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International Perspectives on Workforce Education and Development

IAP Development of this text has been based on the notion that workforce education and development (WFED) systems—such as, secondary and postsecondary vocational and technical education (VTE), career education and guidance, human resource and organizational development (HROD), and adult training and retraining including literacy programs—have essential roles to play in supporting both individual and national efforts to successfully participate in and reap the benefits offered by globalization. While this assumption has intuitive appeal, not everyone believes that vocational preparation programs result in positive outcomes. Psacharopoulos (1997), an outspoken international critic of vocational education and training, argues that WFED programs often have a low rate of return on a country's investment when compared to that of the general academic curriculum. He contends that WFED initiatives often fail because too much emphasis is placed on these efforts to address myriad complex issues, and that decision makers do not utilize the available evidence about VTE to make prudent, informed choices. Instead, major players in the global economy like the World Bank tout basic academic education as an essential priority for developing countries wanting to enter into global markets and exchange.

International Perspectives on Early Years Workforce Development

Critical Publishing This up to date text is suitable for students on all early years and early childhood courses as well as interested practitioners. It looks at the current structure of the early childhood education and care (ECEC) workforce in different countries, each of which represents a distinct philosophical tradition, tracing what has shaped this structure and examining how politics and policy have moulded the workforce over time. Each chapter analyses historical, philosophical and political developments in the respective country and looks at key theorists, the concepts of childhood that have shaped the workforce and the pedagogical approach. The unique aspects of each country are highlighted along with a consideration of what the future might hold for the workforce. Students and practitioners will achieve a more critical understanding of current practice and the beliefs which underpin particular pedagogical approaches while being encouraged to question their own values and practice.

Promoting and Sustaining a Quality Teacher Workforce

Emerald Group Publishing The volume considers teacher professionalization by examining how to create pipelines from secondary education into teaching; preparing teacher educators; creating linkages between providers of teacher education and the schools.

International Education and the Next-Generation Workforce

Competition in the Global Economy

Information Science Reference Education is the first stage in developing a viable, dynamic, and long-lived global economy. Unfortunately, in times of economic hardship, educational programs, teacher salaries, and extracurricular opportunities are often the first to be cut. *International Education and the Next-Generation Workforce: Competition in the Global Economy* presents a detailed discussion of present educational principles and policies, and their impact on the effectiveness of education in a multi-national context. The chapters in this pivotal reference contribute to the body of literature bridging the gap between the fields of business and education, providing educators and business professionals at all levels with an instruction manual for the next generation of employment-focused teaching and learning.

International Perspectives and Strategies for Managing an Aging Workforce

IGI Global Older employees are often seen as an obstacle and not as an opportunity for companies, especially regarding the transfer of knowledge and experience. Effective development and utilization of older professional and managerial employees is an important issue as most organizations are not prepared to tailor their training methods to the needs and preferences of these employees due to negative stereotypes. Managing a rapidly aging workforce and sustaining economic dynamism calls for systematic research to prevent age discrimination due to an incomplete knowledge of older workers and politically challenging policy choices that require strong political commitments, robust management leadership, and social consensus. *International Perspectives and Strategies for Managing an Aging Workforce* examines the differences in stereotypes of older employees compared to younger employees in companies; analyzes the impact of the aging workforce on retention, productivity, and well-being; and investigates organizational systems, processes, and practices for managing older workers. Covering a range of topics such as retention and retirement, this reference work is ideal for researchers, academicians, practitioners, business owners, managers, human resource workers, instructors, and students.

Comparative International Perspectives on Education and Social Change in Developing Countries and Indigenous Peoples in Developed Countries

