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As teachers we often tend to expect other countries to teach chemistry in much the same way as we do, but educational systems differ widely. At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world: Teaching Chemistry around the World. 25 countries have participated in the project. The resulting country studies are presented in this book. This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries. Especially in the case of the school subject chemistry, which is very unpopular on the one hand and occupies an exceptional position on the other hand – due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving – we have to learn from each others' educational systems.

This is the third volume of a trilogy on English Language education in Asia within the Routledge Critical Studies in Asian Education. Put together by editors and contributors selected by Asia TEFL, this book provides a timely and critical review of the current trends in tertiary level English education in Asia. It foregrounds the developments and trends, policies and implementation, as well as research and practice. Written by ELT scholars and educational leaders, this book presents articles on China, Hong Kong, India, Japan, Korea, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. While the authors focus on their own local issues, providing an overview of the state of tertiary English teaching in their respective territories, they also provide insights from their successes and failures which can help inspire solutions to similar challenges faced internationally in the field. Chapters in the book include: • Heading toward the global standardization of English education in Korean universities • English in tertiary education in India: A Janus-faced perspective with special reference to University of Delhi • Developing English language skills in the Singapore higher education context • ELT at tertiary institutions in China: A developmental perspective This book will be valued by administrators, researchers and scholars interested in bilingualism, language policy and planning in higher education.

In recent years, bioeconomy strategies have been implemented and adapted internationally. In the bioeconomy, materials are to a certain extent circular by nature. However, biomaterials may also be used in a rather linear way. Lately, a transition towards a circular economy, a more restorative and regenerative economic model, is being promoted worldwide. A circular economy offers an alternative model aiming at “doing more and better with less”. It is based on the idea that circulating matter and energy will diminish the need for new input. Its concept lies in maintaining the value of products, materials, and resources for as long as possible and at the same time minimizing or even eliminating the amount of waste produced. Focused on “closing the loops”, a circular economy is a practical solution for promoting entrepreneurial sustainability, economic growth, environmental resilience, and a better quality of life for all. The most efficient way to close resource loops is to find value in the waste. Different modes of resource circulation may be applied, e.g., raw materials, by-products, human resources, logistics, services, waste, energy, or water. To that end, this Special Issue seeks to contribute to the circular bioeconomy agenda through enhanced scientific and multidisciplinary knowledge to boost the performance efficiency of circular business models and support decision-making within the specific field. The Special Issue includes innovative technical developments, reviews, and case studies, all of which are relevant to green, closed-loop, circular bioeconomy.

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