

Monitoring Educational Performance in the Caribbean

Emanuela di Giuseppe



THE WORLD BANK

Monitoring Educational Performance In The Caribbean

Kagendo Mutua, Cynthia S Sunal



Monitoring Educational Performance In The Caribbean:

Monitoring Educational Performance in the Caribbean Emanuela Di Gropello, 2003 Annotation This study represents a first attempt of providing a comprehensive quantification of educational outcomes in the Caribbean region *Monitoring Educational Performance in the Caribbean* Emanuela Di Gropello, 2003-01-01 This study represents a first attempt of providing a comprehensive quantification of educational outcomes in the Caribbean region Its main objectives are a to define a set of operationally relevant education indicators b to provide a database of comparable education indicators in Caribbean countries where data is available namely Belize Dominica Dominican Republic Grenada Guyana Jamaica St Kitts and Nevis St Lucia St Vincent and the Grenadines and Trinidad and Tobago and c to propose methods on how the common set of indicators can be used for analyses of the education sectors This exercise is all the more important within the framework of the current Education For All EFA and Millenium Development Goals MDGs initiatives which require the identification and monitoring of relevant indicators to establish where the countries stand in relation to the target of universal primary education After a systematic review of educational indicators in coverage efficiency and quality which leads to specific recommendations on the type of indicator relevant to operational diagnostics of the education sectors the study provides a detailed review of the Caribbean status in producing education indicators and demonstrates how a new database can be used to depict where the education sectors stand Building on these methods and findings its final section presents a set of specific recommendations to the Caribbean countries on how to improve the diagnostics of their education sectors Monitoring Educational Performance in the Caribbean Weltbank, 2013 The study seeks to define a set of operationally relevant education indicators to be used by countries in the Caribbean region to provide a database of comparable education indicators in Caribbean countries where data is available namely Belize Dominica Dominican Republic Grenada Guyana Jamaica St Kitts and Nevis St Lucia St Vincent and the Grenadines and Trinidad and Tobago and to propose methods on how the common set of indicators can be used for analyses of the education sectors Following the introduction under Section I which addresses the current deficiencies in the Caribbean education system Section II defines operationally relevant education indicators in the areas of coverage efficiency and quality In these areas enrollment ratios should be complemented with grade specific indicators efficiency complemented with a cost effectiveness analysis and quality with a variety of standardized tests Monitoring of education indicators in the Caribbean Region is then reviewed in Section III stipulating that despite a traditional limited availability of education statistics and indicators there has recently been substantial efforts both at national and regional levels to improve data collection The new indicator database on ten Caribbean Countries describes and analyzes updated indicators so as to balance diagnostics of the education sectors relevant to policy decisions and ensures comparability to all countries based on country syntheses and cross country comparison Finally Section IV provides policy recommendations that include the need to measure the coverage and efficiency of the entire education cycle to produce and

use grade specific indicators such as the completion and survival rates to harmonize education statistics and indicators to improve reporting and monitoring in a systematic way and to participate in international exams to make meaningful comparison of learning outcomes and produce qualitative indicators

Monitoring Educational Performance in the Caribbean, 19?? *School and Work in the Eastern Caribbean* Andreas Blom, Cynthia Hobbs, 2008-01-01 This book reviews current education and skills training options in the Eastern Caribbean and asks whether the prevailing education policies adequately prepare youth for the global economy It provides in depth analysis and relevant international cutting edge practices to guide policymakers educators and private sector leaders in fostering a creative productive and well paid workforce Specifically it makes the case for why the OECS education and training systems need to be more responsive to changing labor market demands in the region and discusses how this could be achieved taking into c

Research on the Influences of Educational Policy on Teaching and Learning Cynthia S Sunal, Kagendo Mutua, 2013-07-01 The 14 chapters in this book address education policy as it is being implemented in three world regions Africa the Caribbean and the Middle East The diverse authors utilize original local data interpreting it to describe policy development and implementation across a range of nations who share commonalities but also differences The chapters begin with the premise that policy must respond to the needs of the citizenry and to the challenges faced by each society internally as well as globally Meeting the challenge of frequently competing existing needs while addressing educational development to prepare for future needs is an ongoing task for policymakers The researchers authoring the book s chapters are aware of competing challenges and of the need for frequent revision of educational policy as well as continuing support for its implementation They base their conclusions and the implications offered on the data while taking into account the culture within which successful and appropriate policy must be implemented The implications have relevance for any society in the world as diversity exists everywhere so all societies are experiencing challenges generated by our interdependence with each other

