

a plea for global education

A Plea for Global Education: Cultivating a Connected and Sustainable World

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Abstract: This report presents a compelling plea for global education, arguing that a more interconnected and equitable approach to education is crucial for addressing the multifaceted challenges facing humanity. We examine the current state of global education, highlighting inequalities and disparities, and present evidence-based arguments for a paradigm shift toward a truly global educational system. We explore the benefits of such a system, focusing on its potential to foster intercultural understanding, promote sustainable development, and empower individuals worldwide. Finally, we offer concrete recommendations for policymakers, educators, and individuals to champion this cause.

1. The Urgent Need for a Global Education Paradigm Shift:

The world faces interconnected challenges - climate change, poverty, inequality, pandemics - that demand collaborative, global solutions. Education plays a pivotal role in equipping individuals with the knowledge, skills, and values necessary to address these complex issues. However, the current educational landscape is fragmented and unequal. A significant portion of the global population lacks access to quality education, exacerbating existing inequalities. UNESCO data reveals that over 258 million children and youth are out of school, with disparities particularly pronounced in sub-Saharan Africa and conflict-affected regions. This stark reality underscores the urgency of a plea for global education that prioritizes equity and access for all.

1. The Current State of Global Education: Inequality and Disparity:

Existing data exposes a troubling reality: educational opportunities are far from universally distributed. Access to quality education varies drastically across countries and within countries, based on factors such as gender, socioeconomic status, ethnicity, and geographic location. The disparity in learning outcomes is equally alarming. International assessments like PISA consistently reveal significant differences in student performance across nations, reflecting inequalities in resource allocation and teaching quality. This inequality hinders human potential and perpetuates cycles of poverty and marginalization, strengthening the case for a plea for global education focused on bridging these gaps.

1. The Benefits of a Global Education Approach:

A truly global education system offers numerous benefits:

Promoting Intercultural Understanding and Tolerance: Exposure to diverse perspectives and cultures fosters empathy, respect, and tolerance, crucial for building peaceful and inclusive societies. Global education curricula can integrate diverse narratives, histories, and perspectives, challenging ethnocentric biases and promoting global citizenship.

Fostering Sustainable Development: Global education can equip individuals with the knowledge and skills needed to address environmental challenges, promote sustainable practices, and contribute to the achievement of the Sustainable Development Goals (SDGs). Integrating sustainable development principles into curricula is essential for preparing future generations to tackle global issues.

Empowering Individuals and Communities: Education empowers individuals to participate fully in society, access economic opportunities, and advocate for their rights. A global education approach ensures that marginalized communities have access to quality education, enabling them to break cycles of poverty and achieve their full potential. This forms the core of our plea for global education.

Driving Innovation and Collaboration: A globally connected education system facilitates the exchange of knowledge, ideas, and best practices, fostering innovation and collaboration across borders. This collaborative approach is crucial for addressing complex global challenges that require collective action.

1. Recommendations for a Global Education System:

To realize the vision of a globally connected and equitable education system, we must:

Increase Funding for Education: Significant investments are needed to expand access to quality education, particularly in low-income countries and marginalized communities. International cooperation and development aid are crucial in this regard.

Develop Global Education Standards and Curricula: Establishing common standards and frameworks for global education can ensure consistency and quality while respecting cultural diversity.

Invest in Teacher Training and Development: Educators are the cornerstone of any effective education system. Investing in teacher training and professional development is crucial for ensuring quality teaching and learning.

Promote Technology Integration: Technology can play a transformative role in expanding access to education and enhancing learning outcomes. Integrating technology effectively requires careful planning and investment in infrastructure and teacher training.

Foster International Collaboration: Collaboration between governments, international organizations, and civil society is essential for achieving global education goals. Sharing best practices, coordinating policies, and fostering partnerships are vital steps in answering this plea for global education.

1. Conclusion:

This report has presented a compelling plea for global education, emphasizing the urgent need for a more interconnected and equitable approach to education. The evidence clearly demonstrates that investing in global education is not only an ethical imperative but also a strategic necessity for addressing the multifaceted challenges facing humanity. By embracing a global perspective and collaborating across borders, we can create a more just, sustainable, and prosperous future for all. Our shared commitment to realizing this vision is crucial for a brighter future.

FAQs:

1. What is global education? Global education is an approach to education that transcends national borders, promoting intercultural understanding, global citizenship, and sustainable development.
1. Why is global education important? Global education is essential for addressing global challenges, promoting peace and understanding, and empowering individuals worldwide.
1. How can I contribute to global education? You can support global education by advocating for increased funding, promoting intercultural understanding, and supporting organizations working to expand access to quality education.

1. What are the challenges to implementing global education? Challenges include funding limitations, political barriers, cultural differences, and the need for effective collaboration.

1. How does global education relate to the SDGs? Global education plays a vital role in achieving the SDGs, particularly those related to poverty, health, equality, and sustainable development.

1. What is the role of technology in global education? Technology can expand access to education, enhance learning experiences, and facilitate collaboration across borders.

