Integrating ideas from the fields of systems science and knowledge science, Knowledge and Systems Science: Enabling Systemic Knowledge Synthesis shows how to create and justify various pieces of knowledge systemically. Written by one of the foremost experts in this area, the book presents approaches for the systemic integration of knowledge, which can help solve complex problems today and in the future. After discussing issues of systemic knowledge synthesis, the book emphasizes the importance of the human dimension in problem solving and introduces a new integrated systems approach called the informed systems approach. It also covers mathematical information aggregation techniques. Moving on to knowledge science concepts and approaches, the book discusses organizational and academic knowledge creation models and considers a sociological interpretation of the knowledge integration system. To support knowledge science as an academic discipline, the author explains how to justify knowledge and summarizes a theory of knowledge synthesis (construction) systems. Through case studies of technology archiving, academic research evaluation, demand forecasting of perishable foods, and other real-world concerns, this book demonstrates the use of new knowledge-based methods in addressing a variety of complex issues. It also illustrates the importance of acquiring a systemic view through trained intuition.

This updated and expanded second edition of Book provides a user-friendly introduction to the subject. Taking a clear structural framework, it guides the reader through the subject’s core elements. A flowing writing style combines with the use of illustrations and diagrams throughout the text to ensure the reader understands even the most complex of concepts. This succinct and enlightening overview is a required reading for all those interested in the subject. We hope you find this book useful in shaping your future career & Business.

This book aims to rethink systemic intervention to enhance its relevance for supporting social change in the 21st century. It offers a new systems philosophy and methodology, focusing upon the fundamental importance of exploring value and boundary judgements as part of the intervention process. It includes four detailed examples of the practice of systemic intervention.

This book brings together two vitally important strands of 20th-century thinking to establish a set of simple and elegant principles for planning, project design and evaluation. It explains the backgrounds of cultural ecofeminism and critical systems thinking, and what we find when they are systematically compared. Both theories share a range of concepts, have a strong social justice ethic, and challenge the legacy of modernity. The book takes theory into practice. The value of the emergent principles of feminist-systems thinking are described and...
demonstrated through four chapters of case studies in community development settings. The principles can be used to influence project design and outcomes across a range of disciplines including project management, policy, health, education, and community development. This book has much to offer practitioners who seek to create more socially just and equitable project and research outcomes.

Hawkins and Turner argue that coaching needs to step up to deliver value to all the stakeholders of the coachee, including those they lead, colleagues, investors, customers, partners, their local community and also the wider ecology. Systemic Coaching contains key chapters on how to contract in various settings, how to work relationally and dialogically, how to expand our own and others’ ecological awareness, how to get greater value from supervision, work with systemic ethics and expand our impact. While illustrating why a new model of coaching is necessary, Hawkins and Turner also provide the tools and approaches that coaches and clients need to deliver this greater impact, accompanied by real-life case examples and interviews from the authors and other leading coaches and leaders globally. Systemic Coaching will be an invaluable resource for coaches in practice and in training, mentors, coach supervisors, consultants in leadership development and HR and L&D professionals and leaders.

This book shows how to do systems thinking and translate that thinking into praxis (theory informed practical action). It will be welcomed by those managing or governing in situations of complexity and uncertainty across all domains of professional and personal life. The development of capabilities to think and act systemically is an urgent priority. Humans are now a force of nature, affecting whole-earth dynamics including the earth's climate - we live in an Anthropocene or Capitalocene and are confronted by the emergence of a ‘post-truth’, ‘big data’ world. What we have developed, organisationally and institutionally, seems very fragile. An imperative exists to recover whatever systemic sensibilities we still retain, to foster systems literacy and to invest in systems thinking in practice capability. This will be needed in future at personal, group, community, regional, national and international levels, all at the same time. Systems Practice: How to Act is structured into four parts. Part I introduces the societal need to invest in systems thinking in practice, in contexts of uncertainty and complexity epitomised by the challenges of responding to human-induced climate change. Part II unpacks what is involved in systems practice by means of a juggler isophor; examining situations where systems thinking offers useful understanding and opportunities for change. Part III identifies the main factors that constrain the uptake of systems practice and makes the case for innovation in practice by means of systemic inquiry, systemic action research and systemic intervention. The book concludes with Part IV, which critically examines how systems practice is, or might be, utilised at different levels from the personal to the societal.

