UNICEF (Community Connections: How Do They Help?)

This musical release from the Birmingham Symphony Orchestra under the conduction of Andris Nelsons captures a live perfor ensemble, recorded for the Coventry Cathedral's 50th anniversary on May 30th, 2012. ~ Cammila Collar, Rovi

In a heart-wrenching, candid autobiography, a human rights activist offers a firsthand account of war from the perspective o soldier, detailing the violent civil war that wracked his native Sierra Leone and the government forces that transformed a ge a killer as a member of the army. 75,000 first printing.

Taking a unique approach, which highlights lived experience and engagement with community, this book guides the reader on learning environments in which children are encouraged to develop relationships, build meaningful connections and take actio contributes to the wellbeing of their own communities. Through evaluations and feedback from participating professionals, as children's learning in the form of artworks and photos, Building Empathy in Children through Community Connections: A Guide Years Educators highlights how community partnership programs between children and community groups builds empathy an early childhood. Drawing on extensive research and professional experience in psychology and early childhood, it provides det community connections programs and considers the ways in which early learning settings can engage with their communitie requirements and objectives of the curriculum. Each chapter provides practical advice on implementation as well as take-hom intended to encourage and enable community engagement. Demonstrating how young children can develop empathy through community connections, this book is a vital resource for early childhood educators as well as parents and those working in c programs and early childhood settings.

More than half of the 25.9 million refugees in the world are under the age of 18 and the mental health of these children and constitutes a growing global public health priority. Refugee children and their families are at increased risk to develop menta but they often face major challenges in accessing adequate treatment and mental health professionals frequently feel ill-equi group. Refugees are faced with a plethora of issues including the ambiguous loss of loved ones, psychological trauma related experiences of violence and atrocities, the complexities of daily life as a refugee, and the challenges to adapt to new system support. Refugees' life circumstances all too often undermine their agency, asthey face discrimination, stigma, and social isol exclusion. Refugees are frequently disconnected from the usual family and community supports that they once had, which cr mental distress. As parents struggle with these changes, their children often find it even more difficult to adapt and connect leads to increased prevalence of mental health conditions among refugees. Humanitarian policies recommend family-centered that are multi-sectoral,multi-disciplinary, and focus on optimizing resource utilization. Over the last decade, a considerable bo has emerged around socio-ecological models of mental health, family and community approaches, and resilience and strength but these insights are insufficiently incorporated in the practice of mental health care for refugee children. Clinicians often s the common unique stressors that families face and are not familiar with working with families as units for intervention. Usi

contextually informed assessment methods and family-oriented management approaches not only help individual children or a also their families. This book aims to provide an overview of the latest theoretical insights from research on sociocultural asp health and connect these with clinical insights from practical mental health care provision. Using strengths-based, resiliency-family-centered approaches can enrich clinical practice in refugee mental health, but clinicians need to translate the emerging concrete steps and interventions. This requires additional skills for the assessment and management of mental health conditi children and families. The chapters in this book are written by a diverse group of authors using global, multi-disciplinary appro chapters provide examples from various contexts including refugees who are displaced to neighboring countries, refugees 'on refugees and asylum seekers in resettlement settings. This book is therefore a unique resource for clinicians, researchers and working on mental health issues of refugee children and adolescents around the world.

It's about Ability

A Global Perspective

Concepts and Guidelines for Analysis

Cape Town, South Africa, 8-10 December 1997

Children and Peace

Child Well Being in Rich Countries

Internationalizing Early Childhood Curriculum

How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding the quality of child care, issues of racial and ethnic diversity, the integration of children's cognitive and emotional development, and more. Authoritative yet accessible, From Neurons to Neighborhoods presents the evidence about "brain wiring" and how kids learn to speak, think, and regulate their behavior. It examines the effect of the climate-family, child care, community-within which the child grows.

Internationalizing Early Childhood Curriculum empowers teachers and directors to internationalize their curriculums around the world in their own unique and culturally specific ways. Serving as a guide and catalyst for thinking about curriculum in our interconnected world, this book explores how young children learn about the world and describes how children develop intercultural understanding, including how their teachers transform to expand their own global awareness and citizenship. Stories from actual classroom curriculum projects are featured, as well as suggested strategies and stages for the process of implementation. Exploring the implications for teacher education and professional development, this book gives readers the tools they need to bring internationalization into their own programs. Designed to apply to formal and informal early childhood centers across the

spectrum, Internationalizing Early Childhood Curriculum is essential reading for professional developers and trainers, as well as classroom teachers, directors, policy-makers and NGO professionals providing early childhood services in the U.S. and around the world.

In keeping with the spirit of the Convention on the Rights of the Child, family and parenting support is increasingly recognized as an important part of national social policies and social investment packages aimed at reducing poverty, decreasing inequality and promoting positive parental and child well-being. Over the past 15 to 20 years, different models of family-related services have evolved in different parts of the world. Much less documented is what drives the development of national policies and programmes in low- and middle-income countries and how the provision of family and parenting support impacts on child and adolescent well-being in these contexts. The publication aims to build the evidence base on what kind of family and parenting support works, under what conditions and for whom in order to promote child well-being in different national contexts. Case studies are included from: Belarus, Chile, China, Croatia, England, Jamaica, The Philippines, South Africa, and Sweden.

