

1. Record Nr.	UNINA9910696802703321
Titolo	Military readiness [[electronic resource]] : DOD needs to strengthen management and oversight of the Defense Readiness Reporting System : report to the Subcommittee on Readiness and Management Support, Committee on Armed Services, U.S. Senate
Pubbl/distr/stampa	[Washington, D.C.] : , : U.S. Govt. Accountability Office, , [2009]
Descrizione fisica	1 online resource (ii, 80 pages) : illustrations
Soggetti	United States Armed Forces Operational readiness
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from PDF title screen (GAO, viewed Sept. 28, 2009). "September 2009." "GAO-09-518."
Nota di bibliografia	Includes bibliographical references.

2. Record Nr.	UNINA9910954583703321
Autore	Messele Alganesh
Titolo	British-born Black African youth and educational social capital / / Alganesh Messele
Pubbl/distr/stampa	New York : , : Routledge, , 2020 © 2021
ISBN	1-00-300270-6 1-003-00270-6 1-000-26154-9 1-000-26178-6
Edizione	[First Edition.]
Descrizione fisica	1 online resource (190 pages) : illustrations
Collana	Routledge Studies on Black and African disapora
Disciplina	371.82996041
Soggetti	Discrimination in education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Introduction -- Theoretical framework -- Ethiopians and Eritreans in London -- Social capital within school -- Classroom-based social capital -- Parental involvement as social capital -- Implications for policy and practices.
Sommario/riassunto	"This book examines the extent to which British-born Black African youth have access to opportunities and support during their pre-school, primary school and secondary school years. Through the voice of British-born Black African youth, this book explores why and how some racial-ethnic and linguistic minority students fail academically while students from other linguistic minorities excel despite coming from similar socioeconomic backgrounds. Drawing on interpretive-qualitative research analysis, the author demonstrates the racial dimension of social capital in education that challenges the traditional social capital theory that recodes structural notions of racial inequality as primarily cultural, social, and human capital processes and interactions. In contrast to the typical focus on achievement gaps, the concept of opportunity gaps shows how and why language policies have shaped the educational experiences and outcomes of linguistic minority students. This book will be of interest to policy makers,

practitioners and scholars of Multicultural Education, Black and African
Diaspora Studies and Educational Sociology"--
