

INNOVATION AND ADVANCEMENT ON HUMAN HEALTH AND MOVEMENT SCIENCES: THE FUNCTION OF NATIONAL POLICY ON EDUCATION WITH EFFECTIVE EDUCATIONAL MANAGEMENT PLANNING AND POLICIES

AFONRINWO Sunday Paul

Department of Educational Management

Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria.

Abstract

This paper examined the necessity of innovations and advancements in human health and movement sciences, which can be achieved through a functional national policy on education and effective educational management planning and policies. The importance of human health in all aspects warrants careful consideration. In general, a school curriculum that focuses on education will contribute to the innovation and advancement of sustainable human health and movement sciences. The paper discussed the standard relatively of sustainable development goals and national policy on education, the educational management planning and policies: the instrument of achieving sustainable human health and movement sciences, and the and the necessity of applying creative curriculum to school subjects relating to human health and movement sciences. It also examined the juxtaposition of human health and movement sciences in developed and developing nations.

Introduction

It is impossible to overstate the importance of human health in all its manifestations. When human health is in excellent condition, we can perform and accomplish all activities. Nothing is possible without positive human health. All organs in the human body, both internally and externally, need regular care so as to remain healthy after rigorous work or illness. Your health is essential to your life, enabling you to move freely and allowing the entire body system to function effectively.

Constant improvement of human health and well-being is the final goal of any technological, social, and economic development. In 2004, Nigeria implemented the Revised National Health Policy to enhance access to primary, secondary, and tertiary healthcare services, with the aim of reducing under-five mortality, maternal mortality, HIV spread, and the burden of malaria and other major

diseases (NPOPC and ICF International, 2014). The general improvement in health issues in Nigeria can be traced back to the promulgation of the National Health Policy and Strategy to Achieve Health for All Nigerians in 1988, which was the first comprehensive national health policy.

The improvement and changes in health policy show concurrent innovations, not only theoretically but in practical, concrete care for the ill. Most nations of the world, including Nigeria, have accepted the goal of health for all by the year 2000, also known as HFA/2000. The PHC strategy aims to attain this commendable objective. In Nigeria, there is no doubt that remarkable strides have been made to achieve the goal of HFA/2000 in recent years. However, despite the significant advancements in human health, there are still persistent health challenges facing people in this modern era.

The occurrences of these challenges pose a treat of damages to human parts of the body, and the worst of all is sudden death. There are cases of internal illness due to what we eat or drink that cause an inability to function well in internal organs or the stomach in general. Malfunction in the inner parts of the body will automatically cause defects to the outer parts. As the world progresses, we observe an increasing prevalence of various health issues that impact people's well-being and coexistence.

Furthermore, it was observed that numerous activities of the modern world bring about challenges to human health; this stipulates that more research still needs to be embarked upon so as to reach maturity in advancement like some developed countries of the world. For example, African countries continue to grapple with the challenge of malaria and other related fevers. While this is no longer a problem for some first-world nations, this is the major reason some less-previous countries all over the world are running to such countries as regards adequate care on health issues. If innovations and advancements are kept on in the field of human health, the entire populace on the whole globe will tackle any health challenge in any location of their continent.

The Need for Innovation and advancement on Human Health and Movement sciences.

Every sector within the economies of countries worldwide yearns for increased innovation and advancement. This is highly essential and imperative to meet the various challenges arising in the modern world. Meanwhile, factors such as climate change, biodiversity loss, and environmental degradation necessitate constant innovation and advancement in the fields of human health and mobility sciences. Therefore, there is a pressing

need to increase research funding to ensure its maturity.

As innovation is seen as invention plus adoption plus diffusion. Innovation can take the form of a novel idea, product, service, or care pathway that clearly outperforms current practices. It usually possesses usable and desirable qualities. On the other hand, advancement refers to enhancement, promotion, elevation to a higher rank or position, or progression to a higher stage of development. Additionally, advancement refers to the process of improvement through expansion, enlargement, or refinement, as well as the encouragement of progress or growth. With all the innovation and advancement embedded, it's clear that human health and movement sciences must strive to reach this level through research and meet the diverse needs of the populace.

