

World Bank Financing of Education

Lending, learning and development

Second edition

Phillip W. Jones

World Bank Financing Of Education Lending Learning And Development

**Roberta Malee Bassett, Alma
Maldonado-Maldonado**



World Bank Financing Of Education Lending Learning And Development:

World Bank Financing of Education Phillip W. Jones, 2007-02-12 Based on detailed analysis of thousands of confidential World Bank documents this book demonstrates that the World Bank lies at the centre of the major changes in global education of our time It outlines the evolution of World Bank lending policies in education and assesses the policy impact of the Bank's educational projects looking at how it has shaped the economic and social policies of many governments including policies that affect education been an influential proponent of the rapid expansion of formal education systems around the world financing much of that expansion been instrumental in forging those policies that see education as a precursor to modernisation served as a major purveyor of Western ideas about how education and the economy are or should be related Following on from the success of the first edition this revised edition covers topical issues of globalisation and looks into the political debate concerning aid to developing countries It will be of enormous value to those studying or working in educational policy in developing countries international organisations and financial institutions and aid agencies

The Global Politics of Educational Borrowing and Lending Gita Steiner-Khamsi, 2004-10-14 The globalization of educational policy has become a popular if not ubiquitous phenomenon among educational policymakers across the world It has led many observers to conclude that educational systems in different parts of the world are converging towards one international neo liberal model of school reform This practice of borrowing and lending school reforms requires a serious examination of the politics and the economics of transnational educational transfer In this volume Steiner Khamsi and her colleagues provide an in depth empirical and critical examination of the practice of global educational policy Contributors question the value of importing and exporting educational policies analyze who benefits from these arrangements and test the effectiveness of adapting one country's policies in other often quite culturally distinct countries The book investigates how global policies have been implemented locally and examines the extent to which they work in diverse locales teiner Khamsi and her colleagues also examine the role and practices of non governmental organizations NGOs multilateral organizations and the World Bank in fostering how educational policies are disseminated and adapted across national and cultural boundaries

The World Bank's Role in Human Resource Development in Sub-Saharan Africa Ronald Gene Ridker, 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 track the patterns in women's access to and achievement in higher education including student enrollment and access to faculty and administrative positions The study also identifies successful strategies and measures for reducing the gender gap Two issues are examined in this paper Part I reviews how women have fared in the wake of expanded tertiary enrollments over the past three decades Despite evidence proving the importance of women's access to higher education for economic growth a pervasive gap remains especially in Sub Saharan Africa the Middle East and South Asia The second part

examines the World Bank's experience in projects designed to improve women's experience in higher education. The extent and severity of constraints varied across regions. Results are limited and many projects are still in progress. The findings suggest that countries with low per capita income levels and difficult social settings for women may have the greatest barriers to female participation. Even where social constraints are less severe, the programs for improving female education must respond to the demands of the labor market.

Education and Social Justice J. Zajda, S. Majhanovich, V. Rust, E. Martín Sabina, 2006-09-09. *Education and Social Justice* presents up-to-date scholarly research on global and comparative trends in education, social justice, and policy research. It provides an easily accessible, practical yet scholarly source of information about the international concern in the field of social justice, globalisation, and policy research. Above all, the book offers the latest findings to the critical issues in education and social justice. *Education and Social Justice* is a sourcebook of ideas for researchers, practitioners, and policy makers in education and social justice. It offers a timely overview of current changes in and social justice. It provides directions in education, social justice, and policy research relevant to transformational educational reforms in the 21st century. The book explores the problematic relationship between education, social justice, and the State against the background of comparative education research. Social justice is an attempt to answer the following pressing question: How can we contribute to the creation of a more equitable, respectful, and just society for everyone? The creation of a more equitable, respectful, and just society for everyone is a dream for all concerned citizens on spaceship Earth: be they democratic policy makers, empowering and egalitarian pedagogues, and others who believe in much-needed reform.

