

Global Monitoring Report 2010 The Mdgs After The Crisis By World Bank International Monetary Fund 2010 Paperback

South Asia 2060 Education as a Human Right Global Monitoring Report 2010: Achieving the MDGs in the Aftermath of the Global Economic Crisis EFA Global Monitoring Report - 2013-2014 - Teaching and Learning Achieving quality for all World Health Statistics 2018 Global Monitoring Report Reaching the Marginalized Global education monitoring report, 2019 Tracking Universal Health Coverage Reading the past, writing the future EFA Global Monitoring Report - 2010 - Reaching the marginalized New Perspectives on Construction in Developing Countries Where to for Provincial Education? Education and Gender Global Monitoring Report 2011 Education Quality and Social Justice in the Global South Ready Player One Africa's Odious Debts Monitoring Global Poverty Technology Enhanced Learning: Quality of Teaching and Educational Reform Global Tuberculosis Report 2018 Investing to Overcome the Global Impact of Neglected Tropical Diseases Global Monitoring Report 2010 ICTs and Sustainable Solutions for the Digital Divide: Theory and Perspectives Global Monitoring Report 2012 Education in South-East Asia What Works in Girls' Education Education and International Development Global Education Digest Rescuing Education for All: How reform of the Fast Track Initiative should lead to a Global Fund for Education Global Monitoring Report 2012 World Development Report 2010 Postcrisis Growth and Development Global Monitoring Report 2014/2015 Global Monitoring Report 2015/2016 Poverty and Shared Prosperity 2018 Global Monitoring Report 2013 Global Monitoring Report 2013 Global Economic Prospects 2010 The Wiley-Blackwell Companion to Economic Geography

South Asia 2060

#1 NEW YORK TIMES BESTSELLER • Now a major motion picture directed by Steven Spielberg. “Enchanting . . . Willy Wonka meets The Matrix.”—USA Today • “As one adventure leads expertly to the next, time simply evaporates.”—Entertainment Weekly A world at stake. A quest for the ultimate prize. Are you ready? In the year 2045, reality is an ugly place. The only time Wade Watts really feels alive is when he’s jacked into the OASIS, a vast virtual world where most of humanity spends their days. When the eccentric creator of the OASIS dies, he leaves behind a series of fiendish puzzles, based on his obsession with the pop culture of decades past. Whoever is first to solve them will inherit his vast fortune—and control of the OASIS itself. Then Wade cracks the first clue. Suddenly he’s beset by rivals who’ll kill to take this prize. The race is on—and the only way to survive is to win. NAMED ONE OF THE BEST BOOKS OF THE YEAR BY Entertainment Weekly • San Francisco Chronicle • Village Voice • Chicago Sun-Times • iO9 • The AV Club “Delightful . . . the grown-up’s Harry Potter.”—HuffPost “An addictive read . . . part intergalactic scavenger hunt, part romance, and all heart.”—CNN “A most excellent ride . . . Cline stuffs his novel with a cornucopia of pop culture, as if to wink to the reader.”—Boston Globe “Ridiculously fun and large-hearted . . . Cline is that rare writer who can translate his own dorky enthusiasms into prose

that's both hilarious and compassionate.”—NPR “[A] fantastic page-turner . . . starts out like a simple bit of fun and winds up feeling like a rich and plausible picture of future friendships in a world not too distant from our own.”—iO9

Education as a Human Right

Education is widely recognized as a fundamental human right, yet the nature of the right remains unclear. Is it an entitlement to go to school, to acquire particular forms of knowledge or develop particular skills or attributes? And why exactly is education so important that we might defend all people's right to it? This book provides a much-needed exploration of this key contemporary issue. Highlighting limitations in the approaches of both the Education for All initiative and existing international law, the book presents a radical new vision of how the right can be understood. As well as basic education, there are discussions of higher and lifelong education, of human rights education, and of the intersection of rights-based approaches with others such as Amartya Sen's 'capabilities'. The work serves as a stirring defense of the universal right to education against instrumental conceptions of learning, the inactivity of national governments and the abrogation of responsibility of the international community.

Global Monitoring Report 2010: Achieving the MDGs in the Aftermath of the Global Economic Crisis

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.

EFA Global Monitoring Report - 2013-2014 - Teaching and Learning Achieving quality for all

This year's report summarizes the short- and long-term impact of food prices on several MDGs, explores future trends, and review policy responses, from domestic policies such as social safety nets, nutritional programs and agricultural policies, to regional trade policies to support by the international community.