1. How can we ensure equity in global education? Equity requires addressing disparities in access, resources, and learning outcomes based on factors such as gender, socioeconomic status, and location.

1. What are some examples of successful global education initiatives? Examples include international collaborations on curriculum development, teacher training programs, and technology-based learning platforms.

1. How can we measure the effectiveness of global education programs? Effectiveness can be measured through various indicators, including access rates, learning outcomes, and the impact on sustainable development.

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a plea for global education: *I, Rigoberta Menchu* Rigoberta Menchu, 2010-01-12 A Nobel Peace Prize winner reflects on poverty, injustice, and the struggles of Mayan communities in Guatemala, offering "a fascinating and moving description of the culture of an entire people" (The Times) Now a global bestseller, the remarkable life of Rigoberta Menchú, a Guatemalan peasant woman, reflects on the experiences common to many Indian communities in Latin America. Menchú suffered gross injustice and hardship in her early life: her brother, father and mother were murdered by the Guatemalan military. She learned Spanish and turned to catechistic work as an expression of political revolt as well as religious commitment. Menchú vividly conveys the traditional beliefs of her community and her personal response to feminist and socialist ideas. Above all, these pages are

illuminated by the enduring courage and passionate sense of justice of an extraordinary woman.

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a plea for global education: *Global Education Reform* Frank Adamson, Bjorn Astrand, Linda Darling-Hammond, 2016-03-02 With contributions from Linda Darling-Hammond, Michael Fullan, Pasi Sahlberg, and Martin Carnoy, *Global Education Reform* is an eye-opening analysis of national educational reforms and the types of high-achieving systems needed to serve all students equitably. The collection documents the ideologically and educationally distinctive approaches countries around the world have taken to structuring their education systems. Focusing on three pairs of case studies written by internationally acclaimed experts, the book provides a powerful analysis of the different ends of an ideological spectrum—from strong state investments in public education to market-based approaches. An introductory chapter offers an overview of the theories guiding both neoliberal reforms such as those implemented in Chile, Sweden and the United States with efforts to build strong and equitable public education systems as exemplified by Cuba, Finland and Canada. The pairs of case studies that follow examine the historical evolution of education within an individual country and compare and contrast national educational outcomes. A concluding chapter dissects the educational outcomes of the differing economic and governance approaches, as well as the policy implications.

a plea for global education: *A Plea for the Animals* Matthieu Ricard, 2016-10-04 Every cow just wants to be happy. Every chicken just wants to be free. Every bear, dog, or mouse experiences sorrow and feels pain as intensely as any of us humans do. In a compelling appeal to reason and human kindness, Matthieu Ricard here takes the arguments from his best-sellers *Altruism* and *Happiness* to their logical conclusion: that compassion toward all beings, including our fellow animals, is a moral obligation and the direction toward which any enlightened society must aspire. He chronicles the appalling sufferings of the animals we eat, wear, and use for adornment or entertainment, and submits every traditional justification for their exploitation to scientific evidence and moral scrutiny. What arises is an unambiguous and powerful ethical imperative for treating all of the animals with whom we share this planet with respect and compassion.

a plea for global education: The Global South and comparative and international education Charl C. Wolhuter, 2023-04-30 This book proposes and unpacks the construct 'Criticism against Northern Hegemony in the scholarly field of Comparative and International Education' as bringing together a number of related strands in the field and as showing a promising future trajectory for the evolution of the field, namely the affirmation of the Global South. This construct captures a significant amount of what leading scholars in the field of Comparative and International Education are currently engaged with. It also expresses a view of both the current epoch of education as well as of the societal contextual imperatives shaping education. Criticism against Northern Hegemony in the field comes to the fore in a number of related strands in the current discourse in the field. This scholarly book originates from the Research Unit of Human Rights Education in Diversity at North-West University, South Africa, where the author is affiliated. The book is grounded in the Creed for Human Rights. From this perspective, the book advocates for a new phase in the historical development of the field, with a focus on advancing the affirmation of the Global South as a central moral foundation. The author envisions that this shift will represent a significant advancement in Comparative and International Education, propelling it to an unprecedented stage of value and importance.

a plea for global education: *Rationality in an Uncertain World* Gerhard Banse, Imre Hronszky, Gordon L. Nelson, 2005 Die Beiträge dieses Bandes, der aus dem ersten Symposium des "Forum on Sustainable Technological Development in a Globalising World" in Budapest

hervorgegangen ist, widmen sich zwei Problemstellungen: Erstens der Möglichkeit rationaler Entscheidungen im Bereich technischer Entwicklung unter den Bedingungen von Ungewißheit ("uncertainty"), d.h. dem Verständnis von, dem Leben in und dem Umgang mit einer "ungewissen" Welt. Zweitens setzen sie sich mit den Perspektiven technischer Innovationen in einem sich wandelnden sozialen Umfeld auseinander, vorrangig aus der Perspektive ökologischer Nachhaltigkeit und ihrer sozialen Voraussetzungen. Im Mittelpunkt stehen dabei die Themen: Rationalität und Ungewißheit, Nachhaltige Technologien in einer sich wandelnden sozialen Umwelt, Technologiepolitik in einer sich globalisierenden Welt, Schlußfolgerungen für Politik und (universitäre) Bildung. Da die Autoren unterschiedliche Disziplinen der Natur-, Technik-, Sozial- und Geisteswissenschaften sowie Politik und Wirtschaft repräsentieren, ergibt sich ein aufschlußreiches Panorama unterschiedlicher Sichten, Herangehensweisen, Prioritätensetzungen, Lösungsvorschläge und Erfahrungen.

a plea for global education: World Poverty Sylvia Whitman, 2008 Examine the situations in the United States, India, Syria, the Democratic Republic of the Congo, Guatemala, and the Ukraine, and investigate the strategies that these national governments have adopted to fight poverty.

