

# Sociology Of Education Cambridge Sociology

This new book is a wide-ranging, contemporary and accessible analysis of familiar and recurring myths about mass education in the United Kingdom. Looking at a variety of important issues and problems, each chapter begins by dispelling myths and assumptions about the classroom, going beyond class, race and gender, to offer analysis of topics such as discipline, youth cultures, information technology and globalisation. Utilising an interdisciplinary lens, this book offers knowledge from disciplines as diverse as sociology, philosophy, jurisprudence and cultural studies. Gordon Tait examines the strengths and weaknesses of different theoretical approaches to education, from critical theory to postmodernism, and Foucaultian governance to post-colonialism. Analysing the many assumptions about education taken for granted in British public discourse, important conclusions are drawn about which of these assumptions are fair and reasonable, and which we should challenge. This book is an essential resource for advanced undergraduate and postgraduate courses on the sociology of education, culture and education, and the philosophy of education.

By including material from literary, philosophical, and anthropological sources, and by selecting readings which consider educational practice both within and beyond formal educational contexts, this book broadens the character of sociological inquiry in education. The editors

bring together material they have found valuable when working with students of education and sociology at all levels. Many of these articles and extracts are either inaccessible or have not been reprinted. The collection should stimulate inquiry about the assumptions underlying current debates on curriculum, streaming, school organization, methods of teaching, and preconceived notions of ability.

It is almost twenty years since Macmillan published Jack Demaine's *Contemporary Theories in the Sociology of Education*. This completely new book brings together important recent work of the most prominent sociologists working in the field of education today, and reaffirms the reputation of sociology of education as an international discipline at the forefront of original research and analysis. The book examines a wide range of empirical issues and different theoretical perspectives.

The *Routledge Handbook to Sociology of Music Education* is a comprehensive, authoritative and state-of-the-art review of current research in the field. The opening introduction orients the reader to the field, highlights recent developments, and draws together concepts and research methods to be covered. The chapters that follow are written by respected, experienced experts on key issues in their area of specialisation. From separate beginnings in the United States, Europe, and the United Kingdom in the mid-twentieth century, the field of the sociology of music education has and continues to experience rapid and global development. It could be argued that this Handbook marks its coming of age. The Handbook is

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dedicated to the exclusive and explicit application of sociological constructs and theories to issues such as globalisation, immigration, post-colonialism, inter-generational musicking, socialisation, inclusion, exclusion, hegemony, symbolic violence, and popular culture. Contexts range from formal compulsory schooling to non-formal communal environments to informal music making and listening. The Handbook is aimed at graduate students, researchers and professionals, but will also be a useful text for undergraduate students in music, education, and cultural studies.

Exam Board: Cambridge Assessment International Education Level & Subject: Cambridge International AS & A Level Sociology First teaching: September 2019  
First examination: From 2021

First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

This new book is a lively and highly accessible introduction to the sociology of education. Written in a clear and comprehensible way, it introduces students to the key theoretical perspectives and conceptual frameworks in the sociology of education, and provides a guide to contemporary issues and current debates. The book reviews the ways in which sociology contributes to our understanding of the relationship between education and society. The sociology of education is treated in historical depth, dealing with the classic thinkers as well as with contemporary approaches and issues. In doing so, it critically engages with wider debates in social theory. There is an extensive treatment of Durkheim and

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of the work of Bourdieu and Bernstein, as well as discussion of post-modernism drawing upon recent ideas in epistemology and philosophy of science to address the question: What should we teach? The book covers the macro relationships between education and the economy and state and the micro processes of the classroom and school. A central concern is with inequalities of class, gender and race and their treatment by different sociological perspectives. Education and Society will be an essential text for students of sociology and education.

The sociology of education is a rich interdisciplinary field that studies schools as their own social world as well as their place within the larger society. The field draws contributions from education, sociology, human development, family studies, economics, politics and public policy. Sociology of Education: An A-to-Z Guide introduces students to the social constructions of our educational systems and their many players, including students and their peers, teachers, parents, the broader community, politicians and policy makers. The roles of schools, the social processes governing schooling, and impacts on society are all critically explored. Despite an abundance of textbooks and specialized monographs, there are few up-to-date reference works in this area. Features & Benefits: 335 signed entries fill 2 volumes in print and electronic formats, providing the most comprehensive reference resource available on this topic. Cross-References and Suggestions for Further Reading guide readers to additional resources. A thematic "Reader's Guide" groups related articles by

broad topic areas as one handy search feature on the e-Reference platform, which also includes a comprehensive index of search terms, facilitating ease of use by both on-campus students and distance learners.

