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OECD Skills Studies OECD Skills Strategy Diagnostic Report: Spain 2015 OECD,2015-09-22 Spain's economy is showing clear signs of recovery after a protracted recession. Despite these positive developments, significant challenges remain. Spain has amongst the highest unemployment rates in the OECD and the Spanish economy was still smaller in 2014 than it was in 2007. While the *International and Comparative Librarianship* Peter Johan Lor,2019-06-17 Based on his extensive experience in international librarianship, Peter Johan Lor, South Africa's first National Librarian and a former Secretary General of the IFLA, has written the first comprehensive and systematic overview of international and comparative librarianship. His book provides a conceptual framework and methodological guidelines for the field and covers the full range of international relations among libraries and information services, with particular attention to the international political economy of information, the international diffusion of innovations, and policy in library and information services, LIS development, and international aid. It concludes with a discussion of the practical relevance and future of international and comparative studies in LIS. See a short interview with Peter Lor on his work <https://www.ifla.org/node/92590> **Perspectives on Lifelong Learning and Global Citizenship** Sarah Stanlick, Whitney Szmodis,2022-09-06 This book lays the groundwork for the future of global citizenship and it discusses where we are now, where to go from here, and how all of this fits into a lifelong learning context. It incorporates case studies, meta-narratives, and empirical studies to support cosmopolitanism through a lifelong learning lens and is a must-read for educators, activists, non-governmental organizations, civil society, and community organizations. The framing for this book is with the United Nations Sustainable Development Goal 4 in mind, ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, with the intent that all learners will acquire the knowledge, skills, and attitudes necessary to promote sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development. UN Sustainable Development Goal target 4.7. It is through this lens that this book showcases the work of researchers, practitioners, civil society, and thought leaders in global citizenship for lifelong learning. While this tension between nationalism and cosmopolitanism exists, the wheels of globalization still turn and shape our local, national, and global connections. Through this exploration, this book lifts up examples of global citizenship education done well across the age spectrum and in a variety of contexts. The binding factor is the core values, ethics, and moral structure of a world in collaboration toward its larger human and ecological thriving. It unpacks complex topics such as ethical and cultural relativism, accountability, and responsibility in a global world, decolonial education, and unmaking ideas of development and ethical models for community-based global learning and engagement. What voices are missing in the discussion of global learning and global citizenship education? *Global Perspectives on Learning Cities* Séamus Ó Tuama, Eric Agbessi, Tina Neylon,2025-09-01 This book examines the social, political, and economic rationales which lead to

the development of learning cities in diverse settings in Africa Australia Asia and Europe Many of the contributors are practitioners who have played an active part in the development of their learning city Some contributors are both practitioners and researchers on learning cities Some are primarily researchers who are focused on understanding learning cities gauging the benefits and potential of learning cities and formulating new theories and approaches The book also includes interviews with and contributions from key founding figures in the learning cities movement and in the development of UNESCO s Global Network of Learning Cities The book explores diverse initiatives that are shaping the lives of people in cities today and into the future fostering inclusivity sustainability and resilience Each chapter offers a unique perspective on the transformative power of lifelong learning and collective commitment Contributors share their insights from grassroots to high level policy discussions shedding light on the challenges and triumphs encountered along the way This is the first major book looking at learning cities across the globe from both theoretical and practical perspectives What sets it apart is the diversity in the material offered and the geographical and cultural spread of contexts Cities are becoming ever more important to the future of humanity learning cities are a vast laboratory of new and innovative ways in which people can learn together to create more fulfilling lives better opportunities and put into practice on a daily basis the four principles outlined in the Delors Report 1996 Learning to know Learning to do Learning to live together Learning to be This book is a valuable resource for policymakers educators and community leaders striving to build more inclusive and sustainable societies Whether embarking on the journey of developing a learning city or seeking inspiration from successful initiatives readers will find practical insights and thought provoking perspectives within these pages

The Statesman's Yearbook 2015 B. Turner, 2016-12-27 Now in its 151st edition The Statesman s Yearbook continues to be the reference work of choice for accurate and reliable information on every country in the world Covering political economic social and cultural aspects the Yearbook is also available online for subscribing institutions <http://www.statesmansyearbook.com>

