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Ludmilla A'Beckett,Theodorus du Plessis

Impact of Rich Countries' Policies on Poor Countries Rachel Weaving,2017-12-02 All United Nations heads of state have endorsed the Millennium Development Goals, which aim to reduce the incidence of absolute poverty by half by 2015. To reach those goals, growth in developing countries will have to be twice the levels achieved in the 1990s for the next fifteen years. This will require, at the least, new rules of the development game.At present, rich countries exercise control over the institutions that oversee the global economy. This volume addresses a curiously neglected area of policy analysis--the impact of rich countries' policies on the global poor. Four-fifths of the world's people subsist on one-fifth of the world's income. One-fifth live in abject poverty, on less than one dollar a day. The main responsibility for reducing poverty reduction naturally rests with developing countries. But globalization means that rich countries must also play their part.Industrialized countries dominate global environmental management through the heavy ecological footprint of their production and consumption patterns. Adjustments of their policies by rich countries may be as critical as government reforms in poor countries. Past research has concentrated on policy adjustments that need to be made within poor countries to aid effectiveness, and trade reform.Relatively little is known about the economic consequences of migration, control of intellectual property, and environmental regulations. Even less research has been done on the interaction and combined impact of the full spectrum of rich countries' policies on the economy, society, and ecology in poor countries. These knowledge gaps inhibit rational debate, let alone evidence-based policymaking that may lead towards sustainable and equitable growth. At current levels, aid alone cannot deliver adequate progress towards the Millennium Development Goals.The surveys by eminent development analysts and practitioners included in this volume sketch a road map for a better understanding of the

Guidelines Manual United States Sentencing Commission,1988-10

Europe and Iran's Nuclear Crisis Riccardo Alcaro,2018-04-09 This book investigates the European involvement in managing the nuclear dispute with Iran, shedding new light on EU foreign policy-making. The author focuses on the peculiar format through which the EU managed Iran's nuclear issue: a 'lead group' consisting of France, Germany and the UK and the High Representative for EU foreign policy (E3/EU). The experience of the E3/EU lends credibility to the claim that lead groups give EU foreign policy direction and substance. The E3/EU set up a negotiating framework that worked as a de-escalating tool, a catalyst for Security Council unity and a forum for crisis management. They inflicted pain on Iran by adopting a comprehensive

sanctions regime, but did so only having secured US commitment to a diplomatic solution. Once the deal was reached, they defended it vigorously. The E3/EU may have been supporting actors, but their achievements were real.

Teaching Chinese as a Second Language Jane Orton,Andrew Scrimgeour,2019-01-21 Grounded in analysis of Chinese and international educational concepts and classroom techniques currently used to teach Chinese as a Second Language, and a thorough review of recent research in the field, this volume identifies the learning challenges of the language for native English speakers. Orton and Scrimgeour assess the gap in knowledge and skills between learners' initial and future proficiency levels as L2 Chinese speakers, map their needs as learners towards achieving a high language proficiency, and set out an informed, integrated teaching orientation and practice for the Chinese classroom that responds to those needs. Chapters in the volume address curriculum design, teaching diverse learners and levels, the learning challenges of Chinese oral and literacy skills, grammar and vocabulary, discourse development, cultural understanding, and the affordances of a visit to China. Filled with original and engaging teaching and learning tools and techniques, this book is an essential and rich content resource for primary and secondary teachers, and teacher candidates and educators in Chinese as a Second Language education.

The HSK Guide to Vocabulary, Chinese characters, and Grammar Points : For all the six Levels of the Chinese Language Proficiency Exam Muhammad Wolfgang Schmidt,2015-11-26 This book is intended for Western students of the Chinese language who wish to take the Chinese language proficiency exam ((??????Hànyu Shuipíng Kaoshì), HSK) either for academic reasons when planning to enroll for studies at a university in Mainland China or for any other professional or personal reasons. This book contains lists of vocabulary and Chinese characters that students are required to know for the six different levels of the HSK exam. It is intended as a reference guide to essential vocabulary and Chinese characters as well as to the grammar aspects that will be requested within the exam in one of the various ways of the communicative tasks assigned to the candidate. This book should be used in conjunction with the official monolingual textbooks available for each level of the HSK exam as a guide of bilingual reference throughout the preparation process for the exam at each proficiency level. There is an optional interactive multimedia application that can be used in combination with the book, its features and benefits are described on the last two pages of the book. The application can be downloaded free of charge by anyone who has purchased a copy of the book.

