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**Anna Kristina Hultgren,Frans Gregersen,Jacob Thøgersen**

**OECD Reviews of Innovation Policy: Norway 2017** OECD,2017-06-16 Following a remarkable transformation in the past century in research and innovation, in particular through the development of new technologies and processes in sectors such as oil and gas, shipbuilding and also fisheries and aquaculture.

*Citizens as Partners Information, Consultation and Public Participation in Policy-Making* OECD,2001-10-11 This book examines a wide range of country experiences, offers examples of good practice, highlights innovative approaches and identifies promising tools (including new information technologies)for engaging citizens in policy making. It proposes a set of ten guiding principles.

**Handbook of Research on Entrepreneurial Success and its Impact on Regional Development** Carvalho, Luísa,2015-11-24

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**Science and Technology Indicators for the Nordic Countries 2000** Kirsten Wille Maus,2001

*English in Nordic Universities* Anna Kristina Hultgren,Frans Gregersen,Jacob Thøgersen,2014-10-15 This volume brings together theoretical perspectives and empirical studies on the ongoing Englishization of Nordic universities. A core objective is to contrast and address the gap between ideological representations of this phenomenon and the ways in which it unfolds in the practices on the ground. The book provides perspectives from five Nordic countries: Iceland, Norway, Denmark, Sweden and Finland, with one chapter from each country focusing on ideologies and another on practices. The book is intended to provide an up-to-date resource on the internationalization and Englishization of Nordic universities for scholars, policy makers and anyone wishing to gain an overview of current issues in the field.

Annual Review of Comparative and International Education 2022 Alexander W. Wiseman,2023-12-14 Reflecting on ten prolific years of publication, both volumes of the 2022 Annual Review together present discussions on education trends and directions, conceptual and methodological developments, research-to-practice, area studies and regional developments, and diversification of the field of education.

**Rethinking Nordic Co-operation in Higher Education** Peter Maassen,Terhi Nokkala,Therese Marie Upstrøm,2005

**Federal Research Resources** National Science Board (U.S.). Ad Hoc Committee on Strategic Science and Engineering Policy Issues,2001

**International encyclopedia of adolescence** Jeffrey Jensen Arnett,2007 Publisher description

**Citizens as Partners (Serbo-croate version) Information, Consultation and Public Participation in Policy-Making** OECD,2004-06-25

*Des citoyens partenaires Information, consultation et participation à la formulation des politiques publiques* OECD,2002-01-28 Les pouvoirs publics connaissent actuellement une crise d'identité, d'aucuns diraient de légitimité. Cette crise se manifeste notamment par la faiblesse des taux de participation électorale dans de nombreux pays de l'OCDE et par un sentiment ...

**Promoting Research Excellence New Approaches to Funding** OECD,2014-02-24 This report presents new evidence on how governments steer and fund public research in higher education and public research institutions through research excellence initiatives (REIs).

Schooling in the Workplace Nancy Hoffman, 2011-11-01 Which non-American education systems best prepare young people for fulfilling jobs and successful adult lives? And what can the United States—where far too many young people currently enter adulthood without adequate preparation for the twenty-first-century job market—learn, adopt, and adapt from these other systems? In *Schooling in the Workplace*, Nancy Hoffman addresses these questions head on, arguing that “the smartest and quickest route to a wide variety of occupations for the majority of young people in the successful countries—not a default for failing students—is a vocational program that integrates work and learning.” As she notes, the programs that successfully integrate work and learning all share a fundamental commitment to helping young people find successful careers: “The purpose is not ‘college for all,’ as in the United States today, but rather to provide the education and training young people need to prepare for a career or calling.” *Schooling in the Workplace* explores the vocational education programs in a wide range of countries, focusing in rich and useful detail on six in particular: Australia, Austria, Germany, the Netherlands, Norway, and Switzerland. Framing these discussions, however, is a persistent focus on American circumstances and challenges. Far more than a survey of six “foreign” programs, this is a book prompted by and organized around the policy and practical challenges facing the United States.

**Innovation in Social Welfare and Human Services** Rolf Rønning, Marcus Knutagard, 2015-02-11 Innovation is an oft-heard buzzword in both public and private sectors concerned with the organisation and delivery of services to vulnerable individuals. This thoughtful volume explores what innovation might actually involve in the context of contemporary human services. Highlighting both the importance and utility of innovation but also promoting a more reflective approach, the book distinguishes between innovation and improvement and discusses the relevant differences between private sector, public sector and non-profit organisations. It looks at how innovation is often as much a result of the power relations between the involved actors, and the structural context, as a result of popularly identified ‘drivers’ and ‘barriers’. Including numerous case studies, the book illustrates and explains innovations in welfare services at different levels, looking at the macro level (innovations in social policy), the meso level (innovation at organisational level) and the micro-level (user-driven innovations). Arguing the innovation is nothing new in human services, the authors emphasise the importance of innovation being developed and supported by those working within those organisations. New and creative solutions to problems encountered in everyday work by front-line workers can be taken up to improve services provided and make a difference for the users, rather than change being externally imposed upon them by those without insider knowledge. *Innovation in Social Welfare and Human Services* is an important read for researchers and practitioners interested in the administration, leadership and organisation of social services.

