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Re/shaping cultural policies: advancing creativity for development A Guide for ensuring inclusion and equity in education Guidelines on the development of open educational resources policies Policy Guidelines for the Development and Promotion of Open Access Education for Sustainable Development AI and education External Debt, Adjustment Policies, and Their Impact on UNESCO's Fields of Competence, Sri Lanka Shaping the future we want UNESCO Without Borders Media and information literacy: policy and strategy guidelines Arts Education and Cultural Diversity Education Policies and Programmes International Policies for Third World Education International Policies for Third World Education UNESCO on the Ground The UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions Historical Dictionary of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Urbanization: Development Policies and Planning UNESCO An indicative review of UNESCO's work on social inclusion Improvements Needed in UNESCO's Management, Personnel, Financial, and Budgeting Practices The Uses of Literacy United Nations, Unesco and the Politics of Knowledge Decentralization in Education A History of UNESCO Assessment of U.S.-UNESCO Relations, 1984 Standard-Setting at UNESCO U.S. Withdrawal from UNESCO U.S. Withdrawal from UNESCO Confronting the Shadow

Education System Standard-Setting at UNESCO Standard-Setting in UNESCO UNESCO Guidebook on Textbook Research and Textbook Revision Developing Inclusive Education Policies and Practices in Turkey The United States and UNESCO UNESCO's Internet universality indicators UNESCO Basic Documents A Critical Assessment of U.S. Participation in UNESCO A Critical Assessment of U.S. Participation in UNESCO Know UNESCO

This peer-reviewed academic yearbook stems from the inaugural meeting of the newly formed UNESCO UNITWIN network on Arts Education Research for Cultural Diversity and Sustainable Development, held at the National Institute of Education, Singapore in April 2017. It presents international scholarly perspectives on issues related to arts education and cultural diversity in terms of: i) national and international policies; ii) terms, concepts and vocabularies; iii) current and ongoing research; and iv) best practices. The UNESCO UNITWIN is an arts education research think tank that gathers and leverages original research and critical commentaries on the arts and sustainable development from UNITWIN member states and beyond (Australia, Canada, Colombia, Germany, Hong Kong, Kenya, Korea, Israel, New Zealand, Singapore, Taiwan, the Netherlands and the United States of America). This book focuses on the so-called shadow education system of private supplementary tutoring. In parts of East Asia it has long existed on a large scale and it is now becoming increasingly evident in other parts of Asia and in Africa, Europe and North America. Pupils commonly receive fee-free education

in public schools and then at the end of the day and/or during week-ends and vacations supplementary tutoring in the same subjects on a fee-paying basis. Supplementary private tutoring can have positive dimensions. It helps students to cover the curriculum, provides a structured occupation for pupils outside school hours, and provides incomes for the tutors. However, tutoring may also have negative dimensions. If left to market forces, tutoring is likely to maintain and increase social inequalities, and it can create excessive pressure for young people who have inadequate time for non-academic activities. Especially problematic are situations in which school teachers provide extra tutoring in exchange for fees from their regular pupils. This book begins by surveying the scale, nature and implications of the shadow education system in a range of settings. It then identifies possible government responses to the phenomenon and encourages a proactive approach to designing appropriate policies. The mission UNESCO, as defined just after the end of World War II, is to build 'the defenses of peace in the minds of men'. In this book, historians trace the routes of selected UNESCO mental engineering initiatives from its headquarters in Paris to the member states, to assess UNESCO's global impact. The 2005 UNESCO Convention on Cultural Diversity is a landmark agreement in modern international law of culture. It reflects the diverse and pluralist understanding of culture, as well as its growing commercial dimension. Thirty diplomats, practitioners and academics explain and assess this important agreement in a commentary style. Article by article, the evolution, concepts,