Crisis management is an interdisciplinary subject field represented by theoretical problems, practical activity, people management and the art of crisis situation solving. Overall, the studies that this publication contains are to provide an overview of the state of the art mainly focused on crisis management cycle represented by certain phases and steps. Topics include also lessons learned from natural and man-made disasters, crisis communication, information systems in crisis management, civil protection and economics in crisis management. We hope that chapters of this book will provide useful information within crisis management issue for a wide audience.

The approach here is based on the concepts set out by Dr. Herman Kabat and taught by Margaret Knott, and this second edition adds many new illustrations including demonstrations of the techniques and pictures of actual patient treatment. The gait section has been expanded with an introduction to normal components and photos of patient treatment. The mat section has also been enlarged and includes illustrations of patient treatment.

Whether you're an academic or a practitioner, a sociologist, a manager, or an engineer, one can benefit from learning to think systemically. Problems (and messes) are everywhere and they're getting more complicated every day. How we think about these problems determines whether or not we'll be successful in understanding and addressing them. This book presents a novel way to think about problems (and messes) necessary to attack these always-present concerns. The approach draws from disciplines as diverse as mathematics, biology and psychology to provide a holistic method for dealing with problems that can be applied to any discipline. This book develops the systemic thinking paradigm, and
introduces practical guidelines for the deployment of a systemic thinking approach.

A comprehensive, user-friendly guide to marriage and family therapy that takes a holistic view to look at people within the context of their environment. Family Therapy helps students understand the process of shifting from an individual psychology paradigm to a cybernetic or systems paradigm. The text is divided into three sections: The Systemic Framework, The Practice of Family Therapy, and The Systemic Practitioner, and it includes historical information, current developments, and ongoing debates. Various family and developmental theories are examined. The family therapy models considered include psychodynamic, natural systems, experiential, structural, communications, strategic, behavioral/cognitive, and several post-modern approaches. Assessment, intervention, training and supervision, research, and epistemological challenges are discussed within the context of practice.

Learning Goals Upon completing this book readers will be able to:

- Describe and compare various family therapy models
- Discuss practical applications for different family and developmental theories
- Review and assess unique family systems to determine the appropriate family therapy model
- Understand how concepts with the same name differ in meaning at different levels (i.e. 1st order versus 2nd order cybernetics)

"A first of its kind resource for clinicians, researchers, educators, graduate students, and policymakers, this authoritative four-volume Handbook is a groundbreaking reference work on both the profession and the practice of systemic family therapy. The Handbook integrates the scholarly literature on systemic interventions focused on children, couples, and families into a single resource. Volume 1 includes critical information on the theoretical, practice, research, and policy foundations of the profession of systemic family therapy and its roles in an integrated health care system. Topics in Volume 2 (children and adolescents), Volume 3 (couples), and Volume 4 (family over the lifespan) reflect established and emerging interventions for the core difficulties in relationships that impact the mental and physical health of individuals, couples, and families. Contributors provide a balanced, integrative, and forward-looking analysis of the research, theory and interventions related to their topic illustrated with clinical examples. Particular attention is paid to cultural and family diversity throughout the work"

This provocative volume deals with one of the chief criticisms of ethnographic studies, a criticism which centres on their particularism or their insistence on context -- the question is asked: How can these studies be generalized beyond the individual case? Noblit and Hare propose a method -- meta-ethnography -- for synthesizing from qualitative, interpretive studies. They show that ethnographies themselves are interpretive acts, and demonstrate that by translating metaphors and key concepts between ethnographic studies, it is possible to develop a broader interpretive synthesis. Using examples from numerous studies, the authors illuminate how meta-ethnography works, isolate several types of meta-ethnographic study and provide a theoretical framework.

