Education for All Global Monitoring Report - 2008: Education for All by 2015 - Will we make it?

United Nations Educational

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# **Education For All Global Monitoring Report 2008**

Monique Kremer, Peter van Lieshout, Robert Went

#### **Education For All Global Monitoring Report 2008:**

EFA Global Monitoring Report: 2008. Education for all by 2015: will we make it?, 2002 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 Monitoring Report 2008 World Bank, 2008-04-14 Global Monitoring Report 2008 the fifth in an annual series is essential reading for those who wish to follow the global development agenda and debate in 2008 The year marks the midpoint toward the 2015 deadline for achieving the Millennium Development Goals MDGs It is also an important year to work toward a consensus on how the world is going to respond to the challenge of climate change building on the foundation laid at the Bali climate change conference in December 2007 The report spans this agenda It provides a comprehensive assessment of progress toward the MDGs and related policies and actions It addresses the challenge of climate change and environmental sustainability and assesses its implications for development The report s assessment of MDGs at midpoint presents a mixed picture one of both significant progress and formidable challenges The first MDG reducing extreme poverty by half is likely to be met at the global level thanks to a remarkable surge in global economic growth over the past decade But on current trends the human development MDGs are unlikely to be met Prospects are gravest for the goals of reducing child and maternal mortality but shortfalls are also likely in the primary school completion nutrition and sanitation MDGs The potential effects of climate change compound the challenge of achieving the development goals and sustaining progress The report s messages are clear urgent action is needed to help the world get back on track to achieve the MDGs and urgent action is also needed to combat climate change that threatens the well being of all countries but particularly of poor countries and poor people The goals of development and environmental sustainability are closely related and the paths to those goals have Global Monitoring Report 2009 World Bank, 2009-04-27 A Development Emergency the title of this important synergies year s Global Monitoring Report the sixth in an annual series could not be more apt The global economic crisis the most severe since the Great Depression is rapidly turning into a human and development crisis No region is immune The poor countries are especially vulnerable as they have the least cushion to withstand events. The crisis coming on the heels of the food and fuel crises poses serious threats to their hard won gains in boosting economic growth and reducing poverty It is pushing millions back into poverty and putting at risk the very survival of many The prospect of reaching the Millennium Development Goals MDGs by 2015 already a cause for serious concern now looks even more distant A global crisis requires a global response The crisis began in the financial markets of developed countries so the first order of business must be to stabilize these markets and counter the recession that the financial turmoil has triggered At the same time strong and urgent

actions are needed to counter the impact of the crisis on developing countries and help them restore strong growth while protecting the poor Global Monitoring Report 2009 prepared jointly by the staff of the World Bank and the International Monetary Fund provides a development perspective on the global economic crisis It assesses the impact on developing countries their growth poverty reduction and other MDGs And it sets out priorities for policy response both by developing countries themselves and by the international community The report also focuses on the ways in which the private sector can be better mobilized in support of development goals especially in the aftermath of the crisis **Education for All 2000-2015:** Achievements and challenges UNESCO,2015-04-08 Literaturverz S 414 459 **Historical Dictionary of** the United Nations Educational, Scientific and Cultural Organization (UNESCO) Lin Lin, Seth Spaulding, 2022-07-15 Established in the aftermath of World War II UNESCO succinctly states its peace mission as well as its peaceful resolution to peace in its Constitution constructing the defenses of peace in the minds of peoples on the intellectual and moral grounds For more than seven decades UNESCO has been consistently positioning peace as its unwavering core and ultimate goal through promoting international understanding and cooperation in and across its five major sectors of competence in education natural sciences culture communication and information and social and human sciences Historical Dictionary of the United Nations Educational Scientific and Cultural Organization UNESCO Second Edition contains a chronology an introduction and an extensive bibliography The dictionary section has more than 700 cross referenced entries on UNESCO s initiatives programs projects normative instruments and partners over the past 76 years This book is an excellent resource for students researchers and anyone wanting to know more about UNESCO **Education, Skills and International Cooperation** Kenneth King, 2019-10-15 This book highlights some of Kenneth King's diverse contributions to international and comparative education African studies and development studies over more than four decades From his pioneering work on the first educational commissions to Africa through his research on skills training in the informal sector and on to his critical analysis of education analysis in development agencies this book makes influential materials available in one place Appropriately it illustrates his career long connections with Kenya but also his more recent engagement with Japan China and India It is the first CERC volume to pay significant attention to the policies and politics of skills development Kenneth King is an Emeritus Professor of the University of Edinburgh He was based in and directed its Centre of African Studies for many years and lectured on international perspectives in education and training in its School of Education His research interests have addressed the politics and planning of skills development including in the informal sector of the economy aid policies towards education of both Western and Asian donors and higher education cooperation He founded NORRAG the network for international policies and cooperation in education and training in 1986 and edited NORRAG News until 2016 He was President of the British Association for International and Comparative Education BAICE from 2014 2016 and was one of the founding members of the UK Forum on International Education and Training UKFIET **Livelihoods and Learning** 