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a plea for global education: The Drive to Global Citizenship. Ignace Pollet, Jan Van Ongevalle, 2013-11-12 Do we still believe in foreign aid and development education? As governments tend to cut down aid budgets and the public appears to take a more and more sceptical stand, not just the old way of campaigning is under pressure, but also the idea of the North helping the South as such. To materialize the hind-laying value of global solidarity in the present world, a radical re-thinking of the wornout concept of aid is required. Set against this paradox, this book explores the new notion of global citizenship and the challenges it represents. Self-contained chapters feature coverage of a range of issues: politics, opinion polls, education, the results agenda, private sustainability standards, framing messages for TV-broadcasting and the role of social media. As it is a long road to global citizenship, this book keeps you company for a part of the way.

a plea for global education: NGOs and Political Change Patrick Kilby, 2015-08-13 The Australian Council for International Development is the peak body of Australian international development NGOs. This book explores ACFID's history since its founding in 1965, drawing on current and contemporary literature as well as extensive archival material. The trends and challenges in international development are seen through the lens of an NGO peak body: from the heady optimism of the first Development Decade of the 1960s, through the growth in government support of NGOs in the 1980s, to the challenges of the 2010s. The major themes of ACFID are presented: human rights; gender justice; humanitarianism; NGO codes of conduct; and influencing government policy both broadly and as it relates to NGOs. Each of these themes is placed in a global context and in relation to what other NGO networks are doing internationally.

a plea for global education: Bilingualism in International Schools Maurice Carder, 2007-01-10 International Schools have developed since their inception from a largely native English-speaking student body to schools such as the author's, the Vienna International School (VIS), where there are students of 90 nationalities with 65 mother tongues. Maurice Carder proposes a "three-programme model" for addressing the language and curricula needs of these students: a content-based second language programme; a programme of cultural and linguistic training for all staff; and a mother tongue programme for minority students. The model is based on research findings and practice: at the VIS every year approximately 1/3 of the graduating students gain an IB Diploma (International Baccalaureate) because they are able to take their mother tongue (other than English or German) as Language A1. The book contains insightful chapters not only for school leaders, programme designers and teachers, but also for parents. Inserted boxes of student responses give an authentic voice to the needs of second language learners, and many useful resources and websites are given.

a plea for global education: *International Social Work* Lynne Moore Healy, Rebecca Leela Thomas, 2020-07-30 *International Social Work: Professional Action in an Interdependent World*, Third Edition, is a comprehensive treatment of all dimensions of international social work. The

authors' four-part framework includes domestic practice and policy influenced by global forces, professional exchange, international practice, and global social policy. The first section of the book explores globalization, development and human rights as foundational concepts for international social work. The text then provides an overview of global social issues and international organizations related to social welfare. Part II offers an overview of the global history of the profession. Similarities and differences in social work around the world are examined through seven country examples. Part III provides an extensive discussion of current aspects of the global profession, with chapters on ethics, social policy, international development practice, and practice at the international/domestic interface. Modalities of international professional exchange are then explored prior to a concluding chapter that provides recommendations for international action. The text is enlivened by numerous case examples, drawn from many parts of the world. The history chapters include brief biographies of noted social workers on the international scene whose accomplishments serve as inspiration for readers. The text is extensively referenced with updated professional literature and intergovernmental documents. Carefully selected items in the appendix expand the usefulness of the book.

a plea for global education: Ugandan Children's Literature and Its Implications for Cultural and Global Learning in TEFL Stephanie Schaidt, 2018-01-15 The present study adds to TEFL discourse in several ways. First of all, it contributes to the widening of the canon as it focuses on Ugandan children's fiction. Secondly, the research connects to the few empirical studies that exist in the field. It provides further implications for cultural and global learning and literary didactics in TEFL derived from insights into the mental processes of a group of Year 9 students in Germany engaging with Ugandan children's fiction within the scope of an extensive reading project.

