aboriginal population of Australia
’s stolen children’ for child protection
90
absenteeism of teacher
impact on student outcomes 267
Absolute Return for Kids (ARK)
UK-based charity 381, 458, 467
Abu Dhabi, PIPS assessment 316
academic qualifications of teachers
subject choice and level 259
academic training 24
‘Academy in a Box’ model
management of new school 134
accountability details 512
adherence to professional norms 220
’short route’ theory 510, 511
’success factors’ 515
system of teachers, focus on
outcomes 220
Accra, Ghana, billboards 491
Addis Ababa UNESCO meeting 1963
manpower plan for investments 23
Advanced Learning School 496–7, 499
Adverse Childhood Experience (ACE) 505
aeronautical engineering study
by girl in Maharashtra through
computer use 370
affordable learning 131–47
Affordable Learning Fund (ALF)
investment in private education
companies 140
Affordable Private School (APS)
business model definition 140
Affordable Private School Initiative 139–40
Afghanistan, Pakistan
regarded as security threats, get UK
bilateral aid 473
Africa, sub-Saharan, greatest need 215
African children, Lagos, Nigeria
75 per cent in low cost private
schools 482
shortage of trained teachers, lack of
resources 222
African crisis causes
views of externalists on 396–8
African growth, unsustainability,
reasons for 394
African heads of state
cocnut elections to return
themselves to power 404
no interest in reform 395
personal fortunes in Swiss banks 398
power, brutal suppression,
investment in Swiss bank
accounts 399–401
African Island Church (AIC) 239
African people’s rebellion 397
African poverty causes
misgovernance, abuse of political
power 405
African problems 379
African state, criminal, politics of
exclusion 399
Africa’s ‘larger countries’ dragging
continent down 393
age earnings profiles 57
age positive for self-confidence, teacher
identification
negative for student outcomes 358
agricultural output and productivity in
Africa
56 per cent of global average 394
performance 387
Aguablanca, Colombia
founding of private and government
schools 203
gender ratio of pupils 203
government schools, inaccessibility
for all 212
number of schools and pupils 203
ownership types of private schools
203
aid
donors for private schooling
governments not helpful 191
flow benefits in sub-Saharan Africa
helping wealthy political elite 478
for Africa, failure of, harm to 389
sceptics, systematic aid, criticisms 475–6
targeting through Searchers 479
vehicles for low cost private schools, potential 485–7
waste and misuse 382
AIDS, impact of economic growth in Africa 68
American Economic Association 52
analysis of economic growth, Solow growth model 65–6
Angola and Nigeria, oil-producing countries
daughter or President, female billionaire 401
Angola, high oil prices, corruption rampant 393
Angola’s robber economy
nonchalance of leading officials 405
Annan, Kofi, UN Secretary-General blame is African leaders 398
on loss of mineral resources in Africa 384
apartheid dismantling, South Africa democratic elections, 1994, 397
aptitude of students 331
ARK see Absolute Return for Kids assessments 326, 340
Association for Formidable Educational Development (AFED), Nigeria, Bonny Island 487
attainment rates of teachers
impact on children’s learning 250
Attention Deficit Hyperactivity Disorder (ADHD)
PIPS baseline assessment 314
audio equipment
low-cost private schools in slums of Colombia 209–10
autonomy in advanced and developing countries 23
autonomy of schools, greater, out-performing lesser 220
Avanti Learning Centres 141
baseline achievement tests in Hindi, mathematics, English 460
baseline assessment
international context 305–24
introduction, progress measurement of children at school 306
research findings 311–16
statutory requirement in 1998, 306
UK, national tests for children 7, 11, 14, 305–9
basic skills, lack of
both knowledge and teaching skills 250
behaviors consistent with common norms 331
Beijing Normal University
PIPS On-entry Baseline assessment, 1994 320
Bell, Dr Andrew, Scottish Chaplain
Experiment in Education 299
experiment with younger scholars 295
scientific lectures 294
strict Church of England code for method 300
teaching alphabet by writing letters with fingers in the sand 296
Bell–Lancaster methods for mass education 298–303
biotechnology, basic, self-taught
children in India 371–2
‘black elephants’ in Africa and environmental degradation 388
body size and food supply, neglect of relationship 62
Bonny Local Government Area
teacher training in synthetic phonics 287
Botswana Department of Education
advancing educational attainment 330–32
Draw-a-Person test 334
objectives of test framework 333
bottom of the pyramid (BOP) 132
‘Brain Drain’ literature phases developing to developed countries, 1960s, 64
‘Brain Gain’ effect 65
Brainology, online programme 502
Brazil, Anhanguera, university education 137–8
Bridge International Academies 190
school managers 192
Bridge International Academies, Kenya 80 133–5
Bridge International Academies, Nairobi, 2007, 179–80
BRIDGE schools in Africa 89
British aid to Uganda evidence of fraud by Prime Ministers office 390
British entry into India 251, 294
broadband subscriptions, increase, Africa, Arab States 141
Burt reading post-test 281, 283
capital and skill intensive goods 71
capital for entrepreneurs, financial 443–5
Career Launcher school chain, India 190
‘Cashgate scandal’ money with corrupt Malawi officials 390
‘cashless school system’, corruption issue tackling 134, 136
Catholic School in South Sudan 239
Centre for Civil Society (CCS) 165, 460
Ensure Access to Better Learning Experience (ENABLE) 458
Centre for Evaluation and Monitoring (CEM) 306
Durham University UK 305
Certificate in Functional English, India 142
chains of schools and colleges 138
charitable giving 33, 140
charity/voluntary schools in England new techniques for schooling 298
charter schools, American 178
child intelligence strong effect on educational spending 128
child-rearing, education on 36
children as actors and musicians middle classes in ancient Rome 293
children in slums and shantytowns 343
children self-teaching, with computers 226
children’s learning influence of different factors 322
PIPS diagnostic information 309
children’s reading development impact of enriched curriculum 315
children starting school first international monitoring survey 323–4
‘child teachers’, on computer use, India 372
Chile extended school day program, 1997, 417
private school establishment 410–11
school choice policy, 1981, 189
voucher program, 198, Friedman-inspired 178
China capital accumulation distortion towards physical capital 68
engagement with Africa, against West 405
formal education system disruption by ‘Cultural Revolution’ 68
gender-based quotas favouring men, university entrance examinations 37
‘Great Famine’ 1959–61, death of millions 61
impeding Africa’s democratic steps 405
increased engagement with Africa, willing partner if Western powers are ignored 405
study of twins during Cultural Revolution 110
teaching as ‘high-status’ profession 223
church schools, major increase, South Sudan 239
civil wars in post-colonial Africa started by politically excluded 405
classroom discipline, problems in US classrooms, innovative 177–9
clergy, less reliance on for low-cost teaching
Chile, extended school day program, 1997 426
Cobb–Douglas form, production function 65–6
cognitive constructs used in PIPS 307
cognitive learning functions 292

cognitive skills 3, 6, 10–16, 53
growth relationship 14
vocabulary acquisition 306–8
Colombia, Cali, Aguablanca, low-income area 200
homicide rates highest in country 200
private schools versus government schools, violence and criminal activity in Aguablanca, Colombia 82
combined indicator 351
community awareness programme ‘Right to Education’ programme, Government of India 513
community participation and School Based Management 510–18
community schools in South Sudan significant increase 239
community teachers, para-professionals in developing countries 223
‘comparative advantage friendly’ (CAF) model
World Bank Chief Economist, Justin Lin 72
competition for schools, mixed results 177
competition of schools to improve quality 176–7
Complex Systems, computer study 372
Comprehensive Peace Agreement (CPA) South Sudan 232
computer experiment all over India, Cambodia
children self-teaching, with computers 370–71
computer experiment in Hyderabad, India
speech-to-text program for English pronunciation 371
computer in a slum 1999, Kalkaji, New Delhi, India 370
computer literacy to non-school areas 370
computer sharing of ten-year olds success with GCSE questions 373
conflict and corruption, natural resource traps 432
conflict threat in Africa 393
consumer driven information, from test users 329
consumer markets, from low income communities 132
context significance in tests 329–30
contextual approach, entrepreneurship 445–8
contract teachers, effectiveness of 268–9
control group test, Nigeria 282
corruption and waste in government schools system 472
cost-effectiveness of public and private schools 98–9, 124–8
credit constraints experiment 107–8
credit market failures 106–8
criminal activity in Aguablanca 212
cultural learning transmission 292–4
curriculum, diversified
metal shops, wood shops, domestic science, agricultural farms 24