Handbook of Early Childhood Development Research and Its Impact on Global Policy calls for placing early childhood development at the top of the global policy agenda, enabling children to achieve their full developmental potential and to contribute to equitable economic and social progress worldwide.

Play = Learning

25 Years of the Convention on the Rights of the Child: Is the World a Better Place for Children?

Politics for the Love of Fandom

Community Health Nursing

Education, Care, and the Well-Being of Children Birth to 8

A Critical Reader

The United Nations

Extensively revised and expanded, Future Search, which is the classic, definitive, bestselling book on one of most powerful me changing and improving all types of organizations and communities, includes a host of new tools, and three new chapters. If to do strategic planning, product innovation, quality improvement, organizational restructuring, or any other major change in participative, whole system way, this book is your guide. Over 30,000 of the original edition sold.

Share the lives, hopes, and dreams of 20 children from around the globe as they talk about their family and friends, pets, sch hobbies in their own words. Published in association with UNICEF. Full color. 16 pp plus 4 pages of stickers.

Issued annually since 1946/47, the "Yearbook" is the principal reference work of the United Nations, providing a comprehensi volume account of the Organization's work. It includes details of United Nations activities concerning trade, industrial develop natural resources, food, science and technology, social development, polulation, environment, human settlement, children and questions, along with information on the work of each specialized agency in the United Nations family.

Politics for the Love of Fandom examines what Ashley Hinck calls "fan-based citizenship": civic action that blends with and ar from participation in fandom and commitment to a fan-object. Examining cases like Harry Potter fans fighting for fair trade, Y

fans donating money to charity, and football fans volunteering to mentor local youth, Hinck argues that fan-based citizenship created new civic practices wherein popular culture may play as large a role in generating social action as traditional political institutions such as the Democratic Party or the Catholic Church. In an increasingly digital world, individuals can easily move many institutions and groups. They can choose from more people and organizations than ever to inspire their civic actions—e fandom for children's book series Harry Potter can become a foundation for involvement in political life and social activism. H explores this new kind of engagement and its implications for politics and citizenships, through case studies that encompass for sports, YouTube channels, movies, and even toys. She considers the ways in which fan-based social engagement arises or from fan communities seeking to change their world as a group, as well as the methods creators use to leverage their fans action. The modern shift to networked, fluid communities, Hinck argues, opens up opportunities for public participation that outside of political parties, houses of worship, and organizations for social action. Fan-based citizenship performances help us understand the future possibilities of public engagement, as fans and creators alike tie the ethical frameworks of fan-objects social goal, such as volunteering for political candidates, mentoring at-risk youth, and promoting environmentally friendly polic Politics for the Love of Fandom examines the communication at the center of these civic actions, exploring how fans, nonpro media companies manage to connect internet-based fandom with public issues.

Human-Computer Interaction: Concepts, Methodologies, Tools, and Applications
An Explanation of the Convention on the Rights of Persons with Disabilities

Future Search
A Long Way Gone
Concepts, Methodologies, Tools, and Applications
Building Empathy in Children through Community Connections
This open access book examines the implications of the COVID-19 Pandemic for education systems and argues that major education reforms will be necessary, particularly in the Global South, to address the learning loss caused by th pandemic. To inform those reforms, knowledge about the implementation reforms in the Global South is necessary, a such knowledge is seriously lacking as the existing literature on the implementation of educational change focused principally in reforms in countries in the Global North. This book contributes to address this gap by examining five m education reforms in India, Egypt, Taiwan, Vietnam, and Senegal, and by presenting two novel approaches to climate change education using a bottoms up strategy of reform. The chapters examine the implementation process drawing a theoretical model of educational change by Reimers (published in Educating Students to Improve the World by Springer in 2020). The book concludes discussing the implementation of such reforms as an evolutionary and learnin

process, characterized by four dimensions: the goals of the reform, the drivers of the reform, the reform strategy, a mindsets about educational change which undergird the implementation strategy.