The Road to Sustained Growth in Jamaica World Bank, 2004 Despite having a number of potential attributes such as being English speaking having poverty levels below that of comparable countries and a reasonably well educated labour force Jamaicas economic history is marked by the paradoxes of low growth in GDP and high employment despite high investment and important achievements in poverty reduction This publication seeks to examines these issues and topics discussed include poverty reduction and income inequality whether Jamaicas GDP growth has been underestimated policy options for reducing the fiscal and debt burden revitalising the financial system improving education outcomes tackling the economic costs of crime and improving international competitiveness

Secondary School External Examination Systems Barend Vlaardingerbroek, Neil Taylor, 2009 Summative assessment has been a contentious issue in educational circles for several decades particularly high stakes assessment events which arise at various junctures of the school cycle especially those at the end of it The French Baccalaureat and English A Levels and their numerous clones throughout the francophone and

anglophone worlds are household names and represent milestone events in people's lives as their outcomes are principal determinants of young people's future prospects. These examinations are external; they are devised, conducted and processed by agencies outside the schools, usually ministerial examination units. As such, they act as blind arbiters of student achievement, providing the proverbial level playing field which ensures the comparability of outcomes. In the pyramidal school structures of yesteryear, examinations acted as filters regulating the progression of pupils to subsequent tiers of formal education. Exit points occurred from primary school level up from where unsuccessful candidates could enter the labour force and/or embark on occupationally specific further education and training. With the modernisation of the labour market and an ever higher social demand for access to higher levels of formal education, the filtering function of examinations at lower levels of schooling has been gradually eroded while burgeoning numbers of students at the upper secondary level have brought about reforms that include curricular diversification and sometimes radical overhauls of terminating assessment systems, including the modification and in some instances abandonment of external examinations. This edited volume brings together the experiences of twenty examination systems from around the world to show how these dynamic entities have adapted over time to the changing context of schooling. Following an introduction by Stephen P. Heyneman of World Bank repute, there are sixteen chapters presenting Country Case Studies which have been written up under common subheadings, thereby highlighting the comparative nature of the work and facilitating cross referencing. The subsequent four chapters elaborate on the theme of external examinations beyond national borders, including a contribution by the International Baccalaureate Organisation. A defining feature of the work is the attention it pays to what it calls the nuts and bolts of external examinations, from question setting to grading procedures. These are, it is argued, instrumental in nurturing and maintaining public confidence in external examinations. The book will be of immense value to people involved in educational policy studies, especially strategic educational planning, as well as those directly concerned with formal assessment. The work has been written to appeal to a wide audience of informed persons; it is accessible to teachers and interested laypeople as well as to academics.

[Handbook of Father Involvement](#) Natasha J. Cabrera, Catherine S. Tamis-LeMonda, 2012-12-06. This book brings together experts from diverse scientific disciplines who share an interest in the topic of father involvement. Unlike most books in the field which tend to solely draw from a psychological perspective, this Handbook merges theories and research from the unique fields of psychology, economics, demography, sociology, anthropology and social policy. For the most part, research on fathering is motivated by concern for children's well-being. Social scientists share a core set of questions including: Who are fathers? What is father involvement and how does it affect children and families? What are the determinants of father involvement? How do cultural contexts shape fathers' roles in families? This Handbook sheds light on how a cross-disciplinary approach to the study of fathering can advance knowledge about these fundamental questions. This integrative approach is fundamental to a comprehensive understanding of human development generally and to fathering more

specifically At the core of this book are the goals of describing and understanding the nature antecedents and consequences of father involvement across biological status family structure culture and stages in children s development both within and across scientific boundaries Each of the scientific disciplines represented offers unique methodological and theoretical approaches to the study of fathering and to the interpretation of behavioral patterns that characterize ecological systems that include as well as extend beyond family units Together the chapters offer provocative and challenging insight into the nature and meaning of fatherhood and father involvement by questioning longstanding assumptions about fathers roles in the lives of families and children in current history

Towards Ensuring Inclusive and Equitable Quality Education for All

Takeshi Sekiya,Keiichi Ogawa,Yuto Kitamura,Akemi Ashida,2024-11-09 This edited volume builds upon a rich literature base on quality equity and education for all It focuses on enrolment patterns in education and includes extensive micro level analytical data to support their findings The chapters include evidence based analytical methods with three global regions and eleven country case studies that contribute to the United Nation s Sustainable Development Goal 4 SDG 4 Quality Education for All by 2030 The book offers valuable and practical learning materials for policymakers field practitioners researchers and research students specializing in comparative education international educational development and international cooperation

Crosscurrents and Crosscutting Themes Kagendo Mutua,Cynthia S Sunal,2006-08-01 In this Third Volume of the series Research on Education in Africa the Caribbean and the Middle East the volume continues with the previously established overarching purpose of publishing chapters that are based upon research conducted in those regions by scholars many of whom are indigenous to the regions they write about and are therefore able to provide cultural insights about relevant issues as well as nonindigenous scholars who have conducted their studies in countries within the regions or about those regions This mixture of indigenous scholarship offering emic perspectives and outside scholarship offering etic perspectives continues to be a relative strength and uniqueness of this book series In addition several chapters in the current volume constitute collaborations between the authors etic and emic to the contexts about which they write This bifocality in the gaze cast upon issues covered in this book series has been well received by readers of earlier volumes of the series

