

## Site To Download Pdf Unicef Skills Life

Recognizing the pretension ways to acquire this book **Pdf Unicef Skills Life** is additionally useful. You have remained in right site to start getting this info. acquire the Pdf Unicef Skills Life colleague that we allow here and check out the link.

You could buy guide Pdf Unicef Skills Life or get it as soon as feasible. You could quickly download this Pdf Unicef Skills Life after getting deal. So, later than you require the ebook swiftly, you can straight get it. Its suitably categorically simple and appropriately fats, isnt it? You have to favor to in this ventilate

### KEY=PDF - GRANT HEATH

**Exploring Dynamic Mentoring Models in India** Springer This edited collection explores the variations of mentoring in India in comparison to western models, providing rich contextual interpretation and paving the way for a greater understanding of mentoring as a phenomenon. With India having the world's largest youth population, its longstanding mentoring tradition is increasingly being replaced by emerging mentoring models in which younger generations are constantly exposed to both Indian and western influences. Paying particular attention to formal and informal mentoring models, the contributions cover the corporate sector, higher education, the developmental sector and venture capitalist-enabled entrepreneurial mentoring. Offering a uniquely non-western perspective, this innovative study also showcases both mentor and protégé perceptions of mentoring, and will be of great appeal to both practitioners and scholars of leadership.

**International technical guidance on sexuality education an evidence-informed approach** UNESCO Publishing

**Sustainability Education for a Better World** Cambridge Scholars Publishing Education is fundamental to societal change. Sustainability education provides a holistic vision to deal with societal challenges by equipping learners with skills needed to improve their life and the future of the planet. The UN Agenda 2030, with its associated Sustainable Development Goals (SDGs), particularly Goal 4 on quality education, challenges the creativity and imagination of teachers, academics and other education sector professionals and practitioners. This volume offers valuable insights into, and suggestions for, delivering SDG 4 and learning from efforts to deliver other SDGs. The book will serve as a valuable resource for a variety of readers interested in the sustainability of the planet.

**Adolescence in India Issues, Challenges and Possibilities** Springer Nature This book provides a comprehensive, in-depth and practical approach towards an understanding of the multitude challenges of adolescence in India. Going beyond the traditional 'storm, stress and strain' view of adolescents, it focuses on the strengths of adolescents and highlights a community approach towards an understanding of adolescents. The book is divided into three sections. Section 1 introduces the concept of adolescence in the Indian context, discusses the identity development and peer relations in adolescents. Section 2 deliberates on issues and challenges such as depression, suicide, violence, substance use and behavioural addiction, keeping in mind the Indian socio-cultural context. It also highlights concerns of adolescents related to disabilities. Section 3 provides various prevention and intervention measures including both individual-based and group-based interventions to deal with these challenges, thereby facilitating the journey of adolescents. It helps the reader to focus on the positive development of the adolescents. The book is useful for students in psychology, education, counselling, mental health and development. It is also a great resource book for professionals working in the field of health in general and mental health in particular.

**Psycho-Socio-Physical Dimensions of Adolescent Health Management: Emerging Research and Opportunities** IGI Global Today's youth experience a period of major physical, physiological, psychological, and behavioral changes with changing patterns of social interactions and relationships. The changing environments in which adolescents live impacts their behavior, which in turn can implicate their health and wellbeing. The changing nature of these health problems amongst adolescents calls for new responses from the medical sector to promote and protect their health. Psycho-Socio-Physical Dimensions of Adolescent Health Management: Emerging Research and Opportunities is a pivotal reference source that provides vital research on the protection of adolescent health and wellbeing by strategizing better healthcare initiatives and programs, as well as assessing the impact of various healthcare approaches in modifying the health and behavior of adolescents. Covering topics that include growth patterns, improving mental health, and interpersonal relationships, this book is ideally designed for healthcare professionals, psychologists, psychiatrists, sociologists, social workers, researchers, policymakers, and scholars.