World Health Statistics 2018

The Wiley-Blackwell Companion to Economic Geography presents students and researchers with a comprehensive overview of the field, put together by a prestigious editorial team, with contributions from an international cast of prominent scholars. Offers a fully revised, expanded, and up-to-date overview, following the successful and highly regarded Companion to Economic Geography published by Blackwell a decade earlier, providing a comprehensive assessment of the field Takes a prospective as well as retrospective look at the field, reviewing recent developments, recurrent challenges, and emerging agendas Incorporates diverse perspectives (in terms of specialty, demography and geography) of up and coming scholars, going beyond a focus on Anglo-American research Encourages authors and researchers to engage with and contextualize their situated perspectives Explores areas of overlap, dialogues, and (potential) engagement between economic geography and cognate disciplines

Global Monitoring Report

Global Monitoring Report (GMR) 2013 provides an annual assessment of progress towards the Millennium Development Goals (MDGs) and addresses this year's theme of rural-urban dynamics and the MDGs.

Reaching the Marginalized

In 2013, the World Bank Group announced two goals that would guide its operations worldwide. First is the eradication of chronic extreme poverty bringing the number of extremely poor people, defined as those living on less than 1.25 purchasing power parity (PPP)+adjusted dollars a day, to less than 3 percent of the world's population by 2030. The second is the boosting of shared prosperity, defined as promoting the growth of per capita real income of the poorest 40 percent of the population in each country. In 2015, United Nations member nations agreed in New York to a set of post-2015

Sustainable Development Goals (SDGs), the first and foremost of which is the eradication of extreme poverty everywhere, in all its forms. Both the language and the spirit of the SDG objective reflect the growing acceptance of the idea that poverty is a multidimensional concept that reflects multiple deprivations in various aspects of well-being. That said, there is much less agreement on the best ways in which those deprivations should be measured, and on whether or how information on them should be aggregated. Monitoring Global Poverty: Report of the Commission on Global Poverty advises the World Bank on the measurement and monitoring of global poverty in two areas: What should be the interpretation of the definition of extreme poverty, set in 2015 in PPP-adjusted dollars a day per person? What choices should the Bank make regarding complementary monetary and nonmonetary poverty measures to be tracked and made available to policy makers? The World Bank plays an important role in shaping the global debate on combating poverty, and the indicators and data that the Bank collates and makes available shape opinion and actual policies in client countries, and, to a certain extent, in all countries. How we answer the above questions can therefore have a major influence on the global economy.

Global education monitoring report, 2019

Post-crisis Growth and Development lays the groundwork for setting development priorities and advances the discussion among the G20, and non-G20 countries on development policy in infrastructure, trade, food security, financial inclusion, and Millennium Development Goals (MDGs), as they relate to strong, sustainable, and balanced global growth.

Tracking Universal Health Coverage

'Honorable Mention' 2016 PROSE Award - Education Practice Education is fundamental to every aspect of development and there is widespread support across the world for policies that affirm that all children, regardless of their circumstances, have a right to quality schooling. Yet despite concerted efforts from national governments, multilateral organisations and NGOs over many decades we are still far from achieving education for all. In addition, while education can enhance human development, it is also associated with persistent inequalities. Education and International Development provides a comprehensive introduction to the field, giving an overview of the history, influential theories, important concepts and areas of achievement, and presenting a critical reflection on emerging trends in policy, practice and research. With chapters that review key challenges and inspiring initiatives in countries around the globe - focusing on critical issues such as language, conflict and teachers - this book serves both as a companion to graduate studies in international education and a concise reference book for practitioners and educators in the field.

Reading the past, writing the future

Global Monitoring Report 2010: The MDGs after the Crisis, examines the impact of the worst recession since the Great Depression on poverty and human development outcomes in developing countries. Although the recovery is under way, the impact of the crisis will be lasting and immeasurable.

EFA Global Monitoring Report - 2010 - Reaching the marginalized

WHO has published a global TB report every year since 1997. The main aim of the report is to provide a comprehensive and up-to-date assessment of the TB epidemic, and of progress in prevention, diagnosis and treatment of the disease at global, regional and country levels. This is done in the context of recommended global TB strategies and targets endorsed by WHO's Member States and broader development goals set by the United Nations (UN). The 2018 edition of the global TB report was released on 18 September, in the lead up to the first-ever UN High Level Meeting on TB on 26 September 2018.

New Perspectives on Construction in Developing Countries

Where to for Provincial Education?

