

EFFECT OF EDUCATION DEVELOPMENT ON SOCIAL STABILITY AT SCHOOLS OF HOWLWADAG DISTRICT IN MOGADISHU SOMALIA

MOHAMUD ALI MIRE

casir704@gmail.com

+252 61 5212170

Grace Nekesa

gnekesa@yahoo.com

+254 0722 318744

ABSTRACT

The purpose of this study was to investigate the effect of education development on social stability in Mogadishu Somalia. The general objective of this study was to examine the effects of education development on social stability in schools of Howlwadag district in Mogadishu. The specific objectives were to establish the effect of education curriculum development on social stability in schools of Howlwadag district in Mogadishu Somalia, to establish the effects of education infrastructure development on social stability in schools of Howlwadag district in Mogadishu Somalia; to establish the effects of human capital development on social stability in schools of Howlwadag in Mogadishu Somalia and to assess the effect of education sustainable development on social stability at schools of Howlwadag in Mogadishu Somalia. The researcher used a descriptive research design. The target population was one hundred and sample size obtained using Slovic's formula was 80. Data analysis was performed using Statistical Package for Social Science (SPSS Version 23). The relationship between the independent variables (education curriculum, education infrastructure, human capital development, sustainable development and social stability) was tested using regression analysis and then presented in tables. The results revealed that education curriculum, education infrastructure, human capital development, sustainable developments have positive significant correlation on social stability. The study concluded that all four variables contribute significantly to the promotion of social stability in the region and government to invest more resources to expand them.

CHAPTER ONE: INTRODUCTION

1.1 Background of Study

The education was process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion teaching, training and directing research. Education frequently takes place under the guidance of

educator (Taylor, 2014). Also Education was commonly divided formally into such stages as preschool, primary school, secondary school, and then college, university. Etymologically, the word education was derived from the Latin education (mean, breeding, bringing up, rearing (McLoughlin, 2013). Social stability serves as a link among different dimensions of sustainable development and was the ultimate objective of sustainable development. Economic and environmental development was also objectives of sustainable development and was means to achieve social stability. The main purpose of social stability was to provide the future generation with or greater accessibility to social resources than the current generation (Abramczuk, 2016). Social stability was the bundle of technological, subsistence, organizational, and cultural accomplishment through which people feed, clothes, houses, and reproduce them-selves, explain the world around them, resolve disputes within their communities, defend themselves against other's attempts to extend power (Moris, 2014). and other hand the world summit for social development in Copenhagen in 1995 the members of states committed themselves to creating an economic, political, social, cultural, and legal environment that were enabled people to achieved social development and social stability (UNDP, 2014). The main purpose of this paper was to show the role of education development on social stability at schools of Howlwadag district in Mogadishu Somalia and comparing how education effects poverty reduction, trade development, technology innovation, health improvement, income distribution and family structure and defining education itself and how it effect the above things. Education in every sense was one of the factors of social development and stability. Education for all approach was based on a wider concept of development that underlies the PRS framework. UNECSO, for example, states that efforts should be made to promote education for all (EFA) policies within a sustainable and well-integrated sector clearly linked to poverty elimination and development strategies (eymann, 2014). No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding themselves and world. Education raises people's productivity and creativity and promotes entrepreneurship and technological advance winter (Ozturk, 2018).

1.1.4 Education development in Mogadishu Somalia

History, Mogadishu, known locally as Hamar, was the capital of Somalia and most populous city of Somalia. Located in the coastal Banadir region on the Indian-ocean, the city served as an important port for millennia, according to the United Nations development programme the population in 2005 was 901183 and according to the CIA fact-book in 2015 it was estimated to be 2138000. According to demographic as of April 2016, it has a population of 2265000 residences (CIA (Factbook, 2015).