DAC see Development Assistance Committee
daily payment of school fees 136
Dar es Salaam, children identification of high ability 345–50
debt servicing in Africa 397
Deccan Federation of Private Schools 487
definition of tested children, and scores 366, 367
Index 523

Delhi Voucher Project First Assessment report Centre for Media Studies, (CMS) Delhi 165
democratic pluralism in West 405
demographic characteristics 460
Department for International Development (DFID) 80, 145, 149, 191, 259
education aid misappropriation in Kenya 479
gender parity as priority 36
Nigeria, Ghana, Pakistan public education systems 228
recipients of bilateral aid 474
teacher survey in sub-Saharan Africa, South Asia 224
dependency culture, malignancy of 476–7
developing countries
development opportunities low 434
loss of talented individuals through migration 64
Development Assistance Committee (DAC) countries, education aid 479
development indicators, thirty-five countries 49–50

Diamond Conference at Victoria Falls, 2012, 401–2
diamond field, at Marange, Zimbabwe
Mugabe’s government plundered them 401–2
diamonds in Angola 384
discrimination against students 265
displaced people in Colombia 200
distance education system 369–70
distance from school, impact of, stronger for girls 129
dominant language competence not special for economic development 30–31
Dominican Republic, experiment 110
donor programmes and private sector working together 192
double enrolment, high percentage, Patna schools 167
Dynamic Federation of Private Schools 487