China in the World Jennifer Hubbert,2019-03-31 Confucius Institutes, the language and culture programs funded by the Chinese government, have been established in more than 1,500 schools worldwide since their debut in 2004. A centerpiece of China's soft power policy, they represent an effort to smooth China's path to superpower status by enhancing its global appeal. Yet Confucius Institutes have given rise to voluble and contentious public debate in host countries, where they have been both welcomed as a source of educational funding and feared as spy outposts, neocolonial incursions, and obstructions to academic freedom. China in the World turns an anthropological lens on this most visible, ubiquitous, and controversial globalization project in an effort to provide fresh insight into China's shifting place in the world. Author Jennifer Hubbert takes the study of soft power policy into the classroom, offering an anthropological intervention into a subject that has been dominated by the methods and analyses of international relations and political science. She argues that concerns about Confucius Institutes reflect broader debates over globalization and modernity and ultimately about a changing global order. Examining the production of soft power policy in situ allows us to move beyond program intentions to see how Confucius Institutes are actually understood and experienced in day-to-day classroom interactions. By assessing the perspectives of participants and exploring the complex ways in which students, teachers, parents, and program administrators interpret the Confucius Institute curriculum, she highlights significant gaps between China's soft power policy intentions and the effects of those policies in practice. China in the World brings original, long-term ethnographic research to bear on how representations of and knowledge about China are constructed, consumed, and articulated in encounters between China, the United States, and the Confucius Institute programs themselves. It moves a controversial topic beyond the realm of policy making to examine the mechanisms through which policy is implemented, engaged, and contested by a multitude of stakeholders and actors. It provides new insight into how policy actually works, showing that it takes more than financial wherewithal and official resolve to turn cultural presence into power.

Transnational Education Crossing 'Asia' and 'the West' Le-Ha Phan,2016-10-04 In this book, Phan Le-Ha identifies and discusses four growing self-sustained/sustaining fundamental phenomena in transnational education (TNE), namely (1) the planned, evolving and transformative mediocrity behind the endorsement of English-medium education legitimized by the interactive Asia-the West relationship; (2) the strategic employment of the terms 'Asia/Asian' and 'West/Western' by all stakeholders in their perceptions and construction of choice, quality, rigour, reliability and attractiveness of programs, courses, and locations; (3) the adjusted desire for an imagined (and often misinformed) 'West' among various stakeholders of transnational

education; and (4) the assigned and self-realized ownership of English by otherwise normally on-the-margin groups of speakers. A focus on how these phenomena impact questions of identity and desire in TNE is a running theme. The above phenomena are discussed against the backdrop of 'the rise of Asia' sentiment and how this sentiment has played out in interactions and relationships between 'the West' and 'Asia' and among Asian institutions and various entities. Phan Le-Ha's examination of the identified phenomena in TNE has been informed by her multi-layered engagement with the dialectic of the Asia-the West relationship, her critical take on certain pro-Asia and decolonisation scholarship, and her interdisciplinary and multidisciplinary approach to theorise the field and the specific topic under scrutiny. Phan Le-Ha shows that the current Asia chooses (not necessarily by force but largely by will and often with an informed and well-articulated agency) to go with the idea of the West and often desires an affiliation with the West either directly or indirectly, something that is getting more intense in the context of globalization, regionalization, and commercialization of education. The rise of Asia has made the idea of the West even more looked-for in Asia. TNE in Asia, in many ways, is the transforming and dynamic transit point, a layover that facilitates entry into a wanted destination – the West and/or the idea of the West. The West and Asia need one another more than ever in the context of the internationalization and commercialization of higher education. What's more, the West and Asia have hardly ever been mutually exclusive but have rather been in an eventful love-and-obsession relationship with each other. This is the very dialectic proposition that Phan Le Ha takes throughout this book while paying specific attention to transnational higher education in the greater Asian region including the Middle East, following her several research projects conducted in the region since 2005 to date. Transnational Education Crossing 'the West' and 'Asia' explores: • English, Internationalisation of Higher Education, and Identity: Increasing Academic Monolingualism and English-only Package • Transnational Education and Dream Realization: From the Philippines to Vietnam, From Afghanistan to Dubai, From Everywhere in Asia to Thailand • Desiring International /Transnational Education: Theorisation of Key Concepts and Next Steps from Here The book will be of interest to researchers in the field of transnational education, Asia education and education policy.

Beyond the language classroom: researching MOOCs and other innovations Kan Qian,Stephen Bax,2017-06-28 With the rise of the internet and new communication technologies, language learning has moved beyond the classroom walls. This volume presents a range of important studies on innovative ways for learning languages outside the classroom. Chapters discuss MOOCs in the UK, Belgium, China, and Italy for studying a range of

languages, research on new apps, flipped classroom modes, and approaches to informal learning in a range of international settings. In these ways, the volume offers a significant contribution to our understanding of how learning beyond the language classroom will transform language education in the decades to come.