IAP Democratizing educational access and building capacity in developing countries and amongst indigenous peoples in developed countries may be elusive but are hopeful goals. Many developing countries are striving to reengineer their incoherent education systems at a time when they are most vulnerable, particularly with susceptibility to natural disasters, political unrests, and economic instabilities (UNESCO, 2007). Similarly, indigenous peoples in developed countries are seeking more control over education as they consider the long-term effects of educational policies that have been forced on them. Research on education and social change in developing countries has a long history (Glewwe, 2002; Hanushek, 1995; Sider, 2011). However, there is limited research on educational capacity-building in developing countries such as Kenya, Honduras, Haiti, Ghana, Hong Kong, India, Peru, China, and Thailand. Further, the educational frameworks by which Indigenous peoples (M?ori, Canada's First Nations, and American Indian/Alaska Natives) have been educated have some significant similarities to those encountered in developing countries. The compilation of chapters illuminates research and collaborative initiatives between the authors and local leaders in developing countries' and Indigenous peoples in developed countries' efforts to solve the complexity of social inequities through educational access and quality learning. The authors draw on theoretical lens, knowledge bases, and strategies, and identify trends and developments to provide the scope of educational improvement in a globalization context (Brooks & Normore, 2010; Jean-Marie, Normore & Brooks, 2009).

International Feminist Perspectives on Educational Reform

The Work of Gail Paradise Kelly

Routledge Originally published in 1996. This volume brings together articles by Gail Paradise Kelly spanning a twenty-year period. It represents an aspect of the history of the feminist movement as related to education. Early articles from 1970 onwards consider experiences of the students' campus feminist movement of the late '60s and then move on to focus on education of women in the Third World. Some co-authored articles are included which looked at school process and directions for research. As a whole the articles input to the discussion on how to study education and its meaning in society, with particular reference to feminist thinking.

International Perspectives on Lifelong Learning

Psychology Press Today, everyone is talking about lifelong learning. Schooling is not enough: we must take responsibility and continue to learn throughout our lives. This collection examines theory and practice in lifelong learning from a range of international standpoints. What the policy rhetoric means, and how practice is really changing, are discussed in studies of lifelong learning in higher education, workplaces, schools, social movements, international organizations and national governments. This book is essential reading for lecturers, researchers and course developers in higher education, providing them with a thought-provoking overview of lifelong learning in an international context.

Managing Workforce Development in the 21st Century: Global Reflections and Forward Thinking in the New Millennium

Informing Science The book begins with the premise that workforce education is a global issue and is becoming increasingly competitive. It is important for the reader to understand the concept of work historically, as well as its meaning and implications to individuals. Understanding this history leads to better instruction, education, and training, which can solve many human performance problems in the workplace. Workforce Education, Occupational, Training, Instruction or Career Education, Vocational Education or Technical Education is used interchangeably throughout this book. The concept of today's workforce development is universal. As a college professor, I believe I have an ethical obligation to promote learning, to ensure health and safety, to protect the public and private trust, and to promote the transfer of learning. A second premise of this book is that there are common issues and problems in the workplace. This book provides, in a single volume, the knowledge base common to all work settings for today's students, regardless of their specialty. Thus, the book was designed for students to think globally and to understand how to be and what it takes to be competitive in the global economy.

International and Comparative Education

Contemporary Issues and Debates

Routledge International and Comparative Education offers detailed and wide-ranging illustrations of the ways in which comparison can illuminate our understanding of contemporary education systems by exploring issues in relation to specific educational sectors, from early-years and primary schooling, through to further, adult and higher education. Key areas and debates examined include: Alternative education provision Early-years pedagogy and training Spiritual, moral, social and cultural development in primary schooling Work-related learning in secondary schools The world of private tutoring Economic austerity and further education Apprenticeships and vocational education Adult education and training Higher education in a globalised world Teacher training and international rankings. Drawing on these wide-ranging themes across a number of national contexts to provoke critical thinking and reflection, each chapter includes discussion points and further reading, providing a valuable resource for all Education Studies students.

Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning

Tools for Lifelong Learning

IGI Global As the 21st century has seen, lifelong learning has become more important as many countries have emerged into "learning societies". With these learning societies, adult and community education, along with new technologies, play a major role in shaping and reshaping their economic, political, and cultural realities. Handbook of Research on Technologies for Improving the 21st Century Workforce: Tools for Lifelong Learning addresses how technologies impact the combination of workforce education and adult learning. This comprehensive collection of research from leading authorities and front line faculty seeks to equip adult learners/employees with the right knowledge and skills to continue to contribute to the economy given the importance of the essential role of technologies.