Humanity has faced numerous health issues throughout its existence, such as the emergence of HIV/AIDS, malaria, COVID 19, and other diseases. All these instances of ill-health and many other epidemic acts on the human body had destroyed many lives and rendered some disabled both on internal organs and external parts of the body. Presently, the global scientists and educational bodies in sciences ought not to engage deep in any other things than innovation and advancement in various fields of human endeavour, especially human health in particular, to safeguard the human body from any health attack. This is because men are the center of all activities in the environment. The human body serves as the driving force behind all human accomplishments.

By definition, human health refers to the complete state of physical, social, and mental well-being and not merely the absence of illness, diseases, or infirmity. It is a vital source of water, food, or energy. It plays a crucial role in driving the economy of modern societies and fostering economic growth, contributing

significantly to total expenditure as a percentage of gross domestic product in most countries. To support movement sciences, a healthy society, broader actions to reduce social risks, and all human endeavors to reduce disparities in wealth, employment, equity, education, and housing, we need a robust health-care system.

Any economy views human health as one of the most important factors influencing economic development. It was observed that damage to human health is the most significant and immediate consequence of environmental degradation worldwide. Thereby, economic analysis of health impacts assumes importance in the context of market failures or distortions. Consequently, there is a need to understand and engage more in the innovation and advancement of human health and movement sciences. Innovation and advancement adoption processes and implementation of the systematic process have to be encouraged.

Due to the fact that human performance has always been the top issue, it prompted a large effort from many disciplines. Therefore, improving human health and body well-being should be the ultimate goal of any technological, social, and economic development. However, despite the abundance and increasing need for innovations in health care, the theoretical scientific research in this area is still very limited. At the same time, more effort must be put in place as regards the call for research on health care innovations.

Furthermore, human movement science requires innovations and advancements in relation to human health. According to Kristin Greenwood, clinical professor chair of the of the department of physical therapy, movement, and rehabilitation sciences at North Eastern University, movement sciences is a broad look at the interacting fields relating to how we understand and optimize the

function of the human body across the spectrum from sport to work to health and safety.

Human movement science is a field that studies the mechanics, physiology, and control of human movement. It combines elements from biomechanics, physiology, psychology, and motor control to understand how the human body moves and functions. (Koen Lemmink, 2021). In relation to the definition above, human movement is the scientific study of how the human body works, with a particular focus on improving the workings of the human body for sport, fitness, and well-being. It is the study of how human beings move around, perform, and exercise, especially in sport.

Yuanxin (Amy) Yang Alcocer (2023) explained human movement as the ability of the human body to change position using various muscles and joints. The psychology of human movement and the rehabilitation science as fields of study focus on applying knowledge about mechanisms and methods of restoring and maximizing human functional capacity and well-being across the lifespan. Additionally, the motor control system generates movements, and the sensory system interprets these movements, both internally and externally. However, the major goal of human movement science is its dedication to enhancing the human movement experience by advancing and restoring physical function for all people. Human movement science therefore calls on the natural and behavioural sciences to explore the connections between physical activity, the human body, and healthy living.

When it comes to academic pursuits and other human endeavors, the human body plays a crucial role in facilitating movement and achieving daily goals. Inability of good health and proper movement due to one sickness or the other will generally affect or pose consequences on the individuals, the family, the

organisations, and the nations at large or globally. When individuals are active and in good health, they can transform economic activities and generate maximum gross domestic product, or national income, which sustains national growth and development.

It is observed that review for innovations and advancement is always embarked upon by the national health policy (NHP) in Nigeria, which provides the compass for the country's health system. The records indicate that in 2016, the National Health Act (2014) established a framework for the regulation, development, and management of the health system, and also established standards for the provision of health services in the federation (NSHDP 11 2018).

The Standard Relativity of sustainable Development Goals and National Policy on Education toward Human Health.

Examining the sustainable development goals and national education policy in relation to human health in general is necessary to achieve maturity, innovation, and advancement in this field. In the clarity of the correlation of both sustainable development goals and the national policy on education toward human health, the two do not fail to inculcate the relevant necessity of human health in their agenda. People perceive sustainable development as a process that alters the interplay between social, economic, and natural systems. It emerged as a response to a growing concern about human society's impact on the natural environment.

