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This latest Fifth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC) will again form the standard scientific reference for all those concerned with climate change and its consequences, including students and researchers in environmental science, meteorology, climatology, biology, ecology and atmospheric chemistry. It provides invaluable material for decision

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makers and stakeholders: international, national, local; and in all branches: government, businesses, and NGOs. This volume provides:

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- A detailed assessment of climate change observations, modelling, and attribution for every continent
- A new comprehensive atlas of global and regional climate projections for 35 regions of the world

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The Journal on Advanced Studies in Theoretical and Experimental  
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The gender gap in science, technology, engineering and  
mathematics (STEM) varies greatly from country to country, and  
the number of Japanese women in these fields remains relatively  
few. This prompts us to ask why the proportion of female scientists

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in Japan is still remarkably low and what measures the government, universities and research institutes are taking to address this issue. This book sheds light on historical developments and the current gender equality situation in Japan, through the lens of women in STEM. It shows how a policy of gender equality in science and engineering has been introduced through the coordinated efforts of academia, scientific societies and the government, and how this has led to a slow but steady increase in female representation. The book draws on extensive data including interviews with government officials, scientists and educators in Japan to provide a revealing case study on how the underrepresentation of women in the fields of science, technology and engineering has been approached and dealt with by a national government. It heralds a new era for female scientists, by showcasing several programmes undertaken by

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government, universities and national research institutions to support multiple career paths for and the progression of female scientists in Japan. Tracing the historical development of Japan's policies towards women in science and education, this book will be welcomed by students and scholars interested in Japanese studies, comparative social policy, gender studies, employment and the history of science and technology.

For over a decade, Mainland China has been embarking on an ambitious nation-wide education reform ('New Curriculum Reform') for its basic education. The reform reflects China's propensity to borrow selected educational policies from elsewhere,



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particularly North America and Europe. Chinese scholars have used a local proverb "the West wind has overpowered the East wind" to describe this phenomenon of 'looking West'. But what do we mean by educational policy borrowing from the West? What are the educational policies in China's new curriculum reform that are perceived to be borrowed from the West? To what extent have the borrowed educational policies in China's new curriculum reform been accepted, modified, and rejected by the various educational stakeholders? How does culture influence the various educational stakeholders in China in interpreting and mediating educational policy borrowing from the West? How do the findings of this study on China's education reform inform and add to the existing theories on and approaches to on cross-cultural educational policy borrowing? This book answers the above questions by critically

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discussing China's policy borrowing from the West through its current reform for primary and secondary education. It presents the latest in-depth research findings from a three-year empirical study (2013-2015) with school principals, teachers, students and other educational stakeholders across China. This study offers new insights into China's educational policy borrowing from the West and international implications on cross-cultural educational transfer for academics, policymakers and educators.

Can we prove the necessity of our best physical theories by rational means, without appeal to experience? This book recounts a few ingenious attempts to derive physical theories by reason only, beginning with Descartes' geometric construction of the world, and finishing with recent derivations of quantum mechanics from

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natural axioms. Deductions based on theological, metaphysical, or transcendental arguments are worth remembering for the ways they motivated and structured physical theory, even though we would now criticize their excessive confidence in the power of the mind. Other deductions more modestly relied on criteria for the comprehensibility of nature, including forms of measurability, causality, homogeneity, and correspondence. The central thesis of this book is that such criteria, when properly applied to idealized systems, effectively determine some of our most important theories as well as the mathematical character of the laws of physics. The relevant arguments are not purely rational, because only experience can tell us to which extent nature is comprehensible in a given way. Nor do they block the possibility of ever more varied forms of comprehensibility. They nonetheless suggest the inevitability of

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much of our theoretical physics.

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