Transforming Early Childhood in England:

Towards a Democratic Education

UCL Press Early childhood education and care has been a political priority in England since 1997, when government finally turned its attention to this long-neglected area. Public funding has increased, policy initiatives have proliferated and at each general election political parties aim to outbid each other in their offer to families. *Transforming Early Childhood in England: Towards a Democratic Education* argues that, despite this attention, the system of early childhood services remains flawed and dysfunctional. National discourse is dominated by the cost and availability of childcare at the expense of holistic education, while a hotchpotch of fragmented provision staffed by a devalued workforce struggles with a culture of targets and measurement. With such deep-rooted problems, early childhood education and care in England is beyond minor improvements. In the context of austerity measures affecting many young families, transformative change is urgent.

Globalization, Lifelong Learning and the Learning Society

Sociological Perspectives

Routledge This book critically assesses the learning that is required and provided within a learning society and gives a detailed sociological analysis of the emerging role of lifelong learning with examples from around the globe. Divided into three clear parts the book: looks at the development of the knowledge economy provides a critique of lifelong learning and the learning society focuses on the changing nature of research in the learning society. The author, well-known and highly respected in this field, examines how lifelong learning and the learning society have become social phenomena across the globe. He argues that the driving forces of globalisation are radically changing lifelong learning and shows that adult education/learning only gained mainstream status because of these global changes and as learning became more work orientated.

Education and the Reverse Gender Divide in the Gulf States

Embracing the Global, Ignoring the Local

Teachers College Press In this groundbreaking work, the author provides a close examination of the relationship between gender and education in the Gulf Cooperation Countries (GCC) and reveals that women's participation and achievement in education is rapidly outpacing that of men's. Ridge refers to this situation as a "reverse gender divide" and examines the roots and causes of this imbalance, as well as implications for the future. Based on timely material that is largely unavailable to other scholars, the book further describes how GCC countries, in their desire to be perceived as modern nation states, have enacted and embraced education policies that leave no space for local policymakers to acknowledge boys' deficits and challenges. In addition to the important implications for educational policy and practice, the author also explores wider social and political issues, such as the impact on the workforce and future sustainable development in the region. "This book offers a refreshing perspective on education in the Gulf States. Reframing the conversation about gender equity in education, Natasha Ridge studies how teachers and schools contribute to the growing educational marginalization of young boys in the Middle East. This book should be required reading for anyone interested in the region and in deeply understanding the centrality of gender equity as a goal of modern education." —Fernando M. Reimers, Ford Foundation Professor of International Education, Harvard Graduate School of Education "Focusing on the resource-rich monarchy states of the Arabian Gulf, Natasha Ridge makes a compelling and nuanced case that the international discourse on gender and education has overlooked the growing academic marginalization of boys. Analyzing relevant political, economic, and social factors, she provides a critically important study that dispels myths, examines the impacts of gender-related educational disparity, and offers thought-provoking suggestions relevant in the Gulf countries and beyond." —Ann Austin, professor, Higher, Adult, and Lifelong Education, Michigan State University "This volume provides a well-researched and insightful examination of gender differences in school achievement and retention in the Gulf States. It makes a timely and important contribution as it debunks widely held misconceptions and adds nuance to our understanding of the dynamics of education and employment in the region. This volume in a 'must-read' both for those concerned with gender issues in education and those interested in the social and economic development of the Middle East." —David W. Chapman, professor, University of Minnesota Natasha Ridge is the executive director of the Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research based in Ras Al Khaimah (RAK), UAE. She has also been an educational consultant for the World Bank, UNICEF, and USAID in Kyrgyzstan, Tajikistan, and Uzbekistan.

Gender, Equality and Education from International and

Comparative Perspectives

Emerald Group Publishing Investigates the often controversial relationship between gender, equality and education from international and comparative perspectives. This volume also investigates whether gender equality in education is really being achieved in schools around the world or not.

