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Food and Agriculture Organization of the United Nations, Unesco

Global Education Monitoring Report Global Education Monitoring Report Team, UNESCO, 2021-12-10

Informe de Seguimiento de la Educación en el Mundo Global Education Monitoring Report Team, UNESCO, 2022-09-30

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Rapport mondial de suivi sur l'éducation Global Education Monitoring Report Team, UNESCO, 2022-09-30

Partnership Paradox open society education support program, 2015-12-11

Educational Research and Innovation Fostering Students' Creativity and Critical Thinking What it Means in

School Vincent-Lancrin Stéphan, González-Sancho Carlos, Bouckaert Mathias, de Luca Federico, Fernández-Barrerra Meritxell, Jacotin Gwénaél, Urgel Joaquin, Vidal Quentin, 2019-10-24 Creativity and critical thinking are key skills for complex, globalised and increasingly digitalised economies and societies. While teachers and education policy makers consider creativity and critical thinking as important learning goals, it is still unclear to many what it means to develop these skills in a school setting. To make it more visible and tangible to practitioners, the OECD worked with networks of schools and teachers in 11 countries to develop and trial a set of pedagogical resources that exemplify what it means to teach, learn and make progress in creativity and critical thinking in primary and secondary education.

Issues and trends in education for sustainable development Leicht, Alexander, Heiss, Julia, Won Jung

Byun, 2018-02-19 Education for Sustainable Development (ESD) is globally acknowledged as a powerful driver of change, empowering learners to make decisions and take actions needed to build a just and economically viable society respect ful of both the environment and cultural diversity.

Teachers and Educational Quality UNESCO Institute for Statistics, 2006 Teachers and Educational Quality: Monitoring Global Needs for 2015 provides global and regional assessments on the state of teachers and education quality. By highlighting trends in the numbers and quality of teachers, especially in developing countries, it explores the policy implications that come into play when attempts are made to bridge any gaps between the two. It also compares the strengths and shortcomings of recruitment and deployment policies, as well as looking at working conditions around the world. Data on less-developed countries, in particular, are presented from a wide range of sources. These include administrative data, student assessment studies and special data collection on primary and secondary teachers in 25 countries. Aiming to inform

policy-making, the report employs international benchmarks for monitoring change. This publication also features a unique methodology for simulating teacher demand by 2015. It not merely projects demand, but defines fixed targets described in terms of indicators, also applying a model to quantify the minimum required to reach stated goals.

A Public Expenditure Review of the Basic Education Sector in Namibia Namibia. Ministry of Education, Arts and Culture,2017

Fixing the Broken Promise of Education for All Angela Hawke,2015 Fixing the Broken Promise of Education for All, published by the UNESCO Institute for Statistics and UNICEF, presents the latest statistical evidence from administrative records and household surveys to better identify children who are out of school and the reasons for their exclusion from education. It aims to inform the policies needed to reach these children and finally deliver the promise of Education for All. Based on a series of national and regional studies and policy analysis by leading experts, the report explains why better data and cross-sector collaboration are fundamental to the design of effective interventions to overcome the barriers facing out-of-school children and adolescents. While highlighting the way forward for system-wide policies to improve educational quality and affordability, the report also presents the information needed for targeted approaches to address the compounding effects of disadvantage faced by children caught up in armed conflict, girls, working children, children with disabilities, or members of ethnic or linguistic minorities. This report presents a roadmap to improve the data, research and policies needed to catalyse action for out-of-school children as the world embarks on a new development agenda for education.

Yearbook of International Organizations 2014-2015, Volumes 1a & 1b (Set) Union Of International Associations,Union of International Associations,2014-06-16 Volume 1 (A and B) covers international organizations throughout the world, comprising their aims, activities and events.

The Oxfam Education Report Kevin Watkins,2000-01-01 This comprehensive report focuses on the fact that millions of people in poor countries remain uneducated and illiterate - which prevents them from developing the skills they need to escape poverty. The book looks at the underlying causes of the problem and sets out a clear agenda for reform.

World Health Statistics 2015 World Health Organization,2015-05-14 World Health Statistics 2015 contains WHO's annual compilation of health-related data for its 194 Member States and includes a summary of the progress made towards achieving the health-related Millennium Development Goals (MDGs) and associated targets. This year it also includes highlight summaries on the topics of reducing the gaps between the world's most-advantaged and least-advantaged countries and on current trends in official development assistance (ODA) for health. As in previous years World Health Statistics 2015 has been compiled using publications and databases produced and maintained by WHO technical programmes and regional offices. A number of demographic and socioeconomic statistics have also been derived from databases maintained by a range of other organizations.