International Encyclopedia of Education ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the

Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files A Cross-cutting Analysis of Agricultural Research, Extension, and Education (AG REE) in AID-assisted LAC Countries: Technical report Kerry J. Byrnes,1991

Historical Dictionary of the World Bank Sarah Tenney,Anne C. Salda,2013-10-30 When it was founded back in 1944 no one could possibly have foreseen how the World Bank known more formally as the International Bank for Reconstruction and Development IBRD would flourish Today with 188 members it is by far the largest lender for projects in agriculture health infrastructure and many other fields in developing countries around the world with a budget of billions of dollars and a staff of more than 9 000 and its advice is usually heeded by both the developing countries which borrow from it and the advanced ones which contribute This second edition of the Historical Dictionary of the World Bank shows the substantial progress the Bank has made this mainly through the dictionary section with concise entries on its component institutions related organizations its achievements in various fields some of the major projects and member countries and its various presidents The introduction explains how the Bank works while the chronology traces the major events over nearly 70 years Meanwhile the list of acronyms reminds us just who the main players are And the bibliography directs readers to useful internal documentation and outside studies An Introduction to the Study of Education David Matheson,2014-01-14 What is education This core textbook will help students in pursuit of this question by providing a comprehensive gentle and reflective introduction to the initial study of education Updated in line with the latest policies reforms and issues within education this third edition includes full exploration of the historical sociological philosophical and psychological roots of education a focus on all levels of education pre school primary secondary post 16 and lifelong learning the latest controversies and debates within education new material on compulsory education special educational needs and post 16 developments clear insights into the role and background of research within education Economic and Social Survey, Jamaica ,2004 Education for All Global Monitoring Report 2008 United Nations Educational, Scientific and Cultural Organization (UNESCO),2007-11-29 Working towards the 2015 millennium development goals this global report marks the midterm point and provides a rich evidence based assessment of the provision of education on a global scale Based on specialized commissions extensive consultations and multiple research sources the report provides an authoritative comparative reference *Black British*

Intellectuals and Education Paul Warmington, 2014-02-24 Ask any moderately interested Briton to name a black intellectual and chances are the response will be an American name Malcolm X or Barack Obama Toni Morrison or Cornel West Yet Britain has its own robust black intellectual traditions and its own master teachers among them C L R James Claudia Jones Ambalavaner Sivanandan Stuart Hall and Paul Gilroy However while in the USA black public intellectuals are an embedded if often embattled feature of national life black British thinkers remain routinely marginalized Black British Intellectuals and Education counters this neglect by exploring histories of race education and social justice through the work of black British public intellectuals academics educators and campaigners The book provides a critical history of diverse currents in black British intellectual production from the eighteenth century through post war migration and into the post multicultural present focusing on the sometimes hidden impacts of black thinkers on education and social justice Firstly it argues that black British thinkers have helped fundamentally to shape educational policy practice and philosophy particularly in the post war period Secondly it suggests that education has been one of the key spaces in which the mass consciousness of being black and British has emerged and a key site in which black British intellectual positions have been defined and differentiated Chapters explore the early development of black British intellectual life from the slave narratives to the anti colonial movements of the early twentieth century how African Caribbean and Asian communities began to organize against racial inequalities in schooling in the post Windrush era of the 1950s and 60s how from out of these grassroots struggles black intellectuals and activists of the 1970s 80s and 90s developed radical critiques of education youth and structural racism the influence of multiculturalism black cultural studies and black feminism on education current developments in black British educational work including post racial approaches Critical Race Theory and black social conservatism Black British Intellectuals and Education will be of key relevance to undergraduates postgraduates and academics engaged in research on race ethnicity education social justice and cultural studies **The Legacy of Jullien's Work for Comparative**

Education Charl Wolhuter, 2020-06-09 Comparative and International Education is a seemingly infinite field and it has always tested new frontiers since it was launched as a field of scholarly enquiry 200 years ago by the vision of Marc Antoine Jullien The philanthropic mission which Jullien spelled out for the field remains its most noble The contributions to this book look afresh at this mission within the context of twenty first century globalised society while also highlighting and re assessing other sources in the field This book was originally published as a special issue of Compare A Journal of Comparative and International Education **State, Foreign Operations, and Related Programs Appropriations for 2017** United States. Congress. House. Committee on Appropriations. Subcommittee on State, Foreign Operations, and Related Programs, 2016

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