

EDUCATION,
PRODUCTIVITY,
AND
INEQUALITY

THE EAST AFRICAN
NATURAL
EXPERIMENT

John B. Knight
Richard H. Sabot

A WORLD BANK RESEARCH PUBLICATION

Education Productivity And Inequality The East African Natural Experiment

Patrick M. Boyle



Education Productivity And Inequality The East African Natural Experiment:

Education, Productivity, and Inequality John B. Knight, R. H. Sabot, 1990 The relationship between resources devoted to education and the economy of developing nations is explored The research seeks to understand if and how investment in education translates into increased economic growth and labor productivity Additionally the function of education in reducing various dimensions of economic inequality is examined The two East African nations that are the study's focus Kenya and Tanzania have similar levels of income but they differ markedly in their public policy toward the provision of secondary education and thus in the educational attainment of the labor force The research findings provide strong backing for the human capital paradigm educational expansion is shown to raise labor productivity The results also show that making education less scarce diminishes inequality in access to education and in income Numerous figures and tables of data appear throughout this volume a list of 170 references is included DB *Overview of Educational Expansion, Productivity and Inequality* J. B. Knight, 1986 Comparison of the Kenyan and Tanzanian policies for secondary education **Women in Higher Education** K. Subbarao, 1994 World Bank Discussion Paper 244 Although many studies have analyzed the gender gap in primary and secondary education in developing countries this study is one of the few that analyzes the gap at the tertiary or university level The authors trace **Resources in Education**, 1991 Labor Standards and Development in the Global Economy, 1990 **English Language in India** Jaskiran Bedi, 2019-08-13 This book examines the relationship between the English language and growth economic and inclusive in India It explores why English continues to be the language of aspiration long after Independence With the second largest English speaking population in the world today India is testimonial to how a linguistic legacy continues to cast a long shadow on its contemporary discourse in the economic arena The volume Explores how English language proficiency constitutes as human capital Draws in the latest India Human Development Survey data Investigates the relationship between the language and economic indicators such as wages household income and state growth Further investigates the role of English language in the inclusivity of growth Provides a snapshot of the pedagogy of English in the Indian education system First of its kind in scope this volume will be of great interest to scholars of economics education sociolinguistics development studies politics and sociology It will also be of great interest to the general reader Privatizing Education Henry Levin, 2018-03-05 Privatizing Education is a collection of essays written by such luminaries as Martin Carnoy Christopher Connell Wendy Connors Fred Doolittle Pearl Rock Kane Frank Kemerer Christopher Lauricella Arthur Levine Ellen Magenheimer Patrick McEwan Lee D Mitgang David Myers Gary Natriello Caroline Persell Mark Schneider Janelle Scott Geoffrey Walford and Amy Stuart Wells who examine the efforts of some educators reformers investors and political groups to move education from the public to the private sector This is occurring through tuition tax credits voucher initiatives and for profit educational management organizations The volume grows out of a conference that took place at Columbia University's Teachers College which launched the National Center for the Study of

Privatization in Education *The Economics of School Quality Investments in Developing Countries* Paul Glewwe, 1999-07-05 This book presents a method to estimate the economic returns to investments in school quality While economists have long had methods to estimate rates of return to additional years of schooling until now there has been no method for analyzing returns to investments in school quality This is regrettable because many if not most government education policies focus on school quality Empirical work using data from Ghana shows that investments in school quality have higher rates of return than investments in increased years in schooling The bulk of the study is written by Paul Glewwe with some coauthored and contributed pieces from his co researchers Jaikishan Desai Dean Jolliffe Raylynn Oliver and Wim Vijverberg who worked as research assistants on this project **Girls' Education in the Twenty-first Century** Mercy Tembon, Lucia Fort, 2008-01-01 Persuasive evidence demonstrates that gender equality in education is central to economic development Despite more than two decades of accumulated knowledge and evidence of what works in improving gender equality progress on the ground remains slow and uneven across countries What is missing Given that education is a critical path to accelerate progress toward gender equality and the empowerment of women what is holding us back These questions were discussed at the global symposium Education A Critical Path to Gender Equality and Women's Empowerment which was sponsored by the World Bank in October 2007 Girls Education in the 21st Century is based on background papers developed for the symposium The book's chapters reflect the current state of knowledge on education from a gender perspective and highlight the importance of and challenges to female education as well as the interdependence of education and development objectives The last chapter presents five strategic directions for advancing gender equality in education and their implications for World Bank operations Girls Education in the 21st Century will be of particular interest to researchers educators school administrators and policy makers at the global national regional and municipal levels International Handbook of Development Economics Amitava Krishna Dutt, Jaime Ros, 2008-01-01 The essays are concise yet comprehensive and each essay contains a substantial set of references which an interested researcher or student could follow up In addition to representing multidisciplinary interactions this collection encompasses several different perspectives within development economics so the reader can learn for example both about neoclassical approaches and dependency theories in the same volume This makes the collection unique and all the more valuable This is a very good reference collection as the individual essays are informative and provide a good overall perspective on the topic that they set out to address The extensive bibliography at the end of each essay adds further value to this collection Ashwini Deshpande Economic and Political Weekly These new volumes impress along two dimensions First they highlight important connections between economic development and variables such as culture warfare and ethnicity which are sometimes ignored by mainstream economists Second they analyze the economic development experience of different regions such as Africa Latin America and East Asia a valuable reference for scholars and practitioners in the field Highly recommended H A Faruq Choice This two volume original

