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## LW1TG2 - CARLEE COCHRAN

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This booklet contains the stories of six teachers who discuss, step by step, how they each handled a specific restructuring challenge in their schools. They describe what strategies worked and what did not, and provide diagrams and checklists to help other teachers. Chapter 1 describes the implementation of a collaborative school-based decision-making project, the Effective Schools Project, at Centreville Elementary School in Fairfax County, Virginia. Chapter 2, "Matters of Time" (Margaret Almony) discusses how time-management techniques were utilized at Ahuimanu Elementary School in Kanehoe, Hawaii, to make time for a Mastery-in-Learning Project and teacher participation in a site-based-management council. Chapter 3, "Seasons of Change" (Laura P. Krich) describes the implementation of a Mastery-in-Learning Project at Diamond Middle School in Lexington, Massachusetts. Chapter 4, "Bringing a New Order to Things" (Jonathan C. Kieffer) describes how Jackson Road Elementary School (in the Mont-

gomery County, Maryland, Public School System) restructured school time to provide for school-based research and faculty collaboration. The fifth chapter, "Pushing Learning beyond the Classroom Walls" (Jeanne Lokar) examines the development of an outcomes-based education (OBE) program at the Richard Mann Building of the Gananda Community School District, in Macedon, New York. The final chapter, "Rising from the Ashes" (Mike Marriam) discusses how failure to initiate a school change facilitated a growth process for Seneca Middle School in Seneca Falls, New York. A glossary and an appendix containing a diagram of systemic school restructuring are included. (LMI)

Presents a selection of the research presented at the 50th Annual Meeting of the College Reading Association in Pittsburgh, Pa., Oct. 2006.

Why you need a writing revolution in your classroom and how to lead it The Writing Revolution (TWR) provides a clear method of instruction that you can use no matter what subject or grade level you teach. The model, also known as The Hochman Method,

has demonstrated, over and over, that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback. Insurmountable as the challenges faced by many students may seem, *The Writing Revolution* can make a dramatic difference. And the method does more than improve writing skills. It also helps: Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities *The Writing Revolution* is as much a method of teaching content as it is a method of teaching writing. There's no separate writing block and no separate writing curriculum. Instead, teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction. But perhaps what's most revolutionary about the TWR method is that it takes the mystery out of learning to write well. It breaks the writing process down into manageable chunks and then has students practice the chunks they need, repeatedly, while also learning content.

"SpringBoard is a world-class English Language Arts Program for students in grade 6-12. Written by teachers for teachers. SpringBoard offers proven instructional design to get students ready for the AP, the SAT, and college"--Back cover.

What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal, and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high-stakes,

standards-based environment? Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of *Understanding by Design*. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks. Readers will learn why the familiar coverage- and activity-based approaches to curriculum design fall short, and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research-based principles of *Understanding by Design* apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, this new edition of *Understanding by Design* offers teacher-designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike.

This book introduces version 2.0 of the UbD Template and allows you to download fillable electronic forms to help you more easily incorporate standards, advance your understanding of backward design, and improve student learning.

Science 1 A

Gorgeous photographs, and clear text introduce readers to the effects of climate change on the pika and on other life-forms in

the high mountains.

Powerful tools for facilitating teachers' professional development and optimizing school improvement efforts! Combining professional learning communities (PLCs) and action research, this step-by-step guide provides coaches, workshop leaders, and staff developers with strategies, activities, and tools to develop inquiry-oriented PLCs. The authors present essential elements of a healthy PLC, case studies of inquiry-based PLCs, and lessons learned for improving coaching practices. Sample projects and reflection prompts will help readers: Organize, assess, and maintain high-functioning, inquiry-oriented PLCs Facilitate the development of study questions Enable PLC members to develop, analyze, and share research results Lead successful renewal and reform efforts In response to the No Child Left Behind Act of 2001 (NCLB), Systems for State Science Assessment explores the ideas and tools that are needed to assess science learning at the state level. This book provides a detailed examination of K-12 science assessment: looking specifically at what should be measured and how to measure it. Along with reading and mathematics, the testing of science is a key component of NCLB—it is part of the national effort to establish challenging academic content standards and develop the tools to measure student progress toward higher achievement. The book will be a critical resource for states that are designing and implementing science assessments to meet the 2007-2008 requirements of NCLB. In addition to offering important information for states, Systems for State Science Assessment provides policy makers, local schools, teachers, scientists, and parents with a broad view of the role of testing and assess-

ment in science education.

