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- Will we make it?

United Nations Educational

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Education For All Global Monitoring Report 2008

The logo features a light blue horizontal bar with the word "Unesco" in black. To the right of the bar is a red circular graphic with a white center, resembling a stylized sun or a target.

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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 **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 *Childhoods at the Intersection of the Local and the Global* R. Ame, 2012-10-23 *Childhoods at the Intersection of the Local and the Global* examines the imposition of the modern Western notion of childhood which is now deemed as universal on other cultures and explores how local communities react to these impositions in various ways such as manipulation outright rejection and acceptance The book discusses childhoods in different regions of the world and boasts a range of contributors from several academic disciplines such as Sociology Social Work Education Anthropology Criminology and Human Rights who are experts on the regions they discuss The book argues against the notion of a universal childhood and illustrates that different societies around the world have different notions of childhood This book is recommended reading for students scholars and practitioners working with children in the Global South as well as internationally **Child Labour in Global Society** Paul Close, 2014-05-30 This book presents a novel study of children's compulsory productive educational labour in modern and modernizing societies under globalization and the implications for such matters as children's everyday lives relationships and rights international legal instruments relevant analytical notions including slavery and sociological analysis EFA Global

Monitoring Report ,2010 **The Hidden Crisis** ,2011-01-01 When wars break out international attention and media reporting invariably focus on the most immediate images of human suffering Yet behind these images is a hidden crisis Across many of the world s poorest countries armed conflict is destroying not just school infrastructure but the hopes and ambitions of generations of children The hidden crisis Armed conflict and education documents the devastating effects of armed conflict on education It examines the widespread human rights abuses keeping children out of school The Report challenges an international aid system that is failing conflict affected states with damaging consequences for education It warns that schools are often used to transmit intolerance prejudice and social injustice This ninth edition of the Education for All Global Monitoring Report calls on governments to demonstrate greater resolve in combating the culture of impunity surrounding attacks on schoolchildren and schools It sets out an agenda for fixing the International aid architecture And it identifies strategies for strengthening the role of education in peacebuilding The Report includes statistical indicators on all levels of education in more than 200 countries and territories It serves as an authoritative reference for education policy makers development specialists researchers and the media 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 *Global Education Digest* UNESCO Institute for Statistics,2012 **What Works in Girls' Education** Gene B Sperling,Rebecca Winthrop,2015-09-29 Hard headed evidence on why the returns from investing in girls are so high that no nation or family can afford not to educate their girls Gene Sperling author of the seminal 2004 report published by the Council on Foreign Relations and Rebecca Winthrop director of the Center for Universal Education have written this definitive book on the importance of girls

education As Malala Yousafzai expresses in her foreword the idea that any child could be denied an education due to poverty custom the law or terrorist threats is just wrong and unimaginable More than 1 000 studies have provided evidence that high quality girls education around the world leads to wide ranging returns Better outcomes in economic areas of growth and incomes Reduced rates of infant and maternal mortality Reduced rates of child marriage Reduced rates of the incidence of HIV AIDS and malaria Increased agricultural productivity Increased resilience to natural disasters Women s empowerment What Works in Girls Education is a compelling work for both concerned global citizens and any academic expert nongovernmental organization NGO staff member policymaker or journalist seeking to dive into the evidence and policies on girls education *The Reality of Aid 2008* ,2008 **Overcoming Inequality** Unesco,2008 Published jointly by the United Nations Educational Scientific and Cultural Organization UNESCO **Human Development in South Asia 2008** The Mahbub ul Haq Human Development Centre,2009-10-01 The Report presents an analysis of the diffusion and adoption of technology particularly ICT in the region and its impact on overall economic growth employment poverty reduction as well the provision of health and education services in the region The report draws from several interesting case studies particularly from India and Bangladesh that illustrate how ICT is being used innovatively to improve the efficiency and transparency in the delivery of public services The Report however reiterates that technology by itself does not result in wonders It has to be accompanied with an educated and skilled population as well as basic infrastructure *Education for Rural People* David Acker,Lavinia Gasperini,Food and Agriculture Organization of the United Nations,2009 Nearly one out of six people of the current inhabitants of the world is suffering from hunger and illiteracy This book was developed to assist policy makers dealing with rural poverty food insecurity and education challenges confronting rural people It seeks to address the correlation between education training empowerment and food security mainly through a number of examples from all over the world It is about strengthening the capacity of rural people to achieve food security It identifies different dimensions of education and training that have proven useful and covers formal education as well as non formal education literacy as well as skills training **Open Educational Resources** Unesco,2009 Education systems today face two major challenges expanding the reach of education and improving its quality Traditional solutions will not suffice especially in the context of today s knowledge intensive societies The Open Educational Resources movement offers one solution for extending the reach of education and expanding learning opportunities The goal of the movement is to equalise access to knowledge worldwide through openly and freely available online high quality content UNESCO has contributed to building global awareness about Open Educational Resources through facilitating an extended conversation in cyberspace Over the course of two years a large and diverse international community came together in a series of online discussion forums to discuss the concept of Open Educational Resources and its potential In making the background papers and reports from those discussions available for the first time in print this publication seeks to share even more widely the contributions made by so

many It is intended for all who may be intrigued by the Open Educational Resources movement its promise and its progress

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