Traditionally and old records assert that southern Somalia, including the Mogadishu area, historically inhabited by hunters-gathered. They were later joined Cushitic-speaking Agrapastorasist, who would go on to establish local aristocracies. During its medieval golden age, Mogadishu was ruled by the muzaffar dynasty, a vassal of the Ajuran sultanate. It subsequently fell under control of an assortment of local sultanate and policies, Most notably the sultanate of Geledi. ((Night, 2012). The city later became the capital of Italian Somaliland (1889-1936) in the colonial period. After the Somalia republic became independent in 1960, Mogadishu become known and promoted as the white pearl of the Indian-ocean. After the ousting of the Siyaad Barre regime in 1991 and

the ensuing Somalia civil war, various militias fought for control of the city, later to be replaced the Islamic courts union (ICU) in the mid-2005. ICU thereafter splintered into more radical Islamist groups, notably Alshabab (2006-2012), which fought the transitional federal government and its partners of African union mission to Somalia. With the change in administration in late 2010, government troops and other military partners had succeeded in forcing out alshabab in Mogadishu on august 2011. Thus Mogadishu has subsequently experience a period of intense reconstruction. As Somalia's capital city, many important national institutions are based on Mogadishu .it is the seat of the federal government established in august 2012, with Somalia federal parliament serving as the government legislative branch, as the base of Somalia central bank, as the base of Mogadishu governor and mayor, is the base of villa Somalia. The villa Somalia is the official presidential palace and principal work place of the president of Somalia, and other two branches of government. So that Mogadishu has a long history.

1.2. Statement of the Problem

This study trying to investigate the effect of education development on social stability at schools of Howlwadag district in Mogadishu Somalia, the problem was that the link between education development and social stability which were not found by another researchers. So research going to find the missing information gap between education development and social stability, normally educational development is independent variable while social stability was a dependent variable. Education was basic to development and also regarded as an instrument through which the society can be transformed, salient factor in transition program, education equips human resources with needed knowledge, skills and competencies, which would make them functional, and contribute to the all-round development of the nation. It does not only help supply the essential human capital but also a key to poverty reduction and major vehicle of promoting equity, fairness and social justice. Therefore, this concept was not easy to measure (Nisto, 2013).The linkage between the role of education development and violent domestic conflict has not received much attention, because it is difficult to segregate the contribution of education relative to other driving factors that fuel instability. However, existing evidence has shown that "educational inequalities significantly heightened the risk of conflict. Inequality in educational opportunity was often concomitant with deeper social inequalities and injustices. After more than two decades of conflict, a generation of Somali children lost the opportunity for formal education and other benefits of a stable childhood. Extremely high rates of poverty in communities across Somalia make it difficult for parents to afford school fees. In many areas, parents are required to pay for their children's education, and poverty remains the main reason they give for not sending their children to school. Somalia declared free primary public education in 2011 under the go to school program but has had great difficulty in retaining teachers at the salaries the government can afford to pay. With parents and communities no longer paying for public primary education, schools have almost no funds to cover their running costs. Girls' participation in education is consistently lower than that for boys. Fewer than 40 per cent of girls attend primary school, and the last countrywide survey from 2006 showed that only 25 per cent of women aged 15 to 24 were literate.

1.3. General Objective

The general objective of the study was to investigate the effects of education development on social stability in school of Howlwadag district in Mogadishu

1.3.1. Specific Objectives.

The specific objectives were;