School Safety and Security Lessons in Danger OECD,2005-01-17 Lessons in Danger, the result of a joint OECD-US Department of Education collaboration, provides valuable insight into how school safety and security, particularly in emergency situations, are addressed in over 14 countries.

The Rise of China-U.S. International Cooperation in Higher Education Christopher J. Johnstone,Li Li Ji,2018-07-17 In each chapter of The Rise of China-U.S. International Cooperation in Higher Education: Views from the Field, scholars, leaders, and practitioners describe the theoretical and practical implications of partnerships between higher education institutions in China and the U.S.

International Students in China Fred Dervin,Xiangyun Du,Anu Härkönen,2018-07-09 As the number of international students in Chinese higher education increases steadily, this volume is one of the first to focus on their many and varied experiences. With contributions focusing on such topics as intercultural adaptation, soft power and interculturality, language learning strategies and the intercultural, and transformations in perspective, this volume provides the reader with a broad overview of the latest advances in the field of interculturality and study abroad. While the book will appeal to a global audience of researchers, practitioners and students with an interest in Chinese higher education, it will also be of interest to all those who remain intrigued by conceptual and methodological issues of interculturality.

Chinese as a Second Language Assessment Dongbo Zhang,Chin-Hsi Lin,2017-04-12 This book brings together 13 original research papers that address emerging issues in the assessment of Chinese as a Second Language (CSL) in five major areas, including standards in CSL assessment; development of CSL tests; assessment of diverse knowledge and skills; computer-supported assessment; and CSL assessment in relation to instruction and teachers' assessment competence. It goes beyond the psychometric testing of Chinese and provides cutting-edge examinations of the interfaces of assessment with sociology of language, acquisition, pedagogy, and modern technologies, as well as teacher education. Given its unique features and broad range of topics, the book offers an intriguing and valuable resource, not only for scholars and researchers but also teacher educators and assessment practitioners who are directly or indirectly involved in CSL assessment.

Diaspora Literature: Identity Beyond Borders Dr. Pradip Mondal,Dr. Reshmi S,Maitrayee Sarma,Swagatalakshmi Basu,Ayan Chakraborty,Ms. M.R. Pranitha,Bandana Baruah,Dr. Soma Kamal Tandon,Dr. Naveen Kumar Vishwakarma,Sarita Chanwaria,Ambika Gahlot,Rimzhim Kumari,Srija Chakraborty,Dr. Mamta Bisht,Dr. Priti Bala Sharma,Dr. Hemlatha Sharma,Dr. Brajesh Kumar Gupta 'Mewadev',Dr. Sonali Mahanta,Ms.Aarti Yadav,Suchetana Biswas,2022-01-01 The book Diaspora Literature: Identity Beyond Borders is a compendium of erudite academic articles depicting the generations of diasporic contemplation and consequences figured out in the literature of this specific theme and motif. The book is an enterprise to portray the displacement, alienation, clashes, assimilation, acculturation, rootlessness, torn identities, quest for identity, crisis of identity, and fusion and conflict between two cultures that have been stringed out in three parts of diasporic concerns—Ecumenical Scenario, Acculturation and Question of Hyphenation in Indian Diaspora and Oscillating State of expatriates and immigrants.

Anti–Social Behaviour Millie, Andrew,2008-12-01 Runner up in the British Society of Criminology Book Prize 2010 What is anti-social behaviour? Can it be dealt with effectively? Is the problem exaggerated? From the Daily Mail's claim of Britain being named 'Yob Capital of Europe', to the headline in The Times of 'Tearaway given ASBO at 10', the subject of anti-social behaviour has been given a huge amount of political, social, media, public policy and academic interest in recent years. Using lively case studies and examples, Andrew Millie introduces the concept of anti-social behaviour (ASB) and examines its implications for society in the 21st century. The chapters explore: The origins of the term Different causes and types of ASB Theoretical framewords for ASB and ASB control How the UK deals with ASB compared to other countries The rise of the ASBO Alternative enforcement options Methods of prevention The future for ASB Anti-Social Behaviour is fascinating reading for all Criminology, Sociology and Social Policy students.

The Skeptical Environmentalist Bjørn Lomborg,2001-08-30 The Skeptical Environmentalist challenges widely held beliefs that the environmental situation is getting worse and worse. The author, himself a former member of Greenpeace, is critical of the way in which many environmental organisations make selective and misleading use of the scientific evidence. Using the best available statistical information from internationally recognised research institutes, Bjørn Lomborg systematically examines a range of major environmental problems that feature prominently in headline news across the world. His arguments are presented in non-technical, accessible language and are carefully backed up by over 2500 footnotes allowing readers to

check sources for themselves. Concluding that there are more reasons for optimism than pessimism, Bjørn Lomborg stresses the need for clear-headed prioritisation of resources to tackle real, not imagined problems. The Skeptical Environmentalist offers readers a non-partisan stocktaking exercise that serves as a useful corrective to the more alarmist accounts favoured by campaign groups and the media.