Advancing Women in Science

An International Perspective

Springer Many countries have implemented policies to increase the number and quality of scientific researchers as a means to foster innovation and spur economic development and progress. To that end, grounded in a view of women as a rich, yet underutilized knowledge and labor resource, a great deal of recent attention has focused on encouraging women to pursue education and careers in science – even in countries with longstanding dominant patriarchal regimes. Yet, overall, science remains an area in which girls and women are persistently disadvantaged. This book addresses that situation. It bridges the gap between individual- and societal-level perspectives on women in science in a search for systematic solutions to the challenge of building an inclusive and productive scientific workforce capable of creating the innovation needed for economic growth and societal wellbeing. This book examines both the role of gender as an organizing principle of social life and the relative position of women scientists within national and international labor markets. Weaving together and engaging research on globalization, the social organization of science, and gendered societal relations as key social forces, this book addresses critical issues affecting women's contributions and participation in science. Also, while considering women's representation in science as a whole, examinations of women in the chemical sciences, computing, mathematics and statistics are offered as examples to provide insights into how differing disciplinary cultures, functional tasks and socio-historical conditions can affect the advancement of women in science relative to important variations in educational and occupational realities. Edited by three social scientists recognized for their expertise in science and technology policy, education, workforce participation, and stratification, this book includes contributions from an intellectually diverse group of international scholars and analysts and features compelling cases and initiatives from around the world, with implications for research, industry practice, education and policy development.

Adult Education

International Perspectives From China

Routledge Originally published in 1987 and now with an updated preface, this book distils and reflects upon major issues confronting adult educators worldwide. Theories, practices and systems of adult education unify the contradictions between different traditions and phases, drawing on the distinctive perspective offered by the Chinese setting and experience of the Shanghai Adult Education Research Society on which the book is based.

Education and Corporate Social Responsibility

International Perspectives

Emerald Group Publishing This volume examines the practice of embedding corporate social responsibility into academic curricula.

Women in STEM Careers

International Perspectives on Increasing Workforce Participation, Advancement and Leadership

Edward Elgar Publishing Adopting an international perspective, this book draws on current research from the United States, Australia and Europe examining women's participation, advancement and leadership in STEM fields. The book explores the nature of STEM careers across indu

International Perspectives in the Early Years

SAGE 'This informative and wide-ranging book argues persuasively for the value of multiple perspectives, both international and disciplinary, in the study and practice of early childhood education, because they feed our imaginations and provoke us to think. And while illustrating the many differences that exist between countries, it highlights the shared issues confronting us, wherever we live.' - Emeritus Professor Peter Moss, Institute of Education,

University of London Stemming from original research in the field, a range of expert contributors explore the key themes and debates surrounding international perspectives on Early Childhood Education and Care (ECEC). Drawing on studies carried out in Norway, Mexico, France, Hungary and many more countries, the book covers a wide range of topics including: the relationship between early childhood and primary education gender and play in ECEC curriculum inclusion early interventions working with families place-based learning With case studies, detailed suggestions for further reading at different levels and discussion points, this is a key text for students of Early Years at all levels, from Foundation Degree to Masters, as well as current early years practitioners. Linda Miller is Professor Emeritus of Early Years, The Open University. Claire Cameron is Senior Reader in Education at the Thomas Coram Research Unit, Institute of Education, University of London.

Early Childhood Educational Research

International Perspectives

SAGE Early Childhood educational research is a constantly evolving field. This book brings together Cathy Nutbrown's considerable knowledge and expertise in the field, to deliver a comprehensive and critical overview of national and international research. The strengths of various types of research, and their influence on theory, policy and practice, are identified along with new and emerging research areas, and anticipated future topics and patterns of research. Through an analytical discussion of research topics addressing Children, Adults and Pedagogy, these key areas are highlighted: - Issues in research design - Types of and trends in methodological approaches - The ethics of research With digestible chapter introductions, thinking points and suggestions for research or dissertation topics, readers are also able to locate their own work in an international landscape. This is the perfect 'go to' resource for all early childhood education and social science researchers.

Productivity, Education and Training

Facts and Policies in International Perspective

Cambridge University Press The first comprehensive account of ten years of research into the problem of the training, employment and productivity of low-skilled personnel in advanced economies.

