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Music Education for the Common Good Curricula for Sustainability in Higher Education
Implementing the Sustainable Development Goals in Nigeria Urban Tree Management
Methodological Challenges When Exploring Digital Learning Spaces in Education
Environmental Education Building the Foundation: Whole Numbers in the Primary Grades
Advancing Higher Education with Mobile Learning Technologies: Cases, Trends, and
Inquiry-Based Methods *Economic Outlook for Southeast Asia, China and India 2020 Rethinking*
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Centering Global Citizenship Education in the Public Sphere Nov 20 2021 This book brings together key perspectives from scholars in the Global South and Global North to illustrate diverse ways in which the UN's Global Citizenship Education (GCED) agenda can promote social justice and be used as a vehicle for negotiating and learning about diverse and shared objectives in education and the global public sphere. Recognizing the historical function of education as a prominent public sphere site, this book addresses questions around how forms of global education can serve as public sphere sites in various contexts today and in the future. Specifically, it questions established notions of education and proposes new interpretations of the relationship between practices of education and the public sphere to meet the needs of our contemporary turbulent era and a post-2020 world. By offering conceptual analyses, examples of policy and educational practices which promote global learning, democratic citizenship, common good, and perspective-taking, the text offers new critical understandings of how GCED can contribute to the public responsibilities and roles of education. Chapters consider examples such as non-formal adult education at the Mexico-US border, teachers' responsibilities in Japan and Finland, developments in education policy and practices in Brazil, civic religious teachings in Canada, online learning in the United States and China, and support to the participation of women in higher education in Pakistan. Given its unique approach, and the range of case studies it brings together, this book is a timely addition to the literature on education in the global public sphere. It will prove to be an invaluable resource for scholars working at the intersections of global education and transnational education policies, and for teachers involved in global education.

Greening technical and vocational education and training Nov 01 2022

Engaging Stakeholders in Education for Sustainable Development at University Level Aug 18 2021 This book discusses the role of ESD stakeholders at university level, involving civil society and the private sector and public sectors (including local, national and intergovernmental bodies). In particular, it describes practical experiences, partnerships, networks, and training schemes for increasing the capacity of ESD and other initiatives aimed at promoting education for sustainable development taking place at institutions of higher education. In order to meet the pressing need for publications that may promote stakeholders' involvement in ESD in higher education, the book particularly focuses on state-of-the-art approaches, methods, initiatives and projects from around the world, illustrating the contribution of different stakeholder groups to sustainable development in higher education on an international scale.

Handbook of Research on Promoting Global Citizenship Education Oct 08 2020 A global citizen is an individual who believes in a public responsibility for their local community to grow and interconnect amongst the world's diverse people and things. Global citizenship education is a fast-moving process that continues to intertwine communities all over the world. As we move toward a more global world, the improvement in education, health, poverty rates, and standard of living should come with it. This global world must be a place where people are aware of what is going on and can have an impact as well. The Handbook of Research on Promoting Global Citizenship Education explores various ways to empower educators to design and implement a curriculum that incorporates global citizen education. Covering a range of topics such as global issues and academic migration, this major reference work is ideal for academicians, industry professionals, policymakers, researchers, scholars, instructors, and students.

[Urban Tree Management](#) Mar 01 2020 Urban tree management is the key basis for greener cities of

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the future. It is a practical discipline which includes tree selection, planting, care and protection and the overall management of trees as a collective resource. Urban Tree Management aims to raise awareness for the positive impacts and benefits of city trees and for their importance to city dwellers. It describes their advantages and details their effects on quality of urban life and well-being - aspects that are increasingly important in these times of progressing urbanisation. With this book you will learn: fundamentals, methods and tools of urban tree management state of the art in the fields of urban forestry and tree biology positive effects and uses of urban trees features, requirements and selection criteria for urban trees conditions and problems of urban trees governance and management aspects environmental education programs. Edited by the leading expert Dr Andreas Roloff, Urban Tree Management is an excellent resource for plant scientists, horticulturists, dendrologists, arborists and arboriculturists, forestry scientists, city planners, parks department specialists and landscape architects. It will be an essential addition to all students and libraries where such subjects are taught.

