

1.	Record Nr.	UNINA9910467931703321
	Autore	Borja Lasheras Francisco de
	Titolo	Bosnia in limbo : testimonies from the Drina River / / Borja Lasheras
	Pubbl/distr/stampa	Stuttgart, Germany : , : Ibidem Verlag, , [2018] ©2018
	ISBN	3-8382-7132-7
	Descrizione fisica	1 online resource (120 pages)
	Disciplina	949.74203
	Soggetti	Electronic books. Bosnia and Herzegovina History 1992-
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910451407503321
	Autore	Liebmann Marian <1942->
	Titolo	Restorative justice [[electronic resource] ] : how it works / / Marian Liebmann
	Pubbl/distr/stampa	Philadelphia, PA, : Jessica Kingsley Publishers, 2007
	ISBN	1-281-10543-0 9786611105433 1-84642-631-6 1-4356-0316-8
	Descrizione fisica	1 online resource (476 p.)
	Disciplina	364.6/8
	Soggetti	Restorative justice Restorative justice - Great Britain Victims of crimes Criminal justice, Administration of 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 and index.
Nota di contenuto	<p>FRONT COVER; Title Page; Contents; ACKNOWLEDGEMENTS; Introduction; 1. What is Restorative Justice?; 2. A Brief History of Restorative Justice; 3 Restorative Approaches Involving Victims and Offenders Separately; 4. Models of Restorative Justice Involving Victims and Offenders Together; 5 Restorative Approaches for the Early Years of Life; 6 Restorative Approaches in Schools; 7 Restorative Justice with Victims and Young Offenders in the UK; 8 Restorative Justice with Victims and Adult Offenders in the UK; 9 Restorative Justice in Prisons</p> <p>1: Prisoners Making Amends</p> <p>1 0 Restorative Justice in Prisons 2: Relationships in the Prison Community11 Restorative Justice Around the World; 12 Restorative Justice in Complex and Sensitive Cases; 13 Issues in Restorative Justice; 14 Research: A Selection; 1 5 Restorative Justice After Large-Scale Violence or Oppression; 1 6 Arts Approaches to Restorative Justice; Postscript: Growing Points; APPENDIX 1: RESTORATIVE JUSTICE CONSORTIUM: PRINCIPLES OF RESTORATIVE PROCESSES</p>
Sommario/riassunto	<p>This comprehensive guide provides an accessible introduction to the philosophy of restorative justice and its practical application in a wide range of settings, showing how it can help both victims and offenders when harm has been done. Drawing on many years' experience of working in victim support, probation, mediation and restorative practices, Marian Liebmann uses pertinent case examples to illustrate how restorative justice can be used effectively to work with crime and its effects. Also included are sections on confronting bullying in schools, dealing with sexual and racial violence, tack</p>

3. Record Nr.	UNINA9910483424903321
Autore	Allais Stephanie
Titolo	Selling Out Education : National Qualifications Frameworks and the Neglect of Knowledge / / by Stephanie Allais
Pubbl/distr/stampa	Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2014
ISBN	9789462095786 9462095787
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (297 p.)
Collana	The Knowledge Economy and Education
Disciplina	370
Soggetti	Education
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.
Nota di contenuto	Preliminary Material -- Qualifications -- Plus La Meme Chose -- Something New, Something Old -- Something Borrowed, Something Sold -- Cure or Symptom? -- Knowledge, Outcomes, and the Curriculum -- Who is Right? -- Where is it Going? -- Lessons and Alternative Directions -- Afterword: Africa, 2025 -- References.
Sommario/riassunto	Selling Out Education argues that basing education policy on qualifications and learning outcomes—dramatized by the phenomenal expansion of qualifications frameworks—is misguided. Qualifications frameworks are intended to make education more responsive to the needs of economies and societies by improving how qualifications and credentials are used in labour markets. But using learning outcomes as the starting point of education programmes neglects the core purpose of education: giving people access to bodies of knowledge they would not otherwise have. Furthermore, instead of creating demand for skilled workers through industrial and economic policy, qualifications frameworks are premised on the flawed idea that a supply of skilled workers leads to industrial and economic development. And skilled workers are to be supplied not by encouraging governments to focus attention on creating, improving, and supporting education institutions, but by suggesting that governments take a quality-assurance role. As a result, in poor countries where provision is weak to start with, qualifications have been created and institutions established to monitor providers without increasing or improving education

provision. The weaknesses of many current policy approaches make clear, Allais argues, that education is inherently a collective good, and that the acquisition of bodies of knowledge provide the basis for its integrity and intelligibility.

---