a plea for global education: Punishment Without Trial Carissa Byrne Hessick, 2021-10-12 From a prominent criminal law professor, a provocative and timely exploration of how plea bargaining prevents true criminal justice reform and how we can fix it—now in paperback When Americans think of the criminal justice system, the image that comes to mind is a trial—a standard courtroom scene with a defendant, attorneys, a judge, and most important, a jury. It's a fair assumption. The right to a trial by jury is enshrined in both the body of the Constitution and the Bill of Rights. It's supposed to be the foundation that undergirds our entire justice system. But in *Punishment Without Trial: Why Plea Bargaining Is a Bad Deal*, University of North Carolina law professor Carissa Byrne Hessick shows that the popular conception of a jury trial couldn't be further from reality. That bedrock constitutional right has all but disappeared thanks to the unstoppable march of plea bargaining, which began to take hold during Prohibition and has skyrocketed since 1971, when it was affirmed as constitutional by the Supreme Court. Nearly every aspect of our criminal justice system encourages defendants—whether they're innocent or guilty—to take a plea deal. *Punishment Without Trial* showcases how plea bargaining has undermined justice at every turn and across socioeconomic and racial divides. It forces the hand of lawyers, judges, and defendants, turning our legal system into a ruthlessly efficient mass incarceration machine that is dogging our jails and punishing citizens because it's the path of least resistance. Professor Hessick makes the case against plea bargaining as she illustrates how it has damaged our justice system while presenting an innovative set of reforms for how we can fix it. An impassioned, urgent argument about the future of criminal justice reform, *Punishment Without Trial* will change the way you view the criminal justice system.

a plea for global education: Global Education in Europe Neda Forghani-Arani, Helmuth Hartmeyer, Eddie O'Loughlin, Liam Wegimont, 2013 Global Education is an area of policy, practice, research and educational advocacy. An umbrella term that encompasses a variety of educational commitments; it has become increasingly integrated into the thinking of relevant institutions. But it is not uncontested. With this book, GENE - Global Education Network Europe - marks ten years of work. The book explores key contemporary issues in Global Education: issues of national strategy and structure development, of engagement with education systems. It outlines challenges in research, practice, policy and conceptual development, through detailed accounts and analysis of

national and international case studies. The book will be of use to policymakers, educationalists, researchers, and practitioners in the fields of education, international development, human rights and sustainability. GENE intends it as a contribution to the ongoing dialogue in this field, towards the day when all people in Europe - in partnership with all people globally - might have access to quality Global Education.

a plea for global education: International Education and Foreign Languages National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee to Review the Title VI and Fulbright-Hays International Education Programs, 2007-08-18 International Education and Foreign Languages reviews the Department of Education's Title VI and Fulbright-Hays Programs, which provide higher education funding for international education and foreign language programs. This book offers a timely look at issues that are increasingly important in an interconnected world. It discusses the effect of the nation's lack of expertise in foreign languages and cultural knowledge on national security and global competitiveness and it describes the challenges faced by the U.S. educational system and the federal government in trying to address those needs. The book also examines the federal government's recent proposal to create a new National Security Language Initiative, the role of the Department of Education, and current efforts to hold higher education programs accountable. This book provides information and recommendations that can help universities, educators, and policy makers establish a system of foreign language and international education that is ready to respond to new and unanticipated challenges around the world.

a plea for global education: Education for the Future Michaela Gloeckler, 2020-09-15 Almost every day you can read somewhere that a fundamental change is needed in schools and the education system.... With this book it is my deep wish to make a contribution to this. --M. Glöckler, pediatrician How do we accompany and support the development of children and adolescents so that they can be motivated to face the upcoming challenges? What skills are needed to solve the global problems of social injustice and to deal with the consequences of the ecological-economic crisis creatively? What must the education system be like, that it prepares us as adults to be less molded to existing conditions and therefore better able to see what needs to be changed for the future? Which activities in the classroom are necessary so that initiative and entrepreneurial will can develop for the realization of new ideas? What does an age-appropriate media education look like, for achieving maturity and competence in working with information technology? Regardless of what problem you are considering: What is needed are courage and confidence, health and joy for life. But how can school and the parental home create the conditions for these qualities to develop? This book is a plea for radically aligning upbringing and education with the requirements of children and adolescents for healthy development--not aligning at the wrong time with performance goals coming from business and government policy. In view of the increasing life expectancy worldwide, this is an urgent requirement--because a healthy physical-emotional-spiritual maturation is the best prerequisite for a creative life in old age. That is why the annual milestones of human development are at the centre of this book and are the basis for why everyone must have the right to education in the first eighteen years of their life--regardless of which school-leaving certificate they aspire to.

a plea for global education: Humanizing Our Global Order Ivan L. Head, 2003-01-01 Hunger, disease, poverty, environmental insecurity, illegitimate governance, civil war, and international conflict are only a few of the causes of today's global turmoil and gross human suffering. Written in honour of Ivan Head, foreign affairs advisor to former Prime Minister Pierre Trudeau, past president of Canada's International Development Research Centre, and professor emeritus of International law at the University of British Columbia, this collection of distinguished essays addresses the imperative to enhance human dignity and protect human life by humanizing our global order and improving international relations - goals Professor Head strove for throughout his career. The authors argue that the search for possible solutions to these challenges, which has so far tended to proceed without due recognition of the needs, demands, and solutions that emanate from the geo-political South, must in future be conducted with alternate visions that take these

factors into account. Each essay seeks to re-assess and re-imagine a specific topic that relates in some significant way to our current global circumstance in ways that advance the book's thematic. With essays grappling with such issues as Multilateral Environmental Agreements, the Use of Force, the Prevention of Civil War through Minority Protection, Common Heritage of Humankind, and the Civil Dimensions of Strategy, the volume deals with a range of diverse topics that are as crucial as they are topical.