Early Grade Reading Assessment (EGRA) 320
eyear learning goals, for Foundation Stage, 1999, 308
Early Years Foundation Stage Profile 308
earnings potential of individual, influential factors 56
East Asian countries, high scores on international tests 14
economic and political reform, no interest in Africa 395
economic development 432
impact of English 29–31
economic distance between teacher and taught, high 264–5
economic growth 343, 476
economic institutions, role of 13
economic performance poor, Africa 379
economic productivity measurement 25
economic rates of return, over-investment in education 24
economies of scale in education 409
educated fathers, advantage for giftedness 357
educated mothers in Pakistan more time for children on schoolwork 110
education
access, aid, and financing 379
demand for, labor market returns response 109–10
development link 171
donors, multinational organisations 227
economic development 21–3
expansion in US, world outpacing 16
field for entrepreneurs 430
girls, particular concern in India 464
good education 217
impact on earning 53, 56
importance of understanding of 28
improving in low-income countries 85–118
interventions, high profile
experimental achievement 468
investment in 226–7
parents, child health 60, 352
policy, pragmatic approach 100–112
post-conflict zones, South Sudan, 232–46
preschool for children in poverty, India 137
private provision 33–4
privatization in Chile after 1981, 418
quantity and quality 57
returns to, higher in developing countries 56–7
skills accumulation for productivity of labour 58
educational attainment from South Sudan 233
trends in, by region 54–55
educational leadership in US, loss ‘decadent’ education system, 58
educational quality, economic impact 6–17
educational systems, political economy 271–4
Education First’s English Proficiency Index (EF EPI) 30
Education for All 3, 6, 34, 170, 171
aid and charitable funding to health 227
political failure 26
education-growth, and education-earnings 7
Education Management Information Systems Unit (EMIS)
data on schools in Sudan 233
survey primary school data 233
education settings, emerging 326–40
education type, new investment 23
education voucher schemes 485
Educomp Solutions, India, 1994
Smartclass, Mathguru, Wizlearn, Aha!Math, East Tech,
Aha!Science 137
effect sizes on children’s relative progress
standard deviations 312
E.G. West Centre, Newcastle University 232
electricity in home, positive for confidence and performance 358
electric light availability
low-cost private schools in slums of Colombia 210
e-mediators, ‘cloud’ of, Kalikuppam project 373
employers’ organizations
complaints about type of graduates 178
employment relationships, high teacher turnover 183
ENABLE (Ensure Access to Better Learning Experiences)
data instrumental variable analytic methods 463
effect on Hindi achievement 462
program 460
school voucher programme 381
target for economically disadvantaged children 458
vouchers, lottery 458
endogenous education in India 14–16, 291–303
Eneze Education, for profit company, Kenya, 2011 142
engineering education 24
English
achievement of girls increased by ENABLE program 464
good understanding of
Bridge International Academies, Kenya 134
language dominance in science, business, popular culture, education 29
language of instruction, schools in Nigeria 278
and Math scores 89–93
proficiency and economic development 30
reading test, eight independent variables 359
second language, learning to read 250
taught as a subject, Nigeria 278
enrolment at school, numbers of
by school management type 153
no learning of core skills 217
entrepreneurial drive by consumer demand
parents’ needs, education in English, computer laboratories 439
entrepreneur role in development and education 430–50
entrepreneurship 13
driver of social change 432
and education industry 435–7
education, social 380–81, 437–49
power of 146
systemic challenge to 433–5
vital component of economic growth 431
entrepreneurs in developing countries, problems 143
entry and exit of private schools, Chile 422
Episcopal Church of Sudan (ECS) 239
e-readers from US, available in developing world 497–8
expenditure of households on schooling 128
Experifun Learning Solutions 141, 496
factor loadings for self-perceptive questionnaire 350
faith-based education, demand for, Chile 423
religious school supply expansion 409
family planning, coercive in India
teacher threats to fail students 98
family planning, education on 36
fans in schools, availability
low-cost private schools in slums of Colombia 209
Federation of Private Schools Management, India 487
feedback from stakeholders (parents) school scorecards 514
fee-paying for schools 172
fees, affordability, and recognition, Patna 157
female college graduates in OECD countries
percentage 38
female dominance, underprivileged males 37
females, over-representation in high-income countries 20
female teachers and enrolment of girls in rural areas 265
fictional place ‘Taleem’, site of great schooling wars 79
finance, access to, in public schools 106–8
finance, size of voucher, if additional fees allowed 415
financial capital, crucial for entrepreneurs 443–4
Financial Times
first annual essay competition 133
statement on poverty and education 133
financing, lack of, for private schools 106
financing schemes of public and some private schools alteration of, Chile 417
Finland
education for teachers, Masters’ level 219
high-performing country 28
firms with school products, choice of schools 109
First International Science Study 1970–79, 11
foreign aid to Africa $83 billion fall in standard of living 388
Foreign Direct Investment (FDI) 64
formal learning situations 251
formal schooling, sole source of education 8
for-profit schools, Chile 425
Foundation Stage for children 3–5 years 308, 313
four country study baseline analysis follow up analysis 319
reading development on entry 318
fraud, theft, destruction, loss of school textbooks 479
free markets 171
free trade before colonialism, Africa 399
Friedman, Milton
views on government in education 176–7
funding programmes, targeted 254
Gandhi, Mahatma, on the future 376
Gates, Bill, champion of ‘creative capitalism’ 145
GCSE questions to children, after SOLE sessions 255
success through Internet 373–4
GCSE results against ‘Density of Council Housing’ 369
GDP growth in Africa 1996, 5 per cent 386–7
gender 20, 154–5
achievement impacts 464
discrimination in educational spending 128
discrimination in labour market
discrimination in pay for teachers, Pakistan 183
disparity in South Sudan 83
gradual shift in under-representation of female 36, 37, 38, 39, 40
inhibition of human capital accumulation 58
positive for self-confidence in girls 358
school management type 155
gender gap 4, 36, 129
Finland 28
reversal of, for OECD countries 37
gender of the teacher
importance for student enrolment and learning
in South Asian Region 265
gender parity as priority 36
primary, equal, secondary, various, 235
wide gender disparity 235–6
General Law of Education (LGE), Chile
voucher system change 417–18
geographical accessibility of private schools 149
German school, Heidenheim, closing of, 1560s
pleas for German rather than Latin teaching 98
Ghana, ‘economic success story’
high wage bill for government 395
Ghana, Nigeria, teacher training variety 182
Ghana, private schools
economic crisis
blame of the West, Asia, and drought 397
gains in mathematics, English, religious/moral education 35
gifted children identification
in poor areas of Dar es Salaam, Tanzania 343–63
‘giftedness’ 344–5
giftedness, five indicators, linear modelling approach 357–9
giftedness, testing for, in sub-Saharan Africa 254
gifted pupils, identification of, high ability 350–52
girls’ education, 195
Global Business Coalition on Education 227
global economic history, three growth regimes 70
global education industry as market major opportunity 133
global enterprise of testing 327–8
globalization, technological change 58, 71
Global Positioning System (GPS), school mapping 151
Global Teacher Status Index
public perception of teachers in world 223–4
global youth literacy rate, higher than adults 216
‘Glorious Revolution’ 1688, England acceleration of economic growth 71
government and non-government schools 172–3
government and private schools comparative enrolment by grades 154
government provision of education, failure 193–4
government recognition versus quality 166
government schools absence, inactivity, of teachers 479
Africa and India, international aid, with little effect 472–88
failures 187
little teaching activity 186
need for progress in 191
number and percentage 164
Patna 151, 164–5
private school count in 1 kilometre radius 164
teacher non-attendance 192
teachers, lack of accountability 484
teachers, many absences, Kenya, Lagos, India 184
teachers, more earnings than private teachers 95
teachers’ salaries, national pay scales for civil servants 260
Government Schools (TS), Taleem 92
government-driven education policies failure in developing world 438
government school system failure in quality of education 186
graduation exams in Pakistan (BA/BSc)
sitting as private candidates 259
‘Granny Cloud’, volunteer teachers 373, 375
grant-aided private schools 172
Gray Ghost Ventures (GGV) Atlanta US
impact investment company 139
Gray Matters Capital (GMC) 140
Hyderabad private schools 169
private school sector 139
gross national income (GNI) 30, 48
growth and education, added-variable plots 12
growth in GDP per capita 1960–2000 for 92 countries 8
growth in US fluidity of markets, freer labor markets 15–16
growth recessions, cross-country 7–8
growth type of schools in Juba, South Sudan
class by class only 240–42
guidance and counselling to students 331
Happy Academy 504
parent involvement required 505–6
Harvard, Oxford, Yale Princeton early, no access for women 36
health, basic needs for
nutrition, clean water and sanitation, basic housing 61
high-ability children in slums of sub-Saharan Africa
untapped resource 363
waste of human capital 363
higher earnings, with good teachers 218
High-Level Political Committee, Taleem
purchase of private schools 97
Hindi, most widely spoken in India
English necessity of, for politics, commerce 457
historical stories on educational ‘outcomes’ 98
‘Hole in the Wall’ computer, Kalkaji, New Delhi, India 370
research 254–5
Sugata Mistry, computers and broadband in slums of India 226
home background and school learning 322
household decision making, pragmatic approach 109–12
human capital 6, 17
accumulation 68
definitions and concepts 51–2
education and learning by doing 52–60, 68
in endogenous growth models 68–9
five major activities 52
and health 60–61
individual ability (innate or acquired) 51
knowledge acquisition 51
knowledge through education 51
and migration 63–5
new structural economics 72–3
role in economic development 47–73
skills acquired in workplace training 51
technophysical evolution 62–3
unified growth theory 69–71
human capital and economics growth
Solow model, augmentation 66–8
Human Development Index (HDI) 48, 385
Human Development Report, 1990
United Nations Development Programme, 48
human physique, Nobel Laureate Robert Fogel 62
human rights in West 405
human species evolution 70
Hyderabad, India
control for children's age, sex, IQ, household income 185
Hyderabad, India, billboards 491
hygiene and sanitation, school teaching need 60
identification by peers
positive for teacher identification and performance 358
ILSA see International Large Scale Assessments
immigrants, highly skilled, in US 16
educated in home countries 14–15
impact assessment on voucher offer on academic achievement 462
impact estimates on voucher use, all subjects 464
impact investment 139
impacts of school vouchers in United States
peer-reviewed, random assignment studies 459
income in Africa, below poverty line 391, 393
independent variables for giftedness five negative, five positive 358
India,
aid for government schools stolen by Indian officials 4
grant-in-aid' schools tradition 111
household expenditure bias, in favour of boys 188
information technology sector job opportunities abroad 65
private schools expensive 187–8
gains, in mathematics, English, Hindi 35
lower teacher absenteeism 35
SKS Microfinance 136
slow progress in schooling for population 68
teachers more often a science specialisation 259
teacher training, private teachers, majority untrained 182
India Institute, New Delhi
Ministry of Human Resources Development, Bihar 150
Indian School Finance Company (ISFC) 139
Indian village boy
Ph.D at Yale through computer use 370
India's flagship education programme Sarya Shiksha Abhiyan (SSA) 149
indigenous language and content in schools 31
Indira Gandhi National Open University 142
individual rights provision and protection 476
Industrial Revolution 69, 70
intellectual roots 71
information constraints, alleviation 104
infrastructure capital (roads, ports) 51
innovation in schools, drivers, not a success 178
innovations in classrooms 178
innovation, stock of human capital 69
in-service training of teachers for skills gaps 271
institutions, for-profit
no incentive for education of poor 33
instruction, mixture of English and Hindu medium 161
intellectual capability of teachers versus non-teachers India, Pakistan 259
intellectual resources for entrepreneur 444
intelligence gap 129
Interactive Radio Instruction (IRI) distance education system 225
Intercultural Bilingual Education 32
international aid to African leaders 379
corruption and state of dependency 382
encouragement of dependency culture with corruption 476
government schooling 479–80
how much and why? 473–5
humanitarian case, wealth transferral from
rich nations to poor 473
more harm than good 379
schooling for poor 472–88
international aid in Africa
more harm than good 382
seldom reaching the needy 379
international baseline assessment 305
international development 143
and donor community in education 191–3
International Finance Corporation (IFC)
*Educating Amaretc* 133
international labour migration
net gains to sending countries 64–5
international labour migrations 63
International Large Scale Assessments (ILSAs) 20
education policy ideas 26–9
weaknesses of some results 28
worldwide growth 40
International Monetary Fund (IMF) 379
blame from Africa 397
International Student Assessment (PISA) Sweden
school choice policy 189
international studies, baseline assessments 320–23
International Test Commission (ITC) 338
international testing in education 27
international trade expansion 71
Interpretive Participatory Action Research (PAR) 340
investment capital for private school owners 485–6
investment encouragement 16
investment, good, for LCPSs 500
in human capital 52
impact on finances, low funding 503
impact on learning 503
integrated values development 502–3
parent support system 505–7
questionable for LCPSs 493–500
rule of thumb to question typical school features 509
student analysis 504
teacher development programme 507–8
IQ scores
eight independent variables 359
factors contributing 362
teacher, peer, self-identification 363
iron deficiency anaemia in rural China educationally retarding 60
School in a Box package 142–3

