

# *Global Program For Safer Schools*

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to

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implement and sustain inclusive, goal-oriented programs.

Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

A growing body of research identifies strong links between children's health, social and educational outcomes; it also notes the reciprocal benefits of access to quality education on individual and family health status. In response to these findings, the World Health Organization developed the concept of the Health-Promoting School (HPS), a living catalyst for healthy lives, and for positive changes that students can take home and into the community. Case Studies in Global School Health Promotion provides readers with a

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theoretical and research base needed to understand the methods used in communities all over the world to put this captivating concept in place. Case examples from over two dozen countries (representing urban and rural areas in developing and developed nations) outline the strategies taken to implement HPS programs in individual schools, municipalities, and nations. For each program, case study authors explain the problems they tackled, their motivation and supports to respond creatively; and the barriers they faced. In the cases, authors describe the capacities and infrastructure they created and mechanisms for cooperation; as well as the personnel, financial, and time requirements involved. Case studies were drawn from the following regions: Africa The

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Americas Europe Eastern Mediterranean South and Southeast Asia Western Pacific. Case Studies in Global School Health Promotion offers a world of insights, ideas, and guidance to those addressing social determinants of health at this formative stage, including: education and health policy makers; professionals and administrators; and researchers in national governments, universities, local schools, community, non-governmental organizations and civil society. The material provides interesting and useful information to those dedicated to these issues within WHO, FRESH Partners and other United Nations agencies. It is also an instructive text for graduate students in public health, education, allied health professions and social sciences.

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With contributions from Dayna B. Daniels & Judy Davidson, Valda Leighteizer and Ross Higgins *Under the Rainbow* is a primer on the social and political history and the everyday practices and processes of living queer lives in Canada.

Framed through a life-course perspective, this book provides an overview of the historical and contemporary issues in the lives of gay, lesbian, bisexual, trans and/or queer folk. The chapters in this text highlight the contributions of academics and community groups as well as individuals working on queer issues in Canada and focus primarily on contemporary Canadian material, introducing readers to topics such as law, history, health, education, youth, older persons, end of life decisions, social constructions of sexual identities, sports,

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transgender issues and issues experienced by lesbians and gay men living in Quebec.

Each year countries suffer great tragedy when natural disasters destroy schools and disrupt children's education. In addition to causing immediate harm to children, there is mounting evidence that the direct impact of natural disasters can translate into a series of indirect long-term effects. For some time, multilateral and bilateral development finance institutions, United Nations (UN) agencies, and nongovernmental organizations (NGOs) have been engaged in efforts to make schools resilient to natural hazards. Despite these efforts, however, the safety of school facilities in many disaster-prone countries is unknown, and governments and

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donors continue to finance new school construction without taking sufficient account of safety. In 2014, the Global Facility for Disaster Reduction and Recovery (GFDRR) launched the Global Program for Safer Schools (GPSS). Through the GPSS, GFDRR support programs designed to establish safer school facilities in countries where the government has firmly committed to a reform or investment program in the education sector. GFDRR provides technical assistance to ensure that such education sector programs finance safer school facilities. The aim of the GPSS is to make school facilities, and the communities they serve, more resilient to natural hazards. This Roadmap is focused specifically on school infrastructure (which includes the school site and buildings). For investment

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opportunities to be effective and to have maximum impact at community and national scales, it is important that this support is coordinated with investments in school disaster management, risk reduction and resilience in education, and disaster preparedness in other sectors.

Perspectives

State, Foreign Operations, and Related Programs

Appropriations for 2013: Foreign operations: FY 2013 budget justification; overview of the budget justification annex: regional perspective

Global Narratives on Sexualities and Gender

Managing the Impacts of Climate Change on Poverty

VISUS Methodology



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Recovery from the Indian Ocean Tsunami

Creating Emotionally Safe Schools

***This book investigates indigenous knowledge systems (IKS) in sub-Saharan Africa, thereby highlighting its role in facilitating adaptation to climate variability and change, and also demystifying the challenges that prevent it from being integrated with scientific knowledge in climate governance schemes. Indigenous people and their priceless knowledge rarely feature when decision-makers prepare for future climate change.***

