

MEASURE-BiH

December 18 - 29, 2017

Program Evaluation Learning Resources

<http://datatopics.worldbank.org/universal-health-coverage/>

Universal health coverage (UHC) means that all people can obtain the health services they need without suffering financial hardship. UHC is key to achieving the World Bank Group's (WBG) twin goals of ending extreme poverty and increasing equity and shared prosperity. It is also an essential part of the Sustainable Development Goals (SDGs). Ongoing WBG research is helping to evaluate UHC progress globally, including the quality of primary care, health coverage expansion initiatives, and inequalities in health outcomes. The UHC sub-page established by the World Bank contains data that show how many people globally lack access to essential health services and how many are pushed into poverty or spending too much of their household budgets on out-of-pocket health expenses.

Recommended News Articles and Blog Posts

[What Exactly is the Sharing Economy?](#)

[Quangos for Equality, the Pensions Pay Gap and Other Top Gender Stories of the Week](#)

[Julie Poncelet, Kim Sabo-Flores, and Kai Fierle-Hedrick on Creating Local Evaluation Teams](#)

[Innovatively Engaging Stakeholders Using Culturally Responsive Evaluation Methods by Yameleth Aguilar and Tiffnie Jana'e Cobb](#)

[Cultural Considerations in Data Visualization: A GEDI Take by Mike Osiemo Mwirigi and Glen Acheampong](#)

[How a Time-Tested Education Model Can Prepare Students for a High Tech Future](#)

[Test for What and What to Test](#)



USAID
FROM THE AMERICAN PEOPLE

Upcoming Events

May 2

[UK Evaluation Society 2018: The Quality of Evidence from Evaluation, London, UK](#)

May 26

[Canadian Evaluation Society Conference 2018, Calgary, Canada](#)

Useful Sites

<http://www.sdindicators.org/>

<https://www.ndi.org/>

Examples of Evaluation Projects

[External Evaluation of the Child-Friendly Schools Project \(2002 – 2007\), UNICEF, December 2008](#)

[Mid-Term Evaluation of the Millennium Development Goal Achievement Fund – Youth Employability and Retention Programme, Final Evaluation Report, Dietmar Aigner, April 2012](#)

Relevant Publications

[Learning to Realize Education's Promise, World Development Report by the World Bank](#)

The World Development Report 2018 (WDR 2018)—LEARNING to Realize Education's Promise—is the first ever devoted entirely to education. And the timing is excellent: education has long been critical to human welfare, but it is even more so in a time of rapid economic and social change. The best way to equip children and youth for the future is to place their learning at the center.

The 2018 WDR explores four main themes: 1) education's promise; 2) the need to shine a light on learning; 3) how to make schools work for learners; and 4) how to make systems work for learning.

Education is a basic human right, and it is central to unlocking human capabilities. It raises human capital, productivity, incomes, employability, and economic growth. Over the last 50 years, schooling has expanded dramatically in most low- and middle-income countries. In 1970 the gross primary enrollment rate was 68 percent in Sub-Saharan Africa and 47 percent in South Asia. By 2010, that rate was above 100 percent in both regions. As a result, most children today enroll in primary school—and every new cohort of young people spends more time in school than previous ones. Moreover, the years of schooling completed by the average adult in the developing world more than tripled between 1950 and 2010—from 2.0 to 7.2 years. This rate is historically unprecedented. In Zambia, secondary enrollment increased by nearly 75 percentage points between 2000 and 2010, faster than the rate experienced by any high-income country during its fastest phase of secondary Expansion.

Previously marginalized groups, especially girls, are now much more likely to start primary school. Between 2000 and 2014, the number of out-of-school children fell by about 112 million.

However, as the Report emphasizes – schooling is not the same as learning. There are four immediate factors due to which learning does not happen: 1) Unskilled and unmotivated teachers; 2) Unprepared learners; 3) School inputs that don't affect teaching and learning; and 4) School management that does not affect teaching and learning. However, the Report also notes three complementary strategies for commitment for learning: 1) Assess learning – to make it a serious goal; 2) Act on evidence – to make schools work for all learners; and 3) Align actors – to make the whole system work for learning.



Recommended Reading

[Process of Reconciliation in the Western Balkans and Turkey: A Qualitative Study by Divided Past - Joint Future Project](#)

The objectives of this research were to determine the opinions and attitudes of representatives of four sectors (public, private, civil, civic) on peace building and the process of reconciliation in 7 countries (BiH, Montenegro, Serbia, Kosovo, Macedonia, Albania and Turkey). The research report emphasizes that reconciliation process is affected by the desire to join European integrations and the demands of international institutions regarding the adoption of European standards, recommendations and values. Post-conflict state building is far more difficult because it requires a wider reconstruction of political, economic and cultural relations, and from this perspective it can be said that reconciliation is not accepted, but rather that it is a matter of an intermittent process initiated by the state, but not brought to an end.