Jamaica, low-cost private schools (LCPS)
performance as good as public schools 35
Jamaica and Caribbean
underachievement of boys 37
JB Education scandal, company founder a millionaire 189–90
Jesuit code of liberal education
peer learning technique 293
Jolly Phonics, 1992
engaging for children 280
to teach reading and writing 280
Juba Christian Centre (JCC) 239

Kenya, low-fee private schools
gains in mathematics, Kiswahili 35
Kenya, Ministry of Gender and Social Services
easier route of registration 176
Kenya Independent Schools Association 487
Kenyan teachers
using mobile technology in school 142
Keynes, John Maynard, 1st Baron
Marshall Plan 473
Khan Academy, new technologies and teaching 226
KIPP schools in United States 89
Kiswahili test and score 362
eleven independent variables 359
knowledge and innovation failures 108–9
Knowledge in Power Programme (KIPP) 503
‘knowledge-driven economy’ 58
Korean pupils, emphasis on school tests 29

labor force quality, influence on growth 15
labor supply constraints, 105
Labour Force Surveys (LFSs) 262
labour market failures 103–6
labour migration 63
lack of growth, in low-income countries 434
Lagos, 88 percent of schools unregistered 175
Lancaster, Joseph
*The British System of Education*, 1810, 301
low prices for his school 299
monitors, not teachers, training in his method 299
school opening for poor, 1798 298–9
language of instruction 29–32
languages to be taught, tension with parents and school 98
languages worldwide, decline of number 31
Latin American countries study on persons in teaching profession 258
LCPS see low cost private schools leadership corruption, major cause of Africa’s woes 399
leadership skills, cultural awareness, care for animals, school goals 27
leading education systems and teacher recruitment 259
learning achievement, variation in higher Math and Science scores in private schools (PS) 94–5
Learning and Education Achievement households in 128
market experiment 193
in Pakistan Schools (LEAPS) in Punjab Schools (LEAPS)
learning gaps across household and schools 126, 129
learning in children’s first year, enormous amount 321
learning in open environments 295
learning outcomes definition knowledge, skills and values 492
learning outcomes for poor children 191
learning readiness of students 331
learning style cluster instructions 339
legitimacy, pragmatic 447
legitimation practices of low-cost private schools 447
LGE law, Chile, General Law of Education increase of government regulation and oversight 426
Liberia Teacher Training Programme (LTTP)
phonics approach 279
libraries, cost of space and books 497
libraries, lack of use of 496–7
libraries, use of children in all schools, Colombia slums 210
life expectancy determinants 385
‘Age of Modern Medicine’ 61
at birth (L), longevity 48
good performance China, Chile, Bangladesh, Japan 61
investment in public health infrastructure 61
reduction of chronic malnutrition 61 twentieth century increase, 31 in 1900, 66 in 2000, 60
underperforming, United States, Russia, South Africa 61
literacy for schedules cast and tribe children 188
literacy rate, in sub-Saharan Africa 216 literate/illiterate gap 129
locality, observability and community action (LOCUM) 326–40, 329
looting in Nigeria, oil money squandering 401
low-cost private education sector and entrepreneurship 449–50
low-cost private school chains
regulation violation on teacher qualifications 190
teacher support with professionally designed materials 180
low cost private schools (LCPSs) 35, 149, 186, 228
advantages over government schools 483–4
Asia to Africa 173
business model 173–4
Colombia, slums 200–213
computer labs as questionable investment impact on finances 495
failure to be government-registered 174
fee income, erratic 174
growth and development in developing countries 131, 491
improvement of access and quality 382–3
low fees 173
major role, Uttar Pradesh, Lagos, Nigeria 195
native speakers for teaching 174
need 438
outperforming children at government schools 484
for poor, increasing 480–84
poor infrastructure 173
recipe for 491–509
recognised or unrecognised 481
role of 227–9
scientific experiences in low-cost ways 496
young teachers with low pay 173–4
low-income countries, deficits in child education 85
low-income families for low cost schools 174
low levels of teacher effort in government schools 457
Lumiar Institute in Brazil, innovative curriculum 226
Luther, Martin, on state education need versus parents 98

