

1. Record Nr.	UNINA990000052010403321
Autore	Montella, Archimede
Titolo	Costruzione, valutazione e manutenzione delle pavimentazioni degli aeroporti / Archimede Montella
Pubbl/distr/stampa	s.l. : s.e., 1983 (Napoli : Lithorapid)
Descrizione fisica	XVI, 511 p. : ill. ; 24 cm
Disciplina	629.136 34
Locazione	FINBC DINTR
Collocazione	13 F 03 03 13 F 03 02 O/134 M/159
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	In testa al front.: Scuola di specializzazione in infrastrutture aeronautiche. Costruzioni di piste aeroportuali. Università degli studi di Napoli di ingegneria

2. Record Nr.	UNINA9910465654003321
Titolo	Education quality and social justice in the global South : challenges for policy, practice and research / / edited by Leon Tikly and Angeline M. Barrett
Pubbl/distr/stampa	Abingdon, Oxon : , : Routledge, , 2013
ISBN	1-136-73067-2 0-203-81765-6
Descrizione fisica	1 online resource (237 p.)
Collana	Education, poverty and international development series Education, poverty, and international development series
Altri autori (Persone)	BarrettAngeline M TiklyLeon
Disciplina	379.2/609172/4
Soggetti	Educational equalization - Developing countries Educational sociology - Developing countries Electronic books.
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 at the end of each chapters and index.
Nota di contenuto	Cover; Half Title; Title Page; Copyright Page; Dedication; Table of Contents; Figures and tables; Series editors' preface; Contributors; Acknowledgements; 1. Education quality and social justice in the South: an introduction; Why quality?; The EdQual Research Programme; Book overview; Notes; References; Part I: Framing education quality; 2. Education quality and social justice in the global South: towards a conceptual framework; The Contested Terrain of Education Quality; Towards a Context Led Model of Education Quality Reconstructing Education Quality for Social Justice: Some Starting PointsInclusion; Relevance; Participation; Conclusion; Notes; References; 3. Gender equality, capabilities and the terrain of quality education; Introduction; Teaching and learning in the gender and education literature; Reviewing quality in relation to equity, justice and capabilities; Conclusion; References; 4. Reconceptualising inclusive education in international development; Introduction; Global inclusionism: an analysis; Defining the 'global' in global inclusionism;

Global inclusionism as an educational vision

Global inclusionism as social and political transformation
The underlying assumptions of global inclusionism; Global inclusionism: a critique; The capacity critique; The epistemological critique; The disability critique; Situated expertise: the foundation of grounded inclusionism; Conclusion; Notes; References; Part II: Planning and policies for quality; 5. Monitoring and evaluating school effectiveness: the case for longitudinal datasets; Introduction; Why do we need to evaluate education quality?; Evidence from value added research in China; Evidence from value added research in Zanzibar
Research strengths and limitations
Conclusion; References; 6. Teacher professionalism and social justice; Introduction; A conceptual framework; Teachers' working conditions in low-income, fragile and highly unequal societies; The influence of policy and teaching contexts; Teacher perceptions of self-efficacy in the light of teaching for social justice; Teacher initial preparation, professional development and collegial support opportunities; Conclusion; References; 7. Quality and early childhood care and education: lessons from India and Ghana; Introduction

Existing theoretical approaches to ECCE quality
Case studies of Maharashtra and Ghana; The Integrated Child Development Service (ICDS); Political recognition of the importance of ECCE through governance; Expansion, quality standards and a recognition of children's entitlement to ECCE; Redistribution through targeted provision; Participation: women and community; Ghana: ECCE Provision and Policy; Political recognition of the importance of ECCE through governance; Agencies of governance and the division between care and education; Redistribution through expansion and universalisation
Recognition and Relevance to Socio-Cultural Contexts within the ECCE Curriculum