**Education to Build Back Better What Can We Learn from Education Reform for a Post-pandemic World** Springer Nature This open access book examines the implications of the COVID-19 Pandemic for education systems and argues that major education reforms will be necessary, particularly in the Global South, to address the learning loss caused by the pandemic. To inform those reforms, knowledge about the implementation reforms in the Global South is necessary, and such knowledge is seriously lacking as the existing literature on the implementation of educational change focused principally in reforms in countries in the Global North. This book contributes to address this gap by examining five major education reforms in India, Egypt, Taiwan, Vietnam, and Senegal, and by presenting two novel approaches to climate change education using a bottoms up strategy of reform. The chapters examine the implementation process drawing on a theoretical model of educational change by Reimers (published in Educating Students to Improve the World by Springer in 2020). The book concludes discussing the implementation of such reforms as an evolutionary and learning process, characterized by four dimensions: the goals of the reform, the drivers of the reform, the reform strategy, and the mindsets about educational change which undergird the implementation strategy.

**Global Framework on Transferable Skills Getting started! Running a junior farmer field and life school** Food & Agriculture Org.

**Music and Peacebuilding African and Latin American Experiences** Lexington Books There is growing interest among scholars and practitioners in how the arts can help rebuild post-conflict societies. This edited collection explores a range of musical practices for social and political peace. By presenting case studies in each chapter, the aim is to engage with musicality in relation to time, space, peace-building, healing, and reconciliation. Emerging scholars' work on Latin America, especially Colombia, and on the African Great Lakes region, including Zimbabwe, Rwanda and Kenya, is brought together with the purpose of reflecting critically on 'music for peace-building' initiatives. Each author considers how legacies of violence are addressed and sometimes overcome; lyrics are examined as a source of insights. These practical "music for peace-building" initiatives include NGO work with youth hip-hop, music for peace, work in education on memory, as well as popular culture and shared rituals. Special

