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Most dynamic countries (top ten) – changes between IDI 2010 and 2011

Change in IDI ranking			Change in IDI value (absolute)			Change in IDI value (%)		
IDI rank 2011	Country	IDI rank change	IDI rank 2011	Country	IDI value change	IDI rank 2011	Country	IDI % change
49	Kazakhstan	7	40	Bahrain	0.66	117	Ghana	23
60	Brazil	7	47	Saudi Arabia	0.62	115	Zimbabwe	19
133	Rwanda	7	49	Kazakhstan	0.61	68	Azerbaijan	15
47	Saudi Arabia	6	68	Azerbaijan	0.57	88	Fiji	14
40	Bahrain	5	60	Brazil	0.54	49	Kazakhstan	13
68	Azerbaijan	5	46	Belarus	0.54	60	Brazil	13
88	Fiji	5	24	Estonia	0.49	47	Saudi Arabia	13
9	United Kingdom	5	73	Georgia	0.45	40	Bahrain	13
81	Viet Nam	5	71	Costa Rica	0.45	114	Kenya	12
117	Ghana	4	117	Ghana	0.43	73	Georgia	12

Source: IPU.

Limitations

This review is designed to focus on the decision matrix by which a policy maker (typically, a minister of education or other senior decision maker) would consider using one or another type of assessment for purposes related to educational quality. Yet, to make a choice among assessment options one must take into account that the field of assessment is always in motion. New assessment tools (and data that test their utility) are under constant development, and, consequently, such assessments are adjusted and adapted on a continual basis.

Thus, a *first* limitation of this review is that it is necessarily selective, and is designed primarily to give the reader a sense of the quality education assessment field, rather than a final summative statement on what to do tomorrow. A *second* limitation concerns the substance or *content* of what is tested. It is impossible to cover the numerous content issues as related to curricula designed by various government and nongovernmental agencies, nor is it possible to definitively say what “quality education” should or should not be. Rather, this report assumes that reading and reading achievement are on everyone’s list of basic elements of learning quality—an assumption that research or policy has not seriously challenged. *Third*, there are *context* limitations—this review is supported by the Fast Track Initiative and UNESCO, both of which focus on the poorest countries in the world. Yet, reading research has been to a great extent undertaken in high-income OECD countries and in European languages. To what extent can research derived from these countries and cultures be applied to non-OECD, poor, developing country settings? This classic question also serves as an important limitation. *Fourth*, there is diversity (by gender, language, ethnicity, and so on) *within* countries, whether OECD or developing, which makes it difficult to assume that multiple contexts can be fully understood by national level statistics. *Fifth*, *disciplinary* limitations exist: how much credence should one put in international, national, or local level explanations, or in case studies or large-scale surveys, or in brain-based conclusions, individual motivations, and socio-cultural factors? These matters are debated within and across the social sciences, and have bedeviled the field of reading and education for many years.

Finally, there are limitations in simply trying to derive a clear set of general recommendations for use in poor countries when each context is diverse on many levels. Yet, without this analysis, good ideas for improving education for all may not be adopted.



DICTATORSHIP VERSUS DEMOCRACY

“It has been said that democracy is the worst form of government except all the others that have been tried.” Winston Churchill

SENTENCES

- It is the government of, for and by the people.
- It is a Government in which there is equalization of power.
- Government is formed through elections.
- All power rests in the hands of one person or a small group of people.
- All the adult citizens vote and elect their representatives.
- The people have an say in the matters of Government.
- People can criticize the Government.
- In our time, no other Government is as efficient.
- In theory, all the citizens are treated as equals.
- People have no rights and must obey the dictator blindly.
- It is a very slow working form of Government. Every order has to pass through so many hands before it can be executed. So it can never be successful in our times.
- Its success or failure depends on the votes. If the votes are educated, they will elect capable representatives, but if they are ignorant...
- People cannot criticize or change the Government.



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