Developing countries face the challenge of maintaining economic growth and socio-economic development, at the core of which sits the construction industry. Considerable research on construction in developing countries took place in the 1970's and 1980's, but little since, a gap which this book fills. Including contributions from prominent academics and practitioners in Australia, China, the Netherlands, Portugal, Singapore, South Africa, Switzerland, and the UK, this is a truly international analysis of a subject of global interest. The most insightful and relevant of recent research on topics such as Millennium Development Goals, the informal construction sector, human resource development, technology, finance and social change, are all addressed in the context of the construction industry in the developing world. Also considered are other key aspects of construction industry development such as institution building, nurturing of contractors and consultants and championing of industry development programmes. While the challenge has grown and the needs have become even more pressing, the research to date has rarely presented effective solutions. Focussing on those aspects of the construction industry most crucial to development, this is a much needed up-to-date study that sheds new light on a variety of concepts and issues. This is essential reading for researchers, professionals and students interested in the construction industry in developing countries. Readers of this book will be interested in its companion volume; Contemporary Issues of Construction in Developing Countries.

Education and Gender

Global Monitoring Report (GMR) 2013 provides an annual assessment of progress towards the Millennium Development Goals (MDGs) and addresses this year's theme of rural-urban dynamics and the MDGs.

Global Monitoring Report 2011

Education Quality and Social Justice in the Global South

Ready Player One

Education in South-East Asia is a comprehensive critical reference guide to education in South East Asia. With chapters written by an international team of leading regional education experts, the book explores the education systems of Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand, Timor-Leste and Vietnam. The diverse range and forms of culture, religion and politics embedded in the region are exhibited in the distinctive education systems that inter-relate in one of the most integrated regions in the world. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this Handbook will be an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

Africa's Odious Debts

In Africa's Odious Debts, Boyce and Ndikumana reveal the shocking fact that, contrary to the popular perception of Africa being a drain on the financial resources of the West, the continent is actually a net creditor to the rest of the world. The extent of capital flight from sub-Saharan Africa is remarkable: more than \$700 billion in the past four decades. But Africa's foreign assets remain private and hidden, while its foreign debts are public, owed by the people of Africa through their governments. Léonce Ndikumana and James K. Boyce reveal the intimate links between foreign loans and capital flight. Of the money borrowed by African governments in recent decades, more than half departed in the same year, with a significant portion of it winding up in private accounts at the very banks that provided the loans in the first place. Meanwhile, debt-service payments continue to drain scarce resources from Africa, cutting into funds available for public health and other needs. Controversially, the authors argue that African governments should repudiate these 'odious debts' from which their people derived no benefit, and that the international community should assist in this effort. A vital book for anyone interested in Africa, its future and its relationship with the West.

Monitoring Global Poverty

“The crisis has deeply impacted virtually every economy in the world, and although growth has returned, much progress in the fight against poverty has been lost. More difficult international conditions in the years to come will mean that developing countries will have to place even more emphasis on improving domestic economic conditions to achieve the kind of growth that can durably eradicate poverty.” Justin Yifu Lin, Chief Economist and Senior Vice President The World Bank 'Global Economic Prospects 2010: Crisis, Finance, and Growth' explores both the short- and medium-term impacts of the financial crisis on developing countries. Although global growth has resumed, the recovery is fragile, and unless business and consumer demand strengthen, the world economy could slow down again. Even if, as appears likely, a double-dip recession is avoided, the recovery is expected to be slow. High unemployment and widespread restructuring will continue to characterize the global economy for the next several years. Already, the crisis has provoked large-scale human suffering. Some 64 million more people around the world are expected to be living on less than a \$1.25 per day by the end of 2010, and between 30,000 and 50,000 more infants may have died of malnutrition in 2009 in Sub-Saharan Africa, than would have been the case if the crisis had not occurred. Over the medium term, economic growth is expected to recover. But increased risk aversion, a necessary and desirable tightening of financial regulations in high-income countries, and measures to reduce the exposure of developing economies to external shocks are likely to make finance scarcer and more costly than it was during the boom period. As a result, just as the ample liquidity of the early 2000s prompted an investment boom and an acceleration in developing-country potential output, higher costs will likely yield a slowing in developing-country potential growth rates of between 0.2 and 0.7 percentage points, and as much as an 8 percent decline in potential output over the medium term. In the longer term, however, developing countries can more than offset the implications of more expensive international finance by reducing the cost of capital channeled through their domestic financial markets. For more information, please visit www.worldbank.org/gep2010. To access Prospects for the Global Economy, an online companion publication, please visit www.worldbank.org/globaloutlook.