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***This book showcases how Indigenous knowledge facilitates adaptation to climate change, including how collaborations with scientific knowledge have cascaded into building people's resilience to climatic risks. This book also pays delicate attention to the factors fueling epistemic injustice towards Indigenous knowledge, which hampers it from featuring in climate governance schemes across sub-Saharan Africa. The key insights shared in this book illuminate the issues that contribute meaningfully towards the***

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***actualisation of the UN SDG 13 and promote mechanisms for raising capacity for effective climate change-related planning and management in sub-Saharan Africa.***

***'The Impact of School Infrastructure on Learning: A Synthesis of the Evidence provides an excellent literature review of the resources that explore the areas of focus for improved student learning, particularly the aspiration for "accessible, well-built, child-centered, synergetic and fully realized learning environments.†? Written in a style***

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***which is both clear and accessible, it is a practical reference for senior government officials and professionals involved in the planning and design of educational facilities, as well as for educators and school leaders.***

***--Yuri Belfali, Head of Division, Early Childhood and Schools, OECD Directorate for Education and Skills This is an important and welcome addition to the surprisingly small, evidence base on the impacts of school infrastructure given the capital investment involved. It will provide policy makers,***

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***practitioners, and those who are about to commission a new build with an important and comprehensive point of reference. The emphasis on safe and healthy spaces for teaching and learning is particularly welcome. --Harry Daniels, Professor of Education, Department of Education, Oxford University, UK This report offers a useful library of recent research to support the, connection between facility quality and student outcomes. At the same time, it also points to the unmet need for research to***

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***provide verifiable and reliable information on this connection. With such evidence, decisionmakers will be better positioned to accurately balance the allocation of limited resources among the multiple competing dimensions of school policy, including the construction and maintenance of the school facility. --David Lever, K-12 Facility Planner, Former Executive Director of the Interagency Committee on School Construction, Maryland***  
***Many planners and designers are seeking a succinct body of research defining both the***

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***issues surrounding the global planning of facilities as well as the educational outcomes based on the quality of the space provided. The authors have finally brought that body of evidence together in this well-structured report. The case for better educational facilities is clearly defined and resources are succinctly identified to stimulate the dialogue to come. We should all join this conversation to further the process of globally enhancing learning-environment quality! --David Schrader, AIA, Educational Facility Planner***

***and Designer, Former Chairman of the Board of Directors, Association for Learning Environments (A4LE)***

***A host of natural and man-made disasters have plagued the world in the twenty-first century, many with significant global impact. The Deepwater Horizon Oil Spill, the Indian Ocean tsunami, and Hurricane Katrina all affected broad regions with devastating results. The need for better emergency management policies, procedures, and cooperation among nations is evident.***



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***Bringing together contributions from a cadre of international experts, Comparative Emergency Management: Examining Global and Regional Responses to Disasters demonstrates ways to recognize and reduce regional infrastructure vulnerability by building secure networks of collaboration within different geographical areas of the world. Explores issues on all continents With discrete sections on the Americas, Africa and the Middle East, Europe, Asia, and the Pacific Rim, the book presents the work of***

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***researchers and practitioners who examine ways different societies have responded to environmental threats using innovative methods to cope with their vulnerabilities to disaster. Topics discussed include: A game approach that has been used as an effective tool in the communication of disaster risk information in the Caribbean Efforts to rebuild tourism in New Orleans despite the challenges presented by media coverage of Hurricane Katrina Faith-based organization (FBO) humanitarian assistance in the Muslim***

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***world Nongovernmental and community-based responses to the Asian tsunami and the Sumatran earthquake The book presents a multifaceted study that aims to foster dialogue among policymakers to reduce social vulnerability and build local and regional capacities to withstand environmental assaults. Encouraging creative thinking, it offers ideas and solutions that have been successful in a range of environments worldwide. The authoritative scholarship presented combines interdisciplinary studies***

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***that will be valuable to a broad range of fields and professionals.***

***Cyberbullying in the Global Playground provides the first global, in-depth analysis of the emerging phenomenon of cyberbullying. Offers the first thorough comparative account of recent research into the emerging global phenomenon of cyberbullying Provides an international perspective on the prevalence and nature of cyberbullying Presents recent authoritative research within a critical perspective, drawing out theoretical and***

