

- AKA Price ceiling
- Government will intervene and set majorium prices for products below the market price.
- Usually set for basic products such as food. transport and housing.



Typics of subsidies:

- Production subsidies
- Export subsidies
- Employment subsolves
- Juggene subsodiers.

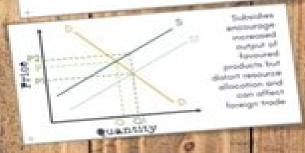
- The government provides subsidies to producers in order to encourage them to increase the production of goods.
- Supply increases.
- Support the production of a good or sensee by government.
- Direct and indirect.

of least Preduction substates

- Government encouraging suppliers to increase the production of goods.
- · Portially compensating for costs or financial
- Often given to suppliers of agricultural graduats such as milk, wheat and moize.
- Lower the cost of producing goods and thus the market price of these grods is lowered.

Reasens for Freducer Subsidies

- To promote employment and entrepreneurship.
- to encourage the establishment of new businesses to help them in early stages of reading while they cannot complete effectively with more established businesses.





- multiparing of a parage.
- The state has a duty to prompte the basic physical and material well-being of people in need.
- . Due to the uneven dandrution of wealth, welfare grants are provided for people to meet their boson.
- Improving welfare him both the effects of reducing poverty levels and increasing spending on basis book.
- . The growtenant provides many pools and suppliements the income of poor people.

diffects of producer subsidies

- . There will be on increase in the quantity demanded and supplied in the market.
- Proces will decrease and more consumers will be able to enjoy the goods.
- They create uncompetitive industries and these forms will not survive in the long-run, if there one no subsidies.



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is Sri Lanka's education system performing especially with respect to participation rates learningoutcomes and labor market outcomes How can the country address the challenges at each stage of the education process taking into accountboth country and international experience and also best practices Which policy actions should Sri Lanka make a priority for the short and medium term The authors identify the most critical constraints on performance and present strategic priorities and policyoptions to address them To attain inclusive growth and become globally competitive Sri Lanka needs toembark on integrated reforms across all levels of education These reforms must address both short termskill shortages and long term productivity As Sri Lanka moves up the development ladder the priorities of primary secondary and postsecondary education must be aligned to meet the increasingly complexeducation and skill requirements Enseigner et apprendre: atteindre la qualité pour tous UNESCO, 2014-05-02 Alors que la communaut internationale s appr te formuler les objectifs de d veloppement pour l'apr s 2015 le Rapport avance des arguments convaincants pour placer l'ducation au c ur du cadre international Il apporte les preuves les plus r centes recueillies dans le monde entier du pouvoir de l ducation en particulier de l ducation des filles en tant que facteur d am lioration de la sant et de la nutrition de r duction de la pauvret de stimulation de la croissance conomique et de protection de l'environnement 4e de couv Education in Tanzania in the Era of Globalisation Lugalla, Joe L.P., Ngwaru, Jacob Marriote, 2019-03-31 Education in Tanzania in the Era of Globalisation Challenges and Opportunities is a product of papers presented at a National Education Conference held in Dodoma Tanzania in November 2016 and organised by the Aga Khan University Institute for Educational Development East Africa AKU IED EA At present Tanzania's development direction is guided by Vision 2025 which aims to achieve a high quality livelihood for its people be attainment of Vision 2025 will depend largely on rapid socio economic development based on several social and economic pillars including most importantly education Clearly for Tanzania the scope and quality of education remains the single most important prerequisite to the attainment of Vision 2025 and the 17 Sustainable Development Goals SDGs The individual chapters in this publication and their collective thrust discuss the challenges in the education system in good faith and in the spirit of cooperation and collaboration guided by the belief that it is not the responsibility of the Government alone to see how these can be addressed AKU IED EA has idented this as the responsibility of all well meaning corporate bodies and citizens and initiated that conference of its type as its contribution to thore conference as well as the publication has to be seen as a model of good practice for universities in terms of sharing knowledge experience and practice with other stakeholders who are not in the academy and more so with politicians as well as government policy planners The various authors of Education in Tanzania in the Era of Globalisation Challenges and Opportunities discuss issues within the context of the Tanzanian political economy against the effects of globalization and seek to initiate a new kind of debate that is long overdue a debate aimed at charting out appropriate strategies whose objective is to improve the quality of education in Tanzania so that it becomes a useful vehicle in enhancing processes of social change transformation and development

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