A Chronology provides students with historical perspective on the sociology of education.

Understanding Sociological Theory for Educational Practices introduces readers to the contemporary classroom through the lens of sociological theory. By compelling readers to think critically and reflexively this book helps future teachers create a welcoming and equitable learning environment for all students. This edition has been updated to include the latest research and resources, including links to the Australian Professional Standards for Teachers (APST) to help readers connect the theory with their practice. Learning is supported through pedagogical features including key terms, case studies, end-of-chapter reflection questions and recommended resources. A new companion website features a curated suite of reading materials, extension questions and links to online resources. Understanding Sociological Theory for Educational Practices is an essential resource that enables teachers to confidently navigate the topics of diversity, disadvantage, discrimination and marginalisation in a range of educational contexts.

This volume covers issues in the sociology of knowledge, the educational system and policy, professional autonomy, vocational education, educational research and teaching, as well as the nature of such disciplines as cultural studies, English, science and the arts. The chapters also directly address the nature of sociology of education itself. The realist position developed in the book challenges two major currents of thought that have for a long time been prominent and influential in sociology and education: postmodernism and

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progressivism/constructivism. This well-edited collection of papers is provocative and original in that it represents a sustained, collective critique that offers a genuine alternative to these current orthodoxies.

This handbook unifies access and opportunity, two key concepts of sociology of education, throughout its 25 chapters. It explores today's populations rarely noticed, such as undocumented students, first generation college students, and LGBTQs; and emphasizing the intersectionality of gender, race, ethnicity and social class. Sociologists often center their work on the sources and consequences of inequality. This handbook, while reviewing many of these explanations, takes a different approach, concentrating instead on what needs to be accomplished to reduce inequality. A special section is devoted to new methodological work for studying social systems, including network analyses and school and teacher effects. Additionally, the book explores the changing landscape of higher education institutions, their respective populations, and how labor market opportunities are enhanced or impeded by differing postsecondary education pathways. Written by leading sociologists and rising stars in the field, each of the chapters is embedded in theory, but contemporary and futuristic in its implications. This Handbook serves as a blueprint for identifying new work for sociologists of education and other scholars and policymakers trying to understand many of the problems of inequality in education and what is needed to address them.

Presenting original contributions from the key experts in the field, the Research Handbook on the Sociology of Education explores the major theoretical, methodological, empirical and political challenges and pressing social questions facing education in current times.

'An essential student-friendly text for Education Studies.' Dr

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Gillian Forrester, Subject Head for Education & Early Childhood Studies, Liverpool John Moores University 'Introducing students to the complexities of Education Studies is a difficult task and this book will go a long way to making it easier. I will definitely be recommending this to all my students.' Kevin Brain, Programme Leader, Education Studies, Leeds Trinity University This textbook explains the basic principles of sociology and relates these concepts to today's society and education system in order to deepen your understanding of how these issues affect our lives and the world we live in, encouraging you to think critically and to develop a 'sociological imagination'. Coverage includes: the wider political and economic context for education in the UK, including an analysis of the reforms of the 2010 coalition government childhood, schooling and pupil voice non-traditional consideration of critical pedagogy, 'race' and gender the role of education in a multicultural society inequalities in educational opportunity in terms of class, ethnicity and disability. This is essential reading for students on undergraduate Education Studies degrees, and for sociology courses covering educational issues.

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This collection of specially commissioned articles exposes the practical and personal influences on the process of doing sociology of education. All of the authors have been involved in conducting well know major research projects, and discuss here the pitfalls and problems, conflicts and compromises that went into doing their particular research. A particular feature of the book is that a wide variety of types of research in the sociology of education is covered. The range is from small-scale ethnographic case studies to large-scale postal questionnaire sample surveys and includes studies based on interviews, observation and questionnaires. There are examples of longitudinal work in case studies and in surveys.