This book suggests that the reading of science text and textbooks requires the same thinking skills that are involved in a hands-on science activity and presents the latest research on reading and learning science. This supplement also includes suggestions on how to implement appropriate science readings into instruction and help students learn how to construct meaning from science textbooks. Contents include: (1) "Three Interactive Elements of Reading"; (2) "Strategic Processing"; (3) "Strategic Teaching"; (4) "Six Assumptions about Learning"; and (5) "Reading Strategies." (Contains 54 references.) (YDS).

This book describes standards for the English language arts and defines what K-12 students should know about language and be able to do with language. The book presents the current consensus among literacy teachers and researchers about what students should learn in the English language arts—reading, writing, listening, speaking, viewing, and visually representing. The first chapter of the book (Setting Standards in the English Language Arts) addresses defining the standards and the need for standards. The second chapter (Perspectives Informing the English Language Arts Standards) discusses the content, purpose, development, and context of the standards. The third chapter presents the 12 standards in detail. The fourth chapter (Standards in the Classroom) presents elementary, middle-school, and high-school vignettes which illustrate how the standards might be implemented in the classroom. The book concludes that these standards represent not an end but a beginning—a starting point for discussion and action. A glossary (containing more than 100 terms), a list of participants, a history of the standards project, an overview of

standards projects, state and international English language arts standards, a 115-item annotated list of resources for teachers, and a comment form are attached. (RS)

While today's business world is dominated by technology and data analysis, award-winning financial journalist and anthropology PhD Gillian Tett advocates thinking like an anthropologist to better understand consumer behavior, markets, and organizations to address some of society's most urgent challenges. Amid severe digital disruption, economic upheaval, and political flux, how can we make sense of the world? Leaders today typically look for answers in economic models, Big Data, or artificial intelligence platforms. Gillian Tett points to anthropology—the study of human culture. Anthropologists learn to get inside the minds of other people, helping them not only to understand other cultures but also to appraise their own environment with fresh perspective as an insider-outsider, gaining lateral vision. Today, anthropologists are more likely to study Amazon warehouses than remote Amazon tribes; they have done research into institutions and companies such as General Motors, Nestlé, Intel, and more, shedding light on practical questions such as how internet users really define themselves; why corporate projects fail; why bank traders miscalculate losses; how companies sell products like pet food and pensions; why pandemic policies succeed (or not). Anthropology makes the familiar seem unfamiliar and vice versa, giving us badly needed three-dimensional perspective in a world where many executives are plagued by tunnel vision, especially in fields like finance and technology. "Fascinating and surprising" (Fareed Zararia, CNN), *Anthro-Vision* offers a revolutionary new way for understanding

the behavior of organizations, individuals, and markets in today's ever-evolving world.

The 13 ideas in this book were identified by a group of national leaders as the most significant ideas impacting the contemporary community college. The book is designed for trustees, administrators, faculty, policy makers, legislators, and community leaders who want to be better informed about the issues affecting our students and our nation.

In his daring and ground-breaking work, Brady argues that the most satisfactory way to make the general education curriculum a coherent whole is not by bridging between the parts but by recognizing them as integral, logically-related components of larger entities. These "larger entities" are socio-cultural systems. When considering what's worth teaching, administrators and faculty typically have faced issues such as these: For decades we have been in the center of an information explosion. How can we decide what new information to teach, and what old information to exclude to make room for the new? Vast domains of knowledge lie neglected outside the traditional disciplines and subjects. How can these domains be identified, and their relative importance determined? Learning theorists insist that learners must make new knowledge part of a logically-integrated conceptual framework. How can educators help students construct these frameworks? Certain ideas are so powerful they should be introduced early and elaborated year after year. What are these ideas? Until now questions such as these had no answers. But *What's Worth Teaching?* does suggest answers. In clear and thoughtfully crafted language, Brady lays a theoretical foundation for a general education curriculum surpassing in comprehensiveness and coherence any-

thing now offered in America's schools and universities.