Madras (now Chennai)
Tamil, Telegu, Marathi languages 294

‘Madras Method’ of education
children as teachers, peer teaching 291–8
Kendal Industrial Schools 1799, 298
in London schools
Protestant Charity School, St Botolph’s, Aldgate, 1798, 298
‘Monitorial Bell–Lancaster method’ 251
teaching alphabet by writing letters with fingers in the sand 296–7
use of slates, no ink or paper 300
Malawi, child ability information
parental reallocation of expenditure 110
Malawi, concerns on low-fee private schools 35
Male Orphan Asylum for illegitimate offspring of British army 294
malnutrition, effect of, on body and intelligence 62
Malthusian theory of growth 69–70
management of education, innovative 179–80
management office, central, for school provision 179
Mann Whitney U test 282
manpower forecasting and planning 4, 23, 24
shift to economic rate of return 26
manufacturing decline in Africa 394
Mao Tse Tung ‘Great Leap Forward’ strategy
failure of 61
map of schools in Juba, South Sudan 237
march through Accra, Ghana against rule of President Rawlings 398
market failures, informational 102–3
market organizations, efficiency of 14
markets for inputs into schooling 108
Massachusetts Teacher on parents as unfit guardians for children 98
mass community illiteracy 512
mass literacy achievement in Britain
251–2
material inputs, government schools
better equipped 212
mathematics achievement and
economic performance 28
mathematics achievements,
international 2003
distribution 87
mathematics and science
‘academic’ and ‘life-skill’ questions
12
maths test, eleven independent
variables 359
meal scheme, mid-day 167
mean test score for gifted children
identified or not identified 349
media and arts courses, explosion in
schools 178
medium of instruction and
affordability
English and Hindi 162
microfinance
and low-cost education sector 445
microfinance 80, 132, 137
institutions for entrepreneurial
activity 443
Microschools of Opportunity
programme 138–9
Microsoft Powerpoint 369
migration out
negative impact on labour
productivity 64
migration, positive effects 65
military government in Chile
sweeping educational reform
program
(1973–1980s) 417
military-style formation
‘Decurion’ system, children grouped
into tens 293
Millennium Development Goals, 3, 6,
80, 143–4, 171, 226, 270, 392
focus on health and education
related objectives 48, 51
Universal Primary Education
achievement by 2015, 472
mindset programme
impact on finances, low funding 502
impact on learning 501–2
mindset programme, good investment
for LCPS
working of brain, explanation of
500–501
mineral wealth in Africa, immense and
untapped 384
minimally invasive education (MIE)
Indian children and computer skills
372
Ministry of Education, Chile
education service delivery
decentralization 417
missionary-driven systems of
education
lower salaries 222
mobile learning innovations 141–3
mobile phone to pay school fees 134
mobile phones for students
reporting non-arrival of teachers 225
mobile phones in developing countries
80, 132, 141
mobile technology in Africa 225
‘Modern Growth Regime’ 70
money loss to corrupt practices in
Africa 400
Monitor Institute
‘Private Vocational Training at the
Seam’ model 138
monitorial schools; movement
nineteenth century 291–2
Moscow Higher School of Economics
PIPS On-entry Baseline assessment,
1994, 320
mother tongue as medium of
instruction
issues against 4, 20, 31, 32
mud structure to permanent classroom
241
Mugabe, Robert, Zimbabwe President
corruption, law forcing 403
multi-ethnic classes, need for English
278
multi-grade teaching 270
multilingual education 31
multilevel modelling impact coefficient
360, 361
narrative career interest profiling 334
National Assessment of Educational
Progress (NAEP) 215
National Association of Proprietors of Private Schools (NAPPS) Nigeria 487
National Curriculum Framework for Teacher Education (NCTE), India minimum qualifications 272
nationalization of private schools 97
national pupil assessment system UK baseline assessment introduction 309
National Research Council US 219
national voucher program, Chile 426–7
natural disasters in Africa 393
natural resources capital, fertile land, mineral resources 51
natural resources in Africa, heavy dependence on 394
Nepal and Indonesia, concerns on low-fee private schools 34
Netherlands, parents setting up schools 89
Netherlands groups, opposition to Islamic schools 410
Newcastle University, E.G. West Centre 150
Nigeria, Bonny Island research for reading of poor children 277
Nigeria, low-cost private schools gains in mathematics, English, social studies 35
Nile Institute, Juba, South Sudan 232
No Objection Certificate (NOC) 156
Nobel Laureate James Heckman (2005) 68
Nobel Laureate Robert Lucas (1988) 68
Nobel Laureate Robert Solow neoclassical model 65–6
non-governmental organisations (NGOs) churches, aid through 478
Norwegian, starting community school 241
untrained mediator for children and computer 372
non-governmental schools 35, 94 community, charity, NGOs 172
non-industrial economies, India 72 non-profit voucher schools philosophical or religious mission 412
non-response in test score data, Hindi, English, mathematics 461
North Eastern England, schooling 369
nutrition, education on 36 nutrition improvement and economic growth 62–3
Obama, Barak, US President address to Ghana’s parliament 402 on over-testing in education 220–21
Official Development Assistance (ODA) UK level since 1970 475–6 percentage of UK Gross National Income (GNI) 474–5, 477
Omega Schools, Ghana 133, 140, 179–80
daily fee, all inclusive 135 for-profit, low cost private schools 135–6 innovative curriculum 180 Pay As You Learn (PAYL) model 136 opening hours for schools 186 opportunity for entrepreneurship 438 Opportunity International, 2008 large microfinance company 138–9 opportunity, people, capital context 448–9 Orient Global, Rumi Budget Schools, India 190 Organisation for Economic Co-operation and Development (OECD) on teacher pay in Portugal, South Korea, Spain, Luxembourg 221 Pakistan education system 79 costs lower in private schools 100 girls less access to private schooling 188 low levels of learning 100 migration to madrassas (religious schools) 100 parents active in schooling system 100 private schools, higher learning 100
teachers more often an arts specialisation 259
test-scores higher in Math, English and Urdu 103
Pakistani education system size and distribution 124–30
Pakistani teacher training
  government teachers, 6 per cent 182
  parental choice for government schools reasons 166
parental choice of private school, Patna reasons 165
parental demand for low cost private schools (LCPS)
  more English, safer classrooms 491
parental investments in children higher intelligence, more money spent, Pakistan 110
parental voices, underrepresentation 250
parents' choice of school, factors for 165
parent support system for LCPSs
  impact on finances, low funding 506
  impact on learning 506
parent–teacher association (PTA) 505–6
‘Partnerships in Education’ 512
Patna, Bihar, India, schools in 80–81
Patna schools
  fees and affordability 158
  recognition and fees 159
  year of establishment, recognition and affordability 160
Patna Urban, number of schools 152
pay and conditions of teachers 182–4
Pay-As-You-Learn, model of daily fee 180
payment for ‘poor’ children in private schools, Taleem 97
Payment for Results, England, mid-18th century
  tests only on reading, writing, arithmetic 98
pedagogy and development policy 249
peer ability, positive for outcomes and identification
  negative for self-confidence 358
peer cooperation and collaboration 293
peer experiences for students 302
peer instruction 292–4
peer learning 251–2
  acquisition of knowledge through status equals 292
  Aristotle's peripatetic teachers at Lyceum 292
people for entrepreneurship, social relations 440–43
Performance Indicators in Primary School (PiPs) 305
data analysis
  by England, Western Australia, New Zealand, Scotland 316–20
  On-entry Baseline assessment, 1994, 306
  adaptation for the USA 320
  Chinese and Russian translations 320
  high test-retest reliability 311
  international use 316
  used in Scotland, Australia, New Zealand 308
  school assessment 321
  study, 2012, 323
  testing cognitive skills, emotional development 252–3
vocabulary scale
  trial in South Africa in three languages 320
personal development 331
Peru, Intercultural Bilingual Education, challenge to 32
Philippines, APEC low cost school chain 141
Philippines, Text2Teach
  Nokia's Education Delivery (NED) 142
phonological awareness, early reading literacy and numeracy
  assessment of 307–8
physical capital (machines) 51
physical distribution of schools in Patna 150–56
PIPS see Performance Indicators in Primary School
PIPS PSED (personal, social and emotional development) study 314
piracy versus productive activity 13
PISA see Program for International Student Assessment
play-based curriculum, ages 4–6 315
  measure of literacy and numeracy 314
‘play way method’ of teaching 136
Pliny in Rome, on teacher payment 89
policy changes and private school response 413–16
policy changes in Chile 416–23
policy tyranny, discrimination 5
political activities of teachers in Uttar Pradesh
teaching hours lost 273
political correctness
  avoidance of criticising Africa 392
political defeat of President Mugabe 398
political penetration by teachers in South Asia 271–3
political situation in South Sudan, unstable 243
politicalisation of public education, teacher accountability 273
politicalisation of teachers 273
poor, assistance to
  access to private schools through targeted scholarships 133
poor, business with 144
poor countries, need for benefit from globalization 473
poor governance 432
poor/non-poor gap 129
poor people, concentrations in India
  poverty and illiteracy 456
poor rural school quality, poor teacher, poor student attendance 512
Pope Benedict XVI, on profits and the goal of 145
positive interdependence 292
post-colonial leadership of Africa 399
post-graduate teacher training, formal 219
potential to be effective teachers 258
poverty and Africa 384, 387
poverty and poor learning 101
poverty in a country, traps
landlocked, bad neighbours, poor governance
  but rich natural resources 478
poverty in sub-Saharan Africa, increasing 390
poverty, malnutrition, social deprivation 5
