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Nota di contenuto	Part 1. Quantitative evidence -- Chapter 1. Linking children's education in care with their subjective well-being -- Spanish quantitative data (Montserrat) -- Chapter 2. US overview of education outcomes (Pecora) -- Chapter 3. UK matching of education and OHC datasets (Kendrick) -- Chapter 4. Overview of Australian evidence (Harvey) -- Part 2. Early childhood education -- Chapter 5. First 1000 Days (TBD) -- Chapter 6. Educational Progress of Looked-After Children in England: A Study Using Group Trajectory Analysis (Melhuish) -- Chapter 7. High-quality early childhood education and care can help address education inequality (Wise) -- Chapter 8. School readiness (Lipscombe) -- Part 3. Primary years -- Chapter 9. Canadian school outcomes (Flynn) -- Chapter 10. Optimising opportunities for good learning outcomes in

Australia (McNamara) -- Chapter 11. Pilot support program in London (Cameron) -- Chapter 12. Overview of policy and practice in Hong Kong (Cuhk) -- Part 4. Secondary school -- Chapter 13. Educational residential care (Melkam) -- Chapter 14. European project with data from Germany, France, Austria, Croatia and Spain (Monserrat) -- Chapter 15. Education outcomes from foster care in Eire (Gilligan) -- Chapter 16. Raising Expectations program -supported transition to tertiary education in Victoria, Australia (Uni) -- Part 5. Tertiary education -- Chapter 17. Down snakes and up ladders to tertiary education (Matheson) -- Chapter 18. Care leavers given voice by researchers with lived experience (Jursyzn) -- Chapter 19. Transitioning to higher education in the Netherlands (Grietens) -- Chapter 20. California college transition (Courtney). .

Sommario/riassunto

This book draws together for the first time some of the most important international policy practice and research relating to education in out-of-home care. It addresses the knowledge gap around how good learning experiences can enrich and add enjoyment to the lives of children and young people as they grow and develop. Through its ecological-development lens it focuses sharply on the experience of learning from early childhood to tertiary education. It offers empirical insights and best practices examples of learning and caregiving contexts with children and young people in formal learning settings, at home and in the community. This book is highly relevant for education and training programs in pedagogy, psychology, social work, youth work, residential care, foster care and kinship care along with early childhood, primary, secondary and tertiary education courses. Each Chapter in this volume has been double blind peer reviewed. .
