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Autore	Birdsall Nancy
Titolo	Toward universal primary education : investments, incentives, and institutions // Lead authors: Nancy Birdsall and Amina Ibrahim (Coordinators), Ruth Levine
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Altri autori (Persone)	IbrahimAmina LevineRuth <1959->
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Nota di contenuto	Toward universal primary education: investments, incentives, and institutions; Copyright; Foreword; Contents; Task force members; Preface; Acknowledgements; Abbreviations; Millennium Development Goals; Executive summary; Part 1 Setting the stage; Chapter 1 The task force's contribution; Task force methods; Audience and organization of the report; The contribution of the task force; Chapter 2 Education and society: multiple benefits, unrealized potential; Education is society's main instrument for reproducing itself and can be a key ingredient for

social change

Education is an end in itself and has tremendous benefits for individuals and society. The benefits of education are conditioned by the context; Chapter 3 The Goals and the history of goal-setting in education; Chapter 4 Trends in primary education and gender parity; A host of factors affect enrollment and retention rates; Learning achievement needs to be measured; Conclusions and future prospects; Part 2 Education systems in developing countries: income, institutions, and incentives; Chapter 5 Education systems in developing countries High-performing educational systems can achieve results even with limited resources. Countries with low-performing systems need to address a variety of governance problems; Conclusion; Chapter 6 Strategies for creating more and better educational opportunities; Strategy 1: get out-of-school children into school; Strategy 2: create better institutions, increase transparency, and provide better incentives; Chapter 7 Financing the education Goals; Part 3 Forging an international compact for education: roles and responsibilities of donors and developing countries Chapter 8 A global compact for basic education Chapter 9 What donors should do; Recommendation 1: support bold political leadership and provide firm financial commitments to make Education for All and the Fast Track Initiative work; Recommendation 2: reform the donor business; Recommendation 3: use a transparent accountability framework for reporting; Recommendation 4: invest in genuine evaluation; Chapter 10 A call to action; Appendixes; Appendix 1. Commissioned papers for educational report Appendix 2. Summary of the civil society e-discussion on the education report of the Task Force on Education and Gender Equality Appendix 3. Success stories in policy interventions toward high quality universal primary education; Appendix 4. Data issues; Appendix 5. Major initiatives that promote the Millennium Development Goals on education and gender equality; Appendix 6. Need for postprimary education; Notes; References

Sommario/riassunto

The Millennium Development Goals, adopted at the UN Millennium Summit in 2000, are the world's targets for dramatically reducing extreme poverty in its many dimensions by 2015?income poverty, hunger, disease, exclusion, lack of infrastructure and shelter?while promoting gender equality, education, health and environmental sustainability. These bold goals can be met in all parts of the world if nations follow through on their commitments to work together to meet them. Achieving the Millennium Development Goals offers the prospect of a more secure, just, and prosperous world for all. The UN Mi

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Autore	Welker Marina <1973->
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Nota di contenuto	Front matter -- Contents -- Illustrations -- Abbreviations -- Acknowledgments -- Note on Pseudonyms and Quoted Sources -- Introduction -- 1. "We Need to Newmontize Folk": A New Social Discipline at Corporate Headquarters -- 2. "Pak Comrel Is Our Regent Whom We Respect": Mine, State, and Development Responsibility -- 3. "My Job Would Be Far Easier If Locals Were Already Capitalists": Incubating Enterprise and Patronage -- 4. "We Identified Farmers as Our Top Security Risk": Ethereal and Material Development in the Paddy Fields -- 5. "Corporate Security Begins in the Community": The Social Work of Environmental Management -- 6. "We Should Be Like Starbucks": The Social Assessment -- Conclusion: "Soft Is Hard" -- Notes -- Bibliography -- Index
Sommario/riassunto	What are corporations, and to whom are they responsible? Anthropologist Marina Welker draws on two years of research at Newmont Mining Corporation's Denver headquarters and its Batu Hijau copper and gold mine in Sumbawa, Indonesia, to address these questions. Against the backdrop of an emerging Corporate Social Responsibility movement and changing state dynamics in Indonesia, she shows how people enact the mining corporation in multiple ways: as an ore producer, employer, patron, promoter of sustainable

development, religious sponsor, auditable organization, foreign imperialist, and environmental threat. Rather than assuming that corporations are monolithic, profit-maximizing subjects, Welker turns to anthropological theories of personhood to develop an analytic model of the corporation as an unstable collective subject with multiple authors, boundaries, and interests. Enacting the Corporation demonstrates that corporations are constituted through continuous struggles over relations with-and responsibilities to-local communities, workers, activists, governments, contractors, and shareholders.