poverty overcoming, need 473
poverty, real cause of 478
poverty reduction 35, 430, 432
power of teachers 250
power to the people, Africa 402
pre-school and other early years education
  investment in private education companies 321
pre-school attendance impact marked in England, less so in Scotland 317
pre-school literacy and numeracy, advantage 318
pre-schools across India 137
pre-service training of teachers 271
primary education in Sub-Saharan Africa, South Asia 216
  not for girls 36
primary education, universalisation of SSA programme, India 512
primary school data, South Sudan 234
primary school enrolment, rapid rising around world 86
primary schooling, robust influence factor 8
primary school students
distribution across school types, Chile 2012, 412
primary schools distribution across school types, Chile, 2012, 411
primary student distribution across school types and years 419
private education sector and donor community 191
private enterprises 438
private individuals, starters of schools, examples 242–3
private investment for Bridge company 135
private primary schools across school types, 2012, 414
experimental results from Delhi, India 456–68
private school choice study 456
private schooling and development 171–96
private schooling growth in Chile, 1981–2012, 420
private school, low-cost
low pay for teachers, India, Africa 183
private school provision, negative aspect
lack of registration 175
private school rating scale trialled in Hyderabad, India 486
private school response to vouchers 416–23
private school sector heterogeneity 173
less teacher absenteeism 184
religious, philosophical, pedagogical orientations 173
showing better learning outcomes 184
private school supply in Chile 411–13
private school systems, parents as primary agents 98
private school teachers
some without formal training 181–4
tendency to be younger than government 181
private school types, exclusion of 413
private school voucher, Intent to Treat (ITT) 461
private school vouchers, to parents for schooling 456
private schools
accountability 96
affordable, India 139
Aguablanca, growing number 213
date of establishment trend 161
disagreement on vouchers 457
distribution of, Patna schools 162–5
engagement with 194
growth Pakistan, India, Nigeria, Kenya 89
high costs, Lagos, Uttar Pradesh, rural 187
Hyderabad
advantage in maths and English, not Urdu 185
inaccessibility to vulnerable 212
individually owned 179
less likely for girls 187
libraries and computers 212
low cost 133–8
for low-income communities 171
monthly teacher salary and monthly school fee 208
ownership type 206
parents cannot afford 167
positive development 80
positive role in developing countries for poor 213
pupil teacher ratio 206
teacher activity in different school types 206, 207
teacher salary and pupil expenditure 208
urban Patna 150
visible annual expenditure per pupil 209
women teachers 105–6
year of registration 205
year of founding 205
private schools (PS) creation of inequality
recommendations 96
private schools in slums of Colombia
material inputs, chairs, toilets, blackboards 208
private schools linkage to population and wealth in Pakistan 124
private schools revolution
Patna, Bihar, India 149–70
private schools sponsoring by religious groups, in Netherlands 410
private schools, unregistered
Lagos State, Nigeria, 228
‘private sector advocates’ 92–3
private sector
burgeoning in Patna schools 168
in education 189
engagement 146
importance 144
investment 227
involvement increase in fight against poverty 132–3
regulation, need for better 190–91
private unaided (PUA) schools 151–2
private unaided schools, Patna 164, 168
recommendations 169
private voucher schools increase, Chile, 1981–1993, 419
private schools, elite, for middle classes 173
privatization in education 20
in low-income countries 33
production function
for education 101
of firms 99
of public schooling 99
professional development, on-going necessity for teachers 220
Professor of Corporate Strategy
C.K. Prahalad publication 131
profit motive in education 135–6
Program for Increased Enrolment (PAC)
Colombia schools 201
Program for International Student Assessment (PISA) 37, 215, 305
Finnish students, performing well 28
math scores by OECD membership (gender gap) 39
Organisation for Economic Co-operation and Development (OECD), 2000, 27
result analysis 220, 321
for schools’ initiative 322
Progress in International Reading Literacy Study (PIRLS) 305
project justification 24–5
psychological test use
lowest in Gulf States, Central and South America, Africa 326
public and private schools, comparative effectiveness 124
public education system in US, gender-neutral 58
public investments
move from higher to primary education 25
public–private partnership in schooling
Juba, South Sudan 244
public school students, India, Nigeria, Ghana, Kenya 35
public school teachers
paid more than private school teachers 126
public secondary schooling for girls
Punjab, 1980s, 1990s, 105
public versus private schooling
in developing countries 34
Punjab Education Foundation donor support 192
Punjab Teachers Union, Pakistan 273
pupil background factors 352–3
pupil enrolment in Patna 153–4
pupil participation, in synthetic phonics method 285
pupils as teachers, Madras Method 300
pupil’s development when entering school
baseline assessment 306
pupil–teacher ratio in Aguablanca 201
Purchasing Power Parity (PPP) 48, 262, 385
quality differences in schools 102
quality education as right of every citizen 96
‘quality’ of teachers 259
questionable investment in LCPSs
computer labs, low level of learning, too many
students sharing, 494–5
physical libraries 496–7
science labs, 495–6
sporting grounds, 499
textbook packages for all students lack of real use 497–8
Quintilian, Roman educator
broad literacy pedagogy 293
first century AD 293
Institutio Oratoria 293
racial, ethnic, gender discrimination, political tyranny, ‘unfreedoms’ 48
radio broadcasts, CDs, MP3s
combination with active learning 225
Rasch modelling 318, 320
rates of return models 25
Raven's IQ, reading, maths, Kiswahili 347
Raven's Standard Progressive Matrices test sub-Saharan Africa 345
RCT (randomized control trial) ARK team in Delhi 381
Read Easy workbook, Nigeria 281 reading
importance of 277 policy in Nigeria, first in local language 278
teaching by whole word method 26 reading predictors letter and digit identification 311
real income per capita 48 recognition status and affordability 156
reform imperative for Africa 395, 402–6 economic 395 institutional, rule of law, monetary stability, civil service 395 intellectual, freedom of expression, of the media 395 political, demoralization 395 registration process, bribery and corruption 176 regulations of approval for schools 173 reinforcing behaviour, in poor households, Pakistan 110–11 religious schools Chile, large urban Catholic 425 religious segregation in schools bad for integration of Muslim immigrants into Dutch society 410 remote areas of India experimental primary school test 368–9 remoteness, challenge of, for education rural India 254–5 research sponsoring by donors 195 research-type education in US 21 resource mobilization, for language learning 32 results from PIPS baseline assessment survey 1998–1999 positive results from feedback 310 use and value of feedback 309, 310 Right of Children to Free and Compulsory Education Act 2009, 458 Right to Education Act (RTE) 96, 150, 271 ‘right to education’ group 92–3 school closing 169 roads, (ports) low fee private schools in Sargodha, Charisadda 34 role play and partner work 285 rotated factor leading for pupil background factors 352 rote learning method 278, 280, 486–7 rule of law in West 405 ruling elite of Africa, list of wrong decisions 402–4 rural settings with closed markets, villages 102 rural–urban migration in developing countries 63 Sachs, Jeffrey, *The End of Poverty* 473–4 salaries as proportion of GDP per capita comparison with SAR 261 salaries of teachers determine quantity and quality of teachers 257–8 salary according to performance 261 *Sarva Shiksha Abhiyan* (SSA) decentralisation, key principle, Government of India 512 Indian education programme, ‘colossal failure’ 480 primary education programme 271, 512 SBM implementation 515–17 scholarship schemes 485 Schonell spelling, post-test 281, 283 school accountability in English education system 305 school attainment and economic growth 7, 13 school attendance, girls higher than boys Colombia, Haiti, Tanzania, Malawi, Suriname 36–7
School Based Management (SBM) 383
growing literature on 511
school chains, growth 80
school choice benefits 408
school enrollment ratios 7–8
school entry by school type, 1992, Chile 424
school facilities, most in proper buildings 161
school fee loans to parents 139
school fees 146
Bridge, for profit company 134–5
school goals
diligence, empathy, social responsibility, manual labor performance 27
school growth by management type, South Sudan 238
school lottery system 416
School Management Committees (SMCs)
for every government primary school nationwide 512–13
school management type in Western Area Sierra Leone 483
India, Nigeria, Kenya 81, 482
in Aguablanca, study of teacher activity 201
School Preferential Voucher Law (Ley SEP) Chile
voucher system change 417–18
school ‘products’ standardization 179
school savings accounts 139
school scorecard focus area 513
school starting, optimum age 317–18
school type
association with individual scores 184–5
facilities 211
increase Chile 421
in prior to voucher reforms, Chile 425
school values
performance, determination, moral values, compassion 502–3
school voucher, experimental studies, India 459–60
school voucher intervention, Andhra Pradesh, India 460
schooling
conditional years of 9
developing world, improvement 79–80
early years, strongest impact 313
and economic development 3
investments 108
low income countries
private schools emerging 97–8
origin of, Hole in the Wall (computer) 368–76
public, private and religious, in Pakistan 125,
quality, better measure than years of 22
situation
non-government real-world challenges 175
wars (fictional) footnote, 92–7
what parents want from it 111
years of 8–10, 53
SchoolTELLS-India 273
SchoolTELLS-Pakistan 273
schools, location
Global Positioning System (GPS)
South Sudan 237
schools
18th century, mainly for men 36
