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Unleashing the potential - Marope, P.T.M.
2015-05-26

"UNESCO has recently published the third volume of its Education on the Move series, a series dedicated to the analysis of key trends in education with the hope of inspiring dialogue among policy makers, educators and other key stakeholders on the challenges of education for tomorrow. The latest publication, entitled *Unleashing the Potential: Transforming Technical and Vocational Education and Training* is focused entirely on issues related to technical and vocational education and training (TVET). It takes stock of the steadily increasing demands and expectations on TVET systems around the globe and presents recent policy trends in the field of TVET. In their analysis, the authors provide insights into what it takes to unleash the potential of TVET systems around the world. They propose an integrated analytical approach that takes into consideration such factors as economic growth, social equity and issues related to sustainability so that TVET can contribute more effectively to contemporary policy issues such as youth unemployment, gender disparities and climate change. Overall, the book calls for a transformation of TVET systems to enable them to respond to the demands of their contexts. This transformation should enable TVET systems to acquire agility to stay current and responsive to the rapidly

changing demands of the twenty-first century."--
Publisher's website.

Accountability in education: meeting our commitments - UNESCO 2017-10-30

"The second edition of the Global Education Monitoring Report (GEM Report) presents the latest evidence on global progress towards the education targets of the UN Sustainable Development Goals. With hundreds of millions of people still not going to school, and many not achieving minimum skills at school, it is clear education systems are off track to achieve global goals. The marginalized currently bear the most consequences but also stand to benefit the most if policy-makers pay sufficient attention to their needs. Faced with these challenges, along with tight budgets and increased emphasis on results-oriented value for money, countries are searching for solutions. Increased accountability often tops the list. The 2017/8 GEM Report shows the entire array of approaches to accountability in education. It ranges from countries unused to the concept, where violations of the right to education go unchallenged, to countries where accountability has become an end in itself instead of a means to inclusive, equitable and high-quality education and lifelong learning for all. The report emphasizes that education is a shared responsibility. While governments have primary responsibility, all actors - schools, teachers,

parents, students, international organizations, private sector providers, civil society and the media 03 have a role in improving education systems. The report emphasized the importance of transparency and availability of information but urges caution in how data are used. It makes the case for avoiding accountability systems with a disproportionate focus on narrowly defined results and punitive sanctions. In an era of multiple accountability tools, the report provides clear evidence on those that are working and those that are not."--Back cover.

Towards Knowledge Societies - Unesco 2005
Urges governments to expand quality education for all, increase community access to information and communication technology, and improve cross-border scientific knowledge-sharing, in an effort to narrow the digital and "knowledge" divides between the North and South and move towards a "smart" form of sustainable human development.

Education for Sustainable Development Goals - Rieckmann, Marco 2017-03-20

UNESCO science report - UNESCO
2015-11-09

There are fewer grounds today than in the past to deplore a North-South divide in research and innovation. This is one of the key findings of the UNESCO Science Report: towards 2030. A large number of countries are now incorporating science, technology and innovation in their national development agenda, in order to make their economies less reliant on raw materials and more rooted in knowledge. Most research and development (R&D) is taking place in high-income countries, but innovation of some kind is now occurring across the full spectrum of income levels according to the first survey of manufacturing companies in 65 countries conducted by the UNESCO Institute for Statistics and summarized in this report. For many lower-income countries, sustainable development has become an integral part of their national development plans for the next 10-20 years. Among higher-income countries, a firm commitment to sustainable development is often coupled with the desire to maintain competitiveness in global markets that are increasingly leaning towards 'green' technologies. The quest for clean energy and

greater energy efficiency now figures among the research priorities of numerous countries. Written by more than 50 experts who are each covering the country or region from which they hail, the UNESCO Science Report: towards 2030 provides more country-level information than ever before. The trends and developments in science, technology and innovation policy and governance between 2009 and mid-2015 described here provide essential baseline information on the concerns and priorities of countries that could orient the implementation and drive the assessment of the 2030 Agenda for Sustainable Development in the years to come.
Global education monitoring report, 2019 - UNESCO 2018-12-03

The Report examines the education impact of migration and displacement across all population movements: within and across borders, voluntary and forced, for employment and education. It also reviews progress on education in the 2030 Agenda for Sustainable Development. In view of increasing diversity, the report analyses how education can build inclusive societies and help people move beyond tolerance and learn to live together.

