

1. Record Nr.	UNINA990000703370403321
Autore	Ponzuoli, Franco
Titolo	Il castello degli Aldobrandeschi e Piancastagnaio / Franco Ponzuoli, Carlo Perogalli
Pubbl/distr/stampa	Roma : Istituto Italiano dei Castelli, 1967
Descrizione fisica	24 p. : ill. ; 28 cm
Collana	Castella ; 6
Disciplina	728.8
Locazione	FARBC
Collocazione	ARCH.MI M 15 ARCH.MI B 17
Lingua di pubblicazione	Italiano
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Livello bibliografico	Monografia

2. Record Nr.	UNINA9910779852203321
Autore	Seliktar Ofira
Titolo	Failing the crystal ball test : the Carter administration and the fundamentalist revolution in Iran // Ofira Seliktar
Pubbl/distr/stampa	Westport, Conn. : , : Praeger, , 2000
ISBN	0-313-00277-0
Descrizione fisica	1 online resource (xxi, 245 pages)
Disciplina	327.73055/09/047
Soggetti	Islamic fundamentalism - Iran United States Foreign relations Iran Iran Foreign relations United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. [195]-225) and index.

3. Record Nr.	UNISA996379048403316
Autore	Bruquetas-Callejo Maria
Titolo	Educational Reception in Rotterdam and Barcelona / / Maria Bruquetas-Callejo
Pubbl/distr/stampa	Amsterdam University Press, 2014 Amsterdam : , : Amsterdam University Press, , 2014 ©2014
ISBN	90-485-2310-9
Edizione	[1st ed.]
Descrizione fisica	1 online resource (312 pages) : illustrations; digital, PDF file(s)
Collana	IMISCOE research, , 2213-5421
Disciplina	371.909492/385
Soggetti	Immigrant children - Education Immigrant children - Education - Spain - Barcelona Immigrant children - Education - Netherlands - Rotterdam Spain Barcelona Netherlands Rotterdam
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (pages 287-308).
Nota di contenuto	Acknowledgements. 1. The puzzle: Two bodies of literature, national regimes of citizenship and the migration policy gap -- Research strategy and case selection -- Collection of data -- Outline of the book. 2. Studying practices of educational reception: Delimitating practices of educational reception -- Explaining compliance with and deviation from policy practices in the migration field -- Analytical framework to study coordination/discrepancies between policies and practices -- Questions guiding the study. 3. The institutional context of reception practices: The Netherlands -- Spain. 4. Practices in Rotterdam: Johannes Vermeer school -- Rembrandt school -- Other schools that provide reception in Rotterdam. 5. Practices in Barcelona: Salvador Dali school -- Antoni Tpies school -- Gaudi school -- Other schools that provide reception in Barcelona. 6. Explaining gaps, Rotterdam vs. Barcelona: Comparison of cases -- Specific characteristics of the gap in Barcelona and Rotterdam -- Explaining gaps, discretionary practices in Barcelona and Rotterdam. 7. Fields, embedded agency and collective practices: Main findings of the study

-- The collective dimension of discretionary action -- Contextual factors, towards a heuristic model for explaining degrees of institutional influence on practices and varieties of gaps -- Challenges and the future of educational reception -- research agenda. Glossary of terms and acronyms. Bibliographic references. Relevant policy documents.

Sommario/riassunto

The reception of newcomer youngsters by schools constitutes a policy issue in Europe already for decades. This book deals with how practitioners in Rotterdam and Barcelona apply existing policies for the reception of immigrant students, the dilemmas they face and the strategies they design as a response. Using a combination of discursive, organizational, and ethnographic research techniques, the author studies to what extent practices conform to policies, and to what extent they diverge from them in basic principles. This book analyzes the influence of institutional frameworks on the practices of policy implementers by comparing Netherlands and Spain -specifically Barcelona and Rotterdam-, two cases which are very different in terms of their national policies of integration, their educational systems and their programs for educational reception. Much can be learned over the reception practices of secondary schools, but above all over how policy gaps work, and the common and specific features that they present across different countries. In short, this is an indispensable reading for scholars, policymakers and practitioners alike, which offers new insights about the policy-practice gap and the role of policy practitioners in it.