Foreign Language Proficiency in Higher Education Paula Winke,Susan M. Gass,2018-12-18 This volume comprises of chapters that deal with language proficiency relating to a wide range of language program issues including curriculum, assessment, learners and instructors, and skill development. The chapters cover various aspects of a broad-based proficiency initiative, focusing on numerous aspects of foreign language learning, including how skills develop, how assessments can inform curriculum, how learners and instructors view proficiency and proficiency assessment, and how individual use of technology furthers language learning. The concluding chapter points the way forward for issues and questions that need to be addressed.

In pursuit of societal harmony Ludmilla A?Beckett,Theodorus du Plessis,2017-12-20 ÿ In pursuit of societal harmony: Reviewing the experiences and approaches in officially monolingual and officially multilingual countries contains a selection of papers on language legislation that were presented at the International Conference on Language Policy in Multicultural and Multilingual Settings, Mandalay, Myanmar, 8-11 February 2016. The editors, both members of the International Academy of Language Law / Acad,mie internationale de droit linguistique, brought together presentations that deal with language legislation and practices in Europe, Asia, Africa and North America. The contributions show that the post-communist trend in language policy has been vastly represented by attempts to eliminate the language, and even the cultural legacy, of the formerly hegemonic nation/s in countries emerging after the collapse of the system. In doing so officials in these countries tend to link the harmonisation of a diverse society with the idea of homogenising its population, and prioritising the cultural legacy of the titular nation. In contrast, some post-colonial countries are more tolerant of the language of their colonisers but consequently do not sufficiently promote the institutionalisation of their indigenous languages.ÿ Furthermore, the absence of visible efforts to follow any legal pattern in this regard often result in a communication gap between government and the various communities. In pursuit of societal harmony therefore challenges from different perspectives the populist notion of ?one nation-one language?, revealing the inherent shortcomings of attempting to establish unity through something as abstract as language without constructively addressing the actual, and

mostly gross, inequalities and resulting divisions in many societies. The contributions to this Proceedings suggest that by pursuing social harmony through an alleged common language many countries unwittingly emphasise social inequalities and division and even cultivate the basis for resistance. Scholars that work in the field of language legislation and the sociology of language and readers interested in comparative studies will find the collection of papers presented in this Proceedings an interesting read.ÿ

In pursuit of societal harmony Ludmilla A. Beckett,Theodorus du Plessis,2017-12-01 In pursuit of societal harmony: Reviewing the experiences and approaches in officially monolingual and officially multilingual countries contains a selection of papers on language legislation that were presented at the International Conference on Language Policy in Multicultural and Multilingual Settings, Mandalay, Myanmar, 8-11 February 2016. The editors, both members of the International Academy of Language Law / Académie internationale de droit linguistique, brought together presentations that deal with language legislation and practices in Europe, Asia, Africa and North America. The contributions show that the post-communist trend in language policy has been vastly represented by attempts to eliminate the language, and even the cultural legacy, of the formerly hegemonic nation/s in countries emerging after the collapse of the system. In doing so officials in these countries tend to link the harmonisation of a diverse society with the idea of homogenising its population, and prioritising the cultural legacy of the titular nation. In contrast, some post-colonial countries are more tolerant of the language of their colonisers but consequently do not sufficiently promote the institutionalisation of their indigenous languages. Furthermore, the absence of visible efforts to follow any legal pattern in this regard often result in a communication gap between government and the various communities.

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Language Management and Its Impact Linda Mingfang Li,2018-10-17 This book provides a comprehensive account of language management and planning at Confucius Institutes in the UK, implementing an ethnographic approach grounded in language management theory. As a global language promotion organization, Confucius Institutes have previously been discussed in the literature with respect to socio-political issues, but this volume will shed particular light on their role in shaping and informing Chinese language policy, at both the institutional and individual classroom level. The book focuses specifically on Confucius Institutes in the UK, demonstrating how language teaching practice in these organizations is informed and shaped not only by organizational paradigms but local language needs and institutional attitudes of host institutions. In turn, Li highlights these organizations' unique position in a multilingual region such as the UK can offer new insights into language management by illustrating their roles as platforms for both individuals and institutions to become involved in the making and implementation of language policy. This volume will be of particular interest to students and researchers in language policy and planning, language education, applied linguistics, and Chinese linguistics.

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In some sort of driven by information and connectivity, the power of words has are more evident than ever. They have the capability to inspire, provoke, and ignite change. Such could be the essence of the book **Printfriendly8002.htm**, a literary masterpiece that delves deep in to the significance of words and their affect our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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