Therapy is frequently miscast as requiring an enormous amount of time and financial commitment, but helpful, goal-oriented therapy can produce positive results after only a few sessions. By focusing on solutions instead of problems, SFBT asks clients to set concrete goals and to draw upon strengths in their lives that can help bring about the desired change for a preferred future.

In today's rapidly changing and information-rich world, students are not acquiring adequate knowledge and skills to prepare them for careers in mathematics, science, and technology with the traditional approach to assessment and instruction. New competencies (e.g., information communication and technology skills) are needed to deal successfully with the deluge of data. In order to accomplish this, new "educationally valuable" skills must be acknowledged and assessed. Toward this end, the skills we value and support for a society producing knowledge workers, not simply service workers, must be identified, together with methods for their measurement. *Innovative Assessment for the 21st Century* explores the faces of future assessment—and ask hard questions, such as: What would an assessment that captures all of the above attributes look like? Should it be standardized? What is the role of the professional teacher?

Understanding the 'human operator' is a central concern of both ergonomists and sport and exercise scientists. This cutting-edge collection of international research papers explores the interface between physical, cognitive and occupational ergonomics and sport and exercise science, illuminating our understanding of 'human factors' at work and at play. Drawing on a wide diversity of

disciplines, including applied anatomy, biomechanics, physiology, engineering, psychology and design, the book explores themes of central importance within contemporary ergonomics and sport and exercise science, such as performance, health, environment, technology and special populations. *Contemporary Sport, Leisure and Ergonomics* establishes important methodological connections between the disciplines, advancing the research agenda within each. It is essential reading for all serious ergonomists and human scientists.

Authored by luminaries in the special education field, *EDUCATING EXCEPTIONAL CHILDREN* introduces readers to each of the thirteen disability categories, and to the needs of children who are gifted and talented. The fourteenth edition continues to focus on the strengths of previous editions, while also providing new material about such important hot topics as genetics, neurology, inclusion, assistive technology, and information processing. The book provides key, research-based teaching methods and strategies for children with various exceptionalities, and also offers analysis of ecological factors that influence the exceptional child in and out of the classroom. This edition also features a new chapter on children with ADD/ADHD, new diagnosis information from the DSM-5, coverage of CEC and Common Core State Standards, the most current teaching techniques for each category, and current coverage of the Response to Intervention Model. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The 5th edition features an enhanced chapter on instruction and achievement; greater emphasis on the thinking, community, and learning patterns involved in breaking out of poverty; plentiful ci-

tations, new case studies, and data: more details findings about interventions, resources, and causes of poverty, and a review of the outlook for people in poverty---and those who work with them.

If you've ever thought that standards-based teaching and required content prevent you from integrating subject areas, then here's a book that will change the way you think and alert you to exciting new possibilities in your approach to teaching. Learn how to identify the connections in your standards that provide the basis for interdisciplinary units. Explore all types of integrated curriculum and how they bridge content standards to authentic, relevant learning experiences. And understand how to create interdisciplinary units that provide data-based evidence of student learning. A planning template and detailed examples of successful integrated curriculums are included to help you implement integrated curriculum in practice. Discover how you can make learning more exciting for students--and rewarding for you.

