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Kind Regards

Barbara Budrich
In order to make justice work, participation and reconciliation is needed within and between societies, peoples, and nations. In this compilation, authors—senior academics as well as students—from Bethlehem University, Israel, and the Catholic University of Applied Sciences, Cologne, Germany, contribute to this important field. Thus, to some extent, the book in itself is an example of the subjects it deals with.

What concepts of „gender“ and „diversity“ emerge in European regions as well as in pertinent research and practical fields? On the backdrop of current European developments – from the deregulation of economy and a shrinking welfare state to the dissolution and reinforcement of borders – the book examines the development of Gender and Diversity Studies in different European regions as well as beyond and focuses on central fields of theoretical reflection, empirical research and practical implementation policies and politics.
The graduate student guide in adult education explores theories of adult learning and adult education participation. It provides a frame of reference for understanding the development of a rapidly evolving field and for enhancing knowledge and competencies in this professional domain. The publication is divided into two sections: a section on adult learning theories and a section on adult education participation theories.
The book you have in your hands describes from an interdisciplinary and European perspective the social dimensions of vulnerability and resilience. The case comes under the framework of the current public discussions on the topic. Thus, on one hand social problems are supposed to have its causes in individuals, and therefore are not a consequence of the socio-economic inequality. Consequently we find in Europe an increasing policy of self-activation and self-help as substitutes for social work. On the other hand new types of social vulnerabilities arise, giving the floor to new challenges for social work and social policy.
Maria do Mar Castro Varela, Barış Ülker (eds.)
Doing Tolerance: Democracy, Citizenship and Social Protests
2017. Approx. 250 pp. Pb. Approx. 33,00 € (D), US$43.00, GBP 29.95
ISBN 978-3-8474-2024-8
eISBN 978-3-8474-1015-7

Tolerance and urban in- and exclusion, participatory citi-
zenship and the production of social space – taking urban protests on gentrification and urban restructuring in Berlin and Istanbul as points of departure, the authors discuss different forms of protest movements and struggles. Illustrating the paradoxes in diverse dynamic interactions, the book focuses on the con-
flicts in urban spaces between the heterogeneous groups of the governed on the one hand and the governing on the other hand. Above all, the volume explores the genealogies of tolerance first through the historical (dis-)continuities of different postcolonial cities and second through the daily practices of migrants, refugees and social and religious minori-
ties in the entanglements of social mobilities.

Emanuela Chiapparini (ed.)
The Service User as a Partner in Social Work Projects and Education
Concepts and Evaluations of Courses with a Gap-Mending Approach in Europe
2016. 144 pp. Pb. 22,00 € (D), US$33.00, GBP 19.95
ISBN 978-3-8474-0929-8
eISBN 978-3-8474-0507-8

To become a competent social worker it is essential to know the perspective of the service users. Therefore, service users are more and more included in field research projects and the instruction of social workers to-be. However, they are usually reduced to the role of informants and not actively taking part as co-partners. For the first time, this anthology gives an overview of courses in which service users and students share their experiences and work together on the same level using gapmending methods. The applications and evaluations of these courses in different European countries are discussed in this volume.

Valerie Cohen-Scali (ed.)
Competence and Competence Development
Study Guides in Adult Education
2012. 146 pp. Pb. 16,90 € (D), US$19.95, GBP 12.95
ISBN 978-3-86649-462-6

What are today’s main concepts and theories – and the main stakes – associated with the issue of competences in organisations? Several topics are discussed, including competence issues regarding the evolution of work, professiona-
lisation, competence evaluation, competence management, and the competences of adult educators and trainers, as well as European policies regarding competence needs and development.
The labour markets and European societies as a whole are subject to constant change. One way to face these challenges is the application of “entrepreneurial skills” such as self-motivation, time management etc. The authors give examples of entrepreneurship in the fields of digitalization, social innovation, and eco-innovation and present special groups of entrepreneurs (e.g. migrants) and their entrepreneurial spirit. Thus, the readers get insight in how an innovative and competitive Europe can look like.

Do norms of justice, human rights and democracy enable disenfranchised communities? Or do they simply reinforce relations of domination between those who are constituted as dispensers of justice, rights and aid, and those who are coded as receivers? Critical race theorists, feminists and queer and postcolonial theorists confront these questions and offer critical perspectives.