contents and implications of the Convention are analysed in depth and are complemented by valuable recommendations for implementation. In an unprecedented way, the book draws on the first-hand insights of negotiators and on the experience of practitioners in implementation, including international cooperation, and combines this with a good deal of critical academic reflection. It is a valuable guide for those who deal with the Convention and its implementation in governments, diplomacy, international organizations, cultural institutions and non-governmental organizations and will also serve as an important resource for academic work in such fields as international law and international relations. Historical Dictionary of the United Nations Educational, Scientific and Cultural Organization (UNESCO), Second Edition contains a chronology, an introduction, a bibliography and more than 700 cross-referenced entries on UNESCO's initiatives, programs, projects, normative instruments, and partners over the past 76 years. "This Report demonstrates that innovative cultural policies implemented at regional and local levels have a positive impact on the whole of cultural governance. It highlights the strategic frameworks best adapted to the digital environment, the emergence of exchange platforms and the dynamism of artistic incubators in the global South. It also points to the persistent inequalities and underrepresentation of women in the culture sector, trade barriers on cultural goods and services from the global South and the vulnerability of artists at risk. By providing yet unpublished statistics and data in these areas, this Report is essential for

developing and implementing public policies that are adapted to the evolving needs of the culture sector"--Foreword. Originally published in 1988.

Bringing the world close to universal literacy will be a major legacy of the twentieth century. But the rapid and widespread developments in education that have enabled this to happen have not taken place in a social and political vacuum. In some instances conditions conducive to mass literacy have only come about through popular revolution or rapid economic development, but a less spectacular and frequently less tangible role has been played by a number of international agencies. The most prominent of these is Unesco, which has had the goal of global literacy at the heart of its endeavours ever since its foundation in 1946. Agreement on the best means of achieving this goal, however, has been very difficult to come by, and Unesco's literacy program has been shaped by internal and external politics as well as by local exigencies. This book outlines how Unesco's literacy program has evolved, and by discussing how idealistic aims and intentions have been given shape and direction by more immediate political and bureaucratic concerns provides a critique, in miniature, of the post-war history of the United Nations and related organisations.

According to UNESCO's 2010 survey results of 58 member countries, 34 of the countries had less than 1 percent of children enrolled in special education programs. Ten of these countries provided special education provision for less than .01 percent of children. However, the demand to educate students with disabilities in inclusive educational settings continues to grow. Thus, there are many national

initiatives aimed at finding ways of creating forms of inclusive educational settings that can respond to children with special needs. In this study, the purpose was to better understand the processes of local adaptation and modification of UNESCO's inclusive education policies, the possible resistances to global forces in inclusive education in Turkey, and the consequences of the implications of those policies in Ankara, Turkey from local educators' views. With that goal in mind, recently adopted Turkish inclusive educational policies implemented after the Salamanca Statement in 1994 were reviewed on a selective basis. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) was established in 1945 with twin aims: to rebuild various institutions of the world destroyed by war, and to promote international understanding and peaceful cooperation among nations. Based on empirical and historical research and with a particular focus on history teaching, international understanding and peace, UNESCO Without Borders offers a new research trajectory for understanding the roles played by UNESCO and other international organizations, as well as the effects of globalization on education. With fifteen chapters by authors from cross-disciplinary and diverse geographical areas, this book assesses the global implications and results of UNESCO's educational policies and practices. It explores how UNESCO-approved guidelines of textbook revisions and peace initiatives were implemented in member-states, illustrating the existence of both national confrontations with the new worldview promoted by UNESCO, as well as the constraints of international

cooperation. This book provides an insightful analysis of UNESCO's past challenges and also indicates promising future research directions in support of international understanding for peace and cooperation. As such, it will be of key interest to researchers, postgraduate students, academics in the fields of international and comparative education, education politics and policies, and to those interested in the historical study of international organizations and their global impact. The book will also appeal to practitioners, especially those who conduct research on or work in post-conflict societies. 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] Standard-setting represents one of the main constitutional functions of UNESCO and an important tool for realizing the goals for which the Organization was created. In addition to conventions and recommendations, the declarations adopted by the General Conference promulgate principles and norms intended to inspire the action of Member States in specific fields of activity. This second of a two-volume work on Standard-Setting in UNESCO collects the complete texts of all UNESCO instruments. Part I of Conventions, Recommendations, Declarations and Charters adopted by UNESCO (1948-2006) contains conventions and agreements adopted by the General Conference and by intergovernmental conferences convened by UNESCO itself or jointly by UNESCO and other international organizations. Part II includes the recommendations issued by the General Conference, while Part III features all UNESCO declarations. Co-publication with the UNESCO.