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The collection also includes discussions of action research, the development and influence of theory, and the relationship between research and policy.

Leading academics take a distinctive new approach to the understanding of public sociology education in this perceptive new resource. Through pedagogical case studies and inter-contributor dialogues, they develop and challenge thinking in the field. Divided into three sections on the publics, knowledges and practices of public sociology education, it looks beyond the boundaries of academia to deliver fresh responses to key disciplinary questions including the purposes and targets of sociological knowledge. For students, academics and practitioners, it is a timely and thought-provoking contribution to debate about public sociology education.

This fresh set of resources for Cambridge IGCSE Sociology syllabus 0495 (and Cambridge O Level Sociology syllabus 2251) is carefully crafted to match and support the revised syllabus for first examination in 2016. Written in clear and accessible language, the Coursebook provides comprehensive coverage of the syllabus in a visually-stimulating format. Key sociological research combined with case studies and thought provoking questions help in understanding concepts. Features such as Key terms and Revision checklists further reinforce learning and understanding of core subject areas. Engaging activities help in applying knowledge in various contexts and building interpretation, analytical and evaluation skills. The book provides complete exam support with each chapter culminating in exam-style questions and a further chapter dedicated to revision, and examination skills and

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practice. A Teachers CD-ROM is also available.

The Handbook of the Sociology of Medical Education provides a contemporary introduction to this classic area of sociology by examining the social origin and implications of the epistemological, organizational and demographic challenges facing medical education in the twenty-first century. Beginning with reflections on the historical and theoretical foundations of the sociology of medical education, the collection then focuses on current issues affecting medical students, the profession and the faculty, before exploring medical education in different national contexts. Leading sociologists analyze: the intersection of medical education and social structures such as gender, ethnicity and disability; the effect of changes in medical practice, such as the emergence of evidence-based medicine, on medical education; and the ongoing debates surrounding the form and content of medical curricula. By examining applied problems within a framework which draws from social theorists such as Pierre Bourdieu, this new collection suggests future directions for the sociological study of medical education and for medical education itself.

This revised set of resources for Cambridge International AS and A Level Sociology syllabus (9699) is thoroughly updated for the latest syllabus. Written by a highly experienced author, the Coursebook provides comprehensive support for the syllabus. Accessible language combined with the clear, visually-engaging layout makes this an ideal resource for the course. Discussion of significant sociological research, case studies, explanation of key terms and questions within

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the text reinforce knowledge. Stimulating activities build interpretation and application as well as analytical and evaluation skills. Revision checklists help in consolidating understanding. The book provides complete exam support with each chapter culminating in exam-style questions and a further chapter dedicated to revision, and examination skills and practice. A Teacher's CD-ROM is also available.

The author chronicles the rise of Sociology and the prominent thinkers of the nineteenth-century.

The Cambridge Handbook of Environmental Sociology is a go-to resource for cutting-edge research in the field.

This two-volume work covers the rich theoretic foundations of the sub-discipline, as well as novel approaches and emerging areas of research that add vitality and momentum to the discipline. Over the course of sixty chapters, the authors featured in this work reach new levels of theoretical depth, incorporating a global scope and diversity of cases. This book explores the broad scope of crucial disciplinary ideas and areas of research, extending its investigation to the trajectories of thought that led to their unfolding. This unique work serves as an invaluable tool for all those working in the nexus of environment and society.

Sociology and Music Education addresses a pressing need to provide a sociological foundation for understanding music education. The music education community, academic and professional, has become increasingly aware of the need to locate the issues facing music educators within a broader sociological context. This is required both as a means to deeper

