awards: Chile’s experience.</p> <p>Delannoy, F. (2000). Education reforms in Chile, 1980-98: a lesson in pragmatism.</p> <p>Gasparini, L. (2000) The Cuban education system: Lessons and dilemmas</p> <p>Sommers, M. and P. Buckland (2004). Parallel worlds: Rebuilding the education system in Kosovo</p> <p>Georgescu, D and Eugen Palade (2003). Reshaping education for an open society in Romania, 1990-2000</p> <p>Janson, J. and N. Taylor (2003). Educational change in South Africa, 1994-2003</p>
<p><b>SESSION 9: REFORMS DESIGNED TO IMPROVE ACCOUNTABILITY (4/13)</b></p> <p>Why don’t schools receive the resources to which they are entitled? Does greater transparency and community monitoring help? What incentives motivate teachers to come to school? Do monetary incentives for teachers boost student achievement?</p>	<p><b>A. Corruption and transparency</b></p> <p>Unesco (2008). <i>EFA Global Monitoring Report 2009: Overcoming inequality: Why governance matters</i>. Chapter 3, pages 132-145</p> <p>Birdsall, N., R. Levine and A. Ibrahim, Eds. (2005) <i>Towards Universal Primary Education: Investments, incentives and institutions</i>. Sterling, VA: Stylus Publishing. Chapter 5, pages 45-52.</p> <p>Reinikka, R. and J. Svensson (2005). Fighting corruption to improve schooling: Evidence from a newspaper campaign in Uganda. <i>Journal of the European Economic Association</i>, 3 (2-3): 1-9.</p> <p>Karin, S., C. Santizo Rodall, and E. Cabrero Mendoza (2004) Transparency in education; Study 1: Report Card in Bangladesh; Study 2: Quality Schools Programme in Mexico. Paris, Unesco/ International Institute for Education Planning</p> <p>Hallak, J., M. Poisson (2002) Ethics and corruption in education: Results from the experts workshop held at the IIEP - Paris, 28-29 November 2001. Paris, Unesco/International Institute for Education Planning, pages 13-29.</p> <p><b>B. Teacher accountability and incentives</b></p> <p>Umansky, I. (2005) A literature review of teacher quality and incentives: Theory and evidence. In E. Vegas (Ed.), <i>Incentives to Improve Teaching</i>. Washington, DC: The World Bank</p> <p>Sergent, T. and E. Hannum (2005) Keeping teachers happy: Job satisfaction among primary school teachers in rural northwest China, <i>Comparative Education Review</i>, 49 (2), 173-204.</p> <p>Duflo, E., R. Hanna and S. Ryan (2008) “Monitoring works: Getting teachers to come to school”. Center for Economic Policy Research Discussion paper 6682.</p>



	<p>Vegas, E. and J. De Laat (2003). "Do differences in teacher contracts affect student performance? Evidence from Togo." (processed)</p> <p>Kingdon, G. and F. Teal (2005) "Does performance related pay for teachers improve student performance? Some evidence from India." <i>Economics of Education Review</i> 26:473-486.</p> <p>Muralidharan, K. and V. Sundararaman (2008). "Teacher performance pay: Experimental evidence from India" Paper presented at seminar, Colombia University, March 6. [processed].</p> <p>McEwan, P. and L Santibanez (2005). Teacher and principal incentives in Mexico. In E. Vegas (Ed.), <i>Incentives to Improve Teaching</i>. Washington, DC: The World Bank</p>
<p><b>SESSION 10: DECENTRALIZATION, COMMUNITY SCHOOLS AND SCHOOL BASED MANAGEMENT (4/20)</b></p> <p>What accounts for the trend toward decentralization? Are schools managed by local communities more effective than those managed by central governments? What about school autonomy: Does site-based management of schools boost achievement?</p> <p><b>An outline of the final paper and a preliminary bibliography are due</b></p>	<p><b>A. Decentralization</b></p> <p>Baker, David P. and Gerald K. Le Tendre. (2005). <i>National differences, global similarities: World culture and the future of schooling</i>. Stanford: Stanford University Press Chapter 9: Slouching towards a global ideology: The devolution revolution in education governance</p> <p>Gershberg, A.I., and D.R. Winkler (2003). <i>Education Decentralization in Africa: A Review of Recent Policy and Practice</i>. Washington, D.C.: World Bank.