Technology Enhanced Learning: Quality of Teaching and Educational Reform

Education and Gender draws on international research from the USA, the UK, India, Mexico, Sub-Saharan Africa and the Caribbean, to provide a comprehensive global overview of the relationship between gender and education. Rooting constructions of gender and sexuality in specific geographical contexts, the contributors consider a range of issues. Themes discussed include the gender gap in educational attainment; pedagogical strategies; stereotyping in curricula; and education policy. Drawing on best practices worldwide, the contributors identify the current gaps and propose solutions to promote gender-just, equitable and pluralistic societies. Each chapter includes key questions to encourage active engagement with the subject and a list of further reading to support taking the exploration further.

Global Tuberculosis Report 2018

“South Asia 2060” is a dialogue among 47 experts from a diverse range of expertise and backgrounds, ranging from policymakers to academia to civil society activists and visionaries, on the likely longer-range trajectories of South Asia’s future. The collection explores current regional trends, possible future trajectories, and the key factors that will determine whether these trajectories are positive or negative for the region, as a region. Departing from a purely security-based analysis, the volume considers factors such as development and human well-being to reveal not what will happen but what could happen, as well as the impact present conditions could have on the rest of the world.

Investing to Overcome the Global Impact of Neglected Tropical Diseases

The World Bank Group has two overarching goals: End extreme poverty by 2030 and promote shared prosperity by boosting the incomes of the bottom 40 percent of the population in each economy. As this year’s Poverty and Shared Prosperity report documents, the world continues to make progress toward these goals. In 2015, approximately one-tenth of the world’s population lived in extreme poverty, and the incomes of the bottom 40 percent rose in 77 percent of economies studied. But success cannot be taken for granted. Poverty remains high in Sub-Saharan Africa, as well as in fragile and conflict-affected states. At the same time, most of the world’s poor now live in middle-income countries, which tend to have higher national poverty lines. This year’s report tracks poverty comparisons at two higher poverty thresholds—\$3.20 and \$5.50 per day—which are typical of standards in lower- and upper-middle-income countries. In addition, the report introduces a societal poverty line based on each economy’s median income or consumption. Poverty and Shared Prosperity 2018: Piecing Together the Poverty Puzzle also recognizes that poverty is not only about income and consumption—and it introduces a multidimensional poverty measure that adds other factors, such as access to education, electricity, drinking water, and sanitation. It also explores how inequality within households could affect the global profile of the poor. All these additional pieces enrich our understanding of the poverty puzzle, bringing us closer to solving it. For more information, please visit worldbank.org/PSP

Global Monitoring Report 2010

This report repositions a group of 17 neglected tropical diseases on the global development agenda at a time of profound transitions in the economies of endemic countries and in thinking about the overarching objectives of development. In doing so it reinvigorates the drive to prevent control eliminate or eradicate diseases that blind maim and disfigure making life miserable for more than a billion people. Undetected and untreated several almost invariably kill. The burden of these diseases is further amplified by the fact that many require chronic and costly care underscoring the economic as well as the

health benefits of preventive chemotherapy and early detection and care. The report brings a new dimension to long-term thinking about the future approach to these diseases. For the first time it sets out financing needs options and targets for meeting WHO Roadmap goals by 2020 but also for reaching universal coverage of all people in need by 2030. The report makes one investment case for cost-effectiveness and a second investment case where equity is the focus. It sets targets for ending catastrophic health expenditures and as part of the drive to strengthen health systems for getting services closer to where people live.