Whether increasing life expectancy leads to better health remains still controversial. Three topics are explored: (1) vanguard groups which inform about possible levels of health if the general social and environmental conditions were to approach those of the vanguard group; (2) the social and behavioral determinants of health differentiated into proximal and distal factors; (3) vulnerable groups such as migrants and the health differences between migrant groups. Newly available population-based data as well as new study designs and advanced statistical modelling form the basis for the empirical analyses.
Ellen Ebralidze

Rising employment flexibility and young workers’ economic insecurity
A comparative analysis of the Danish model of flexicurity
2012. 183 pp. Pb. 19,90 € (D), US$29.95, GBP 17.95
ISBN 978-3-940755-96-4
eISBN 978-3-86388-157-3

How have the immediate school-to-work transition and the early career changed in different labour market entry regimes since the early 1980s? How do institutional frameworks differ with regard to insecurity perception? Ellen Ebralidze investigates these topics from a cross-national perspective while focusing on Denmark, the darling of flexicurity literature. The results show that in all the labour market entry regimes, the school-to-work transition has become increasingly difficult, and flexible forms of work are more typical in the first job. Furthermore, the liberal institutional framework of the United States seems to produce a similarly low degree of job-loss worry among young people in their early career as the Danish paradigm.

Jutta Ecarius
Eckhard Klieme
Ludwig Stecher
Jessica Woods (eds.)

Extended Education – an International Perspective
2013. 253 pp. Pb. 29,90 € (D), US$45.95, GBP 26.95
ISBN 978-3-86649-402-2
eISBN 978-3-8474-0306-7

The institutions and processes concerning out-of-school education are of ever growing importance. The scale of both public and private offers is steadily increasing, therefore individuals and families find more and more ways to satisfy their educational and training needs. This timely volume assesses the current impact and future of out-of-school education with case studies from eight different countries.

Andreas Ette

Migration and Refugee Policies in Germany
New European Limits of Control?
Series on Population Studies, vol. 51
2017. Approx. 340 pp. Hc. Appro. 48,00 € (D), GBP 43.95, US$63.00
eISBN 978-3-8474-1078-2

International migration is one of the most controversial political topics today which demands foresight and innovative approaches of global and regional governance. The book provides a fresh theoretical framework to understand the hitherto existing European responses to the international movement of people. It argues that the European Union and its ‘area of freedom, security and justice’ still provide institutional contexts which continue to strengthen its member states in controlling their national borders.
Competences: How they are acquired and measured

Over the last two decades Bangladesh has made impressive progress in expanding access to education. Primary school enrolments have increased significantly and the gender gap has been eliminated at primary and lower secondary levels. Despite these achievements many challenges persist. High dropout and repetition rates, poor quality of education and prevailing inequalities are the major causes for concern.

Building on Progress
Expanding the Research Infrastructure for the Social, Economic, and Behavioral Sciences

This publication provides a comprehensive compendium of the current state of Germany’s research infrastructure in the social, economic, and behavioural sciences. In addition, the book presents detailed discussions of the current needs of empirical researchers in these fields as well as of opportunities for future development.

German Data Forum (ed.)
Building on Progress
Expanding the Research Infrastructure for the Social, Economic, and Behavioral Sciences
Recommendations of the German Data Forum (RatSWD)
2011. 55 pp. 9,90 € (D), US$15.95, GBP 9.95
ISBN 978-3-940755-86-5

Competence has become a key concept in political and scientific discussions. It is used as a headword in publications, at conferences and congresses: it dominates strategy papers and practical concepts; it is the standard bearer and point of crystallization for sometimes bitterly fought differences of opinion. The text explains the term “competence” and reflects the current international discussion.
The authors in this volume explore the interconnected issues of intergenerational trauma and traumatic memory in societies with a history of collective violence across the globe. Each chapter’s discussion offers a critical reflection on historical trauma and its repercussions, and how memory can be used as a basis for dialogue and transformation. The perspectives include, among others: the healing journey of three generations of a family of Holocaust survivors and their dialogue with third generation German students over time; traumatic memories of the British concentration camps in South Africa; reparations and reconciliation in the context of the historical trauma of Aboriginal Australians; and the use of the arts as a strategy of dialogue and transformation.

In reforming their often praised systems of collective skill formation, Austria, Germany, and Switzerland have relied on hybridization at the nexus of vocational training and higher education. This historical and organizational institutionalist study traces developments from the 1960s to today’s era of Europeanization – the Bologna and Copenhagen processes.

