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Sommario/riassunto	Why have many developing countries that have succeeded in expanding access to education made such limited progress on improving learning outcomes? There is a growing recognition that the learning crisis constitutes a significant dimension of global inequality and also that educational outcomes in developing countries are shaped by political as well as socio-economic and other factors. This book focuses on how politics shapes the capacity and commitment of elites to tackle the learning crisis in six developing countries: Bangladesh, Cambodia, Ghana, Rwanda, South Africa, and Uganda.