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***practical implications for policy and practice  
May be used to help design intervention,  
evaluation, and policy strategies for effective  
efforts to combat the international  
phenomenon of cyberbullying***

***Comparative Emergency Management  
The Impact of School Infrastructure on  
Learning***

***World Development Report 2018***

***Behind the numbers***

***Resources in Education***

***A Reality Check on Canada's Schools***

***Disaster, Development, and the Built Environment***

**The global economic meltdown has highlighted the interconnectedness of nations. This book seeks to provide an overview of topics, issues, and best practices related to defining social justice leadership given our increasingly global world. Refugees and immigrants from around the globe now inhabit schools and institutions of higher education across the nation and US**

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**students, teachers, and leaders are traversing international borders both physically and virtually through international collaboration, technology, and exchange programs. Although there have been increased efforts and scholarship in support of diversity and multicultural awareness, these efforts have largely focused on the US. We acknowledge that many leadership theories are “domestic” in that they typically incorporate US perspectives or a**

**single-culture description of effective leadership. This book provides a deeper understanding of diverse and multicultural perspectives as they relate to a world that is becoming increasingly interconnected economically, socially, and culturally. Particular attention is paid to providing specific strategies for social justice leaders working in PK-12 and/or higher education, and leadership preparation programs to promote effective leadership that reflects**



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**multicultural understanding of the diversity both within and outside the US. Within the context of leadership practice, internationalization offers new insights and ideas about leadership aims, processes, and competencies as a means for addressing equity concerns throughout PK-20 education. Safe School Ambassadors is an essential guide for school administrators, counselors, teachers, parents, and youth organization leaders. It challenges the**

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**current "outside-in" thinking?that keeping schools safe is accomplished primarily by adults through heightened security and stricter policies. It makes the case for a complementary ?inside-out? approach that taps the power of students to change the social norms of a school culture in order to stop bullying and violence.**

**Every year, the World Bank's World Development Report (WDR) features a topic of central importance to global**

**development. The 2018 WDR—LEARNING to Realize Education's Promise—is the first ever devoted entirely to education. And the time is right: education has long been critical to human welfare, but it is even more so in a time of rapid economic and social change. The best way to equip children and youth for the future is to make their learning the center of all efforts to promote education. The 2018 WDR explores four main themes: First,**

**education's promise: education is a powerful instrument for eradicating poverty and promoting shared prosperity, but fulfilling its potential requires better policies—both within and outside the education system. Second, the need to shine a light on learning: despite gains in access to education, recent learning assessments reveal that many young people around the world, especially those who are poor or marginalized, are leaving school unequipped with even the**

**foundational skills they need for life. At the same time, internationally comparable learning assessments show that skills in many middle-income countries lag far behind what those countries aspire to. And too often these shortcomings are hidden—so as a first step to tackling this learning crisis, it is essential to shine a light on it by assessing student learning better. Third, how to make schools work for all learners: research on areas such as brain**

**science, pedagogical innovations, and school management has identified interventions that promote learning by ensuring that learners are prepared, teachers are both skilled and motivated, and other inputs support the teacher-learner relationship. Fourth, how to make systems work for learning: achieving learning throughout an education system requires more than just scaling up effective interventions. Countries must also overcome technical**

**and political barriers by deploying salient metrics for mobilizing actors and tracking progress, building coalitions for learning, and taking an adaptive approach to reform.**

**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.**



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**Why Do Buildings Collapse in Earthquakes?**

**Under the Rainbow**

**Building the Resilience of the Poor in the Face of Natural Disasters**

**Indigenous Knowledge and Climate Governance**

**Addressing Issues of Gender, Sexuality, Plurality and Power**

**Research from International Perspectives Examining Global and Regional**

**Responses to Disasters**

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Though decades ago school shootings were rare events, today they are becoming normalized. Active shooter drills have become more commonplace as pressure is placed on schools and law enforcement to prevent the next attack. Yet others argue the traumatizing effects of such exercises on the students. Additionally, violence between students continues to remain problematic as bullying pervades children's lives both at school and at home, leading to negative mental health impacts and, in extreme cases, suicide. Establishing safer school policies, promoting violence prevention programs, building healthier classroom environments, and providing better staff training are all vital for protecting students physically and mentally. The Research Anthology on School Shootings, Peer Victimization, and Solutions for Building Safer Educational Institutions examines