Graf’s contribution can be seen as a unique with its longitudinal analysis of system dynamics of those two sectors in the context of European integration processes. At a time where skills, qualifications and parity of esteem between HE and VET have become frequently stated in the policy agenda, improved understanding of the relationship between these two sectors is both timely and necessary.

Journal of Contemporary European Research, 01/2015

Elementary and middle schools for children of most US military personnel provide an exceptional curricular component: a subject called Host Nation Studies is integrated in the daily schedule, teaching American children the culture and language of their current host country.

This dissertation focuses on the subject’s conception and organization and the intercultural endeavours of US schools in Germany in two ways: First, historical research based on bibliographic resources regarding the school’s history looks at the development of the program 1946 to 1970. A second perspective is given by a questionnaire survey, which asks Host Nation and American teachers about the current language and culture program within US schools in Germany.
Why are youth policies necessary? What can theory and research in the field of youth studies bring to policy thinking, as well as to concrete policy and programme development for young people? International in scope, this book presents an in-depth and cross-sector reflection on youth policy, in terms of theory, practice and emerging trends and issues affecting young people’s lives in Latin America, Europe, Asia and North America.
Nicole Hollenbach
Klaus-Jürgen Tillmann (eds.)
Teacher Research and School Development
German approaches and international perspectives
Published in cooperation with Julius Klinkhardt Verlag
2011. 256 pp. Pb. 29,90 € (D), US$45.95, GBP 26.95
ISBN 978-3-86649-352-0

Action research is a specific approach to empirical school research. In fourteen articles different authors explain, how, why and under which circumstances AR – done by teachers and focused on practice-related problems in schools – can initiate curriculum development and help teachers to increase their professionalism.

Brian Hudson
Meinert A. Meyer (eds.)
Beyond Fragmentation: Didactics, Learning and Teaching in Europe
2011. 432 pp. Pb. 36,00 € (D), US$52.00, GBP 32.95

There is great diversity in teacher education systems and approaches to learning and teaching practice across Europe, even though the practical everyday problems of the various national education systems may be very similar. Against this background, in the field of research on didactics, learning and teaching it is important to overcome fragmentation and to find common ground.

Ingi Iusmen
Helen Stalford (eds.)
The EU as a Children’s Rights Actor
Law, Policy and Structural Dimensions
2016. 331 pp. Pb. 42,00 € (D), US$58.00, GBP 36.95
eISBN 978-3-8474-0412-5

This edited collection critiques, from an interdisciplinary perspective, the growing body of EU children’s rights activities in the light of broader global political, economic and legal processes. Specifically, it interrogates whether EU intervention effectively responds to what are perceived as global violations of children’s rights; the extent to which EU efforts to uphold children’s rights complement and reinforce parallel national and international pursuits. Moreover, it scrutinises the compatibility of EU children’s rights measures with the principles and provisions enshrined in the UN Convention on the Rights of the Child (CRC).
Family Diversity
Collection of the 3rd European Congress of Family Science
49,90 € (D), US$75.95, GBP 46.95
ISBN 978-3-86649-299-8
eISBN 978-3-86649-746-7

International experts provide an overview of the current state-of-the-art of European family research and outline the multiple formations, structures and configurations of family in Europe. Four aspects are discussed in depth: family images, sex/gender roles, globalization and family development processes.

European Social Work – A Compendium
2017. Approx. 500 pp. Hc. Approx. 89,90 € (D), US$119.95, GBP 79.95
ISBN 978-3-8474-0147-6
eISBN 978-3-8474-0817-8

The publication takes account of the fundamental developments transforming social work in Europe at the beginning of the 21st century. A European standard of social work has already emerged, but models for future European social work are absent. Therefore the compendium gives an overview of the current transformation process for the first time, discusses the visible and invisible changes and maps out where social work is positioned in the emerging post-welfare states.

Public Childcare Provision and Fertility Behavior
A Comparison of Sweden and Germany
2014. 232 pp. Pb. 28,00 € (D), US$41.95, GBP 24.95
ISBN 978-3-86388-059-0
eISBN 978-3-86388-221-1

The author analyzes the relationship between the availability of public childcare for children under age three and the decision to have a first child. One would expect that providing women with the option of returning to work soon after childbirth would reduce the anticipated negative effects of having a child on a woman’s career. However, existing research results on this relationship are inconsistent.
The guidebook to Social Sciences in Europe offers students and researchers going abroad an insight into the origins, the methods and the current trends in four Social Science disciplines in six European countries (Spain, France, Germany, Italy, the Czech Republic and Great Britain), as well as an overview of the university system and student life in those countries. For each country, insights into the national traditions and characteristics of Sociology, History, Geography and Political Science are combined with practical information on teaching and assessment methods.