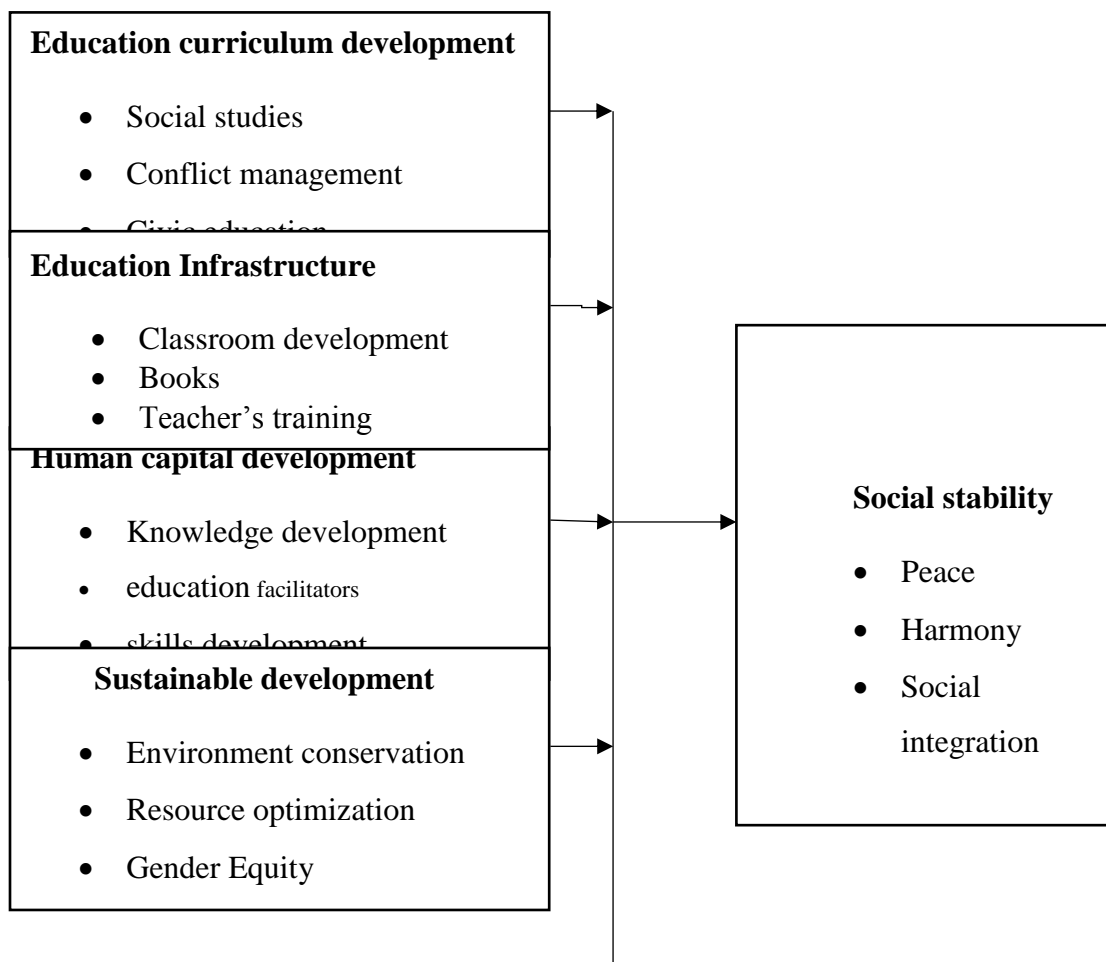
1. To establish the effect of education curriculum development on social stability in schools of Howlwadag district in Mogadishu Somalia
2. To establish the effects of education infrastructure development on social stability in schools of Howlwadag district in Mogadishu Somalia
3. To estimate the effects of human capital development on social stability in schools of Howlwadag in Mogadishu Somalia
4. To assess the effect of education sustainable development on social stability at five schools of Howlwadag in Mogadishu Somalia

2.0 LITERATURE REVIEW

2.2 Theoretical Framework

This study was supported by Plato educational development theory, human capital theory, Rostow's Model of Development and the Conflict Theory Carl Max.

2.3 Conceptual Frame work



3.0 RESEARCH METHODOLOGY

The study took a descriptive research design. In this study, the target population was 100, categorizing into administration, parents and teachers. A sample size of 80 respondents was obtained using Slovin’s equation. Data was collected using closed ended questionnaires and were analyzed both quantitatively and qualitatively and was presented in tables. Multiple regression model was used to model the relationship between government consumption, investment and savings on economic development.

RESEARCH FINDINGS AND DISCUSSION

4.1 Coefficient of correlation

From the study, there was a positive correlation between the independent variables, education curriculum development, education infrastructure, human capital and sustainable development and dependent variables social stability in Howlwadag district schools in Mogadishu Somalia.

Table 4.1 Correlations

	S_Stability	Curri_Develop	Edu_Infra	Human_Capital	Sus_Develop
S_Stability	1				
Sig. (2-tailed)					
Curri_Develop	.397**	1			
Sig. (2-tailed)	.000				
Edu_Infra	.827**		.264**	1	
Sig. (2-tailed)	.001		.000		
Human_Capital	.894		.187	.777	1
Sig. (2-tailed)	.000		.000	.000	
Sus_Develop	.984**		.057**	.806	.849**
Sig. (2-tailed)	.000		.000	.000	.000

**Correlation is significant at the 0.01 level (2-tailed).

4.2 Coefficient of determination

The coefficient of determination (R^2) to be 0.974. means that 97.4% of variability in dependent variable can be explained by change in the independent variables; education curriculum development, education infrastructure, human capital and sustainable development. The remaining 2.6% of variability can be explained by other factors which were not included in the model.