ICTs and Sustainable Solutions for the Digital Divide: Theory and Perspectives

It is a great pleasure to share with you the Springer CCIS proceedings of the First International Conference on Reforming Education, Quality of Teaching and Technology-Enhanced Learning: Learning Technologies, Quality of Education, Educational Systems, Evaluation, Pedagogies--TECH-EDUCATION 2010, Which was a part of the World Summit on the Knowledge Society Conference Series. TECH-EDUCATION 2010 was a bold effort aiming to foster a debate on the global need in our times to invest in education. The topics of the conference dealt with six general pillars: Track 1. Quality of Education--A new Vision Track 2. Technology-Enhanced Learning--Learning Technologies--Personalization-E-learning Track 3. Educational Strategies Track 4. Collaborative/ Constructive/ Pedagogical/ Didactical Approaches Track 5. Formal/ Informal/ and Life-Long Learning Perspectives Track 6. Contribution of Education to Sustainable Development Within this general context the Program Committee of the conference invited contributions that fall in to the following list of topics. Track 1: Quality of the Education--A new Vision • Teaching Methodologies and Case Studies • Reforms in Degrees • The European Educational Space • Academic Curricula Designs • Quality of Teaching and Learning • Quality and Academic Assessment • The School / University of the Future • Challenges for Higher Education in the 21st Century • New Managerial Models for Education • Financing the New Model for Education of the 21st Century • The Quality Milestones for Education of the 21st Century • Evaluation in Academia • The Role of Teachers • International Collaborations for Joint Programs/Degrees • Industry-Academia Synergies • Research Laboratories Management

Global Monitoring Report 2012

What has been the impact of yet another food price spike on developing countries' ability to make progress toward the Millennium Development Goals (MDGs)? How many poor people have been prevented from lifting themselves out of poverty? How many people, and how many children, have seen their personal growth and development permanently harmed because their families could not afford to buy food? Finally, what can countries do to respond to higher and more volatile food prices? Global Monitoring Report 2012: Food Prices, Nutrition, and the Millennium Development Goals examines these questions. It summarizes the effects of food prices on several MDGs, stressing that recent food price spikes

have prevented millions of households from escaping extreme poverty. The report advocates using agricultural policy to orchestrate a supply response; deploying social safety nets to improve resilience; strengthening nutritional policy to manage the implications of early childhood development; and implementing trade policy to improve access to food markets, reduce volatility, and induce productivity gains. The report acknowledges that one size does not fit all and that the sequencing and prioritization of various policy initiatives depend critically on the initial situation a country or region finds itself in. It also discusses support by the international community. The world has met two global MDG targets well before the 2015 deadline. Estimates based on preliminary surveys indicate that the share of people living in extreme poverty in 2010 was half what it was in 1990. The world has also halved the share of people with no safe drinking water. The goal of gender parity in primary and secondary education is on track to be met in 2015, and the goal of ensuring that children everywhere—boys and girls alike—are able to complete primary school is nearly on track. But the MDGs closely linked to food and nutrition, particularly those that aim to reduce child and maternal mortality, are lagging. Global Monitoring Report 2012 was prepared jointly by the World Bank and the International Monetary Fund, with consultations and collaborations with regional development banks and other multilateral partners.

Education in South-East Asia

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.

What Works in Girls' Education

The World Health Statistics series is WHO's annual compilation of health statistics for its 194 member states. World health statistics 2018 focuses on the health and health-related Sustainable Development Goals (SDGs) and associated targets by bringing together data on a wide range of health-related SDG indicators. It also links to the three SDG-aligned strategic priorities of the WHO's 13th General Programme of Work, 2019-2023. World health statistics 2018 is organised into three

parts. First, in order to improve understanding and interpretation of the data presented, Part 1 outlines the different types of data used and provides an overview of their compilation, processing and analysis. The resulting statistics are then publicised by WHO through its flagship products such as the World Health Statistics series. In Part 2, summaries are provided of the current status of selected health-related SDG indicators at global and regional levels, based on data available as of early 2018. In Part 3, each of these three strategic priorities of achieving universal health coverage (UHC), addressing health emergencies and promoting healthier populations are illustrated through the use of highlight stories. In Annexes A and B, country-level statistics are presented for selected health-related SDG indicators. Annex B presents statistics at WHO regional and global levels.

Education and International Development

South Africa's provincial education departments have been reduced to provincial administrations, for reasons that include the powerful role national government plays in delivering education services. This book looks in detail at education spending and asks: Can we afford to maintain administrations that cannot possibly change the course of poor quality education and engineer a brighter future for our poor and deprived learners? The authors believe this question and the future role of provincial education departments need to be discussed, openly and publicly, without delay.

Global Education Digest

The Global Monitoring Report 2014/2015 will, for the first time, monitor and report on the World Bank Group's twin goals of ending extreme poverty by 2030 and boosting shared prosperity, while continuing to track progress toward the Millennium Development Goals (MDGs). This Global Monitoring Report examines how a select set of policies in the areas of human capital and the environment can create jobs and make development more inclusive and sustainable, while highlighting how social assistance policies can help end poverty and improve growth prospects. It discusses most of these issues across a full spectrum of countries. This means the Report not only addresses low- and middle-income countries but also, for the first time, includes a discussion of high-income countries as well. The Report will contain quantitative information about the World Bank Group's twin goals: It will provide an assessment on how far the world has to go to end extreme poverty by 2030 and how much of prosperity has been shared with the bottom 40 percent of a country's population. The report is prepared in collaboration with the International Monetary Fund (IMF) and the Organization for Economic Co-operation and Development (OECD).