Talent Development and the Global Economy

Perspectives from Special Interest Groups

IAP Talent has been identified as the only differentiator for an organization's, nations' or any region's success in this uncertain, complex, competitive and global environment. Ulrich (2008) defined talent as the equation of 3Cs: Talent = Competence x Commitment x Contribution. Malaeb and Chanaron (2010, p. 2), noted "Competence means that employees have the skills and abilities today and in the future for required business results. ... Commitment means that employees are involved and engaged ... while Contribution means that employees find personal abundance at occupation ..." While Ulrich (2008) observed that commitment focused on meaning and identity and other restraints that tap employee's heart. This book is unique in many ways, which makes it extraordinary. First, unlike other books that have examined issues of change facing the global economy no book has examined the issue of talent development from the perspective of special interest groups including management international students, women refugees, refugees, non-governmental organizations, for profit, for benefit and nonprofit organizations. Thus, talent development world over has become one of the most important issues when it comes to developing human resources especially through education and training. The book presents pertinent research and practice on talent development management and argues that the term talent development broadly refers to management and development of high performing and high potential individuals in society required to carry out critical organizational and society roles aimed at improving human development. The contributors of the book chapters include individuals actively involved in research, teaching and practice in higher education and in business and industry. The chapters are based on empirical data, including review of relevant literature. The book also recognizes that talent development is more than just crisis management and includes best talent management practices, shared governance, meaningful reforms, strategic planning, transparency and accountability, social justice and respect for human life and the need to develop humane organizations and humane communities. The contributions take cognizance of the fact that talent development as a concept is facing fundamental changes in the global knowledge economy, and especially with political changes taking place world over. Contributors also take cognizance of the fact that one important source of change in society has been the accelerating speed of scientific and technological advancement driven by the power of the Internet hence the need to develop talent for the 21st century and beyond. The book is basically an academic book for use by undergraduates and graduate students at universities, for-profit, for-benefit, and non-profit organizations, policy makers and formulators in ministries of Education; supra national organizations, foreign organizations multilateral organizations, non-governmental organizations, community based organizations as well as development stakeholders, and community organizers.

The Handbook of Adult and Continuing Education

Stylus Publishing, LLC Co-published with 

<https://styluspub.presswarehouse.com/uploads/9eb60c1a1c8a062854c084a766b20ce73378aad.jpg> 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.

Training for a Smart Workforce

Routledge A fresh, challenging, international perspective on the issues involved in building a smart workforce. Written by leading analysts and practitioners from Australia, New Zealand, Sweden and the USA, issues of competence and expertise are considered.

Working and Educating for Life

Feminist and International Perspectives on Adult Education

Routledge Originally published in 1992, this book presents an alternative view of adult education. The author moves the analysis from the usual focus in adult education literature on skills and skill deficits, and concentrates instead on the educational potential of work itself. By linking issues of gender and the developing world, an alternative concept of work and productivity is formulated, serving as the basis for new approaches and paradigms in adult education. The book draws on two decades of studying critical social, political and economic, educational and feminist theory and examines the link between the international and sexual division of labour, and at the relationship between work, nature and technology.

14-19 Education

Policy, Leadership and Learning

SAGE 'AT LAST, A BOOK ABOUT THIS MOST VEXED PART OF THE CURRICULUM WHICH IS OBJECTIVE, HONEST AND RESEARCH-BASED. These two well-established authors have done what even supposedly neutral writers of official reports have been unable to do and this is because they emerge as having only one 'axe to grind', namely what is best