Caroline Dyer, 2014-05-30 Current paradigms of development generally serve mobile pastoralist groups poorly their visibility in policy processes is minimal and their mobility is constructed by the powerful as a problem rather than as a rational livelihood strategy Increasingly damaged eco systems shrinking natural resources globalisation and urbanisation all put pressure on pastoralist livelihoods Such processes often worsen rather than alleviate poverty and socio economic marginalisation among pastoralists but they also precipitate engagement with forms of education that may improve their future livelihood security and social status and enhance occupational diversification Opening with a discussion of how the relationships between education poverty and development have been conceived in dominant development discourses this book reviews the disappointing international experience of education provision to mobile pastoralist groups It highlights a lack of sufficient flexibility and relevance to changing livelihoods and more fundamentally education s conceptual location within a sedentarist paradigm of development that is antagonistic to mobility as a legitimate livelihood strategy These global themes are examined in India where policy and practices of education inclusion for mobile marginalised groups are critiqued Empirically based chapters drawing on ethnographic research provide detailed insights into how the Rabaris of Kachchh a pastoralist community in Gujarat Western India engage with education as a social and economic development strategy for both adults and children and show how ethnographic and participatory research approaches can be used for policy advocacy for marginalised groups Livelihoods and Learning highlights the complex contested and often inconsistent role of education in development and the social construction of poverty and calls for a critical reappraisal of the notion of education The book will be key reading for postgraduates and academics in education development studies international and comparative education and research methodology as well as policy makers ministries and related agencies with responsibility for education UNICEF Annual Report 2008 UNICEF Staff, 2009 Female Cultural Production in Modern Italy Sharon Hecker, Catherine Ramsey-Portolano, 2023-04-13 This book is the first critical interdisciplinary examination in English of Italian women's contributions to intellectual artistic and cultural production in modern Italy Examining commonalities and diversities from the country's Unification to today the volume provides insight into the challenges that Italian women engaged in cultural production have faced and the strategies they have deployed in order to achieve their objectives The essays address a range of issues from women s self identification and public ownership of their professional roles as laborers in the intellectual and cultural realm to questions about motherhood and financial remuneration to the role of creative foreign women in Italy Through critical analysis and direct testimony from new and typically marginalized voices including an Arab Italian writer an Italian Dominican filmmaker and a transgender activist new forms of ongoing struggle emerge that redefine the culturally diverse landscape of female intellectual and creative production in Italy today The volume rethinks a solely national Made in Italy reading of the subject of female intellectual labor demonstrating instead the wide network of influences and relationships that have existed for Italian women in their professional aspirations **Protestant School** 