a plea for global education: Forty Years of the International Journal of Lifelong Education, Volume II John Holford, Steven Hodge, Marcella Milana, Elizabeth Knight, Richard Waller, Sue Webb, 2024-10-25 Over the last forty years, the International Journal of Lifelong Education has become a global leader in the field of research on adult education and lifelong learning. Drawing extensively on articles published in the journal, scholars from Africa, Asia, North and South America, Australasia and Europe reflect in two volumes on how the field has evolved over four decades, and on the strengths and weaknesses of its contributions to knowledge. The second of two volumes, this book is based on a collective research project, carried out largely by members of the journal's editorial advisory board, on what it has published over four decades. The introduction explains the origins development of the journal, the sometimes-passionate debates in the wider field, and the approach and concerns of those who conducted this research. Other chapters explore critical areas of debate (citizenship and its learning, learning and work, and widening participation and higher education); 'political' and 'scientific' dimensions in intergovernmental organisations' policy work; inequality and lifelong education; opportunities and tensions created in universities by lifelong learning; and the development of studies of learning in later life since the 1980s. Two concluding chapters examine the influence of Paolo Freire and Jack Mezirow. The two volumes will appeal to researchers, teachers and professionals in lifelong learning and adult education, as well as to those interested in the development of knowledge in fields of science and practice.

a plea for global education: Governing Educational Spaces Hans-Georg Kotthoff, Eleftherios Klerides, 2015-12-14 The governance of education in many countries and regions of the world is currently in transition, challenging histories, remaking subjectivities and shaping possible futures. This book provides an up to date analysis and discussion of the cutting edge theme of educational governance from an international comparative perspective. The volume explores the landscape of educational governance in its broadest sense; considering new forms of steering, leadership and management, assessment and evaluation, teaching and learning, knowledge creation and the realities and possibilities for different forms of political engagement. The new spatial dynamics of education are explored in institutional settings such as schools and universities and via professional groupings such as teachers, administrators and leaders. The chapters in this book are based on the best peer reviewed papers and keynote speeches, which were delivered at the XXVI Conference of the Comparative Education Society in Europe (CESE) in June 2014 in Freiburg, Germany. Comparative Education is uniquely situated to explore the emerging dynamics of educational governance within changing and newly emerging educational spaces because it provides the opportunity to learn more about different local, national or regional educational processes and trajectories and to share knowledge about the logics, ideologies and impacts of different techniques and regimes of governance across Europe and beyond. Hans-Georg Kotthoff is Professor of Comparative Education and School Pedagogy at the University of Education Freiburg, Germany, and President of the Comparative Education Society in Europe (CESE) since 2012. Eleftherios Klerides is Lecturer in Comparative Education and History of Education at the University of Cyprus and the Secretary-Treasurer of the Comparative Education Society in Europe (CESE).

a plea for global education: The SAGE Handbook of Research in International Education Mary Hayden, Jeff Thompson, Jack Levy, 2007-01-03 "The editors of the SAGE Handbook of Research in International Education have brought together an impressive array of scholars whose cutting edge research addresses the growing field of international education, from the experiences of K-12 schools around the world to the field of teacher education. This book raises important questions and should be read by a broad audience" - Kenneth Cushner, Executive Director of

International Affairs and Professor of Education, Kent State University 'The editors of this admirable handbook have set out to produce a report on international education. Their consummate success in doing so gives those of us working in the field a new and invaluable resource. The editors may be academics but this is a book largely written by, about and for those whose job it is to teach "internationally". No-one working in international education will fail to be provoked, challenged or inspired by the compelling arguments advanced within this authoritative volume' - Peter MacKenzie, Principal, Hiroshima International School 'The book is well organized in carefully integrated sections and chapters and the references alone are a valuable bibliographical tool. An indispensable work highly recommended for education reference collections and the libraries of individual researchers' - J.B.Thomas, Emeritus Professor of Educational Studies, Loughborough University Interest in the field of international education has never been more intense than at present. There are a rapidly increasing number of schools worldwide set up specifically to meet the demands of those parents who, through their own professional activities, wish to have their sons and daughters educated in schools that offer programmes based on international values. Such schools have embraced the promotion of international education as one of their major goals and, consequently, an increasing number of organisations currently offer curricula that claim to be international in nature. Such global movements have created a parallel increase in the incorporation of forms of international education within national school systems throughout the world. This has resulted in wider forms of collaboration between schools in the public and private sectors, nationally and internationally, generating a much more substantial base of professional experience in the implementation of schemes for international education than had previously existed. This book analyses the origins, contributions and interpretations of international education. The authors identify approaches to research that will progress our knowledge and understanding of the field, and extend and even redraw it, on the basis of the research evidence presented. Content includes: - A historical overview of the ways in which the term international education has been interpreted - The theoretical interpretation of international education in its current context - International education in practice: exploration of the issues in terms of students, curricula, pedagogies and organising formal institutions - Conceptual challenges for international education in the future This handbook is an essential resource for those who are involved in the practice and academic study of international education. It will be of particular interest to researchers and teachers in universities, governmental and private curriculum development agencies, examination authorities, administrators and teachers in schools. 'This volume is another valuable SAGE contribution to the expanding literature on international education. Not all handbooks are described as essential reading but this one will be, and will become an indispensable work of reference highly recommended for education libraries (both academic and governmental) and for the bookshelves of individual researchers and all involved in international education...the three editors and their fellow authors can take a collective pride in having given us an excellent volume which very successfully completes a chronological and theoretical journey through the issues, practices and future questions presented by international research and practice in international education' - Journal of Research in International Education