Africa and the Sustainable Development Goals Maano Ramutsindela, David Mickler, 2019-06-13 The book draws upon the expertise and international research collaborations forged by the Worldwide Universities Network Global Africa Group to critically engage with the intersection in theory and practice of the Sustainable Development Goals SDGs and Africa s development agendas and needs Further it argues that and demonstrates how the SDGs should be understood as an aspirational blueprint for development with multiple meanings that are situated in dynamic and contested terrains As the SDGs have substantial implications for development policy and resourcing at both the macro and micro levels their relevance is not only context specific but should also be assessed in terms of the aspirations and needs of ordinary citizens across the continent Drawing on analyses and evidence from both the natural and social sciences the book demonstrates that progress towards the SDGs must meet demands for improving human well being under diverse and challenging socio economic political and environmental conditions Examples include those from the mining industry public health employment and the media In

closing it highlights how international collaboration in the form of research networks can enhance the production of critical knowledge on and engagement with the SDGs in Africa

The Gender Pay Gap and Social Partnership in Europe Hazel Conley, Donata Gottardi, Geraldine Healy, Barbara Mikołajczyk, Marco Peruzzi, 2018-12-06 The gender pay gap GPG exists in every European country but it varies considerably even in EU member states covered by the same legal principles on pay equality Part of the variation can be explained by different patterns of social partnership With current policy pressure to de-centralise collective bargaining and increase the percentage of pay linked to productivity what role can social partnership play in tackling the GPG Reporting on the findings of the European Commission funded research project Close the Deal Fill the Gap this book uses an interdisciplinary analysis involving legal economic and sociological expertise to explore the role of social partnership in GPG in Italy Poland and the UK Selected on the basis of their contrasting profiles in terms of legal regulation industrial relations systems of collective bargaining coverage of collective agreements and differing rates of the GPG the in depth study provides important insights into the main issues underlying the problem of reducing the gender pay gap which have led to guidelines in the negotiation of arrangements on GPG related issues Based on a unique comparative interdisciplinary and action oriented research project it will be of great interest to all researchers and advanced students with an interest in women's representation in the workforce and the gender pay gap as well as practitioners and policy makers in organisations such as trade unions and employers associations

OECD Skills Studies Towards a Skills Strategy for Southeast Asia Skills for Post-COVID Recovery and Growth OECD, 2021-03-02 Skills are central to the capacity of countries and people to thrive in a rapidly changing world Recovering from the COVID 19 pandemic will require countries to coordinate interventions to help recent graduates find jobs reactivate the skills of displaced workers and use skills effectively in workplaces

Learning Inclusion in a Digital Age Stephen Dobson, Brit Svoen, Gabriella Agrusti, Pip Hardy, 2024-02-22 This open access book considers how inclusive learning wellbeing and active citizenship can be encouraged taught learnt and supported in a digital world The book poses and seeks to address three questions How can governments and intergovernmental organisations support learning inclusion and active citizenship How can the education sector and public private enterprises support learning inclusion and active citizenship How can professionals and communities work with vulnerable adults who are disadvantaged in a participatory empowering manner The Examples discussed in the book draw on the experiences of adult refugees and migrants as well as people who may experience disadvantage and or discrimination as a result of their social economic political cultural religious physical mental age or gender related status One methodological pillar in this work is the development of skills in digital storytelling and digital stories creation for personal community and professional purposes Conceptually and of interest for researcher and policy makers at local national and transnational levels this book brings together a number of related concepts to generate innovative understanding and practices of applied relevance in the age of the pandemic and its aftermath

The Handbook of Adult and Continuing Education Tonette S.

Rocco, M Cecil Smith, Robert C. Mizzi, Lisa R. Merriweather, Joshua D. Hawley, 2023-07-03 Co published with Colleges and universities are increasingly becoming significant sites for adult education scholarship in large part due to demographic shifts With fewer U S high school graduates on the horizon higher education institutions will need to attract non traditional i e older adult learners to remain viable both financially and politically There is a need to develop a better corpus of scholarship on topics as diverse as what learning theories are useful for understanding adult learning How are higher education institutions changing in response to the surge of adult students What academic programs are providing better learning and employment outcomes for adults in college Adult education scholars can offer much to the policy debates taking place in higher education A main premise of this handbook is that adult and continuing education should not simply respond to rapidly changing social economic technological and political environments across the globe but should lead the way in preparing adults to become informed globally connected critical citizens who are knowledgeable skilled and open and adaptive to change and uncertainty The Handbook of Adult and Continuing Education provides rich information on the contemporary issues and trends that are of concern to adult and continuing education of the programs and resources available to adult learners and of opportunities to challenge and critique the structures embedded in the field that perpetuate inequity and social injustice Adult education is a discipline that foresees a better tomorrow and The Handbook is designed to engage and inspire readers to assist the field to seek new paths in uncertain and complex times ask questions and to help the field flourish The Handbook is divided into five sections The first Foundations situates the field by describing the developments core debates perspectives and key principles that form the basis of the field The second Understanding Adult Learning includes chapters on adult learning adult development motivation access participation and support of adult learners and mentoring Teaching Practices and Administrative Leadership the third section offers chapters on organization and administration program planning assessment and evaluation teaching perspectives andragogy and pedagogy public pedagogy and digital technologies for teaching and learning The fourth section is Formal and Informal Learning Contexts Chapters cover adult basic GED and literacy education English as a Second Language Programs family literacy prison education workforce development military education international development education health professions education continuing professional education higher education human resource development and workplace learning union and labor education religious and spiritual education cultural institutions environmental education social and political movements and peace and conflict education The concluding Contemporary Issues section discusses decolonizing adult and continuing education adult education and welfare teaching social activism lesbian gay bisexual trans queer and straight allies gender and its multiple forms disability older adults and intergenerational identities race and ethnicity working class whiteness and privilege and migrants and migrant education The editors culminate with consideration of next steps for adult and continuing education and priorities for the future

