

## Learning Trajectories Violence And Empowerment Amongst Basic Skills Learners Routledge Research In Lifelong Learning And Education

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Learning Trajectories, Violence And Empowerment amongst Adult Basic Skills Learners offers deep insights into the lives of marginalised communities and the link between learning, literacy and violence, not previously carried out in-depth in a small scale study. It breaks the negative stereo-types of adults who struggle to read and write, who are often labelled and stigmatised by dominant discourses, and in doing so exposes why and how Basic Skills Learners often find themselves in marginal ...

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This volume explores and evaluates community-based literacy programs, examining how they bridge gaps in literacy development, promote dialogue, and connect families, communities, and schools. Highlighting the diversity of existing literary initiatives across populations, this book brings together innovative and emerging scholarship on the relationship between P20 schools and community-based literacy programming. This volume not only identifies trends in research and practice, but it also addresses the challenges affecting these community-based programs and presents the best practices that emerge from them. Collaborating with leading scholars to provide national and international perspectives, and offering a clear, birds-eye view of the state of community literacy praxis, chapters cover programming in a multitude of settings and for a wide range of learners, from early childhood to incarcerated youths and adults, and including immigrants, refugees, and indigenous communities. Topics include identity and empowerment, language and literacy development across the lifespan, rural and urban environments, and partnership programs. The breadth of community literacy programming gathered in a single volume represents a unique array of models and topics, and has relevance for researchers, scholars, graduate students, pre-service educators, and community educators in literacy.

This lively, comprehensive introduction to human behavior in the social environment offers a multidimensional approach to the topic, with discussion of integrative practice, theory, treatment, and services as well as matters pertaining to diversity addressed throughout the text. The text provides solid coverage of foundation knowledge, integrates the biopsychosocial dimensions for assessing social functioning, and offers case studies to illuminate the applied aspects of the content. Furthermore, as part of the Brooks/Cole Empowerment Series, the fifth edition thoroughly integrates the core competencies and recommended practice behaviors outlined in the 2008 Educational Policy and Accreditation Standards (EPAS) set by the Council on Social Work Education (CSWE), thus helping students connect foundation knowledge with specific practice concerns. Study tables and concept maps (for each discussion of behavior in the development chapters) clarify major phases of biopsychosocial development across the life span. This framework gives students a concrete tool for assessing human behavior from a perspective that reflects the values and knowledge base of the social work profession. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The idea that gender equality in education has been achieved is now a staple of public debate. As a result, educational policies and practices often do not deal explicitly with gender issues, such as sexual abuse, harassment or violence. Exaggeration of neoliberalism ' s successes in creating individual opportunity in education conceals ongoing problems and ignores the continuing need for a fair and equal education for all, regardless of gender or sexuality. In this manifesto for education, Miriam David rejects the notion that gender equality has been achieved in our age of neoliberalism. She puts the focus back onto issues such as changing patterns of women ' s and girls ' participation in education across the globe, feminist strategies for policy and legal interventions around human rights, and violence against women and children. She discusses waves of feminism linked to school-teaching and pedagogies in higher education as well as an illuminating case study of an international educational programme to challenge gender-related violence. Revealing neoliberal education to be ' misogyny masquerading as metrics ' , Miriam David argues for changes in the patriarchal rules of the game, including questioning ' gender norms ' and stereotypical binaries, and for making personal, social, health and sexuality education mainstream.

The American Journal of Islamic Social Sciences (AJISS), established in 1984, is a quarterly, double blind peer-reviewed and interdisciplinary journal, published by the International Institute of Islamic Thought (IIIT), and distributed worldwide. The journal showcases a wide variety of scholarly research on all facets of Islam and the Muslim world including subjects such as anthropology, history, philosophy and metaphysics, politics, psychology, religious law, and traditional Islam.

Set to be the new go-to text for Early Childhood Studies, this comprehensive book provides an essential introduction to the field. Written in a fresh and interesting style, the book covers topics such as early childhood in a global context, historical and contemporary theories of child development, sociologies and representations of childhood, early education, diversity and inclusion; and health and well-being. A section on working with children and adults in early years contexts gives an overview of the many and varied career opportunities in the sector. The final chapters provide a guide to observing children and conducting original research in childcare settings in preparation for an extended study or dissertation. Throughout the book, Jenny Willan makes vital links between theory and practice and helps prepare students for a career working with a diverse community of children, parents and professionals. Each chapter features: Points for further critical reflection, to encourage deeper discussion and test your understanding Real-life examples and engaging case studies to help you apply theory to practice Set assignments, key topics for further discussion, and extensive signposting to further reading and resources. This is a must-read text for students on degree courses in Early Childhood Studies or those specialising in education in Early Years settings, as well as professionals already working in the field.

Although prison can present a critical opportunity to engage with offenders through interventions and programming, reoffending rates among those released from prison remain stubbornly high. Sport can be a means through which to engage with even the most challenging and complex individuals caught up in a cycle of offending and imprisonment, by offering an alternative means of excitement and risk taking to that gained through engaging in offending behaviour, or by providing an alternative social network and access to positive role models. This is the first book to explore the role of sport in prisons and its subsequent impact on rehabilitation and behavioural change. The book draws on research literature on the beneficial role of sport in community settings and on prison cultures and regimes, across disciplines including criminology, psychology, sociology and sport studies, as well as original qualitative and quantitative data gathered from research in prisons. It unpacks the meanings that prisoners and staff attach to sport participation and interventions in order to understand how to promote behavioural change through sport most effectively, while identifying and tackling the key emerging issues and challenges. Sport in Prison is essential reading for any advanced student, researcher, policy-maker or professional working in the criminal justice system with an interest in prisons, offending behaviour, rehabilitation, sport development, or the wider social significance of sport.

This publication highlights principles and factors which are important in supporting integration locally. It includes a comparison of local initiatives implemented in five OECD countries.

The Global Monitoring Report 2015/2016, produced by the World Bank Group in partnership with the International Monetary Fund, comes at an inflection point in both the setting of global development goals and the demographic trends affecting those goals. This year marks the end of the Millennium Development Goals (MDGs) and the launching of the Sustainable Development Goals (SDGs), while the World Bank Group has in parallel articulated the twin goals of sustainably ending extreme poverty and sharing prosperity. This report presents the latest global poverty numbers, based on the 2011 purchasing power parity (PPP) data, and examines the pace of development progress through the lens of the evolving global development goals. The special theme of this year's report examines the complex interaction between demographic change and development. With the number of children approaching a global ceiling of two billion, the world's population is growing slower. It is also aging faster, with the share of people of working age starting a decline in 2013. But the direction and pace of these trends vary starkly across countries, with sizeable demographic disparities between centers of global poverty (marked by high fertility) and drivers of global growth (marked by rapid aging). These demographic disparities are expected to deeply affect the pursuit of the post-2015 agenda, accentuating existing challenges and creating new opportunities.

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