In the years following her role as the lead author of the international bestseller, Limits to Growth—the first book to show the consequences of unchecked growth on a finite planet—Donella Meadows remained a pioneer of environmental and social analysis until her untimely death in 2001. Thinking in Systems, is a concise and crucial book offering insight for problem solving on scales ranging from the personal to the global. Edited by the Sustainability Institute's Diana Wright, this essential primer brings systems thinking out of the realm of computers and equations and into the tangible world, showing readers how to develop the systems-thinking skills that thought leaders across the globe consider critical for 21st-century life. Some of the biggest problems facing the world-war, hunger, poverty, and environmental degradation—are essentially system failures. They cannot be solved by fixing one piece in isolation from the others, because even seemingly minor details have enormous power to undermine the best efforts of too-narrow thinking. While readers will learn the conceptual tools and methods of systems thinking, the heart of the book is greater than methodology. Donella Meadows was known as much for nurturing positive outcomes as she was for delving into the science behind global dilemmas. She reminds readers to pay attention to what is important, not just what is quantifiable, to stay humble, and to stay a learner. In a world growing ever more complicated, crowded, and interdependent, Thinking in Systems helps readers avoid confusion and helplessness, the first step toward finding proactive and effective solutions.

The book gives practical guidance for policy makers, analysts and researchers on how to make the most of the potential of Foresight
studies. Based on the concept of evidence-based policy-making, Foresight studies are common practice in many countries and are commonly understood as a supportive tool in designing future-oriented strategies. The book outlines approaches and experiences of integrating such Foresight studies in the making and implementation of science, technology and innovation (STI) policies at different national levels. It delivers insights into practical approaches of developing STI policy measures oriented towards future societal and technological challenges based on evidence drawn from comparable policy measures worldwide. Authors from leading academic institutions, international organizations and national governments provide a sound theoretical foundation and framework as well as checklists and guidelines for leveraging the potential impact of STI policies.

Systemic Action Research works with real social and organisational issues to uncover their complex dynamics, often revealing unexpected opportunities. This book shows how this process can be integrated, in any context, to the process of social and organisational development and change. The book explains how systemic thinking works and how Systemic Action Research can be embedded into organisational structures and processes to catalyse sustainable change and critical local interventions. Practically written, it details how to design a programme and build it directly into policy and practice development, extending the possibilities of action research beyond the 'individual' and the 'group' to work across whole organisations, multi agency governance arenas, and networks. The book is filled with illustrative stories and pictures which bring the concepts to life enabling the reader to develop a clear picture of how to put it into practice. Systemic Action Research programmes are now being adopted in Government and local governance contexts as well as in national and international NGOs. This book will be invaluable for experienced action researchers as well as social science and social policy researchers who will benefit from an approach to qualitative research which is participative, grounded in practice and allows systemic understandings of complex problems. Policy makers and practitioners will appreciate a process which generates meaningful evidence about the dynamics of change and offers a tangible system for continuously integrating that learning into both formal and informal decision-making.

Thanks to initiatives like the Common Core and Race to the Top, accountability requirements continue to be a reality for educators. Yet many are still unsure of how to use data to make well-informed instructional decisions. The Data-Driven Classroom comes to the rescue with a systematic, universal process that shows teachers how to: examine student assessment results to identify a curricular or skill area to target for individual intervention or large-group instructional revision; develop, implement, and assess the effectiveness of the intervention or revision; and develop an action plan for future instructional cycles. Author Craig A. Mertler sheds light on how teachers can make sense of overwhelming standardized test reports while avoiding pitfalls like over-interpreting data. In these pages you will also find practical classroom examples and templates designed to guide teachers of all grade levels and subject areas through the comprehensive decision-making framework.