attention is paid to historical and contextual settings, to the temporal and spatial dimension of musicality and to youth and gender in peace-building through music. **ADOLESCENCE EDUCATION** PHI Learning Pvt. Ltd. The young and adolescents are an epitome of change, hope and progress. The lives of adolescents are subject to global challenges faced by information and technological revolution, changing markets and globalization, and specific changes taking place in family dynamics, cultural traditions, religious beliefs and other socialization practices. This book on Adolescence Education assumes importance in view of the likely impact of acquired skills and behaviours during this period on an individual's prospects in adulthood. This book is an attempt to understand the broader context in which adolescent lives are embedded. The theoretical perspective presents a multi-disciplinary view of adolescence that helps to understand the evolution of the concept of adolescence. Presenting an elaborate account of adolescence as experienced by young in India and highlighting the challenges that emerge as a result of dynamic changes in society, the attempt is made to identify the emerging issues and concerns that impact the lives of adolescents and provide a perspective to adolescence education. The historical account presented helps to build an understanding of the various socio-cultural forces that led to the emergence of the existing Adolescence Education Programme (AEP). The text presents the key features of the present AEP that are imperative for its successful implementation. The UN and civil society initiatives are mapped with a view to locate the characteristic features and thrust of various interventions. The text gives some gleaning insights from available evidences regarding execution of various existing adolescent programmes, and existential realities of adolescents' lives. The book is intended for the undergraduate and postgraduate students of Education, Psychology and Sociology. Besides, the book is equally beneficial for the students opting for Psychology at their +2 level. **Educating Youth Regulation Through Psychosocial Skilling in India** SAGE Publishing India This book analyses the effects of youth development programs focusing on soft skills development. **Implementing Deeper Learning and 21st Century Education Reforms Building an Education Renaissance After a Global Pandemic** Springer Nature This open access book is a comparative analysis of recent large scale education reforms that broadened curriculum goals to better prepare students for the 21st century. The book examines what governments actually do when they broaden curriculum goals, with attention to the details of implementation. To this end, the book examines system level reforms in six countries at various levels of development. The study includes system level reforms in jurisdictions where students achieve high levels in international assessments of basic literacies, such as Singapore and Ontario, Canada, as well as in nations where students achieve much lower levels, such as Kenya, Mexico, Punjab-Pakistan and Zimbabwe. The chapters examine system-level reforms that focus on strengthening the capacity to teach the basics, as in Ontario and Pakistan, as well as reforms that aim at building the capacity to teach a much broader set of competencies and skills, such as Kenya, Mexico, Singapore and Zimbabwe. The volume includes systems at very different levels of spending per student and reforms at various points in the cycle of policy implementation, some just starting, some struggling to survive a governmental transition, and others that have been in place for an extended period of time. From the comparative study of these reforms, we aim to provide an understanding of how to build the capacity of education systems to teach 21st century skills at scale in diverse settings. **OECD Public Governance Reviews Youth at the Centre of Government Action A Review of the Middle East and North Africa A Review of the Middle East and North Africa** OECD Publishing Young people have demonstrated resilience to shocks and led positive change in their communities across the Middle East and North Africa (MENA) region. Young people (aged under 30) constitute more than half (55%) of the population across MENA, compared with 36% of the population across OECD countries. **International Handbook of Financial Literacy** Springer This Handbook presents in-depth research conducted on a myriad of issues within the field of financial literacy. Split into six sections, it starts by presenting prevalent conceptions of financial literacy before covering financial literacy in the policy context, the state and development of financial literacy within different countries, issues of assessment and evaluation of financial literacy, approaches to teaching financial literacy, and teacher training and teacher education in financial literacy. In doing so, it provides precise definitions of the construct of financial literacy and elaborates on the state and recent developments of financial literacy around the world, to show ways of measuring and fostering financial literacy and to give hints towards necessary and successful teacher trainings. The book also embraces the diversity in the field by revealing contrasting and conflicting views that cannot be bridged, while at the same time making a contribution by re-joining existing materials in one volume which can be used in academic discourse, in research-workshops, in university lectures and in the definition of program initiatives within the wider field of financial literacy. It allows for a landscape of financial literacy to be depicted which would foster the implementation of learning opportunities for human beings for sake of well-being within financial living-conditions. The Handbook is useful to academics and students of the topic, professionals in the sector of investment and banking, and for every person responsible for managing his or her financial affairs in everyday life. **Charting the course of education and HIV** UNESCO More than three decades after the identification of the virus, HIV continues to affect millions of people worldwide. Much progress has been made and infection rates are down in a number of countries. From the beginning the education sector has played a central role in responding to HIV, though its role and the contribution of school-based HIV education has been the subject of much debate. This book explores the major debates and provides an overview of how the role of the education sector and approaches to HIV education have evolved, what has been learned, emerging challenges and opportunities, and proposes a way forward for the education sector to contribute to the prevention of new infections, treatment and care, and reduce stigma and discrimination. The Education on the Move series seeks to bring research knowledge produced by various academic disciplines and within various organizations to those who can shape educational policies and drive reforms. **Life Skills Education for Youth Critical Perspectives** Springer Nature This open access volume critically reviews a diverse body of scholarship and practice that informs the conceptualization, curriculum, teaching and measurement of life skills in education settings around the world. It discusses life skills as they are implemented in schools and non-formal education, providing both qualitative and quantitative evidence of when, with whom, and how life skills do or do not impact young women's and men's lives in various contexts. Specifically, it examines the nature and importance of life skills, and how they are taught. It looks at the synergies and differences between life skills educational programmes and the way in which they promote social and emotional learning, vocational/employment education, and health and sexuality education. Finally, it explores how life skills may be better incorporated into education and how such education can address structures and relations of power to help youth achieve desired future outcomes, and goals set out in the Sustainable Development Goals (SDGs). Life skills education has gained considerable attention by education policymakers, researchers and educators as being the sine qua non for later achievements in life. It is nearly ubiquitous in global and national education policies, including the SDGs,