</p> <p>Nickson, A. (March 2001) "Education reform in Latin America: Decentralization or restructuring?" Paper presented at Conference on Exclusion and Engagement: Social Policy in Latin America, Institute for Latin American Studies, University of London, 22-23 March.</p> <p>Galiani, S., P. Gertler and E. Schargrodsky (2005) "School Decentralization: Helping the good get better, but leaving the rest behind" (processed)</p> <p>Unesco (2008). <i>EFA Global Monitoring Report 2009: Overcoming inequality: why governance matters</i>. Chapter 3: Raising quality and strengthening equity, pages 145-170.</p> <p><b>B. Community schools</b></p> <p>Jimenez, E., and Y. Sawada (1999) Do Community-Managed Schools Work? An Evaluation of El Salvador's EDUCO Program. <i>The World Bank Economic Review</i> 13 (3): 415-441.</p> <p>Ragatz, A., and Y. Sawada. (2004) "Decentralization of Education, Teacher Behavior, and Outcome: The Case of El Salvador's EDUCO Program." University of Tokyo.</p> <p>Di Gropello, E., and J.H. Marshall (2005) Teacher effort and schooling outcomes in rural Honduras in <i>Incentives to Improve Teaching</i>, E. Vegas (Ed.), Washington, D.C: The World Bank.</p> <p>DiGropello, E. (2006). <i>A comparative analysis of school-based management in Central America</i>. World Bank Working Paper No. 72. Washington, DC: The World Bank, pages 39-52.</p> <p>Banerjee, A., R. Banerji, E. Duflo, R. Glennerster and S. Khemani (2008). "Pitfalls of participatory programs: Evidence from a randomized evaluation in education in India". World Bank Policy Research Working Paper 4584. Washington, DC: The World Bank.</p> <p>Gertler, P., H. Patrinos and M. Rubio-Codina (Revised May 2008). "Empowering parents to</p>

	<p>improve education: Evidence from rural Mexico.” World Bank Policy Research Working Paper 3935. Washington, DC: The World Bank.</p> <p><b>C. School based management and autonomy</b></p> <p>Leithwood, K.; Menzies, T. (1998) A review of research concerning the implementation of site-based management. <i>School Effectiveness and School Improvement</i>, Vol. 9, No. 33.</p> <p>Eskeland, G.S., and D. Filmer (2002) “Autonomy, Participation and Learning in Argentine Schools: Findings, and Their Implications for Decentralization.” Policy Research Working Paper 2766. World Bank, Washington, D.C.</p> <p>Gunnarsson, L.V., P. Orazem, M. Sanchez, and A. Verdisco (2006) “Does Local School Control Raise Student Outcomes? Theory and Evidence on the Roles of School Autonomy and Community Participation.” Iowa State University, Department of Economics, Ames.</p> <p>King, E., and B. Ozler (2001) “What’s Decentralization Got to Do with Learning? Endogenous School Quality and Student Performance in Nicaragua.” World Bank. Washington, D.C.</p> <p>Schutz, G., M. West, L. Woessmann (2007) “School accountability, autonomy, choice and the equity of student achievement: International evidence from PISA 2003”. Paris: Directorate of Education, OECD</p> <p><b>Optional reading</b></p> <p>World Bank (2003) <i>World Development Report 2004: Making Services Work for Poor People</i>. Washington, DC: The World Bank and Oxford University Press. Chapter 7: Basic Education Services</p>
<p><b>SESSION 11: VOUCHERS, SCHOLARSHIPS AND PRIVATE SCHOOLS (4/27)</b></p> <p>What do the poor actually pay to send their children to school? Can vouchers and scholarships compensate enough to boost the enrollment of the poor? What effect do they have on learning? Are private school really more effective than public ones?</p>	<p><b>A. The cost of schooling for the poor</b></p> <p>Bray, M. (1999) <i>The Private Costs of Public Schooling: Household and community financing of primary education in Cambodia</i>. Paris: Unesco/International Institute of Educational Planning. Chapters 1 and 5.