RealWorld Evaluation Michael Bamberger, Jim Rugh, Linda Mabry, 2011-11-29. This book addresses the challenges of conducting program evaluations in real-world contexts where evaluators and the agencies face budget and time constraints and where critical data is missing. The book is organized around a seven-step model developed by the authors, which has been tested and refined in workshops. Vignettes and case studies representing evaluations from a variety of geographic regions and sectors demonstrate adaptive possibilities for small projects with budgets of a few thousand dollars to large-scale long-term evaluations. The text incorporates quantitative, qualitative, and mixed-method designs, and this Second Edition reflects important developments in the field over the last five years.

Third World Education Anthony R. Welch, 2002-05-03. This book debunks the argument that quality in education can only be achieved by limiting or trading off equality. The quality of schooling is a major issue for Third World nations across the globe. However, there is no single measure which is universally accepted. Whether it is as some economists might argue, an issue of the number of desks per classroom, or one of national sovereignty is widely disputed. Defining equality in education becomes increasingly difficult in an era of globalization in which there exists a wide gap between rich and poor both within and between nations. In the context of an international move towards New Right politics and neo-liberal economic ideologies, both the quality and equality of education are imperiled. This book argues that any worthy definition of quality education must

include the interests and participation of the underprivileged

Changing Educational Contexts, Issues and Identities
Michael Crossley, Patricia Broadfoot, Michele Schweisfurth, 2007-01-24 Documenting major intellectual and paradigmatic changes in the field of comparative education in the light of the history and development of the journal *Comparative Education* this book compiles a selection of articles from forty years of the journal's distinguished history. It illustrates how changing times have been reflected in the nature and quality of published comparative research. Contributors explore the impact of key issues such as marketisation, accountability and globalisation upon policy and practice world wide. They explore how new challenges faced by the social sciences have seen shifts in the contexts, issues and priorities attended to by comparatives and how different approaches to comparative education have influenced the intellectual and professional identities and positioning of those involved. Bridging theoretically oriented scholarship with empirically grounded research relating to issues of policy and practice and with chapters addressing questions of relevance throughout the world, this book is an invaluable resource of ideas and stimuli for further thinking and research.

Handbook of Global Education Policy
Karen Mundy, Andy Green, Bob Lingard, Antoni Verger, 2016-02-24 This innovative new handbook offers a comprehensive overview of the ways in which domestic education policy is framed and influenced by global institutions and actors. Surveys current debates about the role of education in a global polity, highlights key transnational policy actors, accessibly introduces research methodologies and outlines global agendas for education reform. Includes contributions from an international cast of established and emerging scholars at the forefront of the field, thoughtfully edited and organized by a team of world renowned global education policy experts. Each section features a thorough introduction designed to facilitate readers' understanding of the subsequent material and highlight links to interdisciplinary global policy scholarship. Written in an accessible and engaging style that will appeal to domestic and international policy practitioners, social scientists and education scholars alike.

Global Governance of Education Maren Elfert, Christian Ydesen, 2023-09-22 This book examines the educational role of three international organizations created as part of the post World War II multilateral architecture: the United Nations Educational Scientific and Cultural Organization (UNESCO), the World Bank and the Organisation for Economic Co-operation and Development (OECD). These organizations have significantly promoted and shaped education as a fundamental feature of the modernization of society and contributed to the globalization of educational norms, policies and technologies. Drawing on primary source materials and interviews, the book provides novel perspectives to the literature on the global governance of education by focusing on the historical entanglements, relations and power struggles between these three organizations rather than treating them separately. The study sheds light on the homogenizing effects of globalized educational policy making and the shifting power dynamics in the global governance of education. This book makes a very distinctive and important contribution to the literature that critically analyses the influence of the global agencies on education globally; it goes beyond the standard discursive analyses of policy texts to also explore the history of those