for the students and the country. Showing only too clearly the confusions and competitions which have bedevilled provision for this age group, THE AUTHORS' VIEWS ARE CONVINCING AND CREDIBLE PARTLY BECAUSE-UNUSUALLY- THEY COME FROM NEITHER A 'PRO-SCHOOL' OR A 'PRO-COLLEGE' LOBBY.(Read , for example, the chapter on leadership to see how leaders in the two sectors-but providing for the same young people ! - can be seen being encouraged to move in different directions.) They rightly argue that this not the point. Although, like others, they argue that partnerships are the way ahead, they show that these so far have a poor record. Their arguments, all firmly based on clear analysis of the politics and resourcing of 14-19 education, and constantly referenced by the experiences of young people of fourteen to nineteen years, are set in a totally realistic perspective and, as they conclude, the price of future failure in this provision will be calamitous. LEADERS IN BOTH THE SCHOOLS AND THE POST-16 SECTORS SHOULD READ THIS BOOK AND REFLECT ON THE WHOLE PICTURE IT OFFERS OF WHAT MIGHT BE POSSIBLE FOR OUR YOUNG PEOPLE. Policy makers should do the same but whether they have the will and courage to act accordingly is a matter for future debate' - David Middlewood 'The reform of the 14-19 stage of education and training in England is likely to be on the policy agenda for the next two decades, but until now our understanding of 14-19 education, like the stage itself, has been incoherent and fragmented. Lumby and Foskett provide a comprehensive, authoritative and readable account of the recent history and current state of 14-19 education. They challenge some of the myths and misconceptions that have grown up around it. I recommend this book to all people with an interest in 14-19 education in England and in the current attempts to reform it' - Professor David Raffe, Centre for Educational Sociology, University of Edinburgh Schools and colleges are being asked to deal with fundamental changes in 14-19 education. Designed to support policy makers, practitioners and students of education in improving their understanding of this phase of education, the authors present a discussion of the evolution of policy and practice across schools and colleges, and their possible future development. A range of educational institutions are discussed with specific reference to changes in government policy, the curriculum, support services, and the advent of Learning and Skills Councils.

World Yearbook of Education 2007

Educating the Global Workforce: Knowledge, Knowledge Work and Knowledge Workers

Routledge The 2007 edition of this respected international volume considers the challenges facing work related education arising from the rapid expansion of the global economy and the impact of this on labour markets and individual workers. Including perspectives from the US, UK, Canada, Australia, Africa, Eastern Europe, Central Asia, South America, India and South Africa, the 2007 volume is split into four clear sections covering key topics, such as: the current global context when all work, even local, is influenced by global economic activity workers are expected to engage in lifelong learning but also be mobile and deal with rapidly changing working knowledge work related education must prepare workers for the global economy and specific contexts, where governments attract global companies by promoting education and literate workforces how the responsibility for providing work-education is distributed between schools, vocational education, HE, professional bodies, local and global companies, governments, the private sector and individuals the pressures on formal education and training institutions to produce graduates with certain kinds of knowledge, skills and personal attributes.

International Education and the Next-Generation Workforce: Competition in the Global Economy

Competition in the Global Economy

IGI Global Education is the first stage in developing a viable, dynamic, and long-lived global economy. Unfortunately, in times of economic hardship, educational programs, teacher salaries, and extracurricular opportunities are often the first to be cut. International Education and the Next-Generation Workforce: Competition in the Global Economy presents a detailed discussion of present educational principles and policies, and their impact on the effectiveness of education in a multi-national context. The chapters in this pivotal reference contribute to the body of literature bridging the gap between the fields of business and education, providing educators and business professionals at all levels with an instruction manual for the next generation of employment-focused teaching and learning.

Academic and Professional Identities in Higher Education

The Challenges of a Diversifying Workforce

Routledge The latest volume in the Routledge International Studies in Higher Education Series, Academic and Professional Identities in Higher Education: The Challenges of a Diversifying Workforce, reviews the implications of

new forms of academic and professional identity, which have emerged largely as a result of a broadening disciplinary base and increasing permeability between higher education and external environments. The volume addresses the challenges faced by those responsible for the wellbeing of academic faculty and professional staff. International perspectives examine current practice against a background of rapidly changing policy contexts, focusing on the critical 'people dimension' of enhancing academic and professional activity, while also addressing national, socio-economic, and community agendas. Consideration is given to mainstream academic faculty and professional staff, researchers, library and information professionals, people with an interest in teaching and learning, and those involved in individual projects or institutional development. The following provide the key themes of *Academic and Professional Identities in Higher Education: The Challenges of a Diversifying Workforce*: The implications of diversifying academic and professional identities for the functioning of higher education institutions and sectors. The pace and nature of such change in different institutional systems and environments. The challenges to institutional systems and structures from emergent identities and possible tensions, and how these might be addressed. The implications of blurring academic and professional identities, with a shift towards mixed or 'blended' roles, for individual careers and institutional development.