Organisations and institutions of higher education are more and more challenged by current economic, social and political conditions to react competitive and innovative on new requirements, such as demographic change, globalisation or skilled labour shortage. In addition, universities and companies alike, have to compete for the most qualified staff. In order to produce more innovative solutions and to perform better, it is essential to integrate gender and diversity perspectives as important elements of organisational and human resources development. This anthology presents different theoretical and practical approaches, best practice examples and important aspects of gender and diversity management in organisations.
Gender Equality has not yet been achieved in many western countries. Switzerland in particular has failed as a fore-runner in integrating women in politics and economy. Taking Switzerland as a case study, the authors critically reflect the state of gender equality in different policy areas such as education, family and labour. The collection of articles reveals how gender policies and cultural contexts interact with social practices of gender (in)equality. They also outline the gender(ed) effects of recent changes and reform strategies for scientists, politicians and practitioners.

The book uses a comparative study of Germany and Britain to reveal how national institutions shape the labour market careers of higher education graduates. It identifies four institutional spheres that are important: the structure of higher education systems, the content of study, the structure of graduate labour markets, and labour market flexibility. Due to country differences, the transition from higher education to work in Germany follows a smooth path, while in Britain it is more comparable to a long and winding road.

This is an informative and engaging text that will appeal particularly to those who are already familiar with the Capability Approach and wish to learn more about empirical applications.

Journal of Human Development and Capabilities 3/2012
This book is dedicated to the role of work organizations when it comes to the realization of an active fatherhood. Firstly, it deals with barriers for active fatherhood and its correlating mechanisms of inequality: Which aspects of discrimination and social closure do fathers face today if they assert a claim for active fatherhood, and with what kind of barriers are they confronted? Secondly, capabilities of fathers are addressed: Which is their possible scope of action, and which factors lead to differences in capabilities at the workplace? Finally, the book analyzes the meaning of organizational rationalities, and the effects of policies and programs on change and organizational learning with respect to fatherhood.

Lindner evaluates a program in South Africa to educate children about HIV at about 10-11 years old, before they become sexually active. Using social cognitive theory, she evaluates the outcome, the process, and the needs, and verifies a significant increase in knowledge about the disease by participants in the program.

Reference & Research Book News
February 2011

Mary Lindner
A Child's Mind Required!
Evaluation Results on a Health Promoting Initiative on AIDS and Sex Education for Primary Schools
2010. 297 pp. Pb. 36,00 € (D), US$52.00, GBP 32.95
ISBN 978-3-940755-30-8

As children grow up, they discover taboo areas in their environment and in life. They are in need of advice to prevent them from placing themselves in risky situations. The primary preventive approach to a life skills programme on HIV/AIDS and sex education, called “Child Mind Project”, can be seen as such an initiative.
In a European context of rapidly expanding early education/care provision for young children, the staffing of these services is a critical quality issue. What are the requirements for professional education and training? How alike or how varied are the qualification profiles and fields of work? Through detailed country reports and comparative analyses across 27 countries, this book provides answers to these questions.

The authors are to be congratulated. This is a most timely book: would that all policymakers would dip into it regularly.

Early Years 2/2011
Mechtilde Oechsle
Ursula Müller
Sabine Hess (eds.)
Fatherhood in Late Modernity
Cultural Images, Social Practices, Structural Frames
2012. 323 pp. Pb. 33,00 € (D), US$47.95, GBP 29.95
ISBN 978-3-86649-375-9
eISBN 978-3-86649-500-5

How do structural changes in the welfare state, in gender relations and work affect concepts and realities of fatherhood? The authors analyse cultural images and representations of fatherhood, varieties of fatherhood in relation to social backgrounds, organisational influences, as well as the impact of political and legal interventions on configurations of fatherhood.

How do men react to new expectations of fatherhood? Why has the adaptation to equality in the home been so slow? What defines fatherhood? These are the basic questions explored in this volume. We are taken through a journey on fatherhood over 14 individual contributions representing a variety of scientific fields. The volume is divided into three sections: cultural, social, and institutional fatherhood.