Leaders: A Qualitative Research about their Self-understanding Njobati, Frederick Fondzenyuy, The study is concerned with the self understanding of Protestant secondary school principals about their school leadership in the context of Cameroon where education is rooted in missionary and colonial times The debate at international level on whether or not none state schools are widening inequality gaps and whether school leadership is contributing to enlightenment or to fundamentalism matter in researching about the Protestant school profile and leadership The study therefore seeks to answer the research question What are the perceptions of secondary school principals of Protestant schools about their school leadership The research was conceptualized as exploratory and hypothesis generating within the qualitative approach It used semi structured interviews to collect data from 26 theoretically sampled secondary school principals The data was analyzed by qualitative content analysis using the grounded theory in an iterative deductive inductive way Through the generalization process of abduction and by a deep analysis of the empirical data the criteria which constitute the categories of quality first emerged Thereafter six ideal types of leading understanding were generated and consists of 1 call for superiority leadership 2 state conformational leadership 3 ecclesiastical leadership 4 community participatory leadership 5 vocation to serve leadership and 6 diaconal leadership Further analysis revealed a multi dimensional self understanding by principals on the Protestant ethos of schools and their leadership function Thus not all the six ideal leadership types are contributing to quality education On the one hand there are fundamentalist leaders focusing on normative aspects of discipline while on the other hand there are leaders promoting democratic values or working in a diaconal way promoting social justice Furthermore principals show little awareness of belonging to the church as a global institution **Inclusive** Education Ann Cheryl Armstrong, Derrick Armstrong, Ilektra Spandagou, 2009-12-22 What does inclusion really mean and what impact have inclusive approaches to education had on practice Bringing together issues of theory research policy and practice from both the countries of the South and the North this ground breaking book provides a critical discussion of recent developments in the field of inclusive education The authors consider developments both in current thinking about the meaning of inclusion and in terms of policies and practices in the context of education systems across the world and their differences and inter relatedness Topics covered include the increasing pressure on educators to develop a global policy agenda for inclusive education the individual needs of children the illusion of inclusivity and the importance of local contexts in determining policy The book s international perspective illuminates common successes failures and concerns With case studies from Europe the Caribbean and Australasia the book also features chapter summaries questions to facilitate critical thinking and discussion case studies and suggestions for further reading An essential read for anyone studying inclusive education special educational needs disability studies social policy and international and comparative education this book will ignite debate and enable the reader to develop a deep understanding of the issues Ann Cheryl Armstrong is the Director of the Division of Professional Learning Derrick Armstrong is Acting Deputy Vice Chancellor Education and Professor of

Education and Ilektra Spandagou is a Lecturer in Inclusive Education They are all based at the University of Sydney Australia Reaching the Marginalized ,2010-01-01 Children at risk of marginalization in education are found in all societies At first glance The lives of these children may appear poles apart The daily experiences of slum dwellers in Kenya ethnic minority children in Viet Nam and a Roma child in Hungary are very different What they have in common are missed opportunities to develop their potential realize their hopes and build a better future through education A decade has passed since world leaders adopted the Education for All goals While progress has been made millions of children are still missing out on their right to education Reaching the marginalized identifies some of the root causes of disadvantage both within education and beyond and provides examples of targeted policies and practices that successfully combat exclusion Set against the backdrop of the global economic crisis The Report calls for a renewed financing commitment by aid donors and recipient governments alike to meet the Education for All goals by 2015 This is the eighth edition of the annual EFA Global Monitoring Report The Report includes statistical indicators on all levels of education in more than 200 countries and territories **Educational Equality** Jody Heymann, Adele Cassola, 2012-02-17 All children and youth deserve the opportunity to improve their life chances by acquiring the knowledge and skills that will help them thrive in the future As the world lags far behind the Millennium Development and Education for All goals swift targeted and effective action is needed to improve both access EFA Global Monitoring Report - 2013-2014 - Teaching and Learning Achieving quality for all and quality in education UNESCO, 2014-02-04 The 2013 2014 Education for All Global Monitoring Report shows that a lack of attention to education quality and a failure to reach the marginalized have contributed to a learning crisis that needs urgent attention Worldwide 250 million children many of them from disadvantaged backgrounds are not learning the basics Teaching and Learning Achieving Quality for All describes how policy makers can support and sustain a quality education system for all children regardless of background by providing the best teachers The Report also documents global progress in achieving Education for All goals and provides lessons for setting a new education agenda post 2015 In addition the Report identifies that insufficient financing is hindering advances in education Teaching in Primary Schools in China and India Nirmala Rao, Emma Pearson, Kai-ming Cheng, Margaret Taplin, 2013 This book compares primary education in urban and rural China and India focusing on how the sociocultural context such as policy educators and parents beliefs and teaching and learning conditions shape classroom pedagogy and achievement Doing Good Or Doing Better Monique Kremer, Peter van Lieshout, Robert Went, 2009 Development policies in the globalising world