According to the International Institute for Sustainable Development (IISD), sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Brundtland Report). However, due to the limited scope of the Millennium

Development Goals (MDGs) and their inability to achieve the targeted developmental objectives at their expiry in 2015, the Sustainable Development Goals (SDGs) were developed, with implementation commencing in 2016. In 2005, Age identified several objectives that sustainable national development aims to achieve, such as boosting capital income and employment, enhancing human welfare, meeting basic needs, and safeguarding the environment.

Examining the history of the sustainable development goals and their relevance to human health innovation reveals that global planning and national policies consistently prioritize the health of the populace. In September 2015, all 193 member states of the United Nations adopted a plan for achieving a better future for all—laying out a part over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of “Agenda 2030” are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental, and governance challenges of our time. The SDGs clearly define the world we want, applying to all nations, leaving no one behind, and having an agreement on where the world needs to go.

Furthermore, the majority of the Sustainable Development Goals (SDGs) not only outline the desired outcomes but also outline the methods for achieving them. The SDGs are expected to complete the job that the MDGs started and to leave no one behind. The goals are broad-based and independent. The 17 sustainable development goals each have a list of targets that are measured with indicators.

The Sustainable Development Goals are:

1. No poverty
2. Zero hunger
3. Good health and well-being

4. Quality Education
5. Gender equality
6. Clean water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation, and Infrastructure
10. Reducing Inequality
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace, Justice, and Strong Institutions
17. Partnerships for the Goals.

Having considered the above goals, we can see that they encompass the right innovations, of which good human health is inclusive. Working toward these goals leads to advancement in all areas where sustainable development is gaining momentum.

More so, on the aspect of national policy on education, the five objectives are itemized upon which the Nigerian education policy is based. These are the building blocks of a free and democratic society, a just and egalitarian society, a united, strong, and self-reliant nation, a great and dynamic economy, and a land of bright and full opportunities for all citizens. The policy also emphasized the value that must be inculcated and which education should be directed to. The values encompass respect for the worth and dignity of individuals, faith in human ability to make rational decisions, moral and spiritual values in interpersonal and human relations, and the promotion of emotional, physical, and psychological health for all children.

Education and any progress in the health sector can link to the reality of innovations and advancements in human health and movement sciences. Education in literacy has a significant impact on

people's health. Maintenance of personal health, hygiene, and the application of prescribed drugs by medical doctors are all easier for the literate than for the illiterate. There is no doubt that the sustainable development goals and the national policy on education will aid in the advancement of human health; both are working reciprocally towards the positive achievement of better human health.

More significantly, innovations in human health will enhance sustainable development in all aspects of the country, just as education plays a crucial role in sustainable development. Good health also fosters progress and a conducive economy. We affirm that education plays a major role in enabling other areas across the SDGs, such as growth, gender equality, and many others. This implies that progress in other areas can influence education in various ways and drive progress towards sustainable development, which includes human health and movement sciences.

Good and quality education is an essential tool for achieving a more sustainable world. This was emphasized at the UN World Summit in Johannesburg in 2022, where the reorientation of current education systems was outlined as key to sustainable development. Also, education serves as an important means of implementation that cuts across all of the SDGs and will support the overall achievement of the post-2015 development agenda, for which education is recognised as having one of the highest long-term returns on investment of all development goals. Through this, education plays a powerful role in fostering innovation in the fields of human health and movement sciences.

Furthermore, UN flagship reports identify links between education and all the other SDGs, with the notable exception of SDG 14 on oceans. For most of the SDGs, there is a link between them and education and vice versa, because it is

widely agreed that education is the most effective means that society possesses for confronting the challenges of the future. Thus, education helps shape the world tomorrow. The United Nations report includes several reports on the connections between education and the Sustainable Development Goals (SDGs), with a particular focus on human health as a potential area for innovation.

SDG: Ensure healthy lives and promote well-being for everyone at all ages. - Education has a significant impact on health and well-being, reflecting a common understanding that education can significantly improve people's health. When innovation occurs, educated people are better informed about diseases, take preventive measures, recognize signs of illness early, and tend to use health care services more often (UNESCO, 2013/14; WHO, 2013; UNFPA, 2014). Basic education supports universal health coverage by enabling healthy lifestyle choices and informing healthcare decisions (WHO, 2013). Better education for women tends to result in better health outcomes for them and for their children and accelerates their countries' transition to stable population growth (World Bank, 2007; UNESCO, 2013/14; UNDP, 2011, 2013; UNFPA, 2014).