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understanding of the issues themselves and as a means to raising professional consciousness of the macro issues of power and politics by which education is often constrained. The book outlines some introductory concepts in sociology and music education and then draws together seminal theoretical insights with examples from practice with innovative applications of sociological theory to the field of music education. The editor has taken great care to select an international community of experienced researchers and practitioners as contributors who reflect current trends in the sociology of music education in Europe and the UK. The book concludes with an Afterword by Christopher Small. Whether a student, an instructor, a researcher, or just someone interested in understanding the roots of sociology and our social world, *The Cambridge Handbook of Sociology, Volume 1* is for you. This first volume of the Handbook focuses on core areas of sociology, such as theory, methods, culture, socialization, social structure, inequality, diversity, social institutions, social problems, deviant behavior, locality, geography, the environment, and social change. It also explains how sociology developed in different parts of the world, providing readers with a perspective on how sociology became the global discipline it is today. Each essay includes a discussion of how the respective subfield contributes to the overall discipline and to society. Written by some of the most respected scholars, teachers, and public sociologists in the world, the essays are highly readable and authoritative.

A sociological approach to human rights, showing how

rights language is used to address structural injustices around the world.

This book offers a critical realist intervention into the field of Marxist Sociology of Education. Critical realism, as developed by British philosopher Roy Bhaskar, is known for its capacity to serve as a conceptual underlabourer to applied fields like education. Indeed, its success in clarifying and resolving thorny issues of educational theory and practice is now well established. Given critical realism's sympathetic Marxist origins, its productive and critical engagement with Marxism has an even longer history. To date there has been little sustained attention given to the application of critical realism to Marxist educational praxis. The book addresses this gap in existing scholarship. Its conceptual ground clearing of the field of Marxist Sociology of Education centres on two problematics well-known in the social sciences: naturalism and the structure-agency relation. Marxist theory from the days of Marx to the present is shown to also be haunted by these problematics. This has resulted in considerable tension around the meaning and nature of, for example, reform, revolution, class determinism and class struggle. With its emergence in the 1970s as a child of Western Marxism, the field continues to be an expression of these tensions that seriously limit its transformative potential. Addressing these issues and offering conceptual clarification in the interests of revolutionary educational practice, *Critical Realism for Marxist Sociology of Education* provides a new perspective on education which will be of interest to students, scholars and practitioners alike.

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Who should be educated, when, by whom and how? What purposes should education serve? Why does education matter? These fundamental questions of value are not always seen as central to the sociology of education. However, this book argues that they are pivotal and provides a sophisticated and engaging introduction to the field that is designed to open up these important debates. It draws attention to the many points of disagreement that exist between major thinkers in the sociology of education, and the values on which their ideas are based. By involving readers in crucial questions about the potential contribution of sociology to education policies and practices, it aims to bridge the divide between education as it is talked about by academics, and the concerns of policymakers and educators who have to make practical decisions about what is to be done. Chapter by chapter the book introduces competing approaches in the sociology of education - structural functionalism, symbolic interactionism, Marxism, feminism, critical race theory and poststructuralism. It shows how these can be applied to major themes such as social reproduction, the politics of knowledge, multicultural education, identity and teachers' work. Throughout, the authors emphasise the importance of understanding social and educational values and the ways in which these underpin and impact upon the work of both academics and educators. *Leaders in the Sociology of Education: Intellectual Self-Portraits* contains eighteen self-portraits written by some of the leading sociologists of education in the world. Representing the United States, the United Kingdom,

and Hong Kong, the authors discuss a variety of factors that have affected their lifetime of scholarship, including their childhoods, their education and mentors, the state of the field during their “coming of age,” the institutions where they have worked, the major sociologists during their lifetimes, the political and economic conditions during their lifetimes, and the social and political movements during their lifetimes. These autobiographical essays reveal a great deal not only about their work and their influences, but also about themselves. Taken as a whole, the book provides sociology of knowledge about the creation of sociology of education research since the 1960s. It reveals a number of important themes central to all of the authors’ work, including educational inequality; the influence of the classical sociological theorists, Karl Marx, Max Weber and Emile Durkheim; and the influence of more recent classical sociologists of education, Basil Bernstein, Pierre Bourdieu and James Coleman. The authors’ research represents a variety of theoretical and methodological orientations including functionalism, conflict and critical theory, interactionist theory and feminist theory, as well as quantitative, qualitative and mixed-methods research. Finally, the editors discuss a number of lessons to be learned from the lives and works of these sociologists of education.