Promoting sustainable local economic development initiatives Marius Venter, 2022

This book endeavours to outline case studies that promote sustainable Local Economic Development LED initiatives It is generally believed that local governments are the foot soldiers of LED However this seems to be a myth as local governments in South Africa and elsewhere have not yet fulfilled this mandate and have been struggling for several years to implement LED initiatives The distinctive merit of this book lies in the way it combines the South African context with the wider international development context in ways that there is a flow of information and ideas both ways The book is an essential part of this sequence of ideas development and action at a critical time for strategic action directed at a sustainable future It showcases case studies and responses to the impacts of globalisation as a bridge between urban rural and institutional action and reveals avenues for local government leadership in communities research student engagement and wider interactions

Re-thinking Adult Education Research. Beyond the Pandemic Vanna Boffo, Regina Egetenmeyer, 2023-08-04 This work is the result of the European INTALL Project International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning 2018 2021 From early September 2018 to the end of August 2021 this project allowed us to build knowhow about some specific issues of adult education The latest meeting of the INTALL project partners led to a conference about the role of Adult Education Research during and after Covid 19 and the importance of re thinking Lifelong and Lifewide Learning for the future Based on four sections Innovation and Future Competences in Adult Education Research Professionalisation in Adult Education Sustainability Inclusion and Wellbeing Topics for Adult Society and Smart Cities and Learning and Teaching in Higher Education in Post Pandemic Time A Digital Transformation the volume represents an opportunity to foster a debate on key issues in the field of Adult Learning and Education across Europe *The Statesman's Yearbook 2016* Nick Heath-Brown, 2017-02-07 Now in its 152nd edition The Statesman s Yearbook continues to be the reference work of choice for accurate and reliable information on every country in the world Covering political economic social and cultural aspects the Yearbook is also available online for subscribing institutions www.statesmansyearbook.com

Economic Outlook for Southeast Asia, China and India 2020 Rethinking Education for the Digital Era

OECD, 2019-12-11 The Economic Outlook for Southeast Asia China and India is a bi annual publication on regional economic growth development and regional integration in Emerging Asia It focuses on the economic conditions of Association of Southeast Asian Nations ASEAN member countries Brunei Darussalam Cambodia Indonesia Lao PDR Malaysia Myanmar the Philippines Singapore Thailand and Viet Nam It also addresses relevant economic issues in China and India to fully reflect economic developments in the region

Global Perspectives on Recognising Non-formal and Informal Learning

Madhu Singh, 2015-06-05 This book deals with the relevance of recognition and validation of non formal and informal learning education and training the workplace and society In an increasing number of countries it is at the top of the policy and research agenda ranking among the possible ways to redress the glaring lack of relevant academic and vocational qualifications and to promote the development of competences and certification procedures which recognise different types

of learning including formal non formal and informal learning The aim of the book is therefore to present and share experience expertise and lessons in such a way that enables its effective and immediate use across the full spectrum of country contexts whether in the developing or developed world It examines the importance of meeting institutional and political requirements that give genuine value to the recognition of non formal and informal learning it shows why recognition is important and clarifies its usefulness and the role it serves in education working life and voluntary work it emphasises the importance of the coordination interests motivations trust and acceptance by all stakeholders The volume is also premised on an understanding of a learning society in which all social and cultural groups irrespective of gender race social class ethnicity mental health difficulties are entitled to quality learning throughout their lives Overall the thrust is to see the importance of recognising non formal and informal learning as part of the larger movement for re directing education and training for change This change is one that builds on an equitable society and economy and on sustainable development principles and values such as respect for others respect for difference and diversity exploration and dialogue