organisations through archival research and in depth interviews of the key personnel What emerges is a powerful analysis which locates those agencies within their historical epochs and shines a light on their tensions and micro politics both internally and between organisations Paul Morris Professor of Comparative Education Institute of Education University College London UK A must read historical account of the intermingling boundary setting and competition between the three big intergovernmental organizations IOs in education OECD UNESCO and the World Bank Different from other scholars that document how these IOs have transformed themselves in response to external and internal changes Elfert and Ydesen draw attention to the relational aspect how have these three IOs navigated conflict carved niches and used and abused each other to amplify and expand their own mission How have they done so in an environment that is crowded with intergovernmental and international organizations each with a claim to govern education globally Gita Steiner Khamsi Professor of Comparative and International Education Teachers College Columbia University UNESCO Chair of Comparative Education Policy of the Geneva Graduate Institute of International and Development Studies This volume is a thoughtful and timely work of scholarship Understanding the roles of UNESCO the OECD and the World Bank is central to understanding contemporary education in global perspective Elfert and Ydesen s historical analysis sets out in rigorous detail how these organisations have evolved and what has shaped and driven this evolution The historical analysis is complemented by contemporary interview data facilitating an actor level analysis as well as a broader picture The book is conceptually and theoretically rich while being accessibly written the authors manage complexity remarkably well For anyone interested in global governance and the role of international organisations or anyone who wants to understand in general how global educational agendas have developed and converged this book is a most valuable read Michele Schweisfurth Professor of Comparative and International Education University of Glasgow UK Chapter UNESCO the OECD and the World Bank A Global Governance Perspective is available open access under a Creative Commons Attribution 4 0 International License via link [springer.com](https://www.springer.com)

Innovations in Delivering Primary James Lynch, 1998-06-01 This volume of the series that debates the need for universal primary education is concerned with the good behaviour of would be educational innovators in developing countries The text looks at the need for a code of practice and relating that to issues of economic realism human rights sensitivity ecological responsibility and educational effectiveness

Higher Education in Ethiopia Tebeje Molla, 2018-01-18 This book focuses on higher education in Ethiopia analysing persisting inequalities and policy responses against the backdrop of the extensive expansion and reform that the system has experienced in recent years Drawing on empirical data generated through interviews policy reviews and focus group discussions it explicates factors of structural inequality ranging from neoliberal policy orientations to repressive gender culture and geo political peripherality In a departure from conventional studies that consider policy a response to social problems the book takes a critical perspective to show the constitutive role of policy and explains how the representation of the problem of social inequality undermines equity policy outcomes in Ethiopian higher

education Not only does the book problematise the framing of the problem of inequality in the system it also outlines strategies for designing transformative equity instruments In explaining structural factors of inequality and equity provisions the book productively combines sociological concepts with historical accounts and political economy insights Given the increased economic optimism associated with higher education in sub Saharan Africa and the neoliberal ideals underpinning much of the restructuring of the system in the region this is a timely and important contribution that sheds light on the social justice implications and consequences of such changes It offers fresh accounts of largely neglected qualitative cases of inequality making it a valuable read for students and researchers in the areas of Ethiopian education policy studies international and comparative education and international development

International Organizations and Higher

Education Policy Roberta Malee Bassett, Alma Maldonado-Maldonado, 2010-04-15 Higher Education operates in an increasingly global context and yet the examination of what drives and moves the field has remained largely focused on domestic campus leaders national governments and institutional actors International Organizations and Higher Education Policy expands the analysis to include the global drivers behind higher education policy including a full array of influential organizations such as the World Bank UNESCO OECD WTO bilateral aid agencies and major private foundations The significance of these organizations is especially pronounced in the developing world where the expansion of higher education is happening in conjunction with the broadening influence of globalization International Organizations and Higher Education Policy critically analyses the impact that these influential organizations have at different levels of policy development and implementation around the world It examines their role in higher education institutions examines the strength of these relationships and exposes both the positive and negative implications This edited volume is composed of scholars and members of these organizations from around the world They address How international organizations represent the interests of the developed world and subsequently have an impact on the developing world How these organizations drive and shape the global agenda for higher education How higher education as an international industry is subject to a myriad of influences from the international to the regional level What ethical issues emerge when international organizations intervene in national policy making processes

Africa in the 21st Century Ama Mazama, 2007-11-21 Africa in the 21st Century Toward a New Future brings together some of the finest Pan African and Afrocentric intellectuals to discuss the possibilities of a new future where the continent claims its own agency in response to the economic social political and cultural problems which are found in every nation The volume is structured around four sections I African Unity and Consciousness Assets and Challenges II Language Information and Education III African Women Children and Families and IV Political and Economic Future of the African World In original essays the authors raise the level of discourse around the questions of integration pluralism families a federative state and good governance Each writer sees in the continent the potential for greatness and therefore articulates a theoretical and philosophical approach to Africa that constructs a victorious consciousness from hard concrete facts This

book will interest students and scholars of the history and politics of Africa as well as professional Africanists Africologists and international studies scholars who are inclined toward Africa **Whose Education For All?** Birgit