Table 4.3 Coefficient of Determination (R^2) - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	FChange	Sig.
1	.987 ^a	.974	.948	.08160	37.040	.000

- a. **Predictors:** (Constant), Sustainable development, education infrastructure, Human capital development
- b. **Dependent Variable:** Social Stability

4.4 Analysis of Variance

Table 4.4 Analysis of Variance

Model	Sum of Squares	d	Mean Square	F	Sig.	
1	Regression	18.992	4	4.750	678.5714	.000b
	Residual	.507	75		.007	
	Total	19.499	79			

a. Predictors: (Constant), education development, education infrastructure, Human capital development, sustainable development

b. Dependent Variable: Social stability

From the ANOVA table, it was clear that the overall standard multiple regression model (the model involving constant(education curriculum development, education infrastructure, human capital development, sustainable development) was significant in predicting how human capital development, education infrastructure, sustainable development, and education development determine social stability Howlwadag district schools in Mogadishu Somalia. The regression model achieves a degree of fit as reflected by an R^2 of 0.974 ($F = 678.5714$; $P = 0.00 < 0.05$).

4.5 Regression Coefficients

Table 4.5 Multiple Regression Analysis

Model	Unstandardized		Standardized		Sig.
	Regression	Coefficients	Beta	t	
	B	Std. Error			
(Constant)	3.930	2.034		1.932	.000
EduCurri_Develop	.369	.089	.393	4.151	.000
Edu_Infrastructue	.323	.083	.337	3.906	.007
Human_Capital	.129	.100	.103	2.296	.000
Sus_Develop	.079	.478	.5503	3.669	.002

a. Dependent Variable: social stability

The results show that education development, education infrastructure, human capital, sustainable determine for social stability Howlwadag district in Mogadishu, Somalia. The multiple regression equation was that: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$ and the multiple regression equation became: $Y = 3.930 + .369X_1 + .323X_2 + .129X_3 + .079X_4$. As depicted in table 4.12, $p < .05$).

The general regression Model arrived at was $Y = 3.930 + .369X_1 + .323X_2 + .129X_3 + .079X_4$

Where;

X_1 = Education curriculum development, X_2 = Education infrastructure, X_3 = Human capital, X_4 = Sustainable development and Y = Social stability in Howlwadag district schools in Mogadishu Somalia.

The Beta Coefficients in the regression model show that all of the tested variables had positive relationship with Social stability in Howlwadag district schools in Mogadishu Somalia with all the variables tested being statistically significant with p-values less than 0.05.

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

5.1.1 Education Development on social stability

The study concluded that there was a statistically significant effect of education development on social stability in Mogadishu, Somalia.

5.1.2 Education Infrastructure on Social Stability

The study concluded that that there was a statistically significant impact of education infrastructure development on social stability in Mogadishu, Somalia.

5.1.3 Effect Human capital development on social stability

The study indicated that there was a statistically significant effect of human capital development on social stability in Mogadishu, Somalia.

5.1.4 Impact of Sustainable Development on Social Stability

The study indicated that there was a statistically significant effect of sustainable development on social stability in Mogadishu, Somalia.

5.2 Recommendations

1. Somalia government should implement education development in order to benefit for all community.
2. Somalia government should develop human capital to encourage economic growth and
3. social stability
4. The Somalia government should encourage education infrastructure to get education for all and quality
5. The Somalia community should keep their environment to get sustainable development programme