reference work provides a comprehensive overview of development economics and comprises contributions by some of the leading scholars working in the field. Authors are drawn from around the world and write on a wide range of topics. After providing an introduction to the subject by examining issues like the meaning and measurement of development, historical and interdisciplinary approaches, empirical regularities and data problems, the contributors provide a wealth of perspectives on and analyses of development economics. They discuss alternative approaches to development, the macroeconomics of growth factors and sources of economic development such as capital, labor, entrepreneurship, resources and technology, major sectors of concern such as agriculture, industry, services and the informal sector, and international issues such as trade, capital and labor flows and technology transfers, income distribution and poverty, the state and other institutions, and actual development experiences are explored. The contributors provide analytical contributions as well as the relation between these contributions and real world and policy issues from a variety of alternative perspectives. Scholars, students, policymakers and other development practitioners will all find this comprehensive reference invaluable.

Critical Perspectives on Schooling and Fertility in the Developing World National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Committee on Population, 1999-01-11. This volume assesses the evidence and possible mechanisms for the associations between women's education, fertility preferences and fertility in developing countries and how these associations vary across regions. It discusses the implications of these associations for policies in the population, health and education sectors, including implications for research.

Economic Policy Reform Anne O. Krueger, 2000. Anne O. Krueger has assembled and deftly summarized an excellent set of papers on the major issues in economic reform in developing countries at the turn of the century. Stanley Fischer, International Monetary Fund. The papers and commentary collected in this volume discuss vital contemporary thinking on economic policy reform, in particular the difficulties that leave so much of the world mired in poverty. Distinguished contributors address issues ranging from education and privatization to exchange rates and telecommunications reform, providing an excellent overview of the current situation and the possible paths into the future.

Handbook of Development Economics Hollis Burnley Chenery, J. Behrman, T.N. Srinivasan, 1988. Handbooks of development economics, edit Chenery v 1, *Class Formation and Civil Society* Patrick M. Boyle, 2018-10-26. First published in 1999, this study of the politics of education in Cameroon, the Congo and Kenya presents arresting empirical evidence that urban elites, exiting public sector educational systems, they have dominated in favour of private school networks of their own creation. Seeking to enhance their offspring's chances for survival and even domination in a world of scarce resources and limited opportunities for employment, elites see private schools as tools to shape newly emerging civil societies in Africa in their own image. From a theoretical perspective, the fresh evidence presented here shows that schooling has once again become a major social force influencing the balance of state and society in modern Africa. Re-examining an older political tradition of class analysis and integrating it into more recent

civil society perspectives the author shows that the abandonment of the unreliable education services of dysfunctional African states in favour of private schools has profound consequences for class articulation in societies dividing once again according to educational opportunities

Bridges and Barriers Eddie Williams, 2014-06-03 Recent decades have seen sub-Saharan Africa decline in both economic and human terms The rich North has responded with a barrage of well publicized initiatives from pop concerts to international commitments on debt relief aid trade and good governance Among the complex of factors necessary to sustain economic and human development education receives little media coverage although it is crucial However education must be effective This book argues that in Anglophone Africa education is not effective because of the use of English rather than children's first languages both as the medium of instruction and also as the language in which children are first taught to read Research is presented from Malawi and Zambia countries with contrasting language policies using evidence from tests in English and African languages small group discussions and classroom observation The findings show that English medium policies in Africa do not give students any advantage in English over first language policies while the use of English discriminates against girls and rural children The book concludes that much education in Africa is a barrier rather than a bridge to learning because of the prevailing language ideology which has resulted in massive over-estimation of the value of English While appropriate language policies alone will not solve education and development difficulties in Africa they do have a positive contribution to make The evidence presented here suggests they are failing to make that contribution