Skills development and climate change action plans Sep 30 2022

Lifelong Learning, Global Social Justice, and Sustainability Jan 11 2021 This book examines lifelong learning from different angles and follows the trajectory beginning with the expansive notion of lifelong education promoted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and its subsequent version intended to better suit the neoliberal framework and make EU countries more competitive in the global economy. The authors critique this version of lifelong learning by contrasting it with the notion of critical literacy. They also devote attention to the UN's advocacy concerning lifelong education and sustainable development, arguing that for lifelong learning to help realize this goal, it needs to become more holistic in scope and engage more

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globally conceived social and human-earth relations. The book concludes with a discussion on lifelong learning and the COVID-19 pandemic.

Minding the data Jun 27 2022

Research Anthology on Environmental and Societal Impacts of Climate Change Feb 09 2021

Climate change is an issue that has been generating a significant amount of discussion, research, and debate in recent years. Climate change continues to evolve at a rapid rate and continues to have a wide array of effects on everything from temperature to plant life. Beyond the negative environmental impacts, climate change is also proving to be a detriment to society with increasingly violent natural disasters and human health effects. It is essential to stay up to date on the latest in emerging research within this field as it continues to develop. The Research Anthology on Environmental and Societal Impacts of Climate Change discusses the varied effects of climate change throughout all areas of life and provides a comprehensive dive into the latest research on key elements of society that are affected by the rapidly increasing climate. Covering a range of topics including reproduction, plants and animals, and energy demand, it is ideal for environmentalists, policymakers, environmental engineers, scientists, disaster and crisis management personnel, professionals, government officials, practitioners, upper-level students, and academics interested in emerging research on the numerous impacts of climate change.

Good Practice in Information and Communication Technology for Education May 27 2022

ICT for education is a rapidly evolving and high-priority development area. This guide stresses the importance of a holistic good practice framework in which ICT for education issues are pursued through three interrelated perspectives: (i) national perspective, (ii) education sector perspective, and (iii) education institution and school perspective. The guide draws on a range of sources,

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including the findings of ADB's studies on ICT for education and the experience ADB has gained with stakeholders and partners in providing project assistance for ICT for education in its developing member countries.

Distance and Blended Learning in Asia Sep 18 2021 Distance and Blended Learning in Asia is a unique and comprehensive overview of open, distance learning (ODL) and information and communication technology (ICT) in Asian education and training. Broad in coverage, this book critically examines ODL and ICT experiences from Japan to Turkey and from Sri Lanka to Mongolia – drawing conclusions from the successes and failures, and recommending ways in which planning, management and practice may be developed for the world's largest concentration of adult open and distance learners. This pioneering book draws on Asian theory, research and practice to identify the strengths, weaknesses and challenges in all sectors of Asian education and training. It critically and insightfully discusses the ideas, skills and practices that are necessary to advance knowledge in leadership and management, professional development, innovation and quality assurance and research and diffusion. Distance and Blended Learning in Asia provides an insightful, informative and critical review of ODL / ICT developments in schools, open schooling, colleges, universities, workplace training, professional development and non-formal adult and community education. The book is an invaluable reference for ODL / ICT professionals, educators and students anywhere in the world, and is essential reading for all of those involved in ODL / ICT in Asia.

Administrative Leadership in Open and Distance Learning Programs Jul 25 2019 The face of education is constantly being transformed due to rapid changes in technology. It is imperative that leadership trends and techniques be evaluated in the educational field, particularly in reference to alternative learning programs. Administrative Leadership in Open and Distance Learning Programs

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is a pivotal scholarly resource that discusses emerging issues surrounding the administration of non-traditional education practices. Highlighting relevant topics that include policy development, quality assurance, accreditation, and assessment systems, this publication is an ideal reference source for educators, academicians, graduate students, and researchers that are interested in the progression of open and distance education.

SDG4 - Quality Education Apr 13 2021 SDG4 - Quality Education: Inclusivity, Equity and Lifelong Learning For All will explore the multifaceted and complex nature of the concepts of inclusivity and quality education.