Inclusive Leadership in Social Work and Social Care

Policy Press This critical and reflexive book looks closely at the pivotal but demanding role that leadership and management play in promoting social work and social care. Focusing on the value that can be created when the relationships between the people delivering and those using public services are effective, the contributors explore the conditions required to nourish confidence, inspire self-esteem, unlock potential, and balance inequality. Aimed at both new and experienced social managers, it draws on a range of disciplines not typically found in social work and social-care studies, encouraging readers to broaden their examination of leadership.

Developing Workforce Diversity Programs, Curriculum, and Degrees in Higher Education

IGI Global Workforce diversity refers to a strategy that promotes and supports the integration of human diversity at all levels and uses focused diversity and inclusion policies and practices to guide this approach in work environments. While this concept is not new, publications outlining the programming, curriculum, and degree demands that should exist in universities to promote workforce diversity skill development are missing. *Developing Workforce Diversity Programs, Curriculum, and Degrees in Higher Education* presents conceptual and research-based perspectives on course, program, and degree developments that emphasize workforce diversity skill development and prepare next-generation leaders for the modern and emerging workforce. Highlighting crucial topics relating to career development, human resources management, organizational leadership, and business education, this edited volume is a groundbreaking resource for business professionals, scholars, researchers, entrepreneurs, educators, and upper-level students working, studying, and seeking to advance workforce diversity learning across a variety of sectors.

Handbook of Research on Workforce Diversity in a Global Society: Technologies and Concepts

Technologies and Concepts

IGI Global "This book highlights innovative research, theoretical frameworks, and perspectives that are currently being used to guide the practice of leveraging diversity in multiple organizational settings"--Provided by publisher.

Workforce Preparation

An International Perspective

Prakken Publication

The Palgrave Handbook of Global Social Work Education

Springer Nature This handbook addresses the issues and challenges of the delivery of social work education in the contemporary world. It provides an authoritative overview of the key debates, switching the lens away from a Western-centric focus to engage with a much broader audience in countries that are in the process of modernization and professionalization, alongside those where social work education is more developed. Chapters tackle major challenges with respect to curriculum, teaching, practice, and training in light of globalization, providing a thorough examination of the practice of social work in diverse contexts. This handbook presents a contribution to the process of knowledge exchange which is essential to global social work education. It brings together professional knowledge and lived experience, both universal and local, and aims to be an essential reference for social work educators,

researchers, and students.

New Frontiers for College Education

International Perspectives

Routledge The college sector is facing a growing number of new challenges caused by technological change, globalisation and the growth of mass higher education. *New Frontiers for College Education* considers the impact these changes have had and explores the developing role of college education in countries throughout the world. Whilst analysing the issues associated with providing high quality vocational education and training, the book also reflects on the role of colleges in widening access to both further and higher education. Drawing together contributions from leading international academics, policymakers and practitioners, the book explores common themes across these diverse societies, as well as some of the key challenges experienced within individual countries. It considers the distinctive contributions that colleges can make in responding to these challenges through apprenticeships and other types of vocational education and training. Contributors discuss the growing emphasis on creating more integrated systems of tertiary education, recognising that colleges and universities are now expected to work more closely together and that these diverse demands can be difficult to reconcile. Providing an authoritative and timely analysis of the changing role of colleges in contemporary society, this book will be of great interest to academics, researchers and postgraduate students in the areas of further and higher education, vocational education and training, lifelong learning, and skills development. It should also be essential reading for policymakers, as well as practitioners working in colleges and other institutions of higher and further education.

