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Nota di contenuto	Front matter -- Contents -- The Contributors -- Introduction: Literacy and Language Planning -- Language Planning for Literacy: Issues and Implications -- Early Literacy Policy: National and Local Instantiations -- Language Planning and Literacy in Kenya: Living with Unresolved Paradoxes -- Conceptions of Literacy in Canadian Immigrant Language Training -- Singapore's Literacy Policy and its Conflicting Ideologies -- Rethinking Language Planning and Policy from the Ground Up: Refashioning Institutional Realities and Human Lives -- Legislating Literacy for Linguistic and Ethnic Minorities in Contemporary China -- Vernaculars in Literacy and Basic Education in Cambodia, Laos and Thailand -- Literacy in Pidgin and Creole Languages -- The Consequences of Vernacular (Il)literacy in the Pacific -- Literacy in a Dying Language: The Case of Kuot, New Ireland, Papua New Guinea -- Vernacular Literacy in the Touo Language of the Solomon Islands -- Is it Aulua or Education Dressed up in Kastom?: A Report on the Ongoing Negotiation of Literacy and Identity in a Ni Vanuatu Community -- Bridging the Gap: The Development of Appropriate Educational Strategies for Minority Language Communities in the Philippines -- Literacy and Language-in-Education Policy in Bidialectal Settings

While literacy has always been central to language planning work, there are fewer studies which focus primarily on literacy as a language planning activity. Often planning for literacy is treated as an aspect of status, corpus or language-in-education planning, rather than addressing literate practice itself as a planning objective. This volume investigates the complex issues and social and political pressures relating to literacy in a variety of language planning contexts around the world. The studies presented in this book examine language planning for literacy in official and vernacular languages and address issues relating to literacy in first and additional languages in North America, Asia, Africa, Europe and the Pacific. As a collection, these studies show that language planning for literacy is not simply a matter of planning a written version of a language, but involves more complex questions relating to the nature and practice of literacy and the power relations which exist within societies.