World Youth Report Dec 22 2021 This biennial flagship report examines and provides insights into the role of young people in sustainable development in the context of the implementation of the 2030 Agenda and related frameworks, including the World Programme of Action for Youth (WPAY). It delves into the role the 2030 Agenda can play in enhancing youth development efforts, including how evidence-based youth policies can help accelerate youth-related objectives. The Report includes an annex with data concerning young people at the global and regional levels for Sustainable Development Goals indicators as well as WPAY indicators.

Revolution of the Right to Education Jul 17 2021 In *Revolution of the Right to Education*, A. Reis Monteiro offers an interdisciplinary and topical introduction to the International Education Law, broadly defined, striving to explain why the normative integrity of the right to education carries far-reaching revolutionary significance.

[New Models for Technical and Vocational Education and Training](#) Oct 20 2021 Technical and vocational education and training at technical schools are major contributing factors in combating poverty, unemployment, and inequality. The primary purpose of technical and vocational education

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and training is to prepare students and learners for the world of work and for a smooth transition from education institutions into the workplace. As the Fourth Industrial Revolution continues to create more radical changes in the labor market, experts are calling for a reform of education, including vocational education and training and adult and professional education. *New Models for Technical and Vocational Education and Training* is an essential scholarly research book that examines TVET and CET colleges and programs that provide intermediate skills to enhance students' chances of employability and entrepreneurship in Industry 4.0. The book explores knowledge in respect to workforce preparation, digital skills development, teaching and learning of TVET, flexibility and articulation of TVET to respond to work-integrated learning, and reskilling and upskilling to avoid skill mismatches. It is ideal for TVET schools, academicians, curriculum designers, managers, training officers, administrators, vocational professionals, researchers, and students.

[Building the Foundation: Whole Numbers in the Primary Grades](#) Nov 28 2019 This twenty-third ICMI Study addresses for the first time mathematics teaching and learning in the primary school (and pre-school) setting, while also taking international perspectives, socio-cultural diversity and institutional constraints into account. One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level. Accordingly, a focus area that is central to the discussion was chosen, together with a number of related questions. The broad area of Whole Number Arithmetic (WNA), including operations and relations and arithmetic word problems, forms the core content of all primary mathematics curricula. The study of this core content area is often regarded as foundational for later mathematics learning. However, the principles and main goals of instruction on the foundational concepts and skills in WNA are far from

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universally agreed upon, and practice varies substantially from country to country. As such, this study presents a meta-level analysis and synthesis of what is currently known about WNA, providing a useful base from which to gauge gaps and shortcomings, as well as an opportunity to learn from the practices of different countries and contexts.

Advancing Higher Education with Mobile Learning Technologies: Cases, Trends, and Inquiry-Based Methods Oct 27 2019 "This book examines the implementation and success of mobile digital learning tools, with the inclusion of data on specific learning environments enhanced by ubiquitous educational technologies"--Provided by publisher.

Pathways of progression Mar 25 2022

Critical Thinking in Biology and Environmental Education Aug 25 2019 "This volume seeks to broaden current ideas about the role of critical thinking (CT) in biology and environmental education considering educational challenges in the post-truth era. The chapters are distributed into three sections, perspectives of a theoretical character (part I), empirical research about CT in the context of biology and health education (part II), and empirical research on CT in the context of environmental and sustainability education (part III). The volume includes studies reporting students' engagement in the practice of critical thinking, and displays how CT can be integrated in biology and environmental education and why biology and environmental issues are privileged contexts for the development of CT. The chapters examine a range of dimensions of CT, such as skills, dispositions, emotions, agency, open-mindedness, or personal epistemologies. In addition, they explore topics such as climate change, sustainable diets, genetically modified food, vaccination, acceptance of evolution, homeopathy, and gene cloning. Concluding remarks regarding the connections between the chapters and future directions for the integration of critical thinking in

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biology and environmental education are presented in a final chapter."--