Investing in Cultural Diversity and Intercultural Dialogue - Unesco 2009-01-01

This report analyses all aspects of cultural diversity, which has emerged as a key concern of the international community in recent decades, and maps out new approaches to monitoring and shaping the changes that are taking place. It highlights, in particular, the interrelated challenges of cultural diversity and intercultural dialogue and the way in which strong homogenizing forces are matched by persistent diversifying trends. The report proposes a series of ten policy-oriented recommendations, to the attention of States, intergovernmental and non-governmental organizations, international and regional bodies, national institutions and the private sector on how to invest in cultural diversity. Emphasizing the importance of cultural diversity in different areas (languages, education, communication and new media development, and creativity and the marketplace) based on data and examples collected from around the world, the report is also intended for the general public. It proposes a coherent vision of cultural diversity and

clarifies how, far from being a threat, it can become beneficial to the action of the international community.

Media and Information Literacy Curriculum for Educators and Learners - UNESCO 2021-09-30

Disaster risk reduction in school curricula: case studies from thirty countries - 2012

Managing Water Under Uncertainty and Risk - 2012

In the World Water Development Report (WWDR) series, the WWDR4 represents a milestone. While providing a comprehensive assessment of the world's water resources it also introduces a strong thematic element. Building on the WWDR3 in the recognition of the externalities, the WWDR4 elaborates on the interactions between water and the drivers of change. The WWDR4 describes the major changes, uncertainties, and risks taking place in the world and their links to water resources. It gives account of the status and the trends related to water supplies, uses, management, institutions and financing; highlights regional hotspots, and addresses issues such as gender equality, water-related disasters, health and the role of ecosystems.

Policy Guidelines for the Development and Promotion of Open Access - Alma Swan 2012
UNESCO issued this publication to demystify the concept of open access (OA) and to provide concrete steps on putting relevant policies in place. Its focus is on scientific research from peer-reviewed journal articles. Building capacities in Member States for Open Access is a necessary but not sufficient condition for promotion of the concept. Creating an enabling policy environment for OA is therefore a priority. This publication will serve the needs of OA policy development at the government, institutional and funding agency level. The overall objective of the Policy Guidelines is to promote Open Access in Member States by facilitating understanding of all relevant issues related to Open Access. The guidelines are not prescriptive in nature, but are suggestive to facilitate knowledge-based decision-making to adopt OA policies and strengthen national research systems.

A Guide for ensuring inclusion and equity in

education - UNESCO 2017-06-05

Risk Management at Heritage Sites: A Case Study of the Petra World Heritage Site - Anna Paolini 2012

Issues and trends in education for sustainable development - Leicht, Alexander 2018-02-19

Education for Sustainable Development (ESD) is globally acknowledged as a powerful driver of change, empowering learners to make decisions and take actions needed to build a just and economically viable society respect ful of both the environment and cultural diversity.

Behind the numbers - UNESCO 2019-01-31

The UNESCO Training Manual for the Protection of the Underwater Cultural Heritage in Latin America and the Caribbean - Netherlands. Ministry of Education, Culture and Science. Cultural Heritage Agency 2021-03-10

Risk Management Handbook - Federal Aviation Administration 2012-07-03

Every day in the United States, over two million men, women, and children step onto an aircraft and place their lives in the hands of strangers. As anyone who has ever flown knows, modern flight offers unparalleled advantages in travel and freedom, but it also comes with grave responsibility and risk. For the first time in its history, the Federal Aviation Administration has put together a set of easy-to-understand guidelines and principles that will help pilots of any skill level minimize risk and maximize safety while in the air. The Risk Management Handbook offers full-color diagrams and illustrations to help students and pilots visualize the science of flight, while providing straightforward information on decision-making and the risk-management process.

Global Education Monitoring Report 2020 - UNESCO 2020-07-07

This publication assesses progress towards Sustainable Development Goal 4 (SDG 4) on education and its ten targets, as well as other related education targets in the SDG agenda. It addresses inclusion in education, drawing attention to all those excluded from education,

because of background or ability. The report is motivated by the explicit reference to inclusion in the 2015 Incheon Declaration, and the call to ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education. It reminds us that, no matter what argument may be built to the contrary, we have a moral imperative to ensure every child has a right to an appropriate education of high quality.