Providing an authoritative and comprehensive overview of the classical and the contemporary, this volume is an indispensable guide to the vibrant and expanding field of sociology. Featuring over 600 entries, from concise definitions to discursive essays, written by leading

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international academics, the Dictionary offers a truly global perspective, examining both American and European traditions and approaches. Entries cover schools, theories, theorists and debates, with substantial articles on all key topics in the field. While recognising the richness of historical sociological traditions, the Dictionary also looks forward to new and evolving influences such as cultural change, genetics, globalization, information technologies, new wars and terrorism. Most entries incorporate references for further reading and a cross-referencing system enables easy access to related areas. This Dictionary is an invaluable reference work for students and academics alike and will help to define the field of sociology in years to come. This handbook discusses the social context of education, outlining the challenges as well as the advances in public and private education systems at the start of the new millennium. It presents an integrated account of social theory and methodologies, along with applied perspectives.

The ninth edition of *The Sociology of Education* examines the field in rare breadth by incorporating a diverse range of theoretical approaches and a distinct sociological lens in its overview of education and schooling. Education is changing rapidly, just as the social forces outside of schools are, and to present the material in a meaningful way, the authors of this book provide a unifying framework—an open systems approach—to illustrate how the issues and structures we find in education are all interconnected. Separate chapters are devoted to how schools help shape who

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has access to educational opportunities and who does not; issues of race, class and gender; the organization of schools and the roles that make up educational settings, and more. Throughout the book, readers will have an opportunity to engage with theories and issues that are discussed and to apply their newly obtained understanding in response to emerging and persistent problems in the educational system. The new edition continues to be a critical point of reference for students interested in exploring the social context of education and the role education has in shaping our society. It is perfect for sociology of education and social foundations of education courses at the undergraduate or early graduate level.

This wide-ranging handbook provides a comprehensive overview of the field of education as viewed from a sociological perspective. Experts in the area present theoretical and empirical research on major educational issues and analyze the social processes that govern schooling, and the role of schools in and their impact on contemporary society. A major reference work for social scientists who want an overview of the field, graduate students, and educators.

A comprehensive and cross-cultural look at the sociology of education. The text integrates important and diverse topics in the field by showing how they are related. The *Sociology of Education: A Systematic Analysis* provides a sociological analysis of education using several theoretical approaches. The authors include practical applications and current educational issues to discuss the structure and processes that make education

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systems work. Learning Goals Upon completing this book, readers should be able to: Learn diverse theoretical approaches in the sociology of education Assess important current or emerging topics, including higher education, informal education (“climate” and the “hidden curriculum”), the school environment, education around the world, and educational movements and alternatives Understand how change takes place and what role sociologists play Become involved with educational systems where they can put to use the knowledge available in textbooks

An original analysis of a range of areas in the sociology of knowledge and education which will stimulate debate among educationalists.

Sociology, as a discipline, was born at the height of global colonialism and imperialism. Over a century later, it is yet to shake off its commitment to colonial ways of thinking. This book explores why, and how, sociology needs to be decolonized. It analyses how sociology was integral in reproducing the colonial order, as dominant sociologists constructed theories either assuming or proving the supposed barbarity and backwardness of colonized people. Ali Meghji reveals how colonialism continues to shape the discipline today, dominating both social theory and the practice of sociology, how exporting the Eurocentric sociological canon erased social theories from the Global South, and how sociologists continue to ignore the relevance of coloniality in their work. This guide will be necessary reading for any student or proponent of sociology. In opening up the work of other decolonial advocates and under-represented thinkers to readers, Meghji offers key suggestions for what teachers and students can do to decolonize sociology. With curriculum reform, innovative teaching and a critical awareness of these

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issues, it is possible to make sociology more equitable on a global scale.

The study of education and social mobility has been a key area of sociological research since the 1950s. The importance of this research derives from the systematic analysis of functionalist theories of industrialism. Functionalist theories assume that the complementary demands of efficiency and justice result in more 'meritocratic' societies, characterized by high rates of social mobility. Much of the sociological evidence has cast doubt on this optimistic, if not utopian, claim that reform of the education system could eliminate the influence of class, gender and ethnicity on academic performance and occupational destinations. This book brings together sixteen cutting-edge articles on education and social mobility. It also includes an introductory essay offering a guide to the main issues and controversies addressed by authors from several countries. This comprehensive volume makes an important contribution to our theoretical and empirical understanding of the changing relationship between origins, education and destinations. This timely collection is also relevant to policy-makers as education and social mobility are firmly back on both national and global political agendas, viewed as key to creating fairer societies and more competitive economies. This book was originally published as a special issue of the British Journal of Sociology of Education.

