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Sommario/riassunto	<P>This book outlines and critiques international strategies and programmes designed to address difficulties in literacy development. The high-profile team of contributors consider teaching programmes which operate at family, school, pupil and teacher levels. They argue that school is not the only legitimate location for literacy education, and show how difficulties in literacy can be addressed sequentially, both in and out of the school context.</P><P>Issues addressed include:</P><P>*the dilemmas facing practitioners in choosing between multiple approaches to practice *the factors which mu