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the current sources of violence within educational systems, and offers solutions on how to provide a safer space for both students and educators alike. Broken into four sections, the book examines the causes and impacts that peer victimization has on students, how this can lead to further violence and investigates strategies for detecting the warning signs. The book provides solutions that range from policies and programs that can be established to strategies for teaching nonviolence and promoting coexistence in the classroom. Highlighting a range of topics such as violence prevention, school climate, and bullying, this publication is an ideal reference source for school administrators, law enforcement, teachers, government and state officials, school boards, academicians, researchers, and upper-level students who are intent on stopping the persisting and unfortunate problem that

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school violence.

"Containing the public messages, speeches, and statements of the President", 1956-1992.

Ending poverty and stabilizing climate change will be two unprecedented global achievements and two major steps toward sustainable development. But the two objectives cannot be considered in isolation: they need to be jointly tackled through an integrated strategy. This report brings together those two objectives and explores how they can more easily be achieved if considered together. It examines the potential impact of climate change and climate policies on poverty reduction. It also provides guidance on how to create a "win-win" situation so that climate change policies contribute to poverty reduction and poverty-reduction policies contribute to climate change mitigation and

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resilience building. The key finding of the report is that climate change represents a significant obstacle to the sustained eradication of poverty, but future impacts on poverty are determined by policy choices: rapid, inclusive, and climate-informed development can prevent most short-term impacts whereas immediate pro-poor, emissions-reduction policies can drastically limit long-term ones.

Esta publicación desarrolla capítulos relacionados con: ingeniería sísmica, fenómenos hidrometeorológicos, análisis y evaluación de riesgo, reducción del riesgo, aspectos históricos, educación del riesgo, comunicación del riesgo y casos de estudio; permitiendo presentar al público en general las investigaciones actuales en materia de gestión del riesgo de desastres, puntos clave y recomendaciones, el cual es el inicio de diferentes publicaciones

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divulgativas en conocimiento del riesgo, que muestran los aportes de la academia, entidades técnico-científicas y otros actores de SNGRD.

Shock Waves

Facing Forward

Safer, Stronger, Smarter

ending school violence and bullying

Safe School Ambassadors

A Guide to Improving School Natural Hazard Safety

Public Papers of the Presidents of the United States

Learn from the personal experience and insights of leading earthquake engineering specialists as they examine the lessons from disasters of the last 30 years and propose a

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path to earthquake safety worldwide Why Do Buildings Collapse in Earthquakes?: Building for Safety in Seismic Areas delivers an insightful and comprehensive analysis of the key lessons taught by building failures during earthquakes around the world. The book uses empirical evidence to describe the successes of earthquake engineering and disaster preparedness, as well as the failures that may have had tragic consequences. Readers will learn what makes buildings in earthquake zones vulnerable, what can be done to design, build and maintain those buildings to reduce or

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eliminate that vulnerability, and what can be done to protect building occupants. Those who are responsible for the lives and safety of building occupants and visitors - architects, designers, engineers, and building owners or managers - will learn how to provide adequate safety in earthquake zones. The text offers useful and accessible answers to anyone interested in natural disasters generally and those who have specific concerns about the impact of earthquakes on the built environment. Readers will benefit from the inclusion of: A thorough introduction to how buildings have behaved in earthquakes,



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including a description of the world's most lethal earthquakes and the fatality trend over time An exploration of how buildings are constructed around the world, including considerations of the impact of climate and seismicity on home design A discussion of what happens during an earthquake, including the types and levels of ground motion, landslides, tsunamis, and sequential effects, and how different types of buildings tend to behave in response to those phenomena What different stakeholders can do to improve the earthquake safety of their buildings The owners and managers of buildings in

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earthquake zones and those responsible for the safety of people who occupy or visit them will find *Why Do Buildings Collapse in Earthquakes? Building for Safety in Seismic Areas* essential reading, as will all architects, designers and engineers who design or refurbish buildings in earthquake zones.