Brock-Utne,2002-06-01 Since 1990 when the phrase education for all was first coined at the World Bank conference in Jomtien Thailand a battle has raged over its meaning and its impact on education in Africa In this thought provoking new volume Dr Brock Utne argues that education for all really means Western primary schooling for some and none for others Her incisive analysis demonstrates how this construct robs Africans of their indigenous knowledge and language starves higher education in Africa and thereby perpetuates Western dominion In Dr Brock Utne s words A quadrangle building has been erected in a village of round huts *Neo-liberal Educational Reforms* David Turner,Hüseyin Yolcu,2013-12-17 This volume gathers a cast of eminent scholars for a critical and comparative analysis of how neoliberal education policies have functioned in a range of countries in different stages of economic development Treating case studies from Europe Asia the Americas and the Middle East the volume shows how globalization operates differently in different societal contexts

Making the World Global Isaac A. Kamola,2019-06-07 Following World War II the American government and philanthropic foundations fundamentally remade American universities into sites for producing knowledge about the world as a collection of distinct nation states As neoliberal reforms took hold in the 1980s visions of the world made popular within area studies and international studies found themselves challenged by ideas and educational policies that originated in business schools and international financial institutions Academics within these institutions reimagined the world instead as a single global market and higher education as a commodity to be bought and sold By the 1990s American universities embraced this language of globalization and globalization eventually became the organizing logic of higher education In *Making the World Global* Isaac A Kamola examines how the relationships among universities the American state philanthropic organizations and international financial institutions created the conditions that made it possible to imagine the world as global Examining the Center for International Studies Harvard Business School the World Bank the Social Science Research Council and NYU Kamola demonstrates that how we imagine the world is always symptomatic of the material relations within which knowledge is produced *African Education and Globalization* Ali A. Abdi,Korbla P.

Puplampu,George Jerry Sefa Dei,2006-01-01 Containing both theoretical discussions of globalization and specific case analyses of individual African countries this collection of essays examines the intersections of African education and globalization with multiple analytical and geographical emphases and intentions Comparative Education Carlos Alberto Torres,Robert F. Arnove,Lauren Ila Misiasek,2022-08-10 Now in its fifth edition *Comparative Education* The Dialectic of the Global and the Local has established itself as the state of the art comprehensive as well as sophisticated framework for taking into account the dynamic interactions of local national regional and transnational factors shaping education systems around the world Our theoretical and methodological strategy for this volume has proven effective as a standard textbook for

introducing the field of comparative education from various theoretical and methodological perspectives Researching The Powerful In Education Geoffrey Walford, 2013-11-05 Educationalists offer an overview of methods for researching those in positions of power They focus on key issues with broad relevance to social scientists such as access interviewing data restrictions ethical dilemmas and the role of theory This book is intended for academic and postgraduate researchers within education sociology social policy and politics as well as advanced undergraduates involved with research dissertations The book s international appeal is enhanced by the contributions of US and UK authors *Power and Possibility* Fergal Finnegan, Bernie Grummell, 2019-11-26 Power has been a defining and constitutive theme of adult education scholarship for over a century and is a central concern of many of the most famous and influential thinkers in the field Adult education has been particularly interested in how an analysis of power can be used to support transformative learning and democratic participation In a fragile and interdependent world these questions are more important than ever The aim of this collection is to offer an analysis of power and possibility in adult education which acknowledges analyzes and responds to the complexity and diversity that characterizes contemporary education and society *Power and Possibility Adult Education in a Diverse and Complex World* explores the topic of power and possibility theoretically historically and practically through a range of perspectives and in relation to varied areas of interest within contemporary adult education It is concerned with addressing how power works in and through adult education today by exploring what has changed in recent years and what is shaping and driving policy Alongside this the book explores ways of theorizing learning power and transformation that builds and extends adult education philosophy In particular it takes up the themes of diversity and solidarity and explores barriers and possibilities for change in relation to these themes

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