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differentiation allows teachers to pick and choose among the resources that meet the needs of all students!

Economic literacy is vital for functioning effectively in today's society. Consumers need to manage their finances, investors need to plan for their future, and voters need to choose among competing economic plans. As students move on to college or enter the workforce, their understanding of the economy will help them become financially responsible citizens. The National Assessment of Educational Progress (NAEP) monitors students' attainment of these skills and knowledge with its twelfth-grade economics assessment. First administered in 2006, the NAEP economics assessment measures twelfth-graders' understanding of a wide range of topics in three main content areas: market economy, national economy, and international economy. This report provides results of the economics assessment in 2012 based on a nationally representative sample of nearly 11,000 twelfth-graders. Results from 2012 are compared with those from 2006 to investigate whether the nation's high school seniors are becoming increasingly literate in economics. Percentage of students and average scores in NAEP economics at grade 12, by selected characteristics: 2006 and 2012 are appended. Technical notes are included. (Contains 17 figures and 4 tables.).

"This resource book discusses the economic arguments that could (and could not) be put forth to support the case for investing in the social determinants of health on average and in the reduction in socially determined health inequalities. It provides an overview and introduction into how economists would approach the assessment of the economic motivation to invest in the social determinants of health and socially determined health inequities, including what the major challenges are in this assessment. It illustrates the extent to which an economic argument can be made in favour of investment in 3 major social determinants of health areas: education, social protection, and urban development and infrastructure. It describes whether education policy, social protection, and urban development, housing and transport policy can act as health policy"--

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.

This is the United Nations definitive report on the state of the world economy, providing global and regional economic outlook for 2020 and 2021. Produced by the Department of Economic and Social Affairs, the five United Nations regional commissions, the United Nations Conference on Trade and Development, with contributions from the UN World Tourism Organization and other intergovernmental agencies.

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This paper analyzes the extent of income inequality from a global perspective, its drivers, and what to do about it. The drivers of inequality vary widely amongst countries, with some common drivers being the skill premium associated with technical change and globalization, weakening protection for labor, and lack of financial inclusion in developing countries. We find that increasing the income share of the poor and the middle class actually increases growth while a rising income share of the top 20 percent results in lower growth—that is, when the rich get richer, benefits do not trickle down. This suggests that policies need to be country specific but should focus on raising the income share of the poor, and ensuring there is no hollowing out of the middle class. To tackle inequality, financial inclusion is imperative in emerging and developing countries while in advanced economies, policies should focus on raising human capital and skills and making tax systems more progressive.

Seminar paper from the year 2013 in the subject Economics - International Economic Relations, grade: none, Xiamen University (Centre of South East Asian Studies), course: Economics , language: English, abstract: The world has been held at ransom by an intricate and detestable system conceived and propagated by the West. China seeks to free the world from that system as well as give them back their dignity and capability to sustain themselves. Moreover interestingly, the past three decades have been a critical era for Chinese people to seek harmonious, scientific and sustainable development at home and strengthen cooperation and embrace globalization with the outside world. Botswana, as is with other African countries, has the gratitude to count China as one of its friends in the global village. The year 2013 marks the 38th anniversary of the establishment of diplomatic relations between the People's Republic of China and the Republic of Botswana. These bilateral ties have witnessed sustained, rapid and sound development thanks to the joint efforts of both sides. Based on the principles of equality and mutual benefit, respect and trust, especially under the framework of the Forum on China-Africa Cooperation known as FOCAC, China and Botswana have fruitful cooperation on economy, trade, human resource development, cultural exchanges and coordination in international arena. This study looks into this great relationship, and follow the road that leads into the future. It suffices the exchanges on the political level lay a solid foundation for economic relationship progresses; leaders of both countries attach great importance to the exchanges of development experience and views on international affairs.

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