This second edition guides principals through the process of creating a proactive, student-centered school safety program and offers new case studies, vignettes, and strategies.

This book critically examines the global diffusion and local reception of resilience

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through the implementation of Disaster Risk Reduction (DRR) programmes in Pacific and Caribbean island states. Global efforts to strengthen local disaster resilience capacities have become a staple of international development activity in recent decades, yet the successful implementation of DRR projects designed to strengthen local resilience remains elusive. While there are pockets of success, a gap remains between global expectations and local realities. Through a critical realist study of global and local worldviews of resilience in the Pacific and Caribbean islands, this book

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argues that the global advocacy of DRR remains inadequate because of a failure to prioritise a person-orientated ethics in its conceptualization of disaster resilience. This regional comparison provides a valuable lens to understand the underlying social structures that makes resilience possible and the extent to which local governments, communities and persons interpret and modify their behaviour on risk when faced with the global message on resilience. This book will be of much interest to students of resilience, risk management, development studies, and area studies.

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This book explores the narratives and experiences of LGBTQ+ and gender non-conforming students around the world. Much previous research has focused on homophobic/transphobic bullying and the negative consequences of expressing non-heterosexual and non-gender-conforming identities in school environments. To date, less attention has been paid to what may help LGBTQ+ students to experience school more positively, and relatively little has been done to compare research across the global contexts. This book addresses these research gaps by bringing together ongoing research

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from countries including Brazil, China, South Africa, the UK and many more. Each chapter examines results of empirical research into school experiences of LGBTQ+ students, and the experiences and perspectives of teachers and parents. All contributions are theoretically informed by aspects of queer theory and/or critical feminist theory, with additional insights from psychological, sociological and linguistic perspectives. Contributing chapters consider how educational workers may question socially sanctioned concepts of normality in relation to gender and sexuality in ways that benefit

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all students, and how they can 'queer' schools to make them less oppressive in terms of gender and sexuality. Expertly written and researched, this book is an invaluable resource for researchers, policymakers and students in the fields of education, sociology, gender studies and anyone with an interest in gender and sexuality studies. Combating Violence and Discrimination Against Women

The Local Construction of Disaster Risk Reduction

Weaving a Malawi Sunrise

A Guide for Educators and Parents

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From Research to Practice

L'école au service de l'apprentissage en Afrique

Building for Safety in Seismic Areas

***Seismic Vulnerability Assessment of Civil Engineering Structures at Multiple Scales: From Single Buildings to Large-Scale Assessment provides an integrated, multiscale platform for fundamental and applied studies on the seismic vulnerability assessment of civil engineering structures, including buildings with different materials and building typologies. The book shows***



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***how various outputs obtained from different scales and layers of assessment (from building scale to the urban area) can be used to outline and implement effective risk mitigation, response and recovery strategies. In addition, it highlights how significant advances in earthquake engineering research have been achieved with the rise of new technologies and techniques. The wide variety of construction and structural systems associated with the complex behavior of their materials significantly limits the application of current***

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***codes and building standards to the existing building stock, hence this book is a welcomed guide on new construction standards and practices. Provides the theoretical backgrounds on the most advanced seismic vulnerability assessment approaches at different scales and for most common building typologies Covers the most common building typologies and the materials they are made from, such as concrete, masonry, steel, timber and raw earth Presents practical guidelines on how the outputs coming from such approaches***

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***can be used to outline effective risk mitigation and emergency planning strategies***

***There is a great variety of sex and relationship education in the global North and South and this book draws together the global perspectives and debates on this key topic. Issues including gender-based violence, pornography, sexual consent, sexual diversity and religious plurality are all discussed with reference to cutting-edge research.***

***“When you educate a girl, you educate a***

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***nation.” —Malawian saying The women of Malawi, like many other women in developing countries, struggle to find their way out of poverty and build a better life for themselves and their families. Weaving a Malawi Sunrise tells the story of Memory Chazeza’s quest to get an education and to build a school for young women. Roberta Laurie was one of many who helped Memory realize her vision of seeing young girls become strong and independent women who could care for themselves and their future families. During her time in Malawi,***

