

# Education Reform and the Learning Crisis in Developing Countries

Over three decades ago, international donors declared that there was a learning crisis in developing countries. In the years since, large investments have been made toward education, yet there has been an apparent relative lack of progress in student learning. This book unpicks this disparity, and explores the implications of evidence-based donor programming for quality education. It undertakes an in-depth analysis of the interventions financed by the main donors in primary education, such as infrastructure development, provision of instructional material, teacher training, and community mobilization, and argues that the research undertaken during this period was unable to provide answers. The author outlines an alternative model for evidence generation that can assist in the design of relevant and targeted interventions for learning, to ultimately inform and improve future education programmes. Timely and radical, this book is essential reading for practitioners, researchers, and students in the fields of education research and education reform.

**Prema Clarke** has twenty-five years of professional experience with international organizations, including World Bank, Global Partnership for Education, UNESCO, and several bilateral donor agencies. She uses her experience to construct a framework for research and project design that can transform a system to enrich the learning of children living in developing countries.

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**Prema Clarke**



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