It is now accepted that humans are changing the climate of the Earth and this is the most compelling amongst a long litany of reasons as to why, collectively, we have to change our ways of thinking and acting. Most people now recognise that we have to be capable of adapting quickly as new and uncertain circumstances emerge: this capability will need to exist at personal, group, community, regional, national and international levels, all at the same time. Systems Practice is structured into four parts. Part I introduces the societal need to move towards a more systemic and adaptive governance against the backdrop of human-induced climate change. Part II unpacks what is involved in systems practice by means of a juggler metaphor; examining situations where systems thinking offers useful understanding and opportunities for change. Part III identifies the main factors that constrain the uptake of systems practice and makes the case for innovation in practice by means of systemic inquiry, systemic action research and systemic intervention. The book concludes with Part IV, which critically examines how systems practice is, or might be, utilised at different levels from the personal to the societal. The development of our capabilities to think and act systemically is an urgent priority and Systems Practice aims to show how to do systems thinking and translate that thinking into praxis (theory informed practical action) which will be welcomed by those managing in situations of complexity and uncertainty across all domains of professional and personal concern.

Looking at two smaller-scale systemic school improvement projects implemented in selected district circuits in the North West and Eastern
Cape by partnerships between government, JET Education Services, and private sector organisations, this book captures and reflects on the experiences of the practitioners involved. The Systemic School Improvement Model developed by JET to address an identified range of interconnected challenges at district, school, classroom and household level, is made up of seven components. In reflecting on what worked and what did not in the implementation of these different components, the different chapters set out some of the practical lessons learnt, which could be used to improve the design and implementation of similar education improvement projects. Many of the lessons in this field that remain under-recorded to date relate to the step-by-step processes followed, the relationship dynamics encountered at different levels of the education system, and the local realities confronting schools and districts in South Africa’s rural areas. Drawing on field data that is often not available to researchers, the book endeavours to address this gap and record these lessons. It is not intended to provide an academic review of the systemic school improvement processes and practitioners working to improve the quality of education in South African schools, an understanding of some of the real practical and logistical challenges that arise and how these may be resolved to take further school improvement projects forward at a wider district, provincial and national scale.

Approximately one in six top economic research papers draws an explicitly causal conclusion. But what do economists mean when they conclude that A ‘causes’ B? Does ‘cause’ say that we can influence B by intervening on A, or is it only a label for the correlation of variables? Do quantitative analyses of observational data followed by such causal inferences constitute sufficient grounds for guiding economic policymaking? The Philosophy of Causality in Economics addresses these questions by analyzing the meaning of causal claims made by economists and the philosophical presuppositions underlying the research methods used. The book considers five key causal approaches: the regularity approach, probabilistic theories, counterfactual theories, mechanisms, and interventions and manipulability. Each chapter opens with a summary of literature on the relevant approach and discusses its reception among economists. The text details case studies, and goes on to examine papers which have adopted the approach in order to highlight the methods of causal inference used in contemporary economics. It analyzes the meaning of the causal claim put forward, and finally reconstructs the philosophical presuppositions accepted implicitly by economists. The strengths and limitations of each method of causal inference are also considered in the context of using the results as evidence for policymaking. This book is essential reading to those interested in literature on the philosophy of economics, as well as the philosophy of causality and economic methodology in general.

With a broad coverage of theoretical and methodological issues, this book provides a cultural perspective on every stage of human development, demonstrating the interface between cultural psychology and developmental psychology.