a plea for global education: Interpreting International Education Mary Hayden, 2021-11-29 This book addresses issues and challenges arising in the theory and practice of international education. Written by leading international experts in the field, it draws on up-to-date scholarship relating to this burgeoning area of study. The book reflects research that focuses on the increasing importance worldwide of the international schools sector. Acknowledging the seminal contribution made to development of the field by Professor Jeff Thompson, it discusses topical and fundamental questions relating to international education that are faced by researchers and practitioners. These include the aims of international education, its underpinning philosophy and values, the role of curriculum, the nature of pedagogy in this context and challenges for teaching and leadership. The volume is research-focused and comprises chapters from well-regarded experts based in 11 different countries who have academic and professional experience in teaching and researching international education. As a major contribution to this growing field of knowledge in a rapidly changing

educational context, this book will be of great interest to academics, students and researchers in the field of international education worldwide, as well as those with research interests in comparative education and curriculum studies.

a plea for global education: *Handbook of Open, Distance and Digital Education* Olaf Zawacki-Richter, Insung Jung, 2023-01-01 This open access handbook offers a one-stop-shop for both new and established researchers, educators, policy makers and administrators in the field of open, distance and digital education (ODDE) to gain a comprehensive overview of the history, theory and practice at all levels of ODDE, and at the same time stimulates in-depth discussions on various themes and issues of ODDE for today and future. Researchers, scholars and students in the field of ODDE can use this handbook as a major reference to conduct their own research and learning agendas. To cover the field comprehensively, the handbook is structured following the 3M framework developed by one of the chief editors Zawacki-Richter. The 3M framework categorizes the major research areas and issues in ODDE on three levels. Accordingly, the handbook is divided into six sections in total, two section at each of the three levels: 1) Macro Level – ODDE Systems and Theories, 2) Meso Level - Institutional Perspectives, Management and Organization, and 3) Micro Level – Learning and Teaching in ODDE. This is an open access book.

a plea for global education: *A Plea for Eros* Siri Hustvedt, 2007-04-01 From the author of the international bestseller *What I Loved*, a provocative collection of autobiographical and critical essays about writing and writers. Whether her subject is growing up in Minnesota, cross-dressing, or the novel, Hustvedt's nonfiction, like her fiction, defies easy categorization, elegantly combining intellect, emotion, wit, and passion. With a light touch and consummate clarity, she undresses the cultural prejudices that veil both literature and life and explores the multiple personalities that inevitably inhabit a writer's mind. Is it possible for a woman in the twentieth century to endorse the corset, and at the same time approach with authority what it is like to be a man? Hustvedt does. Writing with rigorous honesty about her own divided self, and how this has shaped her as a writer, she also approaches the works of others--Fitzgerald, Dickens, and Henry James--with revelatory insight, and a practitioner's understanding of their art.

a plea for global education: *Not for Profit* Martha C. Nussbaum, 2016-11-08 A passionate defense of the humanities from one of today's foremost public intellectuals In this short and powerful book, celebrated philosopher Martha Nussbaum makes a passionate case for the importance of the liberal arts at all levels of education. Historically, the humanities have been central to education because they have been seen as essential for creating competent democratic citizens. But recently, Nussbaum argues, thinking about the aims of education has gone disturbingly awry in the United States and abroad. We increasingly treat education as though its primary goal were to teach students to be economically productive rather than to think critically and become knowledgeable, productive, and empathetic individuals. This shortsighted focus on profitable skills has eroded our ability to criticize authority, reduced our sympathy with the marginalized and different, and damaged our competence to deal with complex global problems. And the loss of these basic capacities jeopardizes the health of democracies and the hope of a decent world. In response to this dire situation, Nussbaum argues that we must resist efforts to reduce education to a tool of the gross national product. Rather, we must work to reconnect education to the humanities in order to give students the capacity to be true democratic citizens of their countries and the world. In a new preface, Nussbaum explores the current state of humanistic education globally and shows why the crisis of the humanities has far from abated. Translated into over twenty languages, *Not for Profit* draws on the stories of troubling—and hopeful—global educational developments. Nussbaum offers a manifesto that should be a rallying cry for anyone who cares about the deepest purposes of education.