European Journal of Population
29/2013

Esther Oliver
Research and Development in Adult Education
Fields and Trends
Study Guides in Adult Education
2010. 135 pp. Pb. 16,90 € (D), US$25.95, GBP 15.95
ISBN 978-3-86649-304-9
eISBN 978-3-86649-719-1

The importance of adult education has been growing steadily, whether it’s with regard to migration, societal inclusion, the work place, or the professionalization of adult educators themselves. By providing an international perspective on the most important research issues in adult education, this study guide offers a wealth of up-to-date information for anyone interested in this diverse field. The book is designed as a text book providing didactic material for discussion and further exploration of a wide range of adult education research from an international perspective.

Hans-Uwe Otto
Sabine Schäfer (eds.)
New Approaches Towards the ‘Good Life’
Applications and Transformations of the Capability Approach
2014. 175 pp. Pb. 26,00 € (D), US$39.95, GBP 22.95
ISBN 978-3-8474-0157-5
eISBN 978-3-8474-0466-8

The Capability Approach founded by Amartya Sen and Martha Nussbaum offers a justice-based analytical framework for human development. The contributions to the present volume show how the Capability Approach can be applied productively in empirical analyses of the life situations of young people and the educational institutions they attend in different parts of the world including Serbia, Kosovo, Kenya, India, Greece, and Germany.
The (European) welfare state as well as the political space of “the social” is currently being reorganised in a fundamental way. This has major implications for any attempt to contribute to a more just or even emancipatory way of shaping “the social”. The authors discuss what the Capabilities Approach (CA) may contribute to this attempt. Rather than assessing the philosophical foundation of this approach, “Shaping the Social” critically discusses the potentials and pitfalls of analysing social and labour-market policy and in particular social services from a capabilities perspective.

The authors assess the potentials and pitfalls of the Capabilities Approach to issues of education and welfare. Renowned philosophers, sociologists, psychologists, economists and educational scientists explore the conceptual and practical implications of this approach for delivering socially just policies.

The volume suggests a capability perspective for evaluating welfare and educational policies. Capabilities are conceptualized as people’s freedom to choose and conduct a life they have reason to value. The contributions of this volume analyze what social institutions – in particular in the field of education and welfare – may provide in order to enhance capabilities in particular for most vulnerable people.
Sibylle Reinhardt  
**Teaching Civics**  
A Manual for Secondary Education Teachers  
2015. 244 pp. Pb. 29.90 € (D), US$45.95, GBP 26.95  
eISBN 978-3-8474-0704-1  
Around the world, teaching civics is our most practical tool for learning about democracy. In Germany, the art of civics education is constantly being reconsidered and revised, in part because of the country’s history and the widespread awareness in German society of the dangers posed by education failing to do its job. The aim of this book is to provide educators with a varied and theoretically robust repertoire of professional strategies that are grounded in the social sciences.


Henning Pätzold  
**Learning and Teaching in Adult Education**  
Contemporary Theories  
Study Guides in Adult Education  
eISBN 978-3-86649-635-4  
Learning is a key issue in education. Being familiar with contemporary learning theory, therefore, is an essential prerequisite for education scholars and practitioners alike. 

Henning Pätzold’s book addresses various approaches to the pedagogical issues associated with teaching adult learners. He draws attention to a broad field of approaches to adult learning within a sociocultural context. 

Henning Pätzold  
Sibylle Reinhardt  
Alan Rogers  

Alan Rogers  
**The Base of the Iceberg**  
Informal Learning and Its Impact on Formal and Non-formal Learning  
2014. 97 pp. Hc. 24,90 € (D), US$36.95, GBP 21.95  
eISBN 978-3-8474-0632-7  
Alan Rogers looks at learning (formal, non-formal and informal) and examines the hidden world of informal (unconscious, unplanned) learning. He points out the importance of informal learning for creating tacit attitudes and values, knowledge and skills which influence (conscious, planned) learning – formal and non-formal. Moreover, he explores the implications of informal learning for educational planners and teachers. While mainly aimed at adult educators, the book’s arguments apply also to schooling and higher education.
How to identify, analyse, and assess the various types of adult learning needs? How to develop programmes tailored to these needs? This study guide is written for postgraduate students preparing to become professional adult educators, as well as for those intending to plan educational programmes for adults.

I would like to recommend this very resourceful handbook for professional needs analyses and programme planning in adult education.