"This is the book I have been waiting for. Community Operational Research has shown that analysis can be used not only for, but also with, community groups, helping them to gain more control of their situations. What Midgley and Ochoa-Arias' volume does is provide not only rich examples of grass-roots practice, but also thought-provoking theoretical explorations. The editors have a point of view, but they allow space for debate with those who interpret Community OR differently." Jonathan Rosenhead (Emeritus Professor of Operational Research, London School of Economics and Political Science; Ex-President of the ORS)

This ambitious volume brings together and assesses all major systematic reviews of the effectiveness of criminological interventions, to draw broad conclusions about what works in policing, corrections, developmental prevention, situational prevention, drug abuse treatments, sentencing and deterrence, and communities. Systematic reviews aim to minimize any possible bias in drawing conclusions by stating explicit criteria for inclusion and exclusion of studies, by conducting extensive and wide-ranging searches for possibly eligible studies, and by making all stages of the review explicit and transparent so that the methods can be checked and replicated. Over a decade ago, a concerted effort was made by members of the criminology community, including the Editors and contributors of this volume, to bring the practice of systematic reviews to the study of Criminology, providing replicable, evidence-based data to answer key questions about the study of crime causation, detection, and prevention. Now, the pioneers in this effort present a comprehensive stock-taking of what has been learned in the past decade of systematic reviews in criminology. Much has been discovered about the effectiveness of (for example) boot camps, “hot spots” policing, closed-circuit television surveillance, neighborhood watch, anti-bullying programs in schools, early parenting programs, drug
treatment programs, and other key topics. This volume will be of interest to researchers in criminology and criminal justice, as well as in related fields such as public health and forensic science, with important implications for policy-makers and practitioners. Decisively showing that the “nothing works” era is over, this volume takes stock of what we know, and still need to know, to prevent crime. I plan to keep this book close at hand and to use it often! Francis T. Cullen, Distinguished Research Professor Emeritus, University of Cincinnati At a time when there is a broad commitment to bringing science to the front lines of practice, this book should be on the reading list of both policymakers and scholars. Laurie O. Robinson, Clarence J. Robinson Professor of Criminology, Law Society, George Mason University and former Assistant Attorney General of the U.S. Department of Justice

This timely update presents modern directions in systemic therapy practice with couples and families, focusing on clinical innovations from Italy, Portugal, and Spain. Top therapists discuss their breakthrough family work in treating familiar pathologies such as depression, borderline personality disorder, infidelity, and addictions, providing first-hand insight into meeting relational dysfunction with creativity and resourcefulness. The book applies novel conceptualizations and fresh techniques to complex situations including multi-problem families, involuntary clients, disability-related issues, anorexia, love and sex in aging, and family grief. From tapping into the strengths of siblingship to harnessing the therapeutic potential of the Internet, the book’s cases illustrate the rich variety of opportunities to improve client outcomes through systemic couple and family therapy. This practical guide: Demonstrates strategies for therapists to improve practice Exemplifies methods for reducing the gap between clinical theory and practice Identifies multiple dimensions of systems thinking in case formulation and therapy Offers new insights into treating classic and recent forms of psychopathology Provides a representative picture of couple and family therapy in southern Europe Clinical Interventions in Systemic Couple and Family Therapy is of particular relevance to practitioners and clinicians working within couple and family therapy, and is also of interest to other professionals working in psychotherapy and professional mental health services.

Adam Smith was a famous economist and moral philosopher. This book treats Smith also as a systematic philosopher with a distinct epistemology, an original theory of the passions, and a surprising philosophy mind. The book argues that there is a close, moral connection between Smith's systematic thought and his policy recommendations.

This book aims to rethink systemic intervention to enhance its relevance for supporting social change in the 21st century. It offers a new systems philosophy and methodology, focusing upon the fundamental importance of exploring value and boundary judgements as part of the intervention process. It includes four detailed examples of the practice of systemic intervention.

Written by an international panel of recognized leaders in the field, Neural Crest Induction and Differentiation discusses all aspects of modern neural crest biology from its evolutionary significance to its specification, migration, plasticity and contribution to multiple lineages of the vertebrate body, to the pathologies associated with abnormal neural crest development and function. Abundant color figures enhance the text providing clear and attractive illustrations of central issues and concepts.