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***Laurie met several other women, each of whom had a story of her own. Laurie combines these personal accounts with detailed information about the country's underlying social and political context. Readers interested in Africa, global affairs, women's studies, development, and international education will give high marks to Weaving a Malawi Sunrise.***

***Roadmap for Safer Schools***

***The Case of Japan***

***The Interdisciplinary Responsibility of Our Time***

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### ***Constructing Risk***

***Investigaciones en gestión del riesgo de desastres para Colombia: Avances, perspectivas y casos de estudio***

***Making Schools Resilient at Scale***

***Resilience in the Pacific and the Caribbean Schools as Queer Transformative Spaces***

Cet ouvrage présente une série d'orientations politiques, ainsi que leurs déclinaisons opérationnelles, permettant aux pays d'Afrique subsaharienne de relever le défi de

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l'amélioration de l'apprentissage tout en élargissant l'accès et en assurant l'achèvement d'une éducation de base pour tous. L'étude souligne l'importance de configurer le système éducatif de manière à ce qu'il soit constamment axé sur les résultats et à ce que tous les enfants aient accès à de bonnes écoles, du matériel d'apprentissage de qualité et d'excellents enseignants. L'approche de cet ouvrage est unique car elle

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caractérise les pays en fonction des défis auxquels ils ont été confrontés dans les années 1990 et selon les progrès accomplis en matière d'éducation au cours des 25 dernières années, ce qui permet ainsi aux pays de la région d'apprendre les uns des autres. Les auteurs présentent une revue de littérature et y ajoutent de nouvelles analyses tirées de multiples données provenant d'une trentaine de pays de la région. Ils intègrent également



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des résultats de recherche sur ce qui influence l'apprentissage des enfants, leur accès à la scolarisation et les progrès accomplis grâce à l'éducation de base. Le livre tire des leçons sur la région pour la région à partir de ce qui fonctionne et de ce qui serait nécessaire d'améliorer. Le livre explore quatre pistes pour aider les pays à ajuster leurs systèmes éducatifs afin d'améliorer l'apprentissage : poursuivre les efforts inachevés visant

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à assurer une éducation de base universelle et de qualité, assurer une supervision et un soutien efficaces des enseignants, concentrer les priorités de dépenses et les procédures budgétaires sur l'amélioration de la qualité, et combler le déficit de capacités du système institutionnel. L'ouvrage se termine par une évaluation de la manière dont les prévisions de taux de fécondité et de croissance économique peuvent impacter les progrès

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futurs en matière d'éducation. Over the last fifty years, Canada's public schools have been absorbed into a modern education system that functions much like Max Weber's infamous iron cage. Crying out for democratic school-level reform, the system is now a centralized, bureaucratic fortress that, every year, becomes softer on standards for students, less accessible to parents, further out of touch with communities,

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and surprisingly unresponsive to classroom teachers. Exploring the nature of the Canadian education order in all its dimensions, *The State of the System* explains how public schools came to be so bureaucratic, confronts the critical issues facing kindergarten to grade 12 public schools in all ten provinces, and addresses the need for systemic reform. Going beyond a diagnosis of the stresses, strains, and ills present in the system, Paul

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Bennett proposes a bold plan to re-engineer schools on a more human scale as the first step in truly reforming public education. In place of school consolidation and managerialism, one-size-fits-all uniformity, limited school choice, and the "success-for-all" curriculum, Bennett advocates for a new set of priorities: decentralize school governance, deprogram education ministries and school districts, listen to parents and teachers, and revitalize

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local education democracy. Tackling the thorny issues besetting contemporary school systems in Canada, *The State of the System* issues a clarion call for more responsive, engaged, and accountable public schools.

While everybody recognizes the development challenges facing Sub-Saharan Africa, few have put together coherent plans that offer real hope for any feasible and general improvement. *Facing Forward* combines an evidence-

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based plan that not only recognizes the deep problems but provides specific prescriptions for dealing with the problems. In the simplest version, focus on the skills of the people and do it in a rational and achievable manner. †" Eric Hanushek, Paul and Jean Hanna Senior Fellow, Hoover Institute, Stanford University This book offers a clear perspective on how to improve learning in basic education in Sub-Saharan Africa, based on extremely

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rigorous and exhaustive analysis of a large volume of data. The authors shine a light on the low levels of learning and on the contributory factors. They have not hesitated to raise difficult issues, such as the need to implement a consistent policy on the language of instruction, which is essential to ensuring the foundations of learning for all children. Using the framework of "From Science to Service Delivery,†? the book urges policy makers to look at



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the entire chain from policy design, informed by knowledge adapted to the local context, to implementation.