Sustainable Development and Resource Productivity Aug 06 2020 The fourth Factor X publication from the German Environment Agency (Umweltbundesamt, UBA), Sustainable Development and Resource Productivity: The Nexus Approaches explores the interdependencies of sustainable development paths and associated resource requirements, describing and analysing the necessities for a more resource efficient world. The use of and competition for increasingly scarce resources are growing worldwide with current production and consumption patterns of industrialised economies soon to reach the point where the ecosphere will be overtaxed far beyond its limits. Against this background, this volume examines the important initiatives to monitor resource use at the international, EU and national level. The current trends and challenges related to sustainable resource use are discussed, including international challenges for a resource efficient world, megatrends, justice and equitable access to resources. In the second part of the book, contributions examine implementation strategies. They assess the concept known as circular economy and discuss the theory of growth and the role of the financial and education systems. The final section places special emphasis on practical examples. Overall, the book presents concrete ways and examples of achieving more sustainability in practice. Discussing solutions for a more sustainable use of natural resources, this book is essential reading for scholars and students of natural resources and sustainable development and decision-makers and experts from the fields of policy development, industry and civil society.

Multilingual Learning and Language Supportive Pedagogies in Sub-Saharan Africa Jun 23 2019 This edited collection provides unprecedented insight into the emerging field of multilingual education in Sub-Saharan Africa (SSA). Multilingual education is claimed to have many benefits,

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amongst which are that it can improve both content and language learning, especially for learners who may have low ability in the medium of instruction and are consequently struggling to learn. The book represents a range of Sub-Saharan school contexts and describes how multilingual strategies have been developed and implemented within them to support the learning of content and language. It looks at multilingual learning from several points of view, including 'translanguaging', or the use of multiple languages – and especially African languages – for learning and language-supportive pedagogy, or the implementation of a distinct pedagogy to support learners working through the medium of a second language. The book puts forward strategies for creating materials, classroom environments and teacher education programmes which support the use of all of a student's languages to improve language and content learning. The contexts which the book describes are challenging, including low school resourcing, poverty and low literacy in the home, and school policy which militates against the use of African languages in school. The volume also draws on multilingual education approaches which have been successfully carried out in higher resource countries and lend themselves to being adapted for use in SSA. It shows how multilingual learning can bring about transformation in education and provides inspiration for how these strategies might spread and be further developed to improve learning in schools in SSA and beyond. Chapter 3 of this book is freely available as a downloadable Open Access PDF under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license available at <http://www.taylorfrancis.com>.

Education for Sustainable Development in Small Island Developing States Jul 05 2020 This study analyses good practices and gaps in education for sustainable development (ESD) implementation in ten small island states vulnerable to climate change. It provides practical and realistic recommendations on how ESD may be better integrated in education policy and strategy and

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delivered more comprehensively.

Mobile Technologies in Children's Language and Literacy Jul 29 2022 This book examines the ways in which mobile technologies may contribute to or disrupt literacy learning in children. Also explored is the impact mobile technologies may have on literacy definitions and practices; student, parent and teacher roles and interactions; power relations in education; and social and material interactions.

Controversial Issues and Social Problems for an Integrated Disciplinary Teaching Jun 15 2021 The scientific literature has been showing that the teaching of controversial topics constitutes one of the most powerful tools for the promotion of active citizenship, the development and acquisition of critical-reflective thinking skills (Misco, 2013), and education for democratic citizenship (Pollak, Segal, Lefstein, and Meshulam, 2017; Misco and Lee, 2014). It has also highlighted, however, the complexities, risks and interference of emotional reactions in learning about sensitive, controversial or controversial historical, geographical or social issues (Jerome and Elwick, 2019; Reiss, 2019; Ho and Seow, 2015; Washington and Humphries, 2011; Swalwell and Schweber, 2016). Recent studies have advanced in the analysis of strategies employed by teacher educators in teaching controversial issues (Nganga, Roberts, Kambutu, and James, 2019; Pace, 2019), and in the curricular decisions of teachers about this teaching (Hung, 2019; King, 2009). These developments confirm the appropriateness of discussing or developing deliberative skills and conversational learning as the most appropriate strategy for the didactic treatment of controversial issues (Claire and Holden, 2007; Hand, 2008; Hess, 2002; Oulton, Day, Dillon and Grace, 2004; Oulton, Dillon and Grace, 2004; Myhill, 2007; Hand and Levinson, 2012; Ezzedeen, 2008). The promotion of discussion on specific social justice issues has also been approached from the use of controversial or documentary images