because life skills are regarded as essential for a diverse set of purposes: reducing poverty, achieving gender equality, promoting economic growth, addressing climate change, fostering peace and global citizenship, and creating sustainable and healthy communities. Yet, to achieve these broad goals, questions persist as to which life skills are important, who needs to learn them, how they can be taught, and how they are best measured. This book addresses these questions. **Sport, Social Development and Peace** Emerald Group Publishing This volume is part of the early systematic inquiry into the analysis of sport as a developmental device. The book features an international roster of global experts. The chapters represent three groups: theory and philosophy, empirical research in 'on-the-ground' case studies, and those using circumspection to construct cases regarding evaluation. **LIFE SKILL EDUCATION THROUGH LIFELONG LEARNING** Lulu.com **Current Debates in Education Volume 5** ijopec Publication Our lives and societies are being transformed at an incredible rate; technology and the rapid pace at which information is being generated is impacting the way that we work, relax, and overall choose to lead our lives. The rise of 3-D printing, the bitcoin, and the autonomous vehicle are painting an exciting picture for our futures. Yet, this is a picture that fewer and fewer will be able to view. Societal gaps, driven in large part by fundamental changes in education systems, technologies, and methodologies are advantaging a relative few while leaving many more lacking. This volume – a compilation of papers presented at the 2017 Current Debates in Social Sciences – brings to light issues of challenge identification and solution exploration at this 6th international meeting. Main themes addressed in this text include: Psychological Guidance and Counseling, Special Education, Teacher Preparation, Teaching Methods and Approaches, and Voices on education and social issues. **HIV/AIDS and Work Global Estimates, Impact on Children and Youth, and Response** International Labour Organization Provides estimates by the ILO of the impact of HIV and AIDS on the labour force, men and women of working-age, youth and children. **Youth at Risk in Latin America and the Caribbean Understanding the Causes, Realizing the Potential** World Bank Publications Youth at Risk in Latin America provides evidence-based guidance to policymakers that will help increase the effectiveness of their youth investment program. Drawing on the authors' detailed analyses, the book describes twenty-three policies and programs that youth development experts agree are the basis of a quality youth development portfolio, from early childhood development programs to parent training to cash transfers for positive behaviors. It also lays out strategies for implementing this effective youth portfolio in a budget-constrained environment by reallocation of resources away from. **Violence against Women and Girls Lessons from South Asia** World Bank Publications This report documents the dynamics of violence against women in South Asia across the life cycle, from early childhood to old age. It explores the different types of violence that women may face throughout their lives, as well as the associated perpetrators (male and female), risk and protective factors for both victims and perpetrators, and interventions to address violence across all life cycle stages. The report also analyzes the societal factors that drive the primarily male – but also female – perpetrators to commit violence against women in the region. For each stage and type of violence, the report critically reviews existing research from Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka, supplemented by original analysis and select literature from outside the region. Policies and programs that address violence against women and girls are analyzed in order to highlight key actors and promising interventions. Finally, the report identifies critical gaps in research, program evaluations, and interventions in order to provide strategic recommendations for policy makers, civil society, and other stakeholders working to mitigate violence against women in South Asia. **Gender Mainstreaming in Skills Development Guidance Paper and Tools** United Nations Development Programme Istanbul International Center for Private Sector in Development (UNDP IICPSD) Gender Mainstreaming in Skills Development: Guidance Paper and Tools aims to harness the transformative potential of gender mainstreaming in skills development by taking a holistic approach involving guidance and good practices at the policy, sector and implementation levels. The guide explores potential opportunities for gender mainstreaming in skills development in India – one of the world's fastest-growing economies and home to a large youth population. **Global Perspectives on Family Life Education** Springer This expansive reference examines the many types of Family Life Education (FLE) programs being offered around the world, reflecting a myriad of cultures and contexts. Coverage identifies core FLE content areas including parenting education, human sexuality, and interpersonal relationships, and details their programming in various countries over six continents, the Caribbean, and the Middle East. Contributors discuss complex challenges of program design, implementation, and evaluation, as well as connections between FLE and family prevention and intervention services. This knowledge is of great theoretical and practical utility across various fields, and is of particular interest to those developing programs for diverse populations. This unique volume: Presents in-depth information on Family Life Education programs from different countries around the world. Discusses how the socio-historic, political, and economic context of a country impacts its families and family services and programs. Covers current topics including poverty, domestic violence, and immigration. Encourages best practices and thorough understanding of the country/region. Offers recommendations for family service providers. **Global Perspectives on Family Life Education** is a trove of vital knowledge benefitting scholars and researchers as well as professors, postgraduates, graduate and undergraduate students, and practitioners in the family sciences, family life education, family therapy, social work, child and family studies, psychology, sociology, social work, cultural studies, and urban studies. **Family and Parenting Support Policy and Provision in a Global Context** United Nations In keeping with the spirit of the Convention on the Rights of the Child, family and parenting support is increasingly recognized as an important part of national social policies and social investment packages aimed at reducing poverty, decreasing inequality and promoting positive parental and child well-being. Over the past 15 to 20 years, different models of family-related services have evolved in different parts of the world. Much less documented is what drives the development of national policies and programmes in low- and middle-income countries and how the provision of family and parenting support impacts on child and adolescent well-being in these contexts. The publication aims to build the evidence base on what kind of family and parenting support works, under what conditions and for whom in order to promote child well-being in different national contexts. Case studies are included from: Belarus, Chile, China, Croatia, England, Jamaica, The Philippines, South Africa, and Sweden. **Handbook of Research on Teacher Education Pedagogical Innovations and Practices in the Middle East** Springer Nature This comprehensive book presents emergent findings and promising results in teacher education, curriculum, assessment, teaching and learning approaches, pedagogical innovations and practices, and professional development in educating the next generation of students. The volume reflects the current trends and highlights teacher education programs in all 14 MENA countries in one place. The chapters in this handbook discuss the challenges and the ways to improve teacher education by the educators in the Middle East region, including Bahrain, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, Turkey, United Arab