Twelve years after the first charter school was launched, the charter school movement is now entering its adolescence. Like many pre-teens, it's had its share of growing pains, but I am confident that it is about to hit a growth spurt. That is because charter schools are enormously popular with their primary clients --parents and students-- and because they are starting to show promising results in terms of student achievement. The basic tenets of charter schools--give them room to be innovative, hold them accountable for results, and let parents decide if they meet the needs of their children --are perfectly aligned with the historic No Child Left Behind Act (NCLB), which also focuses on accountabili-

ty for results in return for more flexibility, and with providing more options for parents than ever before. One of the promises of charter schools is that they can serve as laboratories of innovation --they can be public education's "R&D" arm. Because they have greater autonomy than traditional public schools, and since they tend to attract pioneering educators, they can try out new approaches to education that, if proven effective, can be transplanted back into the larger public education system. It is in this spirit that we highlight eight of the most successful charter schools in the United States. These schools were chosen after an exhaustive national search. They were primarily selected because they have demonstrated success over time in boosting student achievement. Surely many more charter schools could have been identified, and these should not be considered "the best" charter schools in the nation. Nevertheless, they are among the best, and each has much to teach other charterschools --and traditional public schools-- about teaching and learning, management strategies, staff development, and many other topics.

Retention lingers as a major problem in higher education despite greater accessibility. The second edition of Seidman's groundbreaking book includes three new chapters to fill information gaps on critical topics: assessment in community colleges, retention theory, and online programs. This book will be of interest to practitioners and classroom professionals alike.

An adolescent girl learns that realizing a dream requires a good deal more than stubborn, steely resolve as she risks everything to follow her heart It's not fair! Thirteen-year-old Joelle Cunningham is passionate about baseball. She loves to watch it, read about it, and, most of all, play it. But when her family moves from

Minneapolis to the small town of Greendale, Iowa, she quickly discovers that there are strict rules preventing her from playing on the school baseball team. At Hoover Middle School, only boys play baseball. Girls play softball. It's not the same sport! Joelle tries to tell everyone. But no one is listening. Not Coach Carlyle—even though his baseball team is at the bottom of the league, he doesn't want her on his team. Not Ms. Fenner, the softball coach—she wants Joelle to use her big-league swing to benefit the girls' team. Not her new friend, Elizabeth, who is growing tired of her complaints. Not even Jason, her older brother, who is too busy at college to be of much help. But Joelle is determined to play baseball. And through some creative problem-solving and surprising alliances, she finds a solution to her dilemma that brings the disputing sides together . . . and baseball to the girls of Greendale. Author Dori Butler has created a high-spirited, indomitable character that young girls will admire and root for in this story of frustrated ambition and ultimate triumph.

Let Randi Stone and her award-winning teachers demonstrate tried-and-tested best practices for teaching science in diverse elementary, middle, and high school classrooms. Linked to companion volumes for teaching writing and mathematics, this resource for new and veteran educators helps build student confidence and success through innovative approaches for raising student achievement in science, such as: Expeditionary learning, technology and music, and independent research study Model lessons in environmental studies and real-world science Inquiry-based strategies using robotics, rockets, straw-bale greenhouses, "Project Dracula," "Making Microbes Fun," and more!

With engaging activities weaving through science fact and fiction to lead learners on intriguing journeys of discovery, this guide is sure to fascinate and inspire both you and your students!

Help your grade 5 students explore standards-based science concepts and vocabulary using 150 daily lessons A variety of rich resources including vocabulary practice, hands-on science activities, and comprehension tests in multiple-choice format help you successfully introduce students to earth, life, and physical science concepts. 30 weeks of instruction covers many standards-based science topics.

Since its publication twenty years ago, Brian Massumi's pioneering *Parables for the Virtual* has become an essential text for interdisciplinary scholars across the humanities. Massumi views the body and media such as television, film, and the internet as cultural formations that operate on multiple registers of sensation. Renewing and assessing William James's radical empiricism and Henri Bergson's philosophy of perception through the filter of the postwar French philosophy of Deleuze, Guattari, and Foucault, Massumi links a cultural logic of variation to questions of movement, affect, and sensation. Replacing the traditional opposition of literal and figural with distinctions between stasis and motion and between actual and virtual, Massumi tackles related theoretical issues by applying them to cultural mediums as diverse as architecture, body art, the digital art of Stelarc, and Ronald Reagan's acting career. The result is an intriguing combination of cultural theory, science, and philosophy that asserts itself in a crystalline and multifaceted argument. This twentieth anniversary edition includes a new preface in which Massumi situates the book in relation to developments since its publication and outlines the

evolution of its main concepts. It also includes two short texts, “Keywords for Affect” and “Missed Conceptions about Affect,” in which Massumi explicates his approach to affect in ways that emphasize the book's political and philosophical stakes.