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in teacher education contexts, in order to question what is happening or has happened in present and past societies (Hawley, Crowe, and Mooney, 2016; Marcus and Stoddard, 2009). In this context, the aim of this contributed volume is, on one hand, to understand the discourses and decision-making of teachers on controversial issues in interdisciplinary educational contexts and their association with the development of deliberation skills. On the other hand, it seeks to offer studies focused on the analysis of the levels of coherence between their attitudes, positions and teaching practices for the teaching and learning of social problems and controversial issues from an integrated disciplinary perspective.

Special Topics In Science Education Research Sep 06 2020

Humane Music Education for the Common Good Jun 03 2020 Why teach music? Who deserves a music education? Can making and learning about music serve the common good? A collection of essays considers the answers. In *Humane Music Education for the Common Good*, scholars and educators from around the world offer unique responses to the recent UNESCO report titled *Rethinking Education: Toward the Common Good*. This report suggests how, through purpose, policy, and pedagogy, education can and must respond to the challenges of our day in ways that respect and nurture all members of the human family. The contributors use this report as a framework to explore the implications and complexities that it raises. The book begins with analytical reflections on the report and then explores pedagogical case studies and practical models of music education that address social justice, inclusion, individual nurturance, and active involvement in the greater public welfare. The collection concludes by looking to the future, asking what more should be considered, and exploring how these ideals can be even more fully realized. This volume boldly expands the boundaries of the UNESCO report to reveal new ways to think

about, be invested in, and use music education as a center for social change both today and going forward.

Methodological Challenges When Exploring Digital Learning Spaces in Education Jan 29 2020 "Over the last decade, the practices by which scholarly knowledge is produced - both within and across disciplines - have been substantially influenced by the appearance of digital information resources, communication networks and technology enhanced research tools. Viewed from a methodological perspective, the rich ICT-based environment in educational settings influences research methods, ethics and the general conduct of research. Methodological Challenges When Exploring Digital Learning Spaces in Education represents a collection of work of established academics as well as emerging early career researchers all of whom focus on various methodological challenges. From numerous perspectives, the chapters in this volume deal with three particularly demanding challenges for educational research in digital learning contexts. The first challenge concerns how research manages to explore networked learning within a multi-faceted ICT environment. What kind of research designs and forms of data collection are able to grasp this complexity of multiple learning taking place within these contexts? The second challenge deals with how researchers experience the research context and interact with various actors within these settings. How to capture and understand interaction between contexts and across different dimensions of contexts in time and space? And finally, the third challenge is about exploring how children make meaning across physical places and virtual spaces. All together, these challenges are questioning the traditional research methods that we use and are familiar with. This volume is devoted to stimulating debate about the various methodological challenges facing the researcher in the digital sphere of educational research, and furthermore, exploring what kind of new

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methodological approaches these challenges impose. It is aimed at students, researchers and academics within education and those working with learning across disciplines and contexts interested in methodological issues. Greta Björk Gudmundsdottir lives and works in Oslo, where she is a Researcher at the Norwegian Centre for ICT in Education. Kristin Beate Vasbø also works and lives in Oslo, where she is an Associate Professor at the Department of Teacher Education and School Research, University of Oslo. "

Mobile Learning Dec 10 2020 This book explores the use of mobile devices for teaching and learning language and literacies, investigating the ways in which these technologies open up new educational possibilities. Pegrum builds up a rich picture of contemporary mobile learning and outlines of likely future developments.