Emirates, and Yemen. It also provides an extensive and rich reference for future comparisons across the countries. The book contains chapters written by experienced international teacher educators who draw on their experience and expertise to perennial issues and formidable challenges in teacher preparation and meaningful school reforms. This volume is a valuable resource and essential companion for teacher educators, faculty members, staff developers, trainee teachers, undergraduate and postgraduate students, researchers, school leaders, policy-makers, and professional learning communities to refresh their knowledge and improve their understanding. This book is a must-read for anyone interested in evolving issues in teacher education in the Middle East region.

**Life Skills in English Disability, Poverty and Education** Routledge This book is a succinct and distinctive presentation of current research addressing educational issues in relation to children and young people with disabilities in Southern contexts. Even though people with disabilities are disproportionately over-represented in the majority world, there is a lack of texts which bring together empirical insights highlighting the unique socio-economic and cultural realities of these contexts and the ways in which these have shaped developments in education. This book provides a comprehensive and critical overview of a range of issues, such as the dilemmas in conceptual translations, analysis of international aid and national policies, evaluation of various educational interventions, and issues interrogating the purpose of education. Bringing together various research projects conducted in eight different countries, this book successfully captures a unique spread of cross-cultural issues. It was originally published as a special issue of the International Journal of Inclusive Education.

**The state of the world's children. 1998 UNICEF Teaching respect for all: implementation guide** UNESCO **Child Friendly Schools Manual** UNICEF This Child-Friendly Schools (CFS) Manual was developed during three-and-a-half years of continuous work, involving the United Nations Children's Fund education staff and specialists from partner agencies working on quality education. It benefits from fieldwork in 155 countries and territories, evaluations carried out by the Regional Offices and desk reviews conducted by headquarters in New York. The manual is a part of a total resource package that includes an e-learning package for capacity-building in the use of CFS models and a collection of field case studies to illustrate the state of the art in child-friendly schools in a variety of settings.

**Children on the Move** UN Millions of children are on the move, both within and between countries, with or without their parents. The conditions under which movement takes place are often treacherous, putting migrant children, especially unaccompanied and separated children, at an increased risk of economic or sexual exploitation, abuse, neglect and violence. Policy responses to protect and support these migrant children are often fragmented and inconsistent and while children on the move have become a recognised part of today's global and mixed migration flows they are still largely invisible in debates on both child protection and migration.

**Sport and International Development** Springer Investigating the capacity of sport to act both as a conduit for traditional development assistance activities and as an agent for change in its own right, this book argues that sport can contribute to the development process, particularly where traditional development approaches have difficulty in engaging with communities.