a plea for global education: *Global Citizen Formation* Amy Shumin Chen, 2021-07-17 This book explains the rationale of the changes and challenges of Taiwanese citizenship which emphasizes the various identities in the global and multicultural era. It explores the evolving relationship between the social movements, citizenship, the education of citizens and the young

peoples' viewpoints, asking how citizenship has been conceptualised in a dramatic transformation age. How has the curriculum and pedagogy designed to fit the global changes for cultivating young generations with rights and responsibilities to interpret in and adapt for the competence of citizenship? And what outcomes and attainments had the Taiwan's undergraduates' knowledge, attitudes and practices of competency on citizenship?

a plea for global education: Human Rights, Education & Global Responsibilities James Lynch, Celia Modgil, Sohan Modgil, 2014-07-10 First published in 1992. This is Volume 4 of a series of four on Cultural Diversity and the Schools and focusses on Human Rights, Education and Global Responsibilities. One of the major problems facing societies in almost all parts of the world is the inadequate accommodation of social equity with cultural diversity. The crisis emanating from neglect of this issue can be seen in societies as different and wide apart as the Soviet Union, India, Pakistan, the United States and the United Kingdom. This series seeks to contribute, through joint publication and the stimulation of greater discourse, to identify the pathways to a less selfish and parochial response to the continuing dilemma of equity and diversity, not solely within the nation state, but also internationally.

a plea for global education: Sociological Foundations of Education Claire Maxwell, Miri Yemini, Laura Engel, 2023-03-23 This volume introduces sociology as a foundational discipline of education. Education is a central structuring mechanism in shaping societies, making it a core focus for sociology. Sociologists study education in its broadest sense - as occurring within families, communities and provided by institutions. The purposes of formal education are contested and these contestations shape broader power relations locally, nationally and globally. Sociologists disaggregate processes within education to examine empirically and theoretically the various levels at which they operate. This allows them to describe and make sense of the ways that relations of inequality are developed, reproduced or unsettled and how these shape individual and group experiences and outcomes. About the Educational Foundations series: Education, as an academic field taught at universities around the world, emerged from a range of older foundational disciplines. The Educational Foundations series comprises six volumes, each covering one of the foundational disciplines of philosophy, history, sociology, policy studies, economics and law. This is the first reference work to provide an authoritative and up-to-date account of all six disciplines, showing how each field's ideas, methods, theories and approaches can contribute to research and practice in education today. The six volumes cover the same set of key topics within education, which also form the chapter titles: - Mapping the Field - Purposes of Education - Curriculum - Schools and Education Systems - Learning and Human Development - Teaching and Teacher Education - Assessment and Evaluation This structure allows readers to study the volumes in isolation, by discipline, or laterally, by topic, and facilitates a comparative, thematic reading of chapters across the volumes. Throughout the series, attention is paid to how the disciplines comprising the educational foundations speak to social justice concerns such as gender and racial equality.

a plea for global education: Departments of State, Justice, and Commerce, the Judiciary, and related agencies appropriations for fiscal year 1983 United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of State, Justice, and Commerce, the Judiciary, and Related Agencies, 1982

a plea for global education: Do It Like a Woman Caroline Criado-Perez, 2015-05-07 Doing anything 'like a woman' used to be an insult. Now, as the women in this book show, it means being brave, speaking out, and taking risks, changing the world one step at a time. Here, campaigner and journalist Caroline Criado-Perez introduces us to a host of pioneers, including a female fighter pilot in Afghanistan; a Chilean revolutionary; the Russian punks who rocked against Putin; and the Iranian journalist who uncovered her hair.

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a plea for global education: International Education , 1971

a plea for global education: International Education Jeff Thompson, Mary Hayden, 2012-10-12 A study of the principles and practices of international education. Each chapter of this volume addresses a key issue in international education, seeking to blend practical issues with leading research. This revised edition includes a new introduction by the editors.

a plea for global education: Resources in Education , 1996

a plea for global education: Intellectual Capital and Technological Innovation: Knowledge-Based Theory and Practice López S ez, Pedro, Castro, Gregorio Martín de, Navas López, José Emilio, Delgado Verde, Miriam, 2010-06-30 This book provides theoretical frameworks and empirical research findings to assist managers, academics and consultants gain a thorough understanding of intellectual capital and social capital as a base for improving their tasks--Provided by publisher.

a plea for global education: Global Education in Bioethics Henk ten Have, 2018-06-14 This book presents and elaborates on how the teaching of global ethics in healthcare contributes to furthering ideals of cosmopolitanism: solidarity, equality, respect for differences and concern with what human beings, and specifically patients have in common, regardless of where they live and who they are. Global problems such as pandemic diseases, disasters, lack of care and medication, homelessness and displacement call for global responses. The new area of global bioethics is providing answers by arguing that ethical discourse should first of all criticize the structures of violence and injustice that underlie many threats to global health. Education of health professionals should articulate that they are 'citizens of the world', like their patients. This book first demonstrates that a moral vision of global education is necessary to gain a global dimension. It is argued that a global framework of ethical principles is available; the challenge is to elaborate and specify that framework into specific educational approaches and models. The book subsequently analyzes goals and challenges of global education in biomedicine and healthcare. It is shown how such challenges (e.g. inequities and cultural differences) can be overcome. Finally, the book presents concrete examples (cases, methods, and practices) of global education in bioethics. The unique feature of the book is that it addresses global education challenges specifically in the area of healthcare, medicine, and medical science. It combines two areas of research and experience that are usually not connected: global bioethics and global education. This book is written for all those involved in global ethics teaching in medicine, nursing, ethics, philosophy, law, and theology courses.