This volume offers comprehensive treatment of the latest developments in critical systems thinking and practice. The book features contributions by researchers at the prestigious Centre for Systems Studies at the University of Hull, England. The emphasis is on rigorous analysis of the wide range of approaches to problem solving reported in the research literature. This work will enhance the studies of researchers and students in the areas of systems problem solving, action research, management science, and operational research.

To battle the obesity epidemic in America, health care professionals and policymakers need relevant, useful data on the effectiveness of obesity prevention policies and programs. Bridging the Evidence Gap in Obesity Prevention identifies a new approach to decision making and research on obesity prevention to use a systems perspective to gain a broader understanding of the context of obesity and the many factors that influence it.
Having enjoyed more than twenty years of development, feminist epistemology and philosophy of science are now thriving fields of inquiry, offering current scholars a rich tradition from which to draw. In addition to a recognition of the power of knowledge itself and its effects on women’s lives, a central feature of feminist epistemology and philosophy of science has been the attention they draw to the role of power dynamics within knowledge-seeking practices and the implications of these dynamics for our understandings of knowledge, science, and epistemology. Feminist Epistemology and Philosophy of Science: Power in Knowledge collects new works that address today’s key challenges for a power-sensitive feminist approach to questions of knowledge and scientific practice. The essays build upon established work in feminist epistemology and philosophy of science, offering new developments in the fields, and representing the broad array of the feminist work now being done and the many ways in which feminists incorporate power dynamics into their analyses.

This book examines systemic family therapy research, addressing key topics across the interrelated disciplines of psychotherapy, social work, and counseling. Drawing from contributions at the 2017 International Systemic Research Conference in Heidelberg, it includes both quantitative and qualitative research perspectives and outlines a wide array of approaches, using systems theory and constructivist epistemology. In addition, the book focuses on innovative paradigms, research strategies, and methods, seeking to bridge the gap between research and practice in the field of systemic family therapy. Finally, it provides guidance on submitting and maximizing the likelihood of research paper acceptance to leading family therapy journals. Topics featured in this book include: Effectiveness of research-informed systemic therapy. Mindfulness and compassion-based interventions in relational contexts. Use of SCORE (Systemic Clinical Outcome and Routine Evaluation) as an indicator of family functioning in Europe. Systemic approaches for working with couples with high conflict behaviors. Therapeutic-Factor-Oriented skill building in systemic counseling. Importance of client feedback in development of professional knowledge base. Systemic Research in Individual, Couple, and Family Therapy and Counseling is a must-have resource for researchers, professors, and graduate students in family therapy, clinical psychology, general practice/family medicine, and social work as well as all interrelated psychology and medical disciplines.

With the Handbook of Action Research hailed as a turning point in how action research is framed and understood by scholars, this student edition has been structured to provide an easy inroad into the field for researchers and students. It includes concise chapter summaries and an informative introduction that draws together the different strands of action research and reveals their diverse applications as well as their interrelations. Divided into four parts, there are important themes of thinking and practice running throughout.

This accessible guide introduces systemic mirroring, an innovative approach to understanding and managing the disruptive presence of shame in family therapy. Shame is analyzed in individual and interpersonal contexts, and in two basic problematic states—experiencing too much or too little shame—often found at the root of serious problems between children and their parents. The author offers potent conversation-based strategies for working with children, adolescents, and their families, and for working with parents to resolve their own shame issues so they can improve their relationships with their children. The author also illustrates how shame regulation can improve the bond between client and therapist and produce lasting effects as clients learn to disengage from shame. This practical resource: Offers an innovative approach to dealing with shame in therapy Integrates practical methods for use with children, adolescents, and parents Discusses how shame derails interpersonal communication Provides interventions for shame management and dealing with the state of shamelessness Shows how parents can regulate their own shame at the couple level Applies these methods to school settings Shame Regulation Therapy for Families aids the work of professionals such as psychologists, psychiatrists, social workers, and school psychologists who work with children and their families on shame management.