Standard-setting represents one of the main constitutional functions of UNESCO and an important tool for realizing the goals for which the Organization was created. In addition to conventions and recommendations, the declarations adopted by the General Conference promulgate principles and norms intended to inspire the action of Member States in specific fields of activity. This first of a two-volume work on Standard-setting in UNESCO contains the essays presented at a symposium held on the occasion of its sixtieth anniversary. Topics addressed in Normative Action in Education, Science and Culture include methods of elaboration and implementation; constitutional objectives and legal

commitments; international collaboration; and impact. Co-publication with the UNESCO. Standard-setting represents one of the main constitutional functions of UNESCO and an important tool for realizing the goals for which the organization was created. In addition to conventions and recommendations, the declarations adopted by the General Conference promulgate principles and norms intended to inspire the action of member states in specific fields of activity. Topics addressed in the first volume include methods of elaboration and implementation, constitutional objectives and legal commitments, international collaboration, and impact. Volume 2 contains conventions and agreements adopted by the General Conference and by intergovernmental conferences convened by UNESO itself or jointly by UNESCO and other international organizations as well as the recommendations issued by the General Conference, and UNESCO declarations.--Publisher's description. For nearly 70 years, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has played a crucial role in developing policies and recommendations for dealing with intangible cultural heritage. What has been the effect of such sweeping global policies on those actually affected by them? How connected is UNESCO with what is happening every day, on the ground, in local communities? Drawing upon six communities ranging across three continents—from India, South Korea, Malawi, Japan, Macedonia and China—and focusing on festival, ritual, and dance, this volume illuminates the complexities and challenges faced by those who find themselves drawn, in different ways, into UNESCO's

orbit. Some struggle to incorporate UNESCO recognition into their own local understanding of tradition; others cope with the fallout of a failed intangible cultural heritage nomination. By exploring locally, by looking outward from the inside, the essays show how a normative policy such as UNESCO's intangible cultural heritage policy can take on specific associations and inflections. A number of the key questions and themes emerge across the case studies and three accompanying commentaries: issues of terminology; power struggles between local, national and international stakeholders; the value of international recognition; and what forces shape selection processes. With examples from around the world, and a balance of local experiences with broader perspectives, this volume provides a unique comparative approach to timely questions of tradition and change in a rapidly globalizing world. This pioneering work examines changes in the life and values of the English working class in response to mass media. First published in 1957, it mapped out a new methodology in cultural studies based around interdisciplinarity and a concern with how texts—in this case, mass publications—are stitched into the patterns of lived experience. Mixing personal memoir with social history and cultural critique, *The Uses of Literacy* anticipates recent interest in modes of cultural analysis that refuse to hide the author behind the mask of objective social scientific technique. In its method and in its rich accumulation of the detail of working-class life, this volume remains useful and absorbing. Hoggart's analysis achieves much of its power

through a careful delineation of the complexities of working-class attitudes and its sensitivity to the physical and environmental facts of working-class life. The people he portrays are neither the sentimentalized victims of a culture of deference nor neo-fascist hooligans. Hoggart sees beyond habits to what habits stand for and sees through statements to what the statements really mean. He thus detects the differing pressures of emotion behind idiomatic phrases and ritualistic observances. Through close observation and an emotional empathy deriving, in part, from his own working-class background, Hoggart defines a fairly homogeneous and representative group of working-class people. Against this background may be seen how the various appeals of mass publications and other artifacts of popular culture connect with traditional and commonly accepted attitudes, how they are altering those attitudes, and how they are meeting resistance. Hoggart argues that the appeals made by mass publicists—more insistent, effective, and pervasive than in the past—are moving toward the creation of an undifferentiated mass culture and that the remnants of an authentic urban culture are being destroyed. In his introduction to this new edition, Andrew Goodwin, professor of broadcast communications arts at San Francisco State University, defines Hoggart's place among contending schools of English cultural criticism and points out the prescience of his analysis for developments in England over the past thirty years. He notes as well the fruitful links to be made between Hoggart's method and findings and aspects of popular culture in the United States. Originally published in 1988.

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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.

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