Scholarly analysis in the sociology of education has burgeoned in recent decades. *Frontiers in Sociology of Education* aims to provide a roadmap for sociologists and other social scientists as they set bold new directions for future research on schools. In Part 1 of this forward-looking volume, the authors present cutting-edge research to set new guidelines for the sociological analysis of schools. In Part 2, notable social scientists, historians, administrators and

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educators provide a wide-ranging array of perspectives on contemporary education to insure that scholars make creative and broadly informed contributions to the sociological analysis of schools. The contributors to this volume examine events currently influencing education including: globalization, expansion of educational access, the changing significance of religion, new family structures, and curriculum reform. *Frontiers in Sociology of Education* offers an innovative collection of research and ideas aimed at inspiring new analyses of schools better linked to changing societal conditions.

In recent decades, sociology of education has been dominated by quantitative analyses of race, class, and gender gaps in educational achievement. And while there's no question that such work is important, it leaves a lot of other fruitful areas of inquiry unstudied. This book takes that problem seriously, considering the way the field has developed since the 1960s and arguing powerfully for its renewal. The sociology of education, the contributors show, largely works with themes, concepts, and theories that were generated decades ago, even as both the actual world of education and the discipline of sociology have changed considerably. The moment has come, they argue, to break free of the past and begin asking new questions and developing new programs of empirical study. Both rallying cry and road map, *Education in a New Society* will galvanize the field.

This book investigates the interrelationship between educational reforms and pedagogical and technological innovations, as well as the implications of this relationship for the quality of human capital. By analyzing recent educational reforms in Russia and the US, the authors shed new light on how these reforms may help or hinder innovations, such as the introduction of computer technologies into classrooms,

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new methods of teacher evaluation, constructivist teaching methods, and governance in public schools. Taking labor economics as a useful lens for conceptualizing the diffusion of innovation, in the first part of the book the authors analyze how certain power arrangements can block educational innovations in schools. In the second part they examine recent educational reforms in the US and Russia. The final part presents a vision of the next generation of educational reforms, which may enable innovation diffusion, rather than hamper it.

This book is made up of a selection of writings from an international team of scholars, highlighting the contribution made to the field of educational policy and educational policy research by Basil Bernstein's work on the sociology of pedagogy. These contributors explore, analyse and engage with contemporary political reforms of education, contemporary pedagogic debates and the changing nature of professional knowledge, relationships and structures. The subjects covered include: particular concepts such as voice research the significance of social class in relation to the language, schooling and home cultures differences between official and pedagogic recontextualising fields formation of different types of identities the construction of the learner formation of teacher identities and use of pedagogic discourses analysis of performance-based educational reforms and its impact on pedagogy.

"Len Barton's intellectual and practical contribution to the sociology of disability and education is highly significant and widely known. The leading scholars in this collection, including his long term collaborators, offer both a celebration and a reassessment of this contribution, addressing the challenge that the social model of disability has presented to dominant medicalised concepts, categories and practices, and their power to define the identity and the lives of others.

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At the same time the authors build upon some of the key themes that are woven through Len Barton's work, such as his call for a &'politics of hope'. This collection explores a wide range of topics, including: difference as a field of political struggle; the relationship of disability studies, disabled people and their struggle for inclusion; radical activism: organic intellectuals and the disability movement; discrimination, exclusion and effective change; inclusive education; the &'politics of hope', resilience and transformative actions; and, universal pedagogy, human rights and citizenship debates. The Sociology of Disability and Inclusive Education highlights Len Barton's humane vision of academic work, of the nature of an inclusive and non-discriminatory society, of the role of an education system which addresses the rights, and potential of all participants. It indicates how such a society could be achieved through the principles of social inclusion, human rights, equity and social justice."--Publisher.

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