In addition, more educated youth are more willing to control family size and invest in the health and well-being of their offspring. The impact is particularly strong for women. (World Bank, 2007). Education, however, is considered a way to protect young people from engaging in risky behaviors (World Bank, 2007).

SDG-End hunger, achieve food security, improve nutrition, and promote sustainable agriculture: a report from the FAO provides some detailed references to the connections between education, agriculture, and food systems. Generally, education is an essential element of efforts to reduce malnutrition and hunger. (UNESCO, 2013/14; FAO 2014). The

FAO report stresses the importance of basic education for improving agriculture productivity and farm incomes and highlights that agricultural education and training raises agricultural productivity by developing producers' capacities, fostering the development of people's skills and competencies for innovation, and generating human capital for research and advisory services. FAO (2014) also highlights the necessity for farmers to pursue higher education levels to access new ICT-based information sources, technical guidance, and adapt to emerging market opportunities and environmental shifts. The World Bank points out that as education levels for rural youth improve, they can enter a border range of non-agricultural occupations (World Bank, 2007).

SDG-Ensure the availability and sustainable management of water and sanitation for everyone. - Education affects the availability and sustainable management of water and sanitation; this is a health issue that needs proper consideration. Water is essential for a healthy life. Therefore, people view education and information programs as conducive to promoting integrated water resource management. Water users require a cultural shift through education and economic incentives. (UNEP, 2012). Possible policy levels to improve access to conserve drinking water and reduce water stress include investing in education to raise awareness of the need to conserve drinking water and the link between unsafe drinking water and diseases (UNEP, 2012). Many children go to school in conditions that are not conducive to learning—lacking portable water, handwashing facilities, and safe, clean toilets (UNESCO, 2015). Access to clean water and improved sanitation is also especially important for girls' education; it influences their education decisions and generates health gains, time savings, and privacy (UNDP, 2011; UNESCO, 2015).

The SDGs agenda aligns with the national education policy, promoting advancements in human health and ensuring the sustainability of movement sciences from generation to generation.

Educational Management Planning and Policies: The Instrument of Achieving Sustainable Human Health and Movement Sciences

People worldwide view education as the foundation and catalyst for nation-building. Education plays a pivotal role in all aspects of development across nations. Education fosters human development from birth to death. It is the greatest investment that a nation can make for quick development of its economic, political, sociological, and human resources. It dictates the likely pattern of the other sectors while at the same time providing an insight into the nation's future. According to UNESCO (2000), education refers to the total process of developing human ability and behavior. Education is a structured and ongoing process that aims to convey a blend of knowledge, skills, and comprehension essential for all aspects of life.

Educational management, therefore, is the process of planning, developing policies, organising, directing, and controlling the activities of an institution by utilising human and material resources so as to effectively and efficiently accomplish a goal. The management of education through these processes leads to development, and when properly monitored through research, it fosters innovation and advancement in a sustainable manner. Change is a natural process in life; the idea of innovation revolves around the principle of change. Innovation literarily refers to making changes. However, human health innovation refers to making changes or introducing new things in the school curriculum that pertain to sciences and

health in order to meet the demands of a changing society as well as societal needs.

If a country's educational management system is to foster innovation and advancement, it must consistently prioritize curriculum innovation, as the ultimate goal of education is to transmit a dynamic culture, according to Ofoefuna (2005). Therefore, innovation in human health will enhance existing knowledge and pass it on to the younger generation, equipping them to tackle today's and tomorrow's challenges. From the elementary level to the higher level of education, the innovative contents of the curriculum must align with health policy. All health and hygiene schools and public health courses apply to this.

Educational management has a great tendency to achieve sustainable human health and movement sciences on the fact that it involves taking decisions for future action with the view to achieve predetermined objectives through optimum use of scarce resources. Observing the needs and changes in society will influence practical efforts, leading to the creation of relevant curricula and the formulation of essential policies that will yield positive results in the fields of human health and movement sciences. Through this approach, the population will gain comprehensive knowledge that can contribute to advancement in their respective fields. Generations to come will be able to transfer this innovation and advancement, leading to the resolution of societal problems.

