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Autore	CORSI, Marcella
Titolo	Active ageing and gender equality policies : the employment and social inclusion of women and men of late working and early retirement age : final synthesis report : 25 november 2010 / EGGSi coordinating team Marcella Corsi and Manuela Samek LodoviciEuropean Commission. Directorate-General for Justice European Commission. Directorate-General for Employment, Social Affairs and Inclusion Expert group on gender equality, social inclusion, healthcare and long-term care issues ; in collaboration with Fabrizio Botti and Carlo D'Ippoliti ; European Commission, Directorate-General for Justice, Directorate-General for Employment, Social Affairs and Inclusion
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Altri autori (Persone)	SAMEK LODOVICI, Manuela
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Sommario/riassunto	From the gender equality and social inclusion perspective, this report provides a concise overview of the employment and activity of women and men in the 55–64 age group (i.e. the last 10-year cohort of the working-age population) and of the activity of women and men in the 65–74 age group in the EU Member States, the EEA/EFTA countries (Iceland, Liechtenstein, Norway) and three candidate countries (Croatia, the FYROM and Turkey). The programmes available on active ageing and the main policy areas addressed in these countries (such as adjusting age management in workplaces and labour markets, opening job opportunities, retaining and reinserting persons in employment,

offering access to appropriate training and lifelong learning possibilities, promoting volunteer and community work opportunities after retirement, and enabling easier access to active and healthy ageing support services including care for dependent relatives) are examined in order to identify effective strategies for active and healthy ageing. [Ed.]

2. Record Nr.	UNINA9911044021103321
Autore	Jones Rodney H
Titolo	INNOVATIONS AND CHALLENGES IN DIGITAL LITERACIES : literacies of repair
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Collana	Innovations and challenges in applied linguistics
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Sommario/riassunto	Innovations and Challenges in Digital Literacies questions whether the current theoretical frameworks and pedagogical practices around digital literacies are sufficient to confront the technological, social, and political crises around digital media that we are experiencing today. Drawing on extensive research in digital literacies, discourse analysis, and sociotechnical systems, Jones reimagines digital literacies not simply as skills for making meaning and navigating information but as a more holistic project of figuring out how to 'fix' what is 'broken' about the internet and our broader societies. The book focuses on seven key 'sites of repair'-action, attention, affect, affinity, visibility, truth, and humanity-each site offering insights into how agency,

emotions, relationships, knowledge, and 'intelligence' emerge through our entanglements with digital technologies. The text aims to provoke debate about how we define digital literacies in an age of political polarisation and rapid technological change. It provides powerful tools for teaching, learning, and living more ethically with digital media. With this book, Jones invites readers to see themselves not just as users of digital technology, but as fixers of broken systems-and caretakers of our increasingly fragile world. This approach provides a framework for educators, students, and researchers to collaboratively develop practical strategies to challenge the logics of technological and social systems, cultivating new literacies for an age of online misinformation, algorithmic governance, and generative AI.