Education Quality and Social Justice in the Global South Leon Tikly, Angeline M. Barrett, 2013-06-07 How we understand education quality is inextricably linked with perspectives on social justice Questions of inclusion relevance and democracy in education are increasingly contested most especially in the global South and improving the quality of education particularly for the most disadvantaged has become a topic of fundamental concern for education policy makers practitioners and the international development community The

reality experienced by many learners continues to be of inadequately prepared and poorly motivated teachers struggling to deliver a rapidly changing curriculum without sufficient support and often using outmoded teaching methods in over crowded or dilapidated classrooms Education Quality and Social Justice in the South includes contributions from leading scholars in the field of education and development The text draws upon state of the art evidence from the five year EdQual research programme which focuses upon raising achievement in low income countries and demonstrates how systems of high quality universal education can be sustained By exploring recent research initiatives to improve education quality the importance of supporting local policy makers educators and parents as agents of change and students as active inquirers is highlighted and the challenge of taking successful initiatives to scale is explained. The book is divided into three main parts Framing Education Quality Planning and Policies for Quality Implementing Quality in Schools Education Quality and Social Justice in the South argues that implementing a high quality of education using theories of social justice can inform the understanding of inclusion relevance and democracy in education The book should be essential reading for both students and researchers within the fields of international and comparative education along with educational policy poverty and development studies Population and Development W.T.S. Gould, 2015-05-08 The new edition of Population and Development offers an up to date perspective on one of the critical issues at the heart of the problems of development for all countries and especially those that seek to implement major economic and social change the reflexive relationships between a country's population and its development How does population size distribution age structure and skill base affect development patterns and prospects How has global development been affected by regional population change Retaining the structure of the well received first edition the book has been substantially revised and updated The opening chapters of the book establish the theoretical and historical basis for examining the basic reflexive relationship with exploration of the Malthusian perspective and its critics to examine how population change affects development and exploration of the Demographic Transition Model and its critics to examine how why and to what extent development drives population change These are followed by empirically rich chapters on each of the main components of population change mortality fertility internal and international migration age structures and skill base each elaborating key ideas with detailed and contrasting case studies from all regions of the developing world There are concluding and more integrative discussions on population policies and global population futures Bringing together Population Studies Development Studies and Geography the new edition of Population and Development is a key resource for undergraduate and postgraduate students across a range of programmes with specialist modules on population change There is a large bibliography with major new sections identifying a wide range of online resources for further study Each chapter contains a reading guide with discussion guestions The text is enlivened by a number of case studies from around the world most of which are new or have been substantially revised Written by a leading international scholar in population the book successfully integrates cutting edge academic research with the focus and efforts of international development agencies  $\it Child\ Labor\ , 2007$ 

The Department of Labor's  $\dots$  Findings on the Worst Forms of

This book delves into Education For All Global Monitoring Report 2008. Education For All Global Monitoring Report 2008 is a vital topic that must be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Education For All Global Monitoring Report 2008, encompassing both the fundamentals and more intricate discussions.

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