Effective management, efficient planning, and policymaking through education with continual function ability and its implementation have a long way to go in the achievement of sustainable human health and movement science. Given that people must maintain excellent health and move frequently to perform daily activities, education management can contribute to sustainable development in

the areas of human health and movement sciences.

The ability of the body to function well:

- Social change: Society expects the education system to produce human resources with specialised knowledge, attitudes, work ethics and values, social morals, political values, expertise, and skills. The education industry is under pressure to adapt its curriculum more effectively and efficiently to the life and needs of the evolving society, in order to sustain and enhance this development.

Creating a congenial environment at the institutional level is crucial for achieving the aims and objectives of the educational system and the country as a whole. This requires knowledge of relevant management theories, principles, concepts, techniques, skills, and strategies, and their application to educational systems across various sectors, ensuring their effective and efficient functions and outputs.

- Need to make our system of education more proactive rather than reactive by applying principles and techniques of management science.

More so, managerial imperatives for planning educational programme for sustaining human health and movement sciences when the:

- The quality of the human and biospheric future depends on our collective capacity and ability to learn and change.
- The process cannot be sustainable and secure unless it prioritizes relevant learning among all stakeholders.
- Sustainable development can be promoted through policy instruments, through developing informed engagement agencies, and through empowerment among all affected stakeholders. Further,

education can build lasting change—that is, sustainable change—because it is owned by the learners, educates the general populace, and reaches hearts and minds for actions on human endeavours.

Necessity of Applying Creative Curriculum on Schools Subjects Relating to Human Health and Movement Sciences.

In the general planning of the educational programme, each of the academic field through the designation of the school curriculum has subject related to them at elementary, secondary and higher levels of education. Specifically, health is embedded in science field. It is selected in the elementary level as foundation, background of science subject known as Elementary science or health habit. Moving to Junior Secondary Schools, the subject is called Integrated Science, now known as Basic science comprises subject like Basic science, Basic Technology and computer science. All these are upgraded to the following subjects in the senior secondary schools; Physics, Chemistry, Biology, Geography, e. t. c.

All the subject analysis relating to sciences above are splited to different courses or disciplines of human endeavours today in the higher institutions of learning dealing with acquiring specialised knowledge, skills to solve problems on health issues in the existence of people. However, the foundation knowledge of the science can be created and transferable through the school subjects relating to science at elementary level. Thereby graduating to secondary school education and finally leading to where different field of human health and movement sciences will be established and maintained with all necessary skills.

Base on the nature of knowledge and curriculum content, the object of general education is to the fulfilment of human life, through the enlargement and

deepening of meaning, the modern curriculum should be designed so as to counteract destructive scepticism, personalization and fragmentation, overabundance and transience. In order to bring about innovation and advancement in human health and movement sciences, there should be proper consideration for designing creative curriculum for school subjects relating to human health and movement sciences.

To translate a curriculum plan into teaching-learning activities in schools calls for dexterity and creativity on the part of the teacher, depending on the selection and organization of the learning experiences, that is, the curriculum contents. Learning experiences embedded in curriculum may cover a broad spectrum of opportunities designed to facilitate the attainment curriculum aims, goals and objectives.

Also, changes in the modern days, happenings, experiences in multi facet way have to be inculcated in the curriculum creative way. Such experiences could emerge from direct interactions with human teacher, fellow learner and other significant individuals and groups around the teaching –learning environment.

The creativity in curriculum designing must not ignore criteria for selecting learning experiences, curriculum integration, method of delivery, renewal and evaluation. It must produce to be meaningful, complementary, cumulative and reinforcing. Need for relating various areas of human health to each other, exemplified by fused, correlated or broad-fields with focus on life situations or issues of contemporary concerns and in line with environmental education. Such creativity in school curriculum relating to human health and movement sciences must draw out the fundamental ideas underlying human survival in the society and sustainable development with the need for present generation to meet their needs without threatening the chances of others

coming to equally meet their own needs as well.

Juxtaposition on Human Health and Movement Sciences of Developed and Developing Nations

Countries in the whole world are categorised into three based on their economic development and advancement to handle modern-day problems or contemporary issues. The first grade comprises the world's most advanced or developed nations. They primarily adopt a capitalist approach to the production process and industrialization in the broader economy. All aspects of human life recognise them as leading countries in the world rankings. The second category consists of second-world nations, also known as advancing or developing countries. They are socialist countries, where the government controls the factors of production in the overall economy.