REFERENCES

- Armstrong And Taylor, 2. Y. (2014). *Human Resource Management Practice*. London: 13th Edition.(Kenny And Wiliams, 2. (2011). *Economic Development*.
- A. N. Oppenheim, “Questionnaire Design, Interviewing And Attitude Measurement,” London, Pinter Publishers, 1996.
- Abramczuk, K. (2016). Evolutionary Stability Of Discriminating Social Norms. *Decyzje* , (26), 27-58.
- Aden, S. A. (2017). *Explorjng The Role Of Peace Education In Schools In Post-Conflict Somalia* . Southern New Hampshire University.
- Ahmed, A. A. (2012). *Human Rights Issuesin Somalia: A Critical Aanalysis*.
- Akani, A. (2012). Integrating Entrepreneurial Education Into Science And Technology Curriculum: A Strategy For Poverty And Unemployment Reduction In Nigeria. Department Of Science Education.
- Awan, M. S., Malik, N., Sarwar, H., & Waqas, M. (2011). *Impact Of Education On Poverty Reduction*.
- Babayigit, S., & Stainthorp, R. (2011). Modeling The Relationships Between Cognitive–Linguistic Skills And Literacy Skills: New Insights From A Transparent Orthography. *Journal Of Educational Psychology*, 103 (1), 169.
- Bacon, N., & Hoque, K. (2011). *Union Representation And Training: The Impact Of Union Learning Representatives And The Factors Influencing Their Effectiveness*. *Human Relations* (Vol. 3).
- Barkley, B. E. (2015). Second Prize: The Last Vestiges Of Statehood: Failed States And The Groups That Work Within Them. . *Journal Of Military And Strategic Studies*, 16 (2).
- Bass, S. (2012). *Sustainable Development Strategies*. Routledge.
- Beck, P. &. (2012). *Writer Of The Book “ Left For Dead*.
- Bilan, Y. (2014). *Labour Migrationof Ukraines Population: Scientican Public Discourse. Transformation In Business & Economics* (Vol. 13).
- Blaxter. ((2006). *How To Research*. British Journal.
- Bruton, G. D., Ketchen, D. J., & Ireland, R. D. (2013). Entrepreneurship As A Solution To Poverty. *Journal Of Business Venturing*, 28 (6), 689.
- Bryman, A., & Bell, E. (2015). *Business Research Methods*. London: Oxford University Press.
- Chevalier, A., Harmon, C., O’sullivan, V., & Walke. (2013). The Impact Of Parental Income And Education On The Schooling Of Their Children. *Iza Journal Of Labor Economics*, 2 (1).Commisioneuropean. (2012). *Socio-Economic Measurement*.
- Commission., E. ((2006)). *Alternative Dispute Resolution* .
- Cooper, R., & Schinder, S. (2013). *Business Research Methods*. New York: Mcgrawhill.
- Craft, S. (2012). *Examining World Market Segmentation And Brand Positioning*.
- Craft. (2012). *Design Education: Making A Mark*. - London.
- Crano, W. D., Brewer, M. B., & Lac, A. (2014). *Principles And Methods Of Social Research*. Routledge

- D. Muijs, "Doing Quantitative Research In Education With Spss," London, Sage Publications Ltd, 2011.
- Dadashi, N. (2013). Rail Human Factors: Supporting Reliability, Safety And Cost Reduction.
- Dadashi, N. (2013). Rail Human Factors: Supporting Reliability.
- Davis, J. B. (2013). *The Theory Of The Individual In Economics: Identity And Value*. Routledge.
- Deane, P., Fowles, M., Baldwin, D., & Persky, H. (2011). *The Cbal Summative Writing Assessment: A Draft Eighth-Grade Design. Research Memorandum No. Rm-11-01*. Princeton, Nj: Educational Testing Service.
- Donnelly, J. (2013). *Universal Human Rights In Theory And Practice*. Cornell University Press.
- Edgerton, J. D., & Roberts, L. W. (2014). *Cultural Capital Or Habitus? Bourdieu And Beyond In The Explanation Of Enduring Educational Inequality*. School Field.
- Egelston, A. E. (2014). Sustainable Developmen. Springer: .
- Eymann, A. (2014). Markets And Education. In W. States, *Education As A Cure-All*. Factbook. (2015). *Economic And Environment*.
- Findlay, P., Kalleberg, A. L., & Warhurst, C. (2013). The Challenge Of Job Quality. *Human Relations*. 66 (4), 441-451.
- Fleming, D. J. (2014). School Choice. In A. P. Political Learning.
- Garg, K. A. (2014). *Research Research Methodolgy*.
- Garner , R., Ferdinand, P., & Lawson, S. (2016). *Introduction To Politics*. Oxford University Press.
- Gordon, C. E., & White, J. P. (2014). Indigenous Educational Attainment In Canada. *The International Indigenous Policy Journal*, 5 (3), 6.
- Halford, G. S. (2014). *Children's Understanding: The Development Of Mental Models*. Psychology Press.
- Hanushek, E. A. (2013). *The Role Of Improved Schooling Has Been A Central Part Of The Development* .
- Healey, J. (2013). *A Student-Led, Flipped, Inquiry-Based Learning Classroom Doing Authentic Work*.
- Hungler. (2011).
- Hussain, M. D., Bhuiyan, A. B., & Bakar, R. (2014). Entrepreneurship Development And Poverty Alleviation: An Empirical Review. *Journal Of Asian Scientific Research*, 4 (10), 558.
- Huttenlocker, A. K., Smith, R. M., & Sidor, C. A. (2011). A New Specimen Of Promoschorhynchus (Therapsida: Therocephalia: Akidnognathidae) From The Lower Triassic Of South Africa And Its Implications For Theriodont Survivorship Across The Permo-Triassic Boundary. *Journal Of Vertebrate Paleontology*, 32, 405-421.
- International Journal L, 2. (2011). *Education International Researc*. Research Institut.
- Kadushin, C. (2012). *Understanding Social Networks: Theories, Concepts, And Findings*. Oup Usa.
- Kemper, K. (2016, February 03). *Education And Infrastructure*. Retrieved From Rebuilding America: From [Http://Thehill.Com/Blogs/Pundits-Blog/Education/218045-Education-And-Infrastructure-Rebuilding-America](http://Thehill.Com/Blogs/Pundits-Blog/Education/218045-Education-And-Infrastructure-Rebuilding-America)