a plea for global education: International Social Work Lynne Healy, 2008-03-28 Written by the director of the country's first center for international social work studies, the original edition of this book set the stage for recent years exponential increase of interest in international issues for social workers. This second edition is a thorough revision of that definitive text, and it expands on the sections most valuable to teachers, adds evocative photos from the author's own collection, and provides a wealth of new information to bring the book up-to-the-minute in usefulness. A comprehensive treatment of international social work, the book emphasizes global interdependence and professional action, themes that provide the context for an engaging examination of social work issues in a global perspective. The book's four sections introduce major concepts and issues in international social work, review the global history of the social work profession as a whole, discuss global ethics, practice and policy, and values, and look ahead to the bright future of international exchange and development. From direct service to policy and administration, *International Social Work* provides a thorough overview of the international dimensions of social work practice, and is sure to remain the essential text for all social work students and practitioners, providing a sound foundation for future academic and career exploration.

a plea for global education: International TESOL Teachers in a Multi-Englishes Community Phan Le Ha, Osman Z. Barnawi, 2022-06-16 This book embarks on an ever-expanding array of language, academic mobility, neoliberalism, and accompanying rich scholarly debates. It examines the ways in which international English language teachers in Saudi Arabia's higher education

system position themselves, negotiate, interact, adjust, make sense of their classroom dynamics, and validate their senses of selves and pedagogies in their day-to-day (dis)engagement with their institutions and encounters at work. Informed by rich empirical data from a multi-year, multi-site project in addition to other qualitative studies, the book reveals on-the-ground complexities involving speaker status, language, ethnicity, nationality, race, religion, sociocultural factors, emotion labour, work dynamic and professionalism. It promotes thinking beyond normative ideologies on marginalisation, the native and non-native speaker dichotomy, linguistic, racial, religious and ethnic (inter)relations, and translanguaging pedagogies, while also offering new material for original theorisation in multi-Englishes multilingualism, local-trusting-local and the limits of negotiability.

a plea for global education: Changing Perspectives on International Education Patrick O'Meara, Howard D. Mehlinger, Roxana Ma Newman, 2001 More than 40 years ago, recognizing that higher education would have to take responsibility for educating Americans about other world cultures and societies, Congress passed the National Defense Education Act (later known as the Higher Education Act). Title VI of this act has provided extensive support for foreign languages and area studies development in the nation's universities and colleges. As a result, millions of Americans have been able to acquire knowledge about other parts of the world. Today, there are new issues, demands, and perspectives. Americans are more likely than ever to encounter different cultures, business practices, histories, ideologies, and ways of life. In addition, the United States is increasingly called upon to intervene or mediate in regional and local crises far beyond its borders. U.S. educational institutions must continue to help citizens to have informed opinions about complex international problems. *Changing Perspectives on International Education* is designed to be used by administrators and planners in U.S. education. It covers the field of international studies as it has developed in the United States, from its beginnings and accomplishments under Title VI to the current paradigmatic shifts taking place in research, teaching, and outreach. A major section is devoted to internationalizing the curriculum of K-12 schools. It concludes with a look at future trends and how they may affect international scholarship and training in the new century. It also provides an extensive bibliography of international resources.

a plea for global education: Global Exchanges Ludovic Tournès, Giles Scott-Smith, 2017-10-01 Exchanges between different cultures and institutions of learning have taken place for centuries, but it was only in the twentieth century that such efforts evolved into formal programs that received focused attention from nation-states, empires and international organizations. *Global Exchanges* provides a wide-ranging overview of this underresearched topic, examining the scope, scale and evolution of organized exchanges around the globe through the twentieth century. In doing so it dramatically reveals the true extent of organized exchange and its essential contribution for knowledge transfer, cultural interchange, and the formation of global networks so often taken for granted today.

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Global Education Inc. explores the policy activities of edu-businesses, neo-liberal advocacy networks and policy entrepreneurs, and of social enterprises

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The COVID-19 crisis forced the global education community to learn some critical lessons, but also highlighted that transformation and innovation are possible.

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medical-psychological, management-education, and government-finance areas for four age groups: 0 to 5, 6 to 16, 17 to 21, and 22-plus years. An introduction and

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Mr. Tye shares the results of his own survey of global education curricula and offers U.S. educators some ideas for connecting themselves and their students with the world.

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[7]. They comprehensively narrated their experiences in a Focus Group Discussion (FGD). Three of the proponents personally interviewed the informants to gather the needed data in the study.

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