Essential Readings in International and Comparative Adult Education Jost Reischmann, 2021-06-01 Often in international comparative studies it is difficult to refer to older basic texts because they are hidden in old publications difficult to locate This book makes a selection of such old but essential texts available and wants to document the long history of the international comparative perspective Standing on the shoulder of giants allows not only a grounded look back but hopefully also a reliable and experience based look in the future The editor of this book Jost Reischmann Prof em Bamberg University Germany has a long history in international and comparative adult education He presented papers on conferences around the world from San Diego USA to Seoul Korea When the International Society for Comparative Adult Education ISCAE was founded in 1992 he became the first president and developed this society over many years We hope this new book will help old timers and new comers to contribute to the enriching world of international comparative adult education

Cross-Bordering Dynamics in Education and Lifelong Learning Hideki Maruyama, 2019-11-19 Education as a concept has long been taken for granted Most people immediately think of schools and colleges of classes and exams This volume aims to highlight non formal education NFE in its various forms across different historical and cultural contexts Contributors draw upon their experience as educators and researchers in comparative education and sociology to elucidate compare and critique NFE in Asia Europe Latin America and the USA By mapping out NFE s forms functions and dynamics this volume gives us the opportunity to reflect on the myriad iterations of education to challenge preconceived limitations in the field of education research Only by expanding the focus beyond that of traditional schooling arrangements can we work towards a more sustainable future and improved lifelong learning This book will appeal to researchers interested in non formal education and comparative education

Religious Identity and Social Change David Radford, 2015-06-19 Religious Identity and Social Change offers a macro and micro analysis of the dynamics of rapid social and religious change occurring

within the Muslim world Drawing on rich ethnographic and quantitative research in Kyrgyzstan Central Asia David Radford provides theoretical insight into the nature of religious and social change and ethnic identity transformation exploring significant questions concerning why people convert and what happens when they do so A crisis of identity occurs when religious conversion takes place especially from one major religious tradition Islam to another Christianity and where religious identity is intimately connected to ethnic and national identity Radford argues for the importance of recognising the socially constructed nature of identity involving the dynamic interplay between human agency culture and social networks Kyrgyz Christians have been active agents in bringing religious and identity transformation building upon the contextual parameters in which they are situated *The Future of English Teaching Worldwide* Andrew Goodwyn, Cal Durrant, Wayne Sawyer, Lisa Scherff, Don Zancanella, 2018-10-31 The seminal Dartmouth Conference 1966 remains a remarkably influential moment in the history of English teaching Bringing together leading voices in contemporary English education this book celebrates the Conference and its legacy drawing attention to what it has achieved and the questions it has raised Encompassing a multitude of reflections on the Dartmouth Conference *The Future of English Teaching Worldwide* provides fresh and revisionist readings of the meeting and its leading figures Chapters showcase innovative and exciting new insights for English scholars and address both theoretical and practical elements of teaching English in a variety of settings and countries Covering topics including the place of new media in English curricula the role of the canon poetry and grammar the text is divided into three accessible parts Historical perspectives Dartmouth today why it still matters Reflections but for the future This powerful collection will be of value to researchers postgraduate students literature scholars practitioners teacher educators trainee and in service teachers as well as other parties involved in the teaching and study of English

Knowledge and Change in African Universities Michael Cross, amasa ndofirepi, 2017-01-28 Besides the ongoing concern with the epistemological and theoretical hegemony of the West in African academic practice the book aims at understanding how knowledge is produced and controlled through the interplay of the politics of knowledge and current intellectual discourses in universities in Africa In this regard the book calls for African universities to relocate from the position of object to subject in order to gain a form of liberated epistemological voice more responsive to the social and economic complexities of the continent In itself this is a critical expos of contemporary practices in knowledge advancement in the continent Broadly the book addresses the following questions How can African universities reinvent knowledge production and dissemination in the face of the dominant Eurocentricism so pervasive and characteristic of academic practice in Africa to enhance their relevance to the contexts in which they operate How can such change particularly at knowledge production and distribution levels be undertaken without falling into an intellectual and discursive ghettoization in the global context What then is the role of academics policy makers and curriculum and program designers in dealing with biases and distortions to integrate policies knowledge and pedagogy that reflect current cultural diversity both local and

global Against this backdrop while some contributions in this book argue that emancipatory epistemic voice in African universities is not yet born or it is struggling with little success many dissenting voices charge that if Africans do not take responsibility and construct knowledge strategies for their own emancipation who will

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