Rescuing Education for All: How reform of the Fast Track Initiative should lead to a Global Fund for Education

In the crowded field of climate change reports, 'WDR 2010' uniquely: emphasizes development; takes an integrated look at adaptation and mitigation; highlights opportunities in the changing competitive landscape; and proposes policy solutions grounded in analytic work and in the context of the political economy of reform.

Global Monitoring Report 2012

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.

World Development Report 2010

Postcrisis Growth and Development

ICTs and Sustainable Solutions for the Digital Divide: Theory and Perspectives focuses on Information and Communication Technologies for Development (ICT4D), which includes any technology used for communication and information. This publication researches the social side of computing, the users, and the design of systems that meet the needs of "ordinary" users.

Global Monitoring Report 2014/2015

The Global Monitoring Report 2015/2016, produced by the World Bank Group in partnership with the International Monetary Fund, comes at an inflection point in both the setting of global development goals and the demographic trends affecting those goals. This year marks the end of the Millennium Development Goals (MDGs) and the launching of the Sustainable

Development Goals (SDGs), while the World Bank Group has in parallel articulated the twin goals of sustainably ending extreme poverty and sharing prosperity. This report presents the latest global poverty numbers, based on the 2011 purchasing power parity (PPP) data, and examines the pace of development progress through the lens of the evolving global development goals. The special theme of this year's report examines the complex interaction between demographic change and development. With the number of children approaching a global ceiling of two billion, the world's population is growing slower. It is also aging faster, with the share of people of working age starting a decline in 2013. But the direction and pace of these trends vary starkly across countries, with sizeable demographic disparities between centers of global poverty (marked by high fertility) and drivers of global growth (marked by rapid aging). These demographic disparities are expected to deeply affect the pursuit of the post-2015 agenda, accentuating existing challenges and creating new opportunities.

Global Monitoring Report 2015/2016

Aucune information saisie

Poverty and Shared Prosperity 2018

This report is the first of its kind to measure health service coverage and financial protection to assess countries' progress towards universal health coverage. It shows that at least 400 million people do not have access to one or more essential health services and 6% of people in low- and middle-income countries are tipped into or pushed further into extreme poverty because of health spending. Universal health coverage (UHC) means that all people receive the quality essential health services they need without being exposed to financial hardship. A significant number of countries at all levels of development are embracing the goal of UHC as the right thing to do for their citizens. It is a powerful social equalizer and contributes to social cohesion and stability. Every country has the potential to improve the performance of its health system in the main dimensions of UHC: coverage of quality services and financial protection for all. Priorities strategies and implementation plans for UHC will differ from one country to another. Enhanced and expanded monitoring of health under the Sustainable Development Goals (SDGs) should seek to build on that experience sharpening our focus on the key health service and financial protection interventions that underpin UHC. Effective UHC tracking is central to achieving the global goals for poverty alleviation and health improvement set by the World Bank Group and WHO. Without it policymakers and decision-takers cannot say exactly where they are or set a course for where they want to go. They cannot know whether they are focussing their efforts in the right areas or whether their efforts are making a difference. Monitoring is thus fundamental to the achievement of UHC objectives. It will also be vital to the realization of the SDGs. This report is a critical step to show how monitoring progress can be done telling us what the state of coverage of interventions and financial

protection is and telling us where to focus most.

Global Monitoring Report 2013

This year's report summarizes the short- and long-term impact of food prices on several MDGs, explores future trends, and review policy responses, from domestic policies such as social safety nets, nutritional programs and agricultural policies, to regional trade policies to support by the international community.

Global Monitoring Report 2013

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.

Global Economic Prospects 2010

Prepared jointly by The World Bank and the International Monetary Fund.

The Wiley-Blackwell Companion to Economic Geography

[ROMANCE](#) [ACTION & ADVENTURE](#) [MYSTERY & THRILLER](#) [BIOGRAPHIES & HISTORY](#) [CHILDREN'S](#) [YOUNG ADULT](#) [FANTASY](#)
[HISTORICAL FICTION](#) [HORROR](#) [LITERARY FICTION](#) [NON-FICTION](#) [SCIENCE FICTION](#)