"International Review of Education – Journal of Lifelong Learning" 60/5
Jürgen Seifried
Eveline Wuttke (eds.)
Transitions in Vocational Education
Research in Vocational Education, vol. 2
2013. 330 pp. Pb. 39,90 € (D), US$58.00, GBP 36.95
ISBN 978-3-8474-0017-2
eISBN 978-3-8474-0925-0

This volume focuses on the different passages and transitions in Vocational Education and professional work life. Exploring the personal experiences of coping with the transition from school to vocational education, vocational education to work, and – finally – from work life to retirement, the book takes account of the rapidly changing conditions under which these processes take place.

In summary, the studies reported in Transitions in Vocational Education represent a diverse collection of vocational-transition issues and research methods. The chapters are interesting not merely as scholarly endeavours, but also because they yield information of practical value to vocational counsellors and managers of vocational-education pro-grammes.

International Review of Education – Journal of Lifelong Learning, 60/5

Education for sustainable development, the educational offshoot of the concept of ‘sustainable development’, has rapidly become the predominant educational response to the global environmental crisis. The authors apply a critical lens to the field and find it wanting in many regards.

This book offers an important starting point for broaching [...] questions in the field of sustainable development, particularly those focused on the need to pluralise different modes of being.

Development Education and Climate Change 21/2015
Ravi K. Thiara
Stephanie A. Condon
Monika Schröttle (eds.)
Violence against Women and Ethnicity: Commonalities and Differences across Europe
2011. 426 pp. Pb. 54,00 € (D), US$79.95, GBP 47.95
ISBN 978-3-86649-409-1
This book draws together both: theory and practice on minority/migrant women and gendered violence. The interplay of gender, ethnicity, religion, class, generation and sexuality in shaping the lives, experiences and choices of minority/migrant women affected by violence has not always been adequately theorised within much of the existing writing on violence against women. Feminist theory, especially the insights provided by the concept of intersectionality, are central to the editors’ conceptual frameworks.

Mariam Irene Tazi-Preve
Motherhood in Patriarchy
Animosity Toward Mothers in Politics and Feminist Theory – Proposals for Change
2013. 304 pp. Pb. 36,00 € (D), US$52.00, GBP 32.95
ISBN 978-3-8474-0048-6
eISBN 978-3-8474-0300-5
“Motherhood in Patriarchy” pioneers the argument that the current Western understanding of motherhood is a patriarchal one based on a long historical tradition of subjection and institutionalization. The book makes an important contribution to women’s studies on reproduction, feminist theory, motherhood and welfare politics, and offers alternative perspectives.

Tazi-Preve [...] criticizes the treatment of motherhood in modern Western society, framing the issue from a feminist political science perspective. [...] the book argues, that the experience of motherhood is determined and structured by patriarchal values, and that it can be used to see ways in which women, despite apparent advances in equality, continue to have their roles defined and constrained by male interests.

Pieter Verstraete
In the shadow of disability
Reconnecting History, Identity and Politics
2012. 136 pp. Pb. 16.90 € (D), US$25.95, GBP 15.95
ISBN 978-3-8474-0023-3
eISBN 978-3-86649-541-8
How can one write the history of disability, and what are the consequences for the disabled themselves? This is the key question that Pieter Verstraete addresses in this pioneering book that tries to rethink the possible bonds between disability, history and politics.

Using disability to unmask education and its history is what [...] makes this book relevant.

H-Disability, H-Net Reviews 11/2015

Reference & Research Book News
October 2013
In many Western societies, there has been a tremendous increase in family diversity over the course of the past few decades, resulting in a considerable prevalence of non-traditional family forms. The increased instability of marital and non-marital unions entails new challenges for both parents and children.

In this special issue, family studies scholars from different disciplines examine from a life course perspective how re-partnering processes work and how family relationships are rearranged in order to adapt to the altered needs and requirements of post-separation family life.

The authors take a detailed look at the economic competence and financial literacy of young adults, especially of those who start an apprenticeship or who take up their studies at a university. Economic competence and financial literacy are of special interest within this group, because these young people are – mostly for the first time in their lives – responsible for autonomously managing their own financial affairs and deal with economic challenges.

Is it possible to learn from your mistakes? While there is evidence to the positive, there is also evidence suggesting that whether mistakes may teach you anything depends on genetic disposition as well as supervisors handling those mistakes. Apparently, it is of utter importance to see how things cannot work, what things are not like, and what you do not know. Through this negative knowledge, learning through errors may be achieved. In this book, the authors look at errors and their potentials for the learning process, as well as the sort of environment that does make a positive difference concerning these concepts.
budrich journals

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