**Education for Life and Work Developing Transferable Knowledge and Skills in the 21st Century** National Academies Press Americans have long recognized that investments in public education contribute to the common good, enhancing national prosperity and supporting stable families, neighborhoods, and communities. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management - often referred to as "21st century skills." Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century describes this important set of key skills that increase deeper learning, college and career readiness, student-centered learning, and higher order thinking. These labels include both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. 21st century skills also include creativity, innovation, and ethics that are important to later success and may be developed in formal or informal learning environments. This report also describes how these skills relate to each other and to more traditional academic skills and content in the key disciplines of reading, mathematics, and science. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century summarizes the findings of the research that investigates the importance of such skills to success in education, work, and other areas of adult responsibility and that demonstrates the importance of developing these skills in K-16 education. In this report, features related to learning these skills are identified, which include teacher professional development, curriculum, assessment, after-school and out-of-school programs, and informal learning centers such as exhibits and museums.

**Key Competencies for a Successful Life and Well-Functioning Society** Hogrefe Publishing It is widely agreed that education and investment in competencies are crucial for coping with the complex demands and global challenges of today's world. But what competencies do we need for an overall successful life and a well-functioning society?

**Adolescents in Humanitarian Crisis Displacement, Gender and Social Inequalities** Routledge Adolescents in Humanitarian Crisis investigates the experiences of adolescents displaced by humanitarian crisis. The world is currently seeing unprecedented levels of mass displacement, and almost half of the world's 70 million displaced people are children and adolescents under the age of 18. Displacement for adolescents comes with huge disruption to their education and employment prospects, as well as increased risks of poor psychosocial outcomes and sexual and gender-based violence for girls. Considering these intersectional vulnerabilities throughout, this book explores the experiences of adolescents from refugee, internally displaced persons and stateless communities in Bangladesh, Ethiopia, Jordan, Lebanon, Palestine and Rwanda. Drawing on innovative mixed-methods research, the book investigates adolescent capabilities, including education, health and nutrition, freedom from violence and bodily integrity, psychosocial wellbeing, voice and agency, and economic empowerment. Centring the diverse voices and experiences of young people and focusing on how policy and programming can be meaningfully improved, this book will be a vital guide for humanitarian students and researchers, and for practitioners seeking to build effective, evidence-based policy.

**Play = Learning How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth** Oxford University Press In Play=Learning, top experts in child development and learning contend that in over-emphasizing academic achievement, our culture has forgotten about the importance of play for children's development.

**Children's Participation From Tokenism to Citizenship** UNICEF-IRC The degree to which children should have a voice in anything is the subject of strongly divergent opinion. There are many examples of children who organize themselves successfully without adult help.

Children need to know that along with any rights they have come certain responsibilities. Youth participation in decision making can range from manipulation by adults to child initiated, shared decisions with adults. Researchers can promote an active role for children through Participatory Action Research (PAR). The technique can empower children as research subjects by helping them learn about practical problems and themselves. Experience in the United Kingdom illustrates that children can participate effectively in community planning issues. Moreover, children's lives vary greatly in industrialized and developing countries. Even children in especially difficult circumstances, such as those living in industrialized countries, can be active in trying to improve their own lives. Through such participation children can develop social competence and responsibility, community development, and political self-determination. Schools provide the natural starting place for children's activism. A 25-item list of references is included. (LBG). **العنف القائم على النوع**

**UNESCO Publishing Overview: MELQO Measuring Early Learning Quality and Outcomes** UNESCO Publishing The Measuring Early Learning Quality and Outcomes (MELQO) initiative began in 2014 as part of the global emphasis on early childhood development (ECD). Led by UNESCO, the World Bank, the Center for Universal Education at the Brookings Institution and UNICEF, the initiative aims to promote feasible, accurate and useful measurement of children's development and learning at the start of primary school, and of the quality of their pre-primary learning environments. Items are designed for children between the ages of 4 and 6 years. Following the premise that many existing tools include similar items, the leading organizations' core team worked with a consortium of experts, non-governmental organizations (NGOs) and multilaterals to build upon current measurement tools to create a common set of items organized into modules for measuring: 1) early childhood development and learning, and 2) the quality of pre-primary learning environments. The MELQO core team and experts also collaborated to outline a process for context-specific adaptation of the measurement modules resulting from lessons learned from field-testing in several countries in 2015 and 2016. The modules are designed to be implemented at scale, with an emphasis on feasibility for low- and middle-income countries (LMICs). A key question addressed by MELQO was the balance between a global tool suitable for use everywhere, and local priorities and goals for children's development. [Introduction, ed]