*Teacher and Librarian Partnerships in Literacy Education in the 21st Century* Joron Pihl, Kristin Skinstad van der Kooij, Tone Cecilie Carlsten, 2017-03-22 This volume explores teacher and librarian partnerships in literacy education, showing that such partnerships are essential to literacy education in 21st century. Teacher and librarian partnerships contribute significantly to the realization of the democratic mandate of the teaching and library profession. Partnerships respond to the educational challenges characterized by an unprecedented pace of knowledge development, digitalization, globalization and extensive transnational migration. The contributors reconceptualize literacy education based on teacher and librarian partnerships. Studies from Sweden, Norway and the U.K. analyze such partnerships as sociocultural and intercultural practices, documenting ways in which teacher and librarian partnerships in literacy education enhance reading literacy, learning, empowerment and social justice. The authors treat literacies as social practices, rather than as an autonomous skill, working with interdisciplinary perspectives that draw on

educational research, New Literacy Studies, library and information science and interprofessional studies. Partnerships facilitate reading for pleasure and reading engagement in work with school subjects and curriculum goals, irrespective of socio-economic or cultural background or gender. The partnerships facilitate work with multimodal literacies and inquiry-based learning, both of which are essential in the 21st century. Equally important, the contributors show that the partnerships foster work with the multiple literacies of students and communities, and students' attachment to the public and school library. The contributors also analyze tensions and contradictions in literacy education and in school library policy and practice, and attempts to deal with these challenges. *Teacher and Librarian Partnerships in Literacy Education in the 21st Century* brings together leading scholars in educational research and literacy studies, including Brian V. Street, Teresa Cremin, Joan Swann and Joron Pihl. The volume addresses scholars, and is relevant for students, teachers, librarians and politicians.

**OECD Urban Studies City-to-City Partnerships to Localise the Sustainable Development Goals** OECD, 2023-04-20 City-to-city partnerships and decentralised development co-operation (DDC) can play a key role in advancing the SDGs and in addressing global megatrends, the aftermath of the COVID-19 pandemic and other shocks. This report discusses the framework conditions for effective city-to-city partnerships and takes stock of existing monitoring and evaluation mechanisms.

**OECD Reviews of Vocational Education and Training: A Learning for Jobs Review of Germany 2010** Hoeckel Kathrin, Schwartz Robert, 2010-09-30 This book is an OECD study of vocational education and training (VET) in Germany. It is designed to help make its VET systems more responsive to labour market needs.

*Doctoral Education in South Africa* Cloete, Nico, Mouton, Johann, 2015-12-08 Worldwide, in Africa and in South Africa, the importance of the doctorate has increased disproportionately in relation to its share of the overall graduate output over the past decade. This heightened attention has not only been concerned with the traditional role of the PhD, namely the provision of future academics; rather, it has focused on the increasingly important role that higher education - and, particularly, high-level skills - is perceived to play in national development and the knowledge economy. This book is unique in the area of research into doctoral studies because it draws on a large number of studies conducted by the Centre of Higher Education Trust (CHET) and the Centre for Research on Evaluation, Science and Technology (CREST), as well as on studies from the rest of Africa and the world. In addition to the historical studies, new quantitative and qualitative research was undertaken to produce the evidence base for the analyses presented in the book. The findings presented in *Doctoral Education in South Africa* pose anew at least six tough policy questions that the country has struggled with since 1994, and continues to struggle with, if it wishes to gear up the system to meet the target of 5 000 new doctorates a year by 2030. Discourses framed around the single imperatives of growth, efficiency, transformation or quality will not, however, generate the kind of policy discourses required to resolve these tough policy questions effectively. What is needed is a change in approach that accommodates multiple imperatives and allows for these to be addressed simultaneously.

**'Out of School' Ethnic Minority Young People in Hong Kong** Miron Kumar Bhowmik, Kerry John Kennedy, 2016-02-19 This book offers a comprehensive overview of 'out of school' ethnic minority young people in Hong Kong. The focus is on the extent of the phenomena, reasons behind it and a description of 'out of school' life. Employing qualitative research methods and adopting a case study approach that involved fieldwork comprising 15 in-depth interviews and 2 observations with 11 'out of school' ethnic minority young people, this book provides detailed insights into the phenomena. Information gained from an additional 22 in-depth interviews with 20 other stakeholders related to ethnic minority

education, from time spent at three schools and key document analysis are also incorporated. Drawing on critical race theory, this book presents a critical discussion of the 'out of school' issue for ethnic minority young people in a privileged Chinese context.

*Reflective Practice Research in Higher Education Pedagogies* Michael Noah Weiss, Guro Hansen Helskog, 2022-10 This anthology examines university lecturers' experiences with pedagogical practices across various higher education disciplines. The experiences are investigated by means of reflective practice research - a phenomenological and hermeneutical approach intended to make implicit practical knowledge explicit, and thus to develop a deeper understanding of professional practices. While instrumental practice research gives a practitioner knowledge of facts, reflective practice research gives the practitioner orientational knowledge, in line with a so-called kaleidoscopic epistemology.

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