- Kilman, T. A. (2015). *The Relationship Between Students' Applied Mathematics Skills And Students' Attitudes Towards Mathematics*. The University Of Southern Mississippi.
- Kiraly, D. (2014). *A Social Constructivist Approach To Translator Education: Empowerment From Theory To Practice*. Routledge.
- Kothari, C. R., & Gang, W. (2014). *Research Methodology Methods And Techniques*. New Delhi: New Age International (P) Ltd Publishers.
- L. Cohen, *Et Al.*, "Research Methods In Education," 6thEdn. London, Routledge, 2007.
- L. Cohen, *Et Al.*, "Research Methods In Education," 6thEdn. London, Routledge, 2007.
- Laptev, S. V. (2017). *The Role Of Investment In Human Capital In Economic Development*.
- Locke, A., & Henley, G. (2014). *A Review Of The Literature On Biofuels And Food Security At A Local Level*. . Overseas Development Institute (Odi), London, Uk.
- M, A. (2013). *Commonwealth Of Australia*. Washington, Dc: . Published By Cquuniversity Australia.
- Marx, (. (1950). *Conflict Theory*.
- Matarrita-Cascante , D., & Brennan, M. A. (2012). *Conceptualizing Community Development In The Twenty-First Century*. *Community Development* (Vol. 43).
- Mcloughlin, C. (2013). *Low-Cost Private School*. University Of Birmingham.
- Midgley, J. (2014). *Social Development*. University Of Oxford.
- Moore, M. G., & Kearsley, G. (2011). *Distance Education: A Systems View Of Online Learning*. Cengage Learning.
- Moris, 2. (2014.). *"Does Working During Higher Education Affect Students' Academic Progression?"*
- Moris, J. (2014). *Reimagining Development*. . (2014). 3.0 For A Changing Planet. *Ids Working Papers*, 2014 (435), 1-49.
- Moyi, P. (2012). *Who Goes To School? School Enrollment Patterns In Somalia*. *International Journal Of Educational Development*. 32 (1), 163-171.
- Mugenda, O. M., & Mugenda, A. G. (2009). *Research Methods: Quantittative And Qualitative Appraoches*. Nairobi: Acts Press.
- Ngum, Patrick Mwangi. (2013). *Jomo Kenyatta*.
- Night, S. (2012). . *Mogadishu, Somalia: Including Its History*. In *The Shebelle River*. Earth Eyes Travel Guide.
- Oecd. (2007). *Human Capital*. Lodon.
- Osborne, J. W. (2012). *Best Practices In Data Cleaning: A Complete Guide To Everything You Need To Do Before And After Collecting Your Data*. Sage Publications.
- Oxaal, I., Barnett, T., & Booth, D. (2013). *Beyond The Sociology Of Development: Economy And Society In Latin America And Africa*. Routledge.
- Ozturk, I. (2018). *The Role Of Education In Economic Development*.
- Paton, S. (2012). *Introducing Taylor To The Knowledge Economy. Employee Relations* (Vol. 35).
- Pawar, A. G. (2014). *Multistage Recognition Approach For Handwritten Devanagari Script Recognition*. Ang Pv Rahul: *International Journal Of Signal Processing*.