Curricula for Sustainability in Higher Education May 03 2020 This books presents the curricula necessary for sustainability in higher education. It shows how the learning process is transforming in order to promote sustainability. It prepares administrators, teachers and students to diffuse the development in the field, showing a curricula based on three interconnected pillars: the environment, the economic and the social aspects. It contains 8 chapters introducing research advances in the field.

Information and Communication Technology in Sudan Nov 08 2020 This book discusses the use, economic importance and impact of Information and Communication Technologies (ICT) in public and private Sudanese universities. The author provides an in-depth analysis of the economic impact of ICT from the demand perspective as well as from the public-private perspective. This book also examines the status, pattern, structure, trend and determinants of the demand for ICT in public and private Sudanese universities. It investigates the economic impacts of the uses of ICT, the potential

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opportunities and challenges that ICT is expected to create for public and private Sudanese universities, and explains the role of ICT in facilitating the production, creation and transfer of knowledge in Sudanese universities.

Economic Outlook for Southeast Asia, China and India 2020 Rethinking Education for the Digital Era Sep 26 2019 The Economic Outlook for Southeast Asia, China and India is a bi-annual publication on regional economic growth, development and regional integration in Emerging Asia. It focuses on the economic conditions of Association of Southeast Asian Nations (ASEAN) member countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Viet Nam. It also addresses relevant economic issues in China and India to fully reflect economic developments in the region.

Neoliberalism and Environmental Education Feb 21 2022 This timely book situates environmental education within and against neoliberalism, the dominant economic, political, and cultural ideology impacting both education and the environment. Proponents of neoliberalism imagine and enact a world where the primary role of the state is to promote capital markets, and where citizens are defined as autonomous entrepreneurs who are to fulfill their needs via competition with, and surveillance of, others. These ideas interact with environmental issues in a number of ways and *Neoliberalism and Environmental Education* engages this interplay with chapters on how neoliberal ideas and actions shape environmental education in formal, informal and community contexts. International contributors consider these interactions in agriculture and gardening, state policy enactments, environmental science classrooms, ecoprisoners, and in professional management and educational accountability programs. The collection invites readers to reexamine how economic policy and politics shape the cultural enactment of environmental

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education. This book was originally published as a special issue of Environmental Education Research.

Global Literacy in Local Learning Contexts Apr 25 2022 Based on qualitative research focused on literacy and health from three schools in coastal Kenya, this book examines country, school, and family contexts to develop a dual-generation maternal-child model for literacy learning and to connect local-specific phenomena with national and international policy arenas. In contrast to international development organizations' educational policies and programs that tend to ignore literacy as a social practice within diverse contexts, the author unpacks the relationship between education and health, and the role of family and mothers in particular, highlighting how mothers are key actors in children's literacy development and health outcomes.

Environmental Education Dec 30 2019 The book deals with recent trends in Environmental Education and its relevance in different countries and stream of studies. The chapters have extensively elaborated the Indian and international legal provisions and policies for the preservation and protection of environment and ecosystem. The book has five broad sections and twenty three chapters contributed by the subject experts in the field to discuss: Primary introduction to the Environmental education and the case studies from the teacher education programmes, higher education and school education. Thorough scrutiny of environmental issues and concerns through the discussion of Conservation of Environment and Ecosystem; Global Environmental Problems and Pollution; extinction of flora and fauna, deforestation, soil erosion; impact of disasters acting upon the environment; and policies and initiatives in India and international fora. Recent trends in Environmental Education explaining Eco-psychology and Eco-feminism with social pollution; sustainability for pro-environmental behavior; life-style; environmental attitude. Sustainable

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development with its conceptual note, literature, guiding principles, initiatives by Indian and international organizations; draft regulations and effect on livelihoods. Pedagogy of teaching environmental education; teaching strategies, approaches and methods; programmes laid for different levels of education in India; and Curriculum and volume of units at different grades in school; professional development in and through environmental education. The book is intended for the students of Teacher Education Programmes, i.e., B.Ed and M.Ed, for all the Indian Universities across India and overseas. The articles are written in line with NCTE guidelines and National Curriculum Framework for Teacher Education (NCFTE) 2010.