This book reports on high impact educational practices and programs that have been demonstrated to be effective at broadening the participation of underrepresented groups in the STEM disciplines.

Offering over 2000 useful references and more than 200 helpful tables, equations, drawings, and photographs, this book presents research on food phosphates, commercial starches, antibrowning agents, essential fatty acids, and fat substitutes, as well as studies on consumer perceptions of food additives. With contributions from nearly 50 leading international authorities, the Second Edition of Food Additives details food additives for special dietary needs, contemporary studies on the role of food additives in learning, sleep, and behavioral problems in children, safety and regulatory requirements in the U.S. and the European Union, and methods to determine hypersensitivity.

A practical guide to how we can positively adapt to a changing world, from the internationally bestselling authors of *The 100-Year Life* 'The London Business School professors Andrew J. Scott and Lynda Gratton have been predicting how society must adapt for years. Now they have a post-pandemic road map for us all' *Sunday Times* Smart new technologies. Longer, healthier lives. Human progress has risen to great heights, but at the same time it has prompted anxiety about where we're heading. Are our jobs under threat? If we live to 100, will we ever really stop working?

And how will this change the way we love, manage and learn from others? One thing is clear: advances in technology have not been matched by the necessary innovation to our social structures. In our era of unprecedented change, we haven't yet discovered new ways of living. Drawing from the fields of economics and psychology, Andrew J. Scott and Lynda Gratton offer a simple framework based on three fundamental principles (Narrate, Explore and Relate) to give you the tools to navigate the challenges ahead. Both a personal road-map and a primer for governments, corporations and colleges, *The New Long Life* is the essential guide to a longer, smarter, happier life. 'Wonderful . . . This thought-provoking book is a must-read' Daron Acemoglu, author of *Why Nations Fail* 'This thoughtful book explores how we can reimagine our days and our societies to make our lives better - not just longer' Adam Grant, *New York Times* bestselling author of *Originals* and *Give and Take* 'Stimulating, insightful and inspirational' Linda Yueh, author of *The Great Economists* 'This important book will help reframe the global debate about how to help every citizen to flourish' Matt Hancock, UK Secretary of State for Health and Social Care

From one of the foremost authorities on education in the United States, *Slaying Goliath* is an impassioned, inspiring look at the ways in which parents, teachers, and activists are successfully fighting back to defeat the forces that are trying to privatize America's public schools. Diane Ravitch writes of a true grassroots movement sweeping the country, from cities and towns across America, a movement dedicated to protecting public schools from those who are funding privatization and who believe that America's schools should be run like businesses and that chil-



dren should be treated like customers or products. Slaying Goliath is about the power of democracy, about the dangers of plutocracy, and about the potential of ordinary people—armed like David with only a slingshot of ideas, energy, and dedication—to prevail against those who are trying to divert funding away from our historic system of democratically governed, nonsectarian public schools. Among the lessons learned from the global pandemic of 2020 is the importance of our public schools and their teachers and the fact that distance learning can never replace human interaction, the personal connection between teachers and students.