Comparative Education Robert F. Arnove, Carlos Alberto Torres, 2003 Bringing together some of the leading names in comparative and international education this second edition provides new perspectives on the dynamic interplay of global national and local forces as they shape education systems in specific contexts

Macroeconomic and Structural Adjustment Policies in Zimbabwe Clever Mumbengegwi, 2001-12-17 The policy relevant analysis of this volume examines nearly twenty years of Zimbabwe's macroeconomic and structural adjustment experiences since independence Part One analyses the impact on economic growth inflation employment and labour markets Part Two deals with financial liberalization and the financial turmoil and currency crisis experienced in the wake of reforms Part Three examines trade liberalization and its impact on investment and income distribution Part Four gives sectoral perspectives on the agricultural manufacturing and health sectors

Sustained Terrorism on Africa Tatah Mentan, 2022-09-09 Human beings indeed need not justify terrorism of any kind regardless of whether one is Muslim Christian or Jew because it is the axis of evil and devastation of mankind Terrorism on Africa has been a ubiquitous presence against which the democratic values of African civilization are ranged a demon to be exorcised at all costs even at the cost of civil liberties However the deliberate use of the term terrorism in recent decades was carefully selected mainly against a certain religion Islam The idea was then globally politicized by the Western world Leaving that scholarly view in its own right this study disagrees with the opinion raising terrorism as the devil's just born child of evil when in reality Africans had been terrorized for centuries as slaves and human

chattel colonies neo colonies and captives of globalism Terrorism on Africa has been the global threat against which global war must now be fought It should have never taken place anyway Whether the terrorizing country was peaceful or violent no country should be granted the right to seize and restrict the development of a region Europeans have crippled the rich native African civilizations for their own political and economic gain for centuries No matter the reason no intelligence knowledge or technology permits one country or countries to terrorize another or other countries like the terrorized and victimized in Africa Africans must disable and counter propaganda and information operations We must address known causal factors by strengthening vulnerable populations and improving their ability to identify characterize attribute and defend against terror networks and threats Our counter terrorism architectures and capabilities will need to be more agile and more integrated Mankind needs a common strategy Understanding this complex terrorist environment will require mature global networks and effective links with interagency teammates and partner nations allowing rapid synchronization of information across agency regional national and international boundaries in order to dismantle the sustained multi faceted terrorism on Africa

The Elgar Companion to Development Studies David Clark,2006 If handbooks can be inspiring this is it Like a true companion it takes in its stride conversations both big and small Its entries do not just present an international and multidisciplinary mix but true to life they work on several different scales And importantly the book makes its authority evident For it is like an extended website but with all the added advantages of an encyclopaedia that actually tells you about the authors and the sources on which they have drawn The resulting compilation is highly intelligent thoughtful and above all usable Dame Marilyn Strathern University of Cambridge UK The Elgar Companion to Development Studies is a major production in the development studies field authored by a star studded cast of contributors With 136 entries covering a vast range of topics it should quickly establish itself as a leading work of reference We should all feel indebted to David Clark who has successfully brought this substantial publishing project to completion John Teye University of Oxford UK This is a most comprehensive handbook on development studies It brings together a wide varied array of carefully crafted summaries of 136 key topics in development by an international cast of well respected academics and other experts in respective areas of study The handbook is heavily interdisciplinary organically combining economic political historical social cultural institutional ethical and human aspects of development While the wide range of entries might appear as a simple glossary listing or an encyclopedic collection each of the 136 entries offers more depth and discussion than the average handbook Viewed in this light this companion is highly likely to become known as a leading reference work on the topic Highly recommended Ismael Hossein Zadeh Choice The Elgar Companion to Development Studies is an innovative and unique reference book that includes original contributions covering development economics as well as development studies broadly defined This major new Companion brings together an international panel of experts from varying backgrounds who discuss theoretical ethical and practical issues relating to economic social cultural institutional political and human aspects of

development in poor countries It also includes a selection of intellectual biographies of leading development thinkers While the Companion is organised along the lines of an encyclopaedia each of its 136 entries provide more depth and discussion than the average reference book Its entries are also extremely diverse they draw on different social science disciplines incorporate various mixes of theoretical and applied work embrace a variety of methodologies and represent different views of the world The Elgar Companion to Development Studies will therefore appeal to students scholars researchers policymakers and practitioners in the field of development as well as the interested layman

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