Entrepreneurial Learning City Regions Jan 23 2022 This book proposes an alternative strategy to improve and sustain prosperity, through the creation of an entrepreneurial culture in learning cities or city regions. The edited collection provides insights into how entrepreneurship, education, job creation and social inclusion can be aligned through entrepreneurial learning, in the context of territorial development. With rich and varied contributions from a wide field, including policy makers, entrepreneurs, an investment banker, leaders of universities and councils, the voluntary sector, scientists, educators and students, it reviews and assesses how learning cities and regions may become more prosperous by investing in the development of entrepreneurial skills throughout lifelong learning. Reinforced by examples on developing and retaining entrepreneurial people, this book contributes to our understanding of how entrepreneurial learning can be fostered in different city and city-region contexts. It makes an interesting contribution to the field in terms of mapping out complex issues and testing the practical validity of the concept, while also providing rich and insightful case studies centred on the Welsh experience with entrepreneurial learning city regions. The high quality international contributions demonstrate the new worldwide interest in developing

an entrepreneurial culture for the benefit of a city or region, rather than an entrepreneurial mind-set for individual benefit. This fascinating subject will be of interest to many social scientists, policymakers, and practitioners. It will be found especially valuable for professionals involved in economic, inclusive and sustainable city or regional development.

Technical Education and Vocational Training in Developing Nations Mar 13 2021 Severe economic depression and the difficulty to acquire employment with adequate income have significant impact on a nation's social welfare. The need to provide ample educational opportunities is more imperative than ever, particularly in emerging economies. *Technical Education and Vocational Training in Developing Nations* is a comprehensive reference source for the latest literature on optimizing the implementation of curriculum development and instructional design strategies for technical and vocational education. Featuring innovative coverage across a range of relevant topics, such as curriculum deficiency, teacher competencies, and accessible learning, this book is ideally designed for policy makers, academicians, researchers, advanced-level students, technology developers, and educators interested in the improvement of professional learning programs.

Teaching respect for all: implementation guide Aug 30 2022

Implementing the Sustainable Development Goals in Nigeria Apr 01 2020 This book explores Nigeria's progress towards achieving the Sustainable Development Goals, presenting key country-specific lessons, as well as providing innovative solutions and practices which are transferrable to other emerging economies. Despite all of Nigeria's potential, and substantial oil revenues, poverty remains widespread and the country faces many challenges. The contributors to this book provide comparative historical and contemporary analysis of the main challenges for achieving progress in the SDGs, and make recommendations for the most effective ways of developing, adopting,

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disseminating and scaling them. Starting with the conceptualisation and evolution of the SDGs, the book goes on to consider the goal on ending poverty, and the urgent need to combat climate change and its impacts. The book also reflects on the role of business and taxation, and the cultural and societal dimensions of the SDGs, including education, gender, and the role of the church. Overall, the book focuses on knowledge/implementation gaps and the role of collaborative partnerships and disruptive technologies in implementing the framework in general. This book will be of interest to scholars, policy makers and practitioners of sustainable development and African studies, as well as those with a particular interest in Nigeria.

Global Learning in the 21st Century May 15 2021 In this 21st century, technological and social changes have never been as rapid as before, and educative practices must evolve and innovate to keep up. What is being done by educators today to prepare future global citizens? What are the skills and competencies that will be required by our students? What changes in how we approach education might need to be made? This book presents a modern focus on some significant issues in teaching, learning, and research that are valuable in preparing students for the 21st century. The book discusses these issues in four sections. The first section presents contemporary, innovative curriculum and pedagogical practices that are relevant for the 21st century. This also includes how social networking has an integrated role within current educative practice. The next section then explores issues and current research around motivation and engagement, and how these are changing in this era of technological and social change. The third section presents debates around inclusion and social contexts, both global and local. Finally, the fourth section explores current discourses in regard to internationalisation and globalisation and how these are being considered in educational research. The book is an important representation of some of the work currently being

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done for these rapidly changing times. It will appeal to academics, researchers, teacher educators, educational administrators, teachers and anyone interested in preparing students for a modern and globally interconnected world.