Sommario/riassunto

"Although more children than ever before are now enrolled in school, in the global South a good quality education remains out of reach for all except a privileged few. Most pupils experience inadequately prepared and poorly motivated teachers struggling to deliver new and complex curricula with insufficient learning resources in overcrowded classrooms, often using language that neither learners nor teachers speak outside school. For these learners, a good quality education must be a socially just education that is inclusive, relevant and democratic. It must develop the capabilities of learners to promote economic growth, create sustainable livelihoods, contribute to peaceful and democratic societies and achieve individual wellbeing. This in turn requires developing the professional capabilities of teachers and leaders. This book includes contributions from leading scholars in the field of education and development. It draws on state of the art evidence from the five year EdQual research programme on implementing education quality in low income countries and other relevant research. Through exploring recent initiatives in areas such as the curriculum, the use of ICTs, language and literacy, school effectiveness and leadership, the contributions go beyond looking at inputs and outputs for good quality education to open up the black box of the classroom and explore how practices of teaching and learning impact on different groups of learners. Some of the cross-cutting themes explored include defining quality, gender, inclusion, taking successful initiatives to scale and planning for both quality and equality. Education Quality and Social Justice in the Global South will appeal to undergraduate and postgraduate students and researchers within the fields of international and comparative education, teacher education, educational policy, poverty and development studies, African and Asian studies and related

3. Record Nr.	UNISALENTO991003439069707536
Autore	Clark, Hubert Lyman
Titolo	Catalogue of recent ophiurans : based on the collection of the Museum of Comparative Zoology / by Hubert Lyman Clark
Pubbl/distr/stampa	Cambridge U.S.A. : Printed for the Museum, 1915
Descrizione fisica	376 p. : ill., 20 plates ; 39 cm
Disciplina	593.9
Soggetti	Echinodermata Ophiuroidea
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Published as vol. xxv, n. 4 of Memoirs of the Museum of Comparative Zoology

4. Record Nr.	UNINA9910404159303321
Autore	Lahdesmaki Tuuli
Titolo	Creating and governing cultural heritage in the European Union : the European heritage label / / Tuuli Lahdesmaki, Viktorija L.A. Ceginiskas, Sigrid Kaasik-Krogerus, Katja Makinen and Johanna Turunen
Pubbl/distr/stampa	Taylor & Francis, 2020 London ; ; New York : , : Routledge/Taylor & Francis Group, , 2020 ©2020
ISBN	9780429620805 0429620802 9780429053542 0429053541
Edizione	[1 ed.]
Descrizione fisica	1 online resource
Collana	Critical heritages of Europe
Classificazione	HIS010000
Disciplina	363.6/9094
Soggetti	Cultural property - Protection - European Union countries Politics and culture - European Union countries Historic sites - European Union countries - Management Historic preservation - European Union countries Collective memory - European Union countries National characteristics, European HISTORY / Europe / General European Union countries Cultural policy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction: Europeanizing cultural heritageI Governing Europe1 Multilevel and participatory governance of European cultural heritage in the EU2 Economics and branding European cultural heritageII Geo- graphing Europe 3 Geo-graphing European cultural heritage4 Heritage and bordering: unity in diversity and differenceIII Engaging Europe5 Participation: inclusive and exclusive heritage6 Constructing communities through participationIV Embodying Europe7 Heritage sites as poly-space8 Bodies in European cultural heritage9 Europe's gendered heritageConclusions: Narrating Europe

"Creating and Governing Cultural Heritage in the European Union provides an interdisciplinary examination of the ways in which European cultural heritage is created, communicated, and governed via the new European Heritage Label scheme. Drawing on ethnographic field research conducted at sites in ten countries that have been awarded with the European Heritage Label, the authors of the book approach heritage as an entangled social, spatial, temporal, discursive, narrative, performative, and embodied process. Recognising that heritage is inherently political and used by diverse actors as a tool for re-imagining communities, identities, and borders, and for generating notions of inclusion and exclusion in Europe, the book also considers the idea of Europe itself as a narrative. Chapters tackle issues such as multilevel governance of heritage; geopolitics of border-crossings and border-making; participation and non-participation; and embodiment and affective experience of heritage. Creating and Governing Cultural Heritage in the European Union advances heritage studies with an interdisciplinary approach that utilises and combines theories and conceptualizations from critical geopolitics, political studies, EU and European studies, cultural policy research, and cultural studies. As such, the volume will be of interest to scholars and students engaged in the study of heritage, politics, belonging, the EU, ideas and narratives of Europe"--