The application of new molecular methodologies in the study of bacterial behavior and cell architecture has enabled new revolutionary insights and discoveries in these areas. This new text presents recent developments in bacterial physiology that are highly relevant to a wide range of readership including those interested in basic and applied knowledge. Its chapters are written by international scientific authorities at the forefront of the subject. The value of this recent knowledge in bacterial physiology is not only restricted to fundamental biology. It also extends to biotechnology and drug-discovery disciplines.
This text develops the necessary background in probability theory underlying diverse treatments of stochastic processes and their wide-ranging applications. In this second edition, the text has been reorganized for didactic purposes, new exercises have been added and basic theory has been expanded. General Markov dependent sequences and their convergence to equilibrium is the subject of an entirely new chapter. The introduction of conditional expectation and conditional probability very early in the text maintains the pedagogic innovation of the first edition; conditional expectation is illustrated in detail in the context of an expanded treatment of martingales, the Markov property, and the strong Markov property. Weak convergence of probabilities on metric spaces and Brownian motion are two topics to highlight. A selection of large deviation and/or concentration inequalities ranging from those of Chebyshev, Cramer–Chernoff, Bahadur–Rao, to Hoeffding have been added, with illustrative comparisons of their use in practice. This also includes a treatment of the Berry–Esseen error estimates in the central limit theorem; the authors assume mathematics suitable for students with varying levels of background in analysis and measure theory. For the reader who needs refreshers, theorems from analysis and measure theory used in the main text are provided in comprehensive appendices, along with their proofs, for ease of reference. Rabi Bhattacharya is Professor of Mathematics at the University of Arizona. Edward Waymire is Professor of Mathematics at Oregon State University. Both authors have co-authored numerous books, including a series of four upcoming graduate textbooks in stochastic processes with applications.

The problems related to the process of industrialisation such as biodiversity depletion, climate change and a worsening of health and living conditions, especially but not only in developing countries, intensify. Therefore, there is an increasing need to search for integrated solutions to make development more sustainable. The United Nations has acknowledged the problem and approved the “2030 Agenda for Sustainable Development”. On 1st January 2016, the 17 Sustainable Development Goals (SDGs) of the Agenda officially came into force. These goals cover the three dimensions of sustainable development: economic growth, social inclusion and environmental protection. The Encyclopedia of the UN Sustainable Development Goals comprehensively addresses the SDGs in an integrated way. It encompasses 17 volumes, each devoted to one of the 17 SDGs. This volume addresses SDG 4, namely “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and contains the description of a range of terms, to allow a better understanding and foster knowledge about it. In the first part, the authors define target variables and primary and secondary education leading to relevant and effective learning outcomes. Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all. Substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes. In developed countries and other developing countries. Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states. Editorial Board: Olivia A.M. Freeman, Johannes M. Luetz, Petra Molthan-Hill, Theam Foo Ng, Umesh Chandra Pandey, Rudi Pretorius, Valeria Ruiz Vargas, Pinar Gökçin Özyüzyar.

This monograph focuses on the level of management culture development in organizations attempting to disclose it not only with the help of theoretical insights but also by the approach based on employees and managers. Why was the term "management culture" that is rarely found in literature selected for the analysis? We are quite often faced with problems of terminology. Especially, it often happens in the translation...
from one language to another. While preparing this monograph, the authors had a number of questions on how to decouple the management culture from organization’s culture and from organizational culture, how to separate management culture from managerial culture, etc. However, having analysed a variety of scientific research, it appeared that there is no need to break down the mentioned cultures because they still overlap. Therefore, it is impossible to completely separate the management culture from the formal or informal part of organizational culture. Management culture inevitably exists in every organization, only its level of development may vary.

Makes the case for systems thinking in an easily accessible form for a broad interdisciplinary audience, including health system stewards, programme implementers, researchers, evaluators, and funding partners.