Facing Forward: Schooling for Learning in Africa is a unique addition to the literature that is relevant for African policy makers and stakeholders. †

Professor Hassana Alidou, Ambassador of the Republic of Niger to the United States and Canada As the continent gears itself up to provide universal basic education to all its children by

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2030, it has to squarely address the challenge of how to improve learning. Facing Forward helps countries to benchmark themselves against each other and to identify concrete lines of action. It forces policy makers to think “where do I go from here?” “what do I do differently?” and to examine the hierarchy of interventions that can boost learning. It rightly urges Ministries of Education to build capacity through learning by doing and

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continuous adaptation of new knowledge to the local context. Facing Forward will unleash frank conversations about the profound reforms that are required in education policy and service delivery to ensure learning for every child on the continent. †“ Dr. Fred Matiang’I, Cabinet Secretary for the Interior and Coordination of National Government, Government of Kenya (former Cabinet Secretary for Education) Facing Forward couldn’t have come at a more

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opportune time as countries in the region, including Mauritius, focus more on learning outcomes rather than simply on inputs and processes in education systems. The book underscores the important point that African countries need not exclusively model themselves on high-performing education systems in the world. Much can as well be learnt from other countries at the same level of development, or lower, by virtue of the challenges they have faced and

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successfully overcome. This presents opportunities for greater peer-sharing and networking with these countries. Indeed a number of key focus areas are highlighted in the book that demonstrate good practices worthy of being emulated. These cover domains as diverse as enabling factors leading to improved student progression, strengthened teacher capacity, increased budgetary allocation with a focus on quality, as well as improved

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technical capacity of implementing agencies in the region. †" Hon. (Mrs.) Leela Devi Dookun-Luchoomun, Minister of Education and Human Resources, Tertiary Education and Scientific Research, Republic of Mauritius 'Economic losses from natural disasters totaled \$92 billion in 2015.' Such statements, all too commonplace, assess the severity of disasters by no other measure than the damage inflicted on buildings, infrastructure, and

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agricultural production. But \$1 in losses does not mean the same thing to a rich person that it does to a poor person; the gravity of a \$92 billion loss depends on who experiences it. By focusing on aggregate losses—the traditional approach to disaster risk—we restrict our consideration to how disasters affect those wealthy enough to have assets to lose in the first place, and largely ignore the plight of poor people. This report

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moves beyond asset and production losses and shifts its attention to how natural disasters affect people's well-being. Disasters are far greater threats to well-being than traditional estimates suggest. This approach provides a more nuanced view of natural disasters than usual reporting, and a perspective that takes fuller account of poor people's vulnerabilities. Poor people suffer only a fraction of economic losses caused by disasters,



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but they bear the brunt of their consequences. Understanding the disproportionate vulnerability of poor people also makes the case for setting new intervention priorities to lessen the impact of natural disasters on the world's poor, such as expanding financial inclusion, disaster risk and health insurance, social protection and adaptive safety nets, contingent finance and reserve funds, and universal access to early warning

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systems. Efforts to reduce disaster risk and poverty go hand in hand. Because disasters impoverish so many, disaster risk management is inseparable from poverty reduction policy, and vice versa. As climate change magnifies natural hazards, and because protection infrastructure alone cannot eliminate risk, a more resilient population has never been more critical to breaking the cycle of disaster-induced poverty. Learning to Realize Education's Promise

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Unbreakable

Schooling for Learning in Africa

A Sub-Saharan African Perspective

Research Anthology on School Shootings,

Peer Victimization, and Solutions for

Building Safer Educational Institutions

Cyberbullying in the Global Playground

Case Studies in Global School Health

Promotion

**Reviewing current policies and practices, the book assesses the financial, economic and physical risk of building in hazardous areas, and looks at how societies are trying to**