- Pirishis, G. (2016). The Role Of Institutions And Economic Policie. In *He Journal Of Social, Political, And Economic Studies*. : The Cases Of Cyprus And Greece. : Aftermath Of The Great Recession,St.
- Potocki, A., Ecalte, J., & Magnan, A. (2013). *Effects Of Computer-Assisted Comprehension Training In Less Skilled Comprehenders In Second Grade: A One-Year Follow-Up Study*. *Computers & Education*.
- Pritchett. (2006).
- Prontzas, Tsamadias . (2012).
- Pryor, K. J. (2012). Sustainable Developmen. T. South Yarra: Macmillan Classroom Library.
- Richards, M. (2013). *Social And Environmental Impacts Of Agricultural Large-Scale Land Acquisitions In Africa—With A Focus On West And Central Africa. Rights And Resources Initiative, Washington, Dc*.
- Rothmann, W., & Koch, J. (2014). Technological Forecasting And Social Change. 83, 66-83.
- Roulston. (2007). *The Interpretation Of Cultures*:.
S. L. Jackson, “Research Methods And Statistics, A Critical Thinking Approach,” Usa, Thomson Wadsworth, 2003.
- Saaty, T. L., & Vargas, L. G. (2012). *Models, Methods, Concepts & Applications Of The Analytic Hierarchy Process* (Vol. 175). Springer Science & Business Media.
- Saggiomo, V. (2011). From Charity To Governance: Islamic Ngos And Education In Somalia. *The Open Area Studies Journal*, 4 (1), 53-61.
- Sharafuddin, M. A. (2018). Modeling And Mapping Personal Learning Environment Of Thai International Higher Education Students. In M. A. Sharafuddin, *Asian Journal Of Education And Training*.
- Shum, S. B., & Crick, R. D. (2012). Learning Dispositions And Transferable Competencies: Pedagogy, Modelling And Learning Analytics. In *Proceedings Of The 2nd International Conference On Learning Analytics And Knowledge.*, (Pp. 92-101).
- Smith, R. L. (2015). Production Of Hydrogen From Renewable Resources. In Springe.
- Ssewanyana, S. N., & Kasirye, I. (2013). The Dynamics Of Income Poverty In Uganda.
- Tabb, W. K. (2012). *Economic Governance In The Age Of Globalization*. Columbia University Press.
- Terry, A. &. (2016). Sustainable Development. In T. A. Francis. London.
- Thoonen, E. E., Slegers, P. J., Oort, F. J., Peetsma, T. T., & Geijsel, F. P. (2011). *How To Improve Teaching Practices: The Role Of Teacher Motivation, Organizational Factors, And Leadership Practices*. *Educational Administration Quarterly*.
- Todaro, M. P. (2009). *Economic Development*. Pearson Addison Wesley.
- Tomer, J. F. (2016). Investments In Human Capital. Tomer, J. F. (2016).. (2016). To Remedy Decision-Making Errors. *Int Investments In Human Capital To Remedy Decision-Making Errors. Integrating Human Capital With Human Development*, 39-61. Doi:10.1057/9781137456748_3tomer, J.Tomer, J. F F.
- Trucco, E. M. (2013). Tability And Change Of Social Goals In Adolescence. *S. Journal Of Personality* , 82(5), 379-389.

- Tsamadias. (2012).
- Undp, U. N. (2014). *Human Development Report*. British Library And The Library Of Congress.
- Undp, U. N. (2014). *Human Development Report*. British Library And The Library Of Congress.
- Undp. (2014). Global Issues And Oda Global Launch Of Human Development Repor. In S. N. Service.
- Unesco. (2008). *Background Paper For*. Paris.
- United Nations Educational, .. S. (2011). *Education Policies*.
- Vyas, K. P., & Bapat, V. P. (2011). *Design Approach To Kundan Jewellery-Development*. In *Icord 11: Proceedings Of The 3rd International Conference On Research Into Design Engineering*. Bangalore, India.
- Wang, F. (2016). From Redistribution To Recognition. *How School Principals Perceive Social Justice. Leadership And Policy In Schools*, , 15(3), 323-342.
- Wejnert, B. (2015). Building A Better World For Future Generations Through Implementation Of Global Gender Equality. In Rodriguez.
- World Bank. (2016). *Talking On Inequality*. International Bank For Reconstruction And Development / The World Bank, Nw, Washington, Dc.