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organization topics, this paper contributes to the drunk-driving policy literature in health economics as one of the first to examine Uber ' s effect on drunk driving in the cities where it operates. 8. The discussion of this effect in the context of New York City is advantageous because

Over the past two decades, projects supported by the International Development Research Centre (IDRC) have critically examined the ways in which information and communications

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technologies (ICTs) can be used to improve learning, empower the disenfranchised, generate income opportunities for the poor, and facilitate access to healthcare in Africa, Asia, Latin America and the Caribbean. Considering that most development institutions and governments are currently attempting to integrate ICTs into their practices, it is an opportune time to reflect on the research findings that have emerged from IDRC ' s work and research in this area. “ Connecting ICTs to Development ” discusses programmatic investments made by IDRC in a wide variety of areas related to ICTs, including infrastructure, access, regulations, health, governance, education, livelihoods, social inclusion, technical innovation, intellectual property rights and evaluation. Each chapter in this book analyzes the ways in which research findings from IDRC-supported projects have contributed to an evolution of thinking, and discusses successes and challenges in using ICTs as tools to address development issues. The volume also presents key lessons learned from ICT4D programming and recommendations for future work.

This book draws attention to emerging issues around the rights of minorities, marginalized groups, and persons in Africa. It explores the gaps between human rights provisions and conditions, showing that although international human rights principles have been embraced in the continent, various minority groups and marginalized persons are denied such rights through criminalization and persecution. African countries have a good record of signing and ratifying international and regional rights instruments but the political will and capacity for enforcing these with respect to minorities remain weak. International contributors to the book provide new perspectives on the rights of marginalized and

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minority groups in different parts of Africa and the extent to which they are deprived or denied entitlement to the universality and equality articulated in law. The authors show that human rights, while having come of age as a moral ideal, has not been fully entrenched in practice towards groups such as children, indigenous populations, the mentally ill, persons with disabilities, and persons with albinism. This volume is geared toward scholars, students, human rights groups, policy makers, social workers, international organizations, and policy makers in the fields of criminology, security studies, development studies, political science, sociology, children studies, social psychology, international relations, postcolonial studies, and African Studies.

This title reviews four aspects of educational assessment: public examinations, national assessment, international assessment, and classroom assessment, and offers suggestions for using different forms of assessment to enhance student learning.

"This book is about the threats to education quality in the developing world that cannot be explained by lack of resources. It reviews the observed phenomenon of service delivery failures in public education: cases where programs and policies increase the inputs to education but do not produce effective services where it counts - in schools and classrooms. It documents what we know about the extent and costs of such failures across low and middle-income countries. And it further develops the conceptual model posited in the World

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Development Report 2004: that a root cause of low-quality and inequitable public services - not only in education - is the weak accountability of providers to both their supervisors and clients. The central focus of the book, however, is a new story. It is that developing countries are increasingly adopting innovative strategies to attack these problems. Drawing on new evidence from 22 rigorous impact evaluations across 11 developing countries, this book examines how three key strategies to strengthen accountability relationships in developing country school systems have affected school enrollment, completion and student learning. The book reviews the motivation and global context for education reforms aimed at strengthening provider accountability. It provides the rationale and synthesizes the evidence on the impacts of three key lines of reform: (1) policies that use the power of information to strengthen the ability of clients of education services (students and their parents) to hold providers accountable for results; (2) policies that promote school-based management? that is increase schools? autonomy to make key decisions and control resources, often empowering parents to play a larger role; (3) teacher incentives reforms that specifically aim at making teachers more accountable for results, either by making contract tenure dependent on performance, or offering performance-linked pay. The book summarizes the lessons learned, draws cautious conclusions about possible complementarities across different types of accountability-focused reforms if they are implemented in tandem, considers issues related to scaling up reform efforts and the political economy of reform, and suggests directions for future work."

The book is orientated towards the teaching of economics within the context of the major

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problems of development and underdevelopment in Third World nations and fills a major void in the teaching materials available for this purpose. It has been written for use by first-year economic students at universities throughout Africa, Asia, Latin America and the Middle East.

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.

This book brings together the lessons of research on both the nature of learning and different educational applications, and it summarises these as seven key concluding principles.

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Derek Neal writes that economists must analyze public education policy in the same way they analyze other procurement problems. He shows how standard tools from economics research speak directly to issues in education. For mastering the models and tools that economists of education should use in their work, there is no better resource available.--

"Nowhere in archaeology is the gap between theory and practice more evident than in its ambivalent engagement with economic development. This groundbreaking volume assembles practicing archaeologists, economists, and NGO officials in an extensive exploration of the theoretical, practical and ethical issues raised by archaeologists' use of cultural heritage to support economic development. The first chapters consider the problem of articulating the value of tangible and intangible heritage when economic measures alone are inadequate. Subsequent chapters present regional perspectives on archaeology and development, and present a host of case studies from around the globe that describe archaeologists' development projects, including some that are successful and others that are less so. These studies both suggest best practices in the implementation of development projects and illuminate the obstacles to success created by political conflict and competing human needs. Ethical issues and practical considerations converge in chapters that explore the role that members of local communities should play in the design, management and governance of archaeological and heritage resources. In this volume, archaeologists and heritage professionals will encounter a thought-provoking international discourse concerning the path forward for archaeology as the field engages with economic

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