The United Nations world water

development report 2020 - UNESCO World Water Assessment Programme 2020-03-23
The 2020 edition of the WWDR, titled 'Water and Climate Change' illustrates the critical linkages between water and climate change in the context of the broader sustainable development agenda. Supported by examples from across the world, it describes both the challenges and opportunities created by climate change, and provides potential responses - in terms of adaptation, mitigation and improved resilience - that can be undertaken by enhancing water resources management, attenuating water-related risks, and improving access to water supply and sanitation services for all in a sustainable manner. It addresses the interrelations between water, people, environment and economics in a changing climate, demonstrating how climate change can be a positive catalyst for improved water management, governance and financing to achieve a sustainable and prosperous world for all. The report provides a fact-based, water-focused contribution to the knowledge base on climate change. It is complementary to existing scientific assessments and designed to support international political frameworks, with the goals of helping the water community tackle the challenges of climate change, and informing the climate change community about the opportunities that improved water management offers in terms of adaptation and mitigation.

UNESCO ICT Competency Framework for Teachers - UNESCO 2018-10-29

UNESCO developed the ICT Competency Framework for Teachers (ICT CFT) as a tool to guide pre and in service teacher training on the use of ICTs across the education system. The ICT CFT is intended to be adapted to support national and institutional goals by providing an

up-to-date framework for policy development and capacity building in this dynamic area. The ICT Competency Framework for Teachers (ICT CFT) Version 3 is a response to recent technological and pedagogical developments in the field of ICT and Education, and incorporates in its structure inclusive principles of non-discrimination, open and equitable information accessibility and gender equality in the delivery of education supported by technology. It addresses the impacts of recent technological advances on education and learning, such as Artificial Intelligence (AI), Mobile Technologies, the Internet of Things and Open Educational Resources, to support the creation of inclusive Knowledge Societies. [Publisher summary, ed]
Culture | 2030 indicators - UNESCO 2019-11-18

Not just hot air - UNESCO 2015-08-24

The United Nations World Water

Development Report - UNESCO World Water Assessment Programme 2021-03-22
Water is a finite and non-substitutable resource. As the foundation of life, societies and economies, it carries multiple values and benefits. But unlike most other natural resources, it has proven extremely difficult to determine its true 'value'. The 2021 edition of the United Nations World Water Development Report, titled "Valuing Water" assesses the current status of and challenges to the valuation of water across different sectors and perspectives and identifies ways in which valuation can be promoted as a tool to help improve its management and achieve global sustainable development.

The Role of Education Management Information Systems in Supporting progress towards SDG-4 - Global Partnership for Education 2020-10-10

International technical guidance on sexuality education - UNESCO 2018-01-15

Engineering - Unesco 2010-01-01

This report reviews engineering's importance to human, economic, social and cultural development and in addressing the UN Millennium Development Goals. Engineering

tends to be viewed as a national issue, but engineering knowledge, companies, conferences and journals, all demonstrate that it is as international as science. The report reviews the role of engineering in development, and covers issues including poverty reduction, sustainable development, climate change mitigation and adaptation. It presents the various fields of engineering around the world and is intended to identify issues and challenges facing engineering, promote better understanding of engineering and its role, and highlight ways of making engineering more attractive to young people, especially women.--Publisher's description.

Cracking the code - UNESCO 2017-09-04

This report aims to 'crack the code' by deciphering the factors that hinder and facilitate girls' and women's participation, achievement and continuation in science, technology, engineering and mathematics (STEM) education and, in particular, what the education sector can do to promote girls' and women's interest in and engagement with STEM education and ultimately STEM careers.

Overview: MELQO - UNESCO 2017-08-14

The Measuring Early Learning Quality and Outcomes (MELQO) initiative began in 2014 as part of the global emphasis on early childhood development (ECD). Led by UNESCO, the World Bank, the Center for Universal Education at the Brookings Institution and UNICEF, the initiative aims to promote feasible, accurate and useful measurement of children's development and learning at the start of primary school, and of the quality of their pre-primary learning environments. Items are designed for children between the ages of 4 and 6 years. Following the premise that many existing tools include similar items, the leading organizations's core team worked with a consortium of experts, non-governmental organizations (NGOs) and multilaterals to build upon current measurement tools to create a common set of items organized into modules for measuring: 1) early childhood development and learning, and 2) the quality of pre-primary learning environments. The MELQO core team and experts also collaborated to outline a process for context-specific adaptation of the measurement modules resulting from lessons learned from field-testing in several

countries in 2015 and 2016. The modules are designed to be implemented at scale, with an emphasis on feasibility for low- and middle-income countries (LMICs). A key question addressed by MELQO was the balance between a global tool suitable for use everywhere, and local priorities and goals for children's development. [Introduction, ed]