The third-world nations fall into this category. They are known for their underdevelopment in the general economy and, in certain cases, rely solely on agricultural activities using crude implements. They exhibit poverty and economic backwardness across all sectors.

In the global village presently, the innovations and advancements of some countries single them out of others, and their greater height assists them to control contemporary challenges, which make them be among the leading group in the entire world. The importance placed on human health and body movement for daily activities necessitates a comparison between developed and developing countries in terms of population health management and movement sciences related to human body structure.

What developments have been designed and originated in these areas that pertain to human health and movement? These areas are strategically handled to preserve the good health of the people?

Observations through research revealed that the developed countries plan big and handle human health issues with all carefulness. They have made significant progress in addressing health challenges among their population. For instance, they have provided vaccines to combat HIV/AIDS, COVID-19, and numerous other diseases. Additionally, research has solidified the structure of the human skeleton, cell, tissues, and e. t. c., paving the way for progress and health sustainability.

Specialists in medicine and sports are well prepared with skills in schools to handle any problem that may arise. In fact, many individuals from various countries seek care in developed nations for their health concerns. They seek standard care for health issues, despite the high costs associated with it. Modern equipment in those countries manages human health, facilitating the work of health specialists across various fields. Some of these nations are renowned for their significant contributions to health. Usually, they respond to any serious pandemic or epidemic disease occurrence in the global village.

The evidence from developing nations reveals a stark disparity in their approaches to handling human health issues. Some of the advancing nations still lack the maturity to effectively address global health challenges. They rely on the advanced nations for some health issues. Even though they are capable of managing certain aspects, they still require support from developed nations. Their efforts on human health are coming up but yet to advance to the standard of the capitalist nations. However, these developing nations are prone to opportunities that can bring them to advancement through what they are learning from existing developed countries. Research initiatives will contribute to their advancement, and all levels of government are prepared to

allocate sufficient funds for health-related issues.

References

- Age (2015), Contributions to Consultation on Sustainable Development Goals, AGE Platform Europe, <https://www.age-platform.eu>age...>
- FMOH (2019) National Health Accounts 2017: Prepared by the Federal Ministry of Health. <https://ngfrepository.org.ng:8443/jsp/ui/handle/1234> (accessed 27 May 2024).
- Hanson, K., Erlangga, D., Brikci, N., Alebachew, A., Balabanova, D. (2022) The Lancet Global Health Commission on Financing Primary Health Care: putting people at the centre; *The Lancet Global Health* 10(5): 715-725.
- Healthcare (Based), (2023), Exercise Biomechanics for Health: Evaluating Lifelong Activities for Well-Being, published online, doi:10.3390/ healthcare 11060900.
- Lemmick, K., Neumann, N., Brauers, J., and Brink, M. (2021), Resilient, Athletes: A Multidisciplinary Personalized Approach, Talk and Presentation, Academic Presentation.
- Onoka, C.A, Hanson, K & Mills, A (2016) Growth of Health Maintenance Organizations in Nigeria and the Potential for a Role in Promoting Universal Coverage Efforts, *Social Science and Medicine* 162:11-20.
- Orubuloye, I.O & Oni, J.B (1986) Health Transition Research in Nigeria in the Era of the Structural Adjustment

- Programme: Health Transition
Review 6: 301-324.
- Reich, M.R., Hrris, J., Ikegami, C., Maeda, A., Cashin, C., & Araujo, E.C. (2015) Moving towards Universal Health Coverage: Lessons from 11 Country studies; *The Lancet* 387 (10020): 811-816.
- Rizvi, S.S, Douglas, R., Williams, O.D., & Hill, P.S. (2020). The Political Economy of Universal Health Coverage: A Systematic Narrative Review. *Health Policy and Planning* 35(3): 364-372.
- UNRISD (2017). Health for All, All for Health: Lessons from the Universalization of Health Care in Emerging Economics Research and Policy Brief No. 22 Geneva: United Nations Research Institute for Social Development.
- World Bank (2007). Population Growth, (annual %) Data, UNESCO (2014), Education for sustainable Development: A Roadmap, publish online.