</p> <p>Woodhall, M. (2004) <i>Cost-benefit Analysis in Educational Planning (4<sup>th</sup> Edition)</i> Paris: Unesco: International Institute of Educational Planning. Chapters 1 and 2</p> <p>Kattan, R. B. and Burnett, N. (2004). <i>User Fees in Primary Education</i>. Washington, DC: The World Bank</p> <p><b>B. Vouchers and scholarships</b></p> <p>Angrist, J., E. Bettinger and M. Kremer (April 2005) “Long-term educational consequences of secondary school vouchers: Evidence from administrative records in Colombia” (processed)</p> <p>Vegas, E. (2002) “School choice, student performance and teacher and school characteristics: The Chilean case.” Working Paper Series 2833. Washington, DC: The World Bank</p> <p>Anand, P., A. Mizala, A. Repetto (April 2006) “Using school scholarships to estimate the effect of government subsidized private education on academic achievement in Chile” (processed).</p>

	<p>Kim, J., H. Alderman and P.F. Orazem (1999) Can private school subsidies increase schooling for the poor? The Quetta urban fellowship program. <i>World Bank Economic Review</i> 13 (3): 443-466.</p> <p>Kremer, M., E. Miguel and R. Thornton (2004) "Incentives to Learn in Kenya". Cambridge, MA: MIT Poverty Action Lab</p> <p><b>C. Are private schools more effective, and if so, why?</b></p> <p>Levin, H. M. and C. R. Belfield (2003). The marketplace in education. In Robert E. Floden (Ed.) <i>Review of Research in Education</i> 27, 183-219. Washington, DC: American Educational Research Association.</p> <p>Uribe, C., R. Murnane, J. Willett and M-A. Somers (2006) Expanding school enrollment by subsidizing private schools: Evidence from Bogota. <i>Comparative Education Review</i>, 50 (2) 241-269.</p> <p>Newhouse, D. and K. Beegle (2005) "The effect of school type on academic achievement: Evidence from Indonesia". World Bank Policy Working Paper 3604. World Bank, Washington, D.C.</p> <p>Somers, M-A., P. J. McEwan, J. D. Willms (2004) How effective are private schools in Latin America? <i>Comparative Education Review</i>, 48(1), 48-69.</p> <p>Lockheed, M. and E. Jimenez (1996) Public and private schools overseas: Contrasts in organizations and effectiveness In B. Fuller (Ed.) <i>Who Chooses? Who Loses? Culture, Institutions, and the Unequal Effects of School Choice</i>. New York, NY: Teachers College Press, 1996.</p> <p>Fuller, B., Ed.(1996) <i>Who Chooses? Who Loses? Culture, Institutions, and the Unequal Effects of School Choice</i>. New York, NY: Teachers College Press. Pp 187-201.</p>
<p><b>SESSION 12: CONDITIONAL CASH TRANSFERS AND WRAP-UP (5/4)</b></p> <p>Are conditional cash transfers effective? Are they affordable? When is it appropriate to use CCTs?</p>	<p>Rawlings, L. and G. Rubio (2003) "Evaluating the impact of conditional cash transfer programs: Lessons from Latin America" Working Paper Series 3119. Washington, DC: The World Bank.</p> <p>de Janvry, A. and E. Sadoulet (2004) "Conditional Cash Transfer Programs: Are They Really Magic Bullets?" Department of Agricultural and Resource Economics, University of California at Berkeley (June).</p> <p>Morley, S. and D. Coady (2003) <i>From Social Assistance to Social Development: Targeted education subsidies in developing countries</i>. Washington, DC: Center for Global Development and International Food Policy Research Institute, pp 35-48.</p> <p>Paes de Barros, R., and R. Mendonca (1998) "The Impact of Three Institutional Innovations in Brazilian Education." In W. Savedoff (Ed.) <i>Organization Matters: Agency Problems in Health and Education in Latin America</i>. Washington D.C.: Inter- American Development Bank.</p> <p>Barrera-Osorio, M. Bertrand, L. Linden, F. Perez-Calle (2008). "Conditional cash transfers in education: Design features, peer and sibling effects—evidence from a randomized experiment in Colombia" Policy Research Working Paper 4580. Washington, DC: The World Bank</p> <p>Lewis, M. and M. Lockheed (2006) <i>Inexcusable Absence: Why 60 millions girls are still not in school and what to do about it</i>. Washington, DC: Center for Global Development. Pages 139-</p>

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