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**create a more resilient built environment in spite of the dangers. It examines the vulnerability of social infrastructure to natural disasters and looks at policies which imperil infrastructure from natural hazard events and solutions undertaken by sovereign states, international development banks, NGOs and bilateral aid agencies. Something is terribly wrong with our schools. How did a place that should be a sanctuary for kids becomes a source of fear and intimidation? What has happened? In Creating Emotionally Safe Schools, Jane Bluestein offers a plan to return schools to havens of nurturing and learning. She examines environmental, historical, developmental, psychological, sociological, interpersonal, instructional and**

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**administrative factors that contribute to the emotional climate of an educational institution. This is a comprehensive view of what makes a school feel the way it feels, and what we can do to make it feel safe for every child—and every adult—who walks through its doors. Emotional safety has many dimensions, such as: the impact of the family and early development, childhood stress and coping, the changing role of the school, acceptance and emotional support, respect and belonging, temperament and labels, gangs and violence, instructional strategies, learning styles and multiple intelligences, teacher training and support, and the inherent need for a sense of community. The message Jane Bluestein brings is**

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**positive: information, programs and solutions are available that can ultimately make our schools inviting, inspiring, and, yes—safe. Includes: Comprehensive list of references and resources Complete index**

**During the past 10 years following the 2004 Indian Ocean Tsunami, invaluable lessons have been learned and great changes have been observed. Immediately after the disaster, the second World Conference on Disaster Reduction was held in Kobe, Japan, and formulated the Hyogo Framework for Action (HFA: 2005–2015). HFA provided a platform and framework for changes and innovations, many of which were part of the recovery programs in the different countries affected by the 2004**

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**disaster. This book is a modest attempt to review the lessons learned through the recovery process in the affected region. The book has 31 chapters, drawing lessons from four countries: India, Indonesia, Sri Lanka, and Thailand. There are five sections: Overview (10 chapters), Indonesia (8 chapters), India (6 chapters), Sri Lanka (5 chapters), and Thailand (2 chapters). The primary target groups for this book are students and researchers in the fields of disaster risk reduction, environment, and development. The book provides them with a good idea of the current research trends and lessons over the past decade of recovery initiatives. Another target group comprises practitioners and policy makers, who will be**

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able to apply the knowledge collected here to establishing policy and making decisions.

**Japan's Program for Earthquake-Resistant School Buildings has increased the seismic safety of Japanese schools, and hence increased the safety of Japanese schoolchildren, teachers, and communities. Since 2003, when the program accelerated, the share of earthquake-resistant public elementary and junior high schools has increased, from under half of schools in 2002 to over 95 percent in April 2015. Japan is sharing knowledge from this program with developing countries through its relationship with the Global Facility for Disaster Reduction and Recovery (GFDRR), whose Global Program**



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**for Safer Schools has been supported by the Japan-World Bank Program for Mainstreaming Disaster Risk Management in Developing Countries and its implementing arm, the Disaster Risk Management Hub, Tokyo.**

**Your Handbook for Action**

**A Synthesis of the Evidence**

**Seismic Vulnerability Assessment of Civil Engineering Structures at Multiple Scales**

**UNESCO Guidelines for Assessing Learning Facilities in the Context of Disaster Risk Reduction and Climate Change Adaptation**

**The State of the System**

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## **A Ten-Year Journey**

### **A Woman, A School, A People**

Today, children are dealing with the threat of violence in their schools and online, food insecurity, environmental risks, and many other concerns that make them feel less safe. In this book, Gunzelmann discusses the ways we can respond to these threats in order to help our children feel safer and be able to focus on their school and lives.

A Global Call to Action : Hearing Before the Subcommittee on International Operations and Organizations, Human Rights, Democracy, and Global Women's Issues of the Committee on Foreign Relations, United States Senate, One Hundred Thirteenth Congress, Second Session, June 24, 2014  
School, Family, and Community Partnerships

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From Single Buildings to Large-Scale Assessment

Harnessing Student Power to Stop Bullying and Violence

Introduction to learning facilitates assessment and to the

VISUS methodology

Developing Safer Schools and Communities for Our Children

Social Justice Leadership for a Global World