Artificial Intelligence Needs Assessment Survey in Africa - Neupane, Bhanu 2021-01-22

Model course on safety of journalists - Foley, Michael 2017-06-19

Climate Risk Informed Decision Analysis (CRIDA) - Mendoza, Guillermo 2018-12-31

The Impact of the COVID-19 Pandemic on Education - International Association for the Evaluation of Educational Achievement 2022-01-25

Guidelines on the development of open educational resources policies - Miao, Fengchun 2019-10-15

Journalism, fake news & disinformation - Ireton, Cheryl 2018-09-17

Shaping the future we want - Buckler, Carolee 2014-11-10

Writing peace - Cattelain, Eric 2017-12-25

What is the word for 'peace' in Thai or in Arabic? In Hausa or in Maori? And how is it written? The answers to these questions confront us to the specific languages we have learned or will be able to learn - and which help build our own identity - just as much as to those languages we have no access to

The State of the Global Education Crisis - UNESCO 2021-12-09

"The global disruption to education caused by the COVID-19 pandemic is without parallel and the effects on learning are severe. The crisis brought education systems across the world to a halt, with school closures affecting more than 1.6 billion learners. While nearly every country in the world offered remote learning opportunities for students, the quality and reach of such initiatives varied greatly and were at

best partial substitutes for in-person learning. Now, 21 months later, schools remain closed for millions of children and youth, and millions more are at risk of never returning to education. Evidence of the detrimental impacts of school closures on children's learning offer a harrowing reality: learning losses are substantial, with the most marginalized children and youth often disproportionately affected. Countries have an opportunity to accelerate learning recovery and make schools more efficient, equitable, and resilient by building on investments made and lessons learned during the crisis. Now is the time to shift from crisis to recovery - and beyond recovery, to resilient and transformative education systems that truly deliver learning and well-being for all children and youth."--The World Bank website.

Drought risk management: a strategic approach
- Speed, Robert 2016-09-19

Earth at Risk in the 21st Century: Rethinking Peace, Environment, Gender, and Human, Water, Health, Food, Energy Security, and Migration - Úrsula Oswald Spring 2020-04-03
Earth at Risk in the 21st Century offers critical interdisciplinary reflections on peace, security, gender relations, migration and the environment, all of which are threatened by climate change, with women and children affected most. Deep-rooted gender discrimination is also a result of the destructive exploitation of natural resources and the pollution of soils, water, biota and air. In the Anthropocene, the management of human society and global resources has become unsustainable and has created multiple conflicts by increasing survival threats primarily for poor people in the Global South. Alternative approaches to peace and security, focusing from bottom-up on an engendered peace with sustainability, may help society and the environment to be managed in the highly fragile

natural conditions of a 'hothouse Earth'. Thus, the book explores systemic alternatives based on indigenous wisdom, gift economy and the economy of solidarity, in which an alternative cosmovision fosters mutual care between humankind and nature. • Special analysis of risks to the survival of humankind in the 21st century. • Interdisciplinary studies on peace, security, gender and environment related to global environmental and climate change. • Critical reflections on gender relations, peace, security, migration and the environment • Systematic analysis of food, water, health, energy security and its nexus. • Alternative proposals from the Global South with indigenous wisdom for saving Mother Earth.

AI and education - Miao, Fengchun 2021-04-08
Artificial Intelligence (AI) has the potential to address some of the biggest challenges in education today, innovate teaching and learning practices, and ultimately accelerate the progress towards SDG 4. However, these rapid technological developments inevitably bring multiple risks and challenges, which have so far outpaced policy debates and regulatory frameworks. This publication offers guidance for policy-makers on how best to leverage the opportunities and address the risks, presented by the growing connection between AI and education. It starts with the essentials of AI: definitions, techniques and technologies. It continues with a detailed analysis of the emerging trends and implications of AI for teaching and learning, including how we can ensure the ethical, inclusive and equitable use of AI in education, how education can prepare humans to live and work with AI, and how AI can be applied to enhance education. It finally introduces the challenges of harnessing AI to achieve SDG 4 and offers concrete actionable recommendations for policy-makers to plan policies and programmes for local contexts. [Publisher summary, ed]