Bihar, government, private aided, unaided 151
control ceding to parents and communities 85
growth in South Sudan 236–9
motivation of 90
pupils by management type, South Sudan 236
registered and unregistered 174–6
unregistered, ‘illegal’ status 194
Schools and Teachers Innovating for Results (STIR) India 493
schools in Colombia
numbers of schools and pupils 201–2
private aided schools 200
private unaided schools, Patna 200
public government schools 200
schools in India
‘recitation halls’ Pathshala 294
schools in north-east of UK
children working on one computer
373
schools in Patna, year of establishment
157
schools in slums of Colombia
low-cost private schools 209
schools in South Sudan
private, government, and churches
236
schools unregistered
lack of health and safety oversight
175
schools visitation and survey in
Aguablanca 201
Schulz, Theodore, Nobel Laureate
(1961) 52
science labs
impact on finances, high cost 496
impact on learning, questionable 496
science scores and economic growth
positive relationship 23
Searchers and Planners 478
second language proficiency 27
security benefits
for both recipient and donor
countries, 473
Self Help Groups (SHGs), School
Scorecard 513–15
Self Organised Learning Environment
(SOLE) 254–5
Internet-connected computer 373–5
Self-Organized Mediation
Environment (SOME) 373
SEP law, Chile
increase of government regulation
and oversight 426
sex abuse scandal in Chilean Catholic
Church 426
sex of pupil 352
shadow education in Asian nations
Program for International Student
Assessment (PISA) 28–9
share of schools and pupils, 204
Short Message Services (SMS)
by the women 514
‘s short-based’ route of accountability
community empowerment 515
use of SBM 515
significant coefficients 356
Sindh Education Foundation 486
Sixth Pay Commission 271
skilled manpower need
agriculture, mining, manufacturing
23
skill shortages 103
SKS Bodhi Academies, Andhra
Pradesh 136–7
slave trade 379
involuntary migration, negative
impact
in sub-Saharan Africa 4
slum areas across India, Ghana, Kenya
educational entrepreneurship for the
poor 436
Smith, Adam, Wealth of Nations
(1776) 4, 47, 52
social adjustment in early years,
importance 314
social and emotional development of
child
assessment of 307–8
social and political capital
(quality of institutions, trust) 51
social benefits of education 53
social entrepreneurship 436
social entrepreneurship framework
opportunity, people, capital 437
social literacy, social judgment
prized in sub-Saharan cultures 328
social network of entrepreneurs
importance 441–2
social nomination procedure 334
social value proposition of enterprise
448
socialization 331
Society for Integrated Development of
Himalayas (SIDH)
definitions of schooling needs 179
NGO in Uttar Pradesh, India 179
socio-genetic timeline 293
Solow model, augmented 67
Solow neoclassical growth model, 69
Somalia, dependence on food imports
389
South Africa
devaluation of indigenous languages
31
English and Afrikaans 31
South Africa, Monitor Institute 138
South African and Indian states unequal educational systems in world 85
South Asian Region countries problems 274
teacher effort lacking 267
South Korea, PISA scores high 28–9
South Korean education system attraction of best graduates 258
South Sudan
Comprehensive Peace Agreement (CPA), 2005 83
nation developing through education 245
South Sudan, Juba
decisive action of education 244–5
education provision 232
South Sudan schools, support from fees 243
Soviet Union collapse 1989
African leaders’ ideas borrowed from 397
Spanish Jesuits, in 1550s
‘Decurion’ system, children grouped into tens 293
sporting grounds in LCPSs
impact on finances 500
questionable investment, not all students interested 499
stagnation 69
state enterprise privatization, African rulers 402–3
state provision for schools, inadequacy, 212
Structural Adjustment Programs (SAPs)
Adjustment Lending in Africa, 386
student analysis
impact on finances, low funding, 505
impact on learning, 504–5
subgroup analyses 464–
subject teaching in English
only private schools in India 457
Sub-Saharan Africa 385
‘chaos, slaughter, poverty, ruin’ 388
corruption, theft, waste 476
income per capita, economic crises 385
testing 345
Sudiksha, chain of preschools 141
Sudiksha Knowledge Solutions
entrepreneurship skills 137
‘Sure Start’ programme 313
Sweden
competition in schools
new laptop as inducements to enrol 178
for-profit groups in education
market 189
vouchers for schools of own choice 85, 88
Swedish International Development Corporation (SIDA)
aiding access to low cost private schools 485
Swiss Agency for Development and Cooperation (SDC)
aiding access to low cost private schools 485
Swiss bank accounts
for wealthy political elite 478
synthetic phonics in Nigeria
success over rote learning 279–88
synthetic phonics method
descriptive statistics of pre-test scores 281
for language 251
matching sounds to the letter 279
no gender differences 286
post-test results 282
research study in Nigeria 280–81
in second language, Nigeria 279
success in children with illiterate parents, India 279
teaches correct spelling 284–5
synthetic phonics schools
children’s active participation 284
Taiwanese teachers
emphasis on English, international ‘worth’ 32
‘Taleem’ fictional place
private schools (PS) spreading 92
site of ‘great schooling wars’ 91
Tanzania
English for social prestige 31–2
gifted and talented data analysis 354–62
Tanzania, ‘Ministry of Good Governance’ 404
Task Force on Higher Education and Society
study of role of higher education
25
Tasmania Government
Launching into Learning (LiL), 2007 316
teacher absenteeism
fiscal costs 95
in government schools 438, 457
in South Asian Region 257
Uganda, technology use to tackle 225
teacher and peer identified as gifted 348
teacher candidate selection, importance 219
teacher characteristics 249
and actions for student achievement in Pakistan 266
teacher commitment
in low cost private schools 483
teacher competence
in India and Pakistan 270
poor, barrier to child learning 265, 267–71
teacher development programme
impact on finances 508
impact on learning, good 508
‘teacher effect’ strong
in first years of schooling 313
teacher effectiveness in South Asia 249, 256–74
teacher effort
low level in South Asian Region (SAR) 257
Teacher Eligibility Test (TET) 271, 272
teacher employment, informal terms 182–3
teacher ethnicity, importance in enrolment 265
teacher failure in tests, Nigeria, India 218
teacher identification of giftedness 357
teacher-made achievement tests 326
teacher migration from remote areas 369
teacher motivation 228, 265–7
in sub-Saharan Africa, South Asia 224
teacher pay relative to other occupations
Bangladesh 263, Nepal 264
teacher quality as fixed effect 257
teacher quality issue, 192
teacher relationship with students in classroom 256
teacher salaries
lower in English and French speaking countries 222
multiple of per capita income India and Pakistan 262
pupil expenditure, Aguablanca 201
teacher selection and education 218–20
teacher shortages 103–5
teacher status in developing countries 224
in decline 83
teacher testing, Kenya
on content knowledge, pedagogical knowledge 181–2
Teacher Trade Unions (TTUs), South Sudan 235
teacher training 82, 105–6, 219
in India examination, 272
poor in Kenya 219–20
reformation 180
systems, highest performing, Japan, Finland, England 220
teacher unions, education policies 271
teacher wages in public and private schools 127
teachers
bargaining power 271
high quality, impact of 218
pay and conditions, 221–3
rural or urban areas, differences, 224
unqualified Congo, Tanzania, Mozambique 40 per cent 219
value-added 106
with second jobs
Uganda Radio Network report 223
working hours short 183
teachers and students, pupil–teacher ratio 155
teachers at Happy Academy
pre-service training 507–8
teachers in developing countries
improvement of status and quality
215–29
teaching (by design), reductionist
approach
innovation as management 180
teaching effectiveness
intellectual and personal qualities
260
teaching, lack of commitment, poor
pay 183–4
teaching models from subject experts
226
teaching profession 223–4
possibly less able in exam results 258
teaching qualifications 181
teaching quality poor in Africa 216
teaching reading skills
through synthetic phonics, Nigeria
277–88
technological change, endogenous
teaching theory 11, 21, 69
technology 327, 369–70, 72
Technology, Entertainment, Design
(TED)
prize winner, Sugat Mistra 254
technology promise
computers and internet in teaching
225–6
teenage pregnancy rates lower with
good teachers 218
television sets for schools, India
never delivered 479–80
Test of English as a Foreign Language
(TOFEL)
effect on economic development 30
test-related information, identification
331
tests
acquisition processes 328
adaptation and development
in emerging country context 333
adaptation in cultural contexts
335–6, 338
adaptation steps, and development
process 337
framework, student guiding 330
score performances 124
score prediction from background
factors 353–4, 355
scores higher in Math, English and
Urdu
improved in village schools, public
and private 108
standardized, data gathering
methods 326–7
types and for adaptation
development 335
with children and youth in West and
emerging
countries 327–8
test use framework development
emerging country context 326,
330–33
text adaptation and development 332
textbook packages for all students,
expense 497–9
toilet facilities, separate for boys and
girls 161, 163
top-up fees, charging for tuition 415
tourism potential in Africa, wildlife,
scenic grandeur 384
trade and human capital accumulation
71–2
trade unions in US, less extensive 16
traditional education, preferral of
parents 178–9
training of teachers, appropriate
270–71
transfer certificate, school choice for
167
translation of PIPS baseline
assessment
Netherlands, Germany, Slovenia 320
Transparency International research
Uganda, poor teacher attendance
225
transportation
schools competition possible in US
177
Trends in International Mathematics
and Science Study (TIMSS) 85,
305
participating countries increase 27
Trotzendorf, Valentin, German
educator, 1530s
children teaching poetry and prose
293
tsunami in December 2004
Indian Ocean, Bay of Bengal 371
Tutor on Mobile (TOM), India, Tata
DOCOMO 142
tutors pairing with scholars
‘Madras Method’ of education 297