A piercing and scientifically grounded look at the emergence of the coronavirus pandemic and how it will change the way we live—"excellent and timely." (The New Yorker) Apollo's Arrow offers a riveting account of the impact of the coronavirus pandemic as it swept through American society in 2020, and of how the recovery will unfold in the coming years. Drawing on momentous (yet dimly remembered) historical epidemics, contemporary analyses, and cutting-edge research from a range of scientific disciplines, bestselling author, physician, sociologist, and public health expert Nicholas A. Christakis explores what it means to live in a time of plague—an experience that is paradoxically uncommon to the vast majority of humans who are alive, yet deeply fundamental to our species. Unleashing new divisions in our society as well as opportunities for cooperation, this 21st-century pandemic has upended our lives in ways that will test, but not vanquish, our already frayed collective culture. Featuring new, provocative arguments and vivid examples ranging across medicine, history, sociology, epidemiology, data science, and genetics, Apollo's Arrow

envisions what happens when the great force of a deadly germ meets the enduring reality of our evolved social nature.

This volume contains a unique compilation of research and reflections representing multiple vantage points stemming from different parts of the world that can help science educators and teacher educators in finding ways to meaningfully and purposefully embed sustainability into teaching and learning. It is a rich resource for exploring and contextualizing sustainability-oriented science education. At this time we find ourselves in a situation in which the earth's ecological system is under significant strain as a result of human activity. In the developed world people are asking "How can we maintain our current standard of living?" while those in the developing world are asking "How can we increase the quality of our lives?" all while trying to do what is necessary to mitigate the environmental problems. This volume responds to these questions with a focus on educating for sustainability, including historical and philosophical analyses, and pedagogical and practical applications in the context of science teacher preparation. Included are many examples of ways to educate science teachers for sustainability from authors across the globe. This text argues that issues of sustainability are increasingly important to our natural world, built world, national and international economics and of course the political world. The ideas presented in the book provide examples for original, effective and necessary changes for envisioning educating science teachers for sustainability that will inform policy makers.

What are "essential questions," and how do they differ from other kinds of questions? What's so great about them? Why should you

design and use essential questions in your classroom? Essential questions (EQs) help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, EQs are used to stimulate students' discussions and promote a deeper understanding of the content. Whether you are an Understanding by Design (UbD) devotee or are searching for ways to address standards—local or Common Core State Standards—in an engaging way, Jay McTighe and Grant Wiggins provide practical guidance on how to design, initiate, and embed inquiry-based teaching and learning in your classroom. Offering dozens of examples, the authors explore the usefulness of EQs in all K-12 content areas, including skill-based areas such as math, PE, language instruction, and arts education. As an important element of their backward design approach to designing curriculum, instruction, and assessment, the authors

- \*Give a comprehensive explanation of why EQs are so important;
- \*Explore seven defining characteristics of EQs;
- \*Distinguish between topical and overarching questions and their uses;
- \*Outline the rationale for using EQs as the focal point in creating units of study; and
- \*Show how to create effective EQs, working from sources including standards, desired understandings, and student misconceptions.

Using essential questions can be challenging—for both teachers and students—and this book provides guidance through practical and proven processes, as well as suggested "response strategies" to encourage student engagement. Finally, you will learn how to create a culture of inquiry so that all mem-

bers of the educational community—students, teachers, and administrators—benefit from the increased rigor and deepened understanding that emerge when essential questions become a guiding force for learners of all ages.

A major aim of *Comparative and Global Pedagogies: Equity, Access and Democracy in Education* which is the second volume in the 12-volume book series *Globalisation, Comparative Education and Policy Research*, edited by Joseph Zajda and his team, is to present a global overview of recent trends in equity and access in education globally. By examining some of the major education policy issues, particularly in the light of recent shifts in education and policy research dealing with equity and access, the editors aim to provide a comprehensive picture of the intersecting and diverse discourses of globalization, education and policy-driven reforms. The impact of globalization on education policy and reforms is a strategically important issue for us all. More than ever before, there is a need to understand and analyse both the intended and the unintended effects of globalization on educational systems, the state, and relevant policy changes – especially in terms of equity and access, as they affect individuals, educational bodies (such as universities), policy-makers across the globe. Current education policy research dealing with equity and social inequality reflects a rapidly changing world where citizens and consumers are experiencing a growing sense of uncertainty, exclusion and loss of flexibility. Yet globalization exposes us also to opportunities generated by a fast changing world economy.