Where Have All the Textbooks Gone? Tony Read, 2015-07-22 This World Bank report is a rich compilation of information on teaching learning materials (TLM) in Africa based on the extensive and multi-faceted experience of the author's work in the education sector in Africa. The study examines a wide range of issues around TLM provision including curriculum, literacy and numeracy, language of instruction policy, procurement and distribution challenges, TLM development and production and their availability, management and usage in schools. It also looks at the role of information and communication technology (ICT) based TLMs and their availability. The study recognizes that improved TLM system management is a critical component in achieving affordable and sustainable TLM provision for all students. This study, which draws from more than 40 Anglophone, Francophone, Lusophone, and Arabic-speaking countries will be particularly useful for policymakers, development partners, and other stakeholders attempting to understand the wide range of issues surrounding the complexity of textbook provision in Sub Saharan Africa.

Comparative and International Education C. C. Wolhuter, 2019-08-26 This book explores the evolution and current state of the scholarly field of comparative and international education over 200 years of development. Experts in the field explore comparative and international education in each of the major world regions.

Education for Rural Development Food and Agriculture Organization of the United Nations, Unesco, 2003 An international joint study by the Food and Agriculture Organization of the United Nations (FAO) and UNESCO's International Institute for Educational Planning (IIEP) was conducted on education and rural development to review the status of the topic from the standpoint of public policies and the conceptual frameworks on which they are based and also to shed light on what may be called good practice. The findings of the study are meant to serve not as models, but rather as points of reference for all those who are seeking ways of developing education in rural areas and contributing more effectively to rural development. Chapter I, *Education and Rural Development: Setting the Framework* (David Atchoarena and Charlotte Sedel), provides a contextual and theoretical introduction to the new rural development and poverty reduction thinking, as well as a discussion on the contribution of education to rural development. In Chapter II, *Basic Education in Rural Areas: Status, Issues and Prospects* (Michael Lakin with Lavinia Gasperini), the book reviews in depth the provision of basic education in rural areas and offers some policy directions for improvement. Further exploring a particular dimension of basic education, Chapter III, *Making Learning Relevant: Principles and Evidence from Recent Experiences* (Peter Taylor, Daniel Desmond, James Grieshop and Aarti Subramaniam), devotes specific attention to strategies linking the formal school teaching with students' life environment, including agriculture, and to garden-based learning. The intention is to provide updated information and new insights on much-debated aspects which are often associated with rural areas although their application is much broader. Chapter IV, *Strategies and Institutions for Promoting Skills for Rural Development* (David Atchoarena, Ian Wallace, Kate Green, and Candido Alberto Gomes), shifts the analysis from education to work and discusses the implications of the

transformation of rural labor markets for skill development. A particular concern is the rise in rural non-farm employment and the need to enlarge the policy focus from agricultural education and training to technical and vocational education for rural development. This debate is taken further in Chapter V, Higher Education and Rural Development: A New Perspective (Charles Maguire and David Atchoarena), which considers higher level skills and the contribution of the tertiary education sector to rural development. Special attention is given to the reform of higher agricultural institutions and lessons based on case studies are provided to document good practice in institutional reform. Finally, Chapter VI, Main Findings and Implications for Policy and Donor Support (David Atchoarena with Lavinia Gasperini, Michael Lakin and Charles Maguire), concentrates on the main findings of the study and discusses policy implications and possible responses for donors and countries. (Contains 28 tables, 14 figures, and 64 boxes.).

Education for All and Multigrade Teaching Angela W. Little, 2007-09-25 This book, based on original research, explores the challenges and opportunities in multigrade teaching in Colombia, England, Ghana, Malawi, Nepal, Sri Lanka, Sudan, Peru, Turks and Caicos Islands, and Vietnam. It raises awareness among policymakers and practitioners in education of the realities of multigrade classes. Moreover, the book explores the implications for teachers, teacher educators, curriculum developers, and educational planners.

BRICS: building education for the future; priorities for national development and international cooperation Leclercq, François, 2014-09-22

Transforming Education Unesco, 2011 Este informe cita ejemplos de utilización de las TIC en diferentes regiones del mundo - África, la región árabe, Asia y América Latina - y proporciona un buen ejemplo de los cambios que las TIC aportan a los sistemas y políticas de educación. La gran diversidad que ofrecen los países seleccionados - Jordania, Namibia, Rwanda, Singapur y Uruguay - en términos de desarrollo económico y educativo, sugiere que lo que está en juego no se limitan a un determinado grupo de países privilegiados.

An Aging World Kevin G. Kinsella, Victoria Averil Velkoff, 2001 Provides statistical information on the worldwide population of people 65 years old or older.

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