International Perspectives on Race and Racism

Historical and Contemporary Considerations in Education and Society

This volume brings together cutting edge research, critical commentary and candid, personal accounts in a rich array of fresh perspectives on the dimensions of race and racism that have been prevalent in many societies (for instance, in education, other sectors of human resource development and mainstream versus minority life experiences). Contributions from countries and settings worldwide illustrate the diversity of experiences and situations regarding race that have existed in a given time period, and the complexity of injustice issues wherein race is one of many interrelated and entwined factors contributing to a situation in a given society. Sub-themes emerge in aspects such as language, religion, gender, age, culture, national origin and immigrant status, migration history, workforce demands and literature. Accounts of pre-colonial, colonial and post-colonial historical contexts and the accompanying shifts in attitudes and policies toward racial groups, ethnic minority groups, indigenous peoples and other subaltern groups offer readers a view on significant changes in the world regarding diversity and identity issues. These matters are rooted in policy and practices of daily life in the context of globalisation and in comparative perspective across countries. Insider perspectives, personal accounts and author testimonies from inside countries add a valuable personal dimension. Furthermore, this collection brings together cases in a wide range of settings, both in developed countries of the north and in developing countries and post-colonial states of the south, and a spread of perspectives from established scholars as well as new emerging scholars. Collectively, the contributions also focus on efforts to transcend the legacies of racism and injustice, exploitation and exclusion. The different cases reveal universal issues and common threads, and also contextually shaped distinctive features within different countries. The result is a panorama of insights on race and related issues as well as prospects for building post-racial societies, ranging from the global level and the local level within countries to personal dimensions. This collection is distinctive in that all regions of the world are represented, and it includes stories from the corners of the world that are seldom highlighted. This volume is a valuable resource illustrating historical and contemporary research along with thoughts on race and racism issues. While the interdisciplinary fields of Comparative and International Education and Post-Colonial Studies are the primary scholarly areas of focus, because of the interdisciplinary nature of the content, it will interest scholars and readers in a wide spectrum of fields including education, history, political science and policy studies, comparative literature, sociology, culture studies, literature, art, social work, development studies, global studies, third world studies and diversity and multiculturalism studies.

International Handbook of Research in Professional and Practice-based Learning

Springer The *International Handbook of Research in Professional and Practice-based Learning* discusses what constitutes professionalism, examines the concepts and practices of professional and practice-based learning, including associated research traditions and educational provisions. It also explores professional learning in institutions of higher and vocational education as well the practice settings where professionals work and learn,

focusing on both initial and ongoing development and how that learning is assessed. The Handbook features research from expert contributors in education, studies of the professions, and accounts of research methodologies from a range of informing disciplines. It is organized in two parts. The first part sets out conceptions of professionalism at work, how professions, work and learning can be understood, and examines the kinds of institutional practices organized for developing occupational capacities. The second part focuses on procedural issues associated with learning for and through professional practice, and how assessment of professional capacities might progress. The key premise of this Handbook is that during both initial and ongoing professional development, individual learning processes are influenced and shaped through their professional environment and practices. Moreover, in turn, the practice and processes of learning through practice are shaped by their development, all of which are required to be understood through a range of research orientations, methods and findings. This Handbook will appeal to academics working in fields of professional practice, including those who are concerned about developing these capacities in their students. In addition, students and research students will also find this Handbook a key reference resource to the field.

Teachers and the State

Towards a Directed Profession

Psychology Press This book examines the status of training and continuing professional development of teachers on a national and international level. The authors argue that teachers need to feel that they are part of an empowering professionalism, in which their work has an effect on the abilities of students, and where they play a valuable role in shaping the direction of future society.

Strategies for Attracting, Maintaining, and Balancing a Mature Workforce

IGI Global There is no end in sight as the Fourth Industrial Revolution becomes more prevalent across the world. Artificial intelligence (AI) is making it imperative that machines and technology be integrated within the workplace. As the workforce ages, there has to be a way to acquire the tacit and explicit knowledge of these workers. The fields of human resource development and workforce development must lead in efforts to train and develop these workers for continuous technological change. *Strategies for Attracting, Maintaining, and Balancing a Mature Workforce* is an essential reference source that examines efforts for engaging, retaining, and utilizing an aging workforce in a workplace that is increasingly becoming more technology-centered and provides reskilling and upskilling strategies to address the skills gaps. The title compiles vital human resource and workforce development strategies that assist these professionals with helping all employees at all levels within the workforce attain work, keep their jobs, and grow in their development to assist others. Featuring research on topics such as organizational culture, career learning, and agile workforce, this book is ideally designed for managers, executives, recruiters, hiring professionals, managing directors, human resources professionals, business researchers, industry professionals, academicians, and students.