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Nota di contenuto	Contents; Foreword (Chief Economist Justin Yifu Lin); Foreword (Vice Minister Beige Zhao); Preface; Acknowledgments; Contributors; Executive Summary; Abbreviations; Chapter 1 The Importance of Early Child Development; Boxes; 1.1 Institutions that Care for and Educate Children in China before They Enter Primary School; Status of China's Children; Tables; B1.1.1 Types of Early Child Development Institutions in China; Figures; 1.1 Age Structure of China's Population; 1.2 Maternal and Under-5 Mortality in China, 1991 and 2011; 1.3 Under-5 Mortality in Selected Countries, 2010 1.4 Maternal Mortality in Selected Countries, 2008 1.5 Percentage of Children Under Age 5 in China with Severe Malnutrition, by Province, 2008 1.6 Percentage of Underweight Children in Rural China, by Age, 2008 1.7 Percentage of Stunted Children in Rural China, by Age, 2008 1.1 Physical Development of Chinese Children at Birth, Age 3, and Age

6, 2005; 1.2 Depriving Children of Stimulation by "Sandbag Rearing"; 1.8 Prevalence of Anemia in Children Under Age 5 in Rural and Urban China, 2005 and 2008; Evidence on the Importance of Early Child Development

1.9 Enrollment in Child Care for Children under Age 3 and in Preprimary Education for Children Ages 3-5, Selected Countries, 20081.10 Distribution of Children Ages 0-6 and Number of Students in Kindergartens in Rural and Urban China, 2008; 1.11 Sensitive Periods of Brain Development; 1.12 Effect of Family Talkativeness on Child's Vocabulary Through Age 3; 1.13 Differences in PISA Scores between 15-Year-Old Students Who Attended Preprimary School for at least One Year and Those Who Did Not; 1.3 Measuring the Economic Impact of Early Child Development

B1.3.1 Rates of Return to Investments in Human Development in the United States1.2 Benefit-Cost Ratios of Three Preschool Programs in the United States; 1.3 Impact of Selected Early Child Development Programs in Developed and Developing Countries; 1.14 Academic Abilities of Kindergartners, by Household Income, United States; Annex 1A Key Educational Indicators in China and Conceptual Framework for Early Child Development; 1A.1 Key Educational Indicators in China and Selected Economy Groups, 2009; 1A.1 Conceptual Framework for Child Development From Birth to Age 6; Notes; References

Chapter 2 Policy on and Challenges to Providing Early Child Development ServicesLegal Framework and Recent Policies; 2.1 Major Laws, Regulations, and Guidelines on Protection and Development of Children in China, 1985-2011; Policy and Administration; Structure of Service Delivery; 2.2 Policy, Administration, Finance, and Service Provision of Early Child Development in China; 2.3 Vaccination Schedule for Children, Ages 0-6; 2.4 Early Child Development Services Provided in China

2.1 Enrollment in One-Year Preschool Classes as a Percentage of Total Enrollment in Kindergartens in Cities, County Towns, and Rural Areas of China, by Province, 2008

Sommario/riassunto

In China, despite the introduction of economic reforms that have lifted millions out of poverty, the income gap between rural and urban areas remains wide. There is a growing realization in policy circles that economic growth alone cannot reduce absolute poverty and inequality, and that investment in human development is needed to sustain growth and improve social cohesion. Prepared as a collaborative study between the World Bank and China's National Population and Family Planning Commission, Early Child Development in China: Breaking the Cycle of Poverty and Improving Future Competitiveness a

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Titolo	Deliberation, Representation, Equity : Research Approaches, Tools and Algorithms for Participatory Processes
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Sommario/riassunto	<p>"What can we learn about the development of public interaction in e-democracy from a drama delivered by mobile headphones to an audience standing around a shopping center in a Stockholm suburb? In democratic societies there is widespread acknowledgment of the need to incorporate citizens' input in decision-making processes in more or less structured ways. But participatory decision making is balancing on the borders of inclusion, structure, precision and accuracy. To simply enable more participation will not yield enhanced democracy, and there is a clear need for more elaborated elicitation and decision analytical tools. This rigorous and thought-provoking volume draws on a stimulating variety of international case studies, from flood risk management in the Red River Delta of Vietnam, to the consideration of alternatives to gold mining in Rosia Montana in Transylvania, to the application of multi-criteria decision analysis in evaluating the impact of e-learning opportunities at Uganda's Makerere University. Editors Love Ekenberg (senior research scholar, International Institute for Applied Systems Analysis [IIASA], Laxenburg, professor of Computer and Systems Sciences, Stockholm University), Karin Hansson (artist and research fellow, Department of Computer and Systems Sciences, Stockholm University), Mats Danielson (vice president and professor of</p>

Computer and Systems Sciences, Stockholm University, affiliate researcher, IIASA) and Goran Cars (professor of Societal Planning and Environment, Royal Institute of Technology, Stockholm) draw innovative collaborations between mathematics, social science, and the arts. They develop new problem formulations and solutions, with the aim of carrying decisions from agenda setting and problem awareness through to feasible courses of action by setting objectives, alternative generation, consequence assessments, and trade-off clarifications. As a result, this book is important new reading for decision makers in government, public administration and urban planning, as well as students and researchers in the fields of participatory democracy, urban planning, social policy, communication design, participatory art, decision theory, risk analysis and computer and systems sciences. "