Uganda
‘economic success story’
with foreign aid 395
languages spoken in classroom 3.8, 32
UNESCO, on need for teachers
worldwide 216
‘unfreedoms’
poverty, malnutrition, social
deprivation, poor health and
education 48
‘unified theory’ of economic growth
69–70

United Nations Children’s Fund
(UNICEF)
gender parity as priority 36
United Nations Conference on Trade
and Development (UNCTAD) 1998
adjustment lending 386
Least Developed Countries, 2002
390
sustainability in Africa 394
United Nations Development
Programme (UNDP) 385
Commission on the Private Sector
and Development 143
Growing Inclusive Markets (GIM),
2006, 144–5
Human Development Report, 2013,
392
United Nations Global Compact
Office, 2010, 145
United Nations International
Telecommunications
Union (ITU) 141
and private sector in education 143–5
United Nations Relief 227
United Nations warning to black
Africa
Human Development Report 2003,
390

United States Agency for International
Development (USAID) 80, 145,
191
gender parity as priority 36
United States only secular charter
schools 413
Universal Academies across India, in
remote areas 137
Universal Primary Education (UPE)
need to tackle poverty 216
universal peer teaching in 19th century
291–303
university degrees, compensation for
earnings loss 56
unregistered schools, India, Africa 175
urban communities population
increase
good for school competition in US
177
Uwezo programme, Uganda, Tanzania,
Kenya 217

‘Value for Money Degrees’ model
India, for university education 137–8
Varkey GEMS Foundation
Global Teacher Status Index 221–2
on social status of teachers 223
sub-Saharan Africa 215
Uganda, Uwezo programme 217
vernacular schools in India
operating in local languages 294
video content to teachers 142
villages with girls’ secondary schools
wages lower 106
vocational education, no justification
24
Voicetap Technologies, ‘knowledge
market-place’ 142
volunteer teachers for Internet 375
voucher advocates
on Catholic schools discipline and
high academic standards 409
new private schools 409
voucher differentiation
by students’ social background
characteristics 415
voucher, offer and use, impacts 461–3,
465
vouchers on a per-student basis, Chile
417
voucher policies
for profit and religious schools, Chile 408–27
voucher programs 380, 413–16
accountability and oversight 415
in Colombia 459
in North East Delhi, only for girls 460
schools, Pakistan, tests in Math and Language 111
voucher schemes
monitoring need 111
for private education 193
support for schooling inimical to nation building 111
worry, sending children to Islamic schools 111
voucher, universal
in Netherlands, Chile and Sweden 415
voucher use, impact of 463–4
wage differences 127–8
wealth creation in education developing ecosystems 138–41
Western colonialism and imperialism blame by Africa 396–7
Western developed tests 327
Western European Teacher Education programme
Kenya, Ministry of Gender and Social Services 219
whistleblower, attempted murder Malawi corruption allegations 390

Why Nations Fail (2012)
Daron Acemoglu and James Robinson 47
willingness to pay, of poor 132
women and girls, equal opportunity for education 20
women in medicine and law 37
word of mouth popularity for choice of school, Patna 165
Works Agency for Palestinian Refugees in the Near East (UNWRA) 227
World Bank 145, 227, 379, 386
gender parity as priority 36
’short policy menu’ 25
World Economic Forum Education for All 217
Human Capital Report (2013a) 52–3
World Wide Web access 255
years of schooling, Indonesia, Korea 8
Young Lives project trends in private school enrolment, Andhra Pradesh 188–9
youth literacy rates, lower for women sub-Saharan Africa 216
youth unemployment in Africa 394
Ypc, real income per capita 48
Zambia iSchool, for profit company 142
Zimbabwean people, Mugabe’s blame of West rejection of 398