Singapore's well-documented economic progress since independence owes a big debt to the initial investment that t nation made in raising the nutrition, hygiene, health and education standards of its children. In the early days the Un Nations Children's Fund (UNICEF) provided some assistance. The relationship has evolved as Singapore's socioeconomic circumstances improved. Educated and qualified Singaporeans themselves were recruited into the ran of UNICEF international staff, and left their home country to work on programmes for vulnerable children in developi countries throughout the world. As Singapore celebrates its Golden Jubilee in 2015 and UNICEF looks forward to its anniversary in 2016, Singapore and UNICEF: Working for Children takes a timely look at their past collaborative effort advance the rights of the child and help children realise their full potential. Although UNICEF has collaborated with m partner institutions and individuals in Singapore over the past few decades, little has been documented and not all in publication. The lively essays, candid interviews and first-hand accounts in this volume provide meaningful reflections the history of the relationship and insights into UNICEF's work and its involvement with diverse parts of Singapore society. Written by several former UNICEF staff, consultants and volunteers, this book will appeal to all who are interested in development, human rights, civil society and the work of a UN humanitarian agency.Contents: Message Ambassador Tommy Koh Foreword by Daniel Toole Preface Acknowledgements Introduction: Singapore and UNICEF Working for Children (Peggy Kek and Penny Whitworth) A Brief History of UNICEF in Singapore (Peggy Kek) Singaporeans in Action: UNICEF in the Field: Improving Children's Lives in Laos (Ng Shui-Meng with Peggy Kek) From Singapore to Mongolia and Romania: Taking Early Childhood Development Further with UNICEF (Khoo Kim Choo) From Italy to Vietnam: Two Very Different UNICEF Operations (Peggy Kek) The Power of a Little Trust and Credit (Ng Shui-Meng with Peggy Kek) "Chatting With My Best Friend": Fighting HIV-AIDS in Nepal (Cheng Wing-Sie with Peggy Kek) Emergency Mode in Timor-Leste (Ng Shui-Meng with Peggy Kek) UNICEF Internationals in Action: UNICEF in Singapore: Singapore Impressions (Karsten Sohns) From Geneva to Singapore: Sales Support to National Partners (Penny Whitworth) A Swede in Singapore (Per-Olov Lennartsson with Penny Whitworth) My Journey to Singapore w UNICEF (Jackie Leung) Volunteer Action in Singapore: Civil Society: A Special Relationship (Penny Whitworth) Not All Business (Tony Coker) Breastfeeding Mother's Support Group (Singapore) and UNICEF (Lynette Thomas) Miracle on 34th Street: UNICEF and Dreams Coming True (Kenneth Tan) A Christmas to Remember (Carolyn Tay) Inspired by UNICEF (Simon Fenley) The Art of Giving (Penny Whitworth) Reflections: From Academic to Development Worker (Ng Shui-Meng with Peggy Kek) From Journalist to HIV-AIDS Adviser (Cheng Wing-Sie with Peggy Kek) For the Children I

Came to Know (Peggy Kek) A Practice to Build On (Penny Whitworth) Appendix Convention on the Rights of the Chil
About the Editors Selected Bibliography Readership: For general readers who are interested in the field of human
development; educators; active members of civil society.Key Features: The book employs a distinct examination of
Singapore's engagement with a UN agency, presenting a wide range of individual perspectives not usually available It
highly readable. The subject matter is presented in an easily digestible collection of essays, interviews and personal
accounts The contents of the book are new and original. The contributors include Ambassador-at-Large Tommy Koh,
former and current UNICEF representatives and specialists, an entrepreneur, community service volunteers, experts i
the field of media, marketing and communicationsKeywords: UNICEF; Singapore; Children; Development; Education;
Microfinance; Micro Credit; Emergency; Volunteer; Volunteering; Laos; Nepal; China; Timor Leste; United Nations
Children's Fund; UN; United Nations; Greeting Cards
This study uses an ecological framework to consider negative behaviors and outcomes observed among Caribbean
youth, and also to identify ways to enhance positive influences. Casting aside the often narrow view taken of "youth
marginal issue, this report advocates the prioritization of youth development across all sectors, and identifies key
principles and actions for moving forward.
Drawing on reports from the world over, this details the lives of parents and daily caregivers who are striving, in the
of war and poverty, to protect the rights and meet the needs of young children from birth to the age of 3.
Children Just Like Me
Global guidance on addressing school-related gender-based violence
UNICEF: Caught in a Hypocrisy Loop
Child Friendly Schools Manual
A Comparative Overview
How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth
Issues and Policy Directions
UNICEF is a very important international organization. Around the world this agency's volunteers and staff are working to provide children
with access to medical treatment and education. Have you ever wondered how this important work gets done? How do organizations like
UNICEF help? What kinds of problems do they have to solve? Read How Do They Help? UNICEF to learn more about many people who help
in your community and around the world.
The COVID-19 pandemic has raised huge concerns for the mental health of an entire generation of children.
This open access book brings together discourse on children and peace from the 15th International Symposium on the Contributions of
Psychology to Peace, covering issues pertinent to children and peace and approaches to making their world safer, fairer and more

sustainable. The book is divided into nine sections that examine traditional themes (social construction and deconstruction of diversity, intergenerational transitions and memories of war, and multiculturalism), as well as contemporary issues such as Europe's "migration crisis", radicalization and violent extremism, and violence in families, schools and communities. Chapters contextualize each issue within specific social ecological frameworks in order to reflect on the multiplicity of influences that affect different outcomes and to discuss how the findings can be applied in different contexts. The volume also provides solutions and hope through its focus on youth empowerment and peacebuilding programs for children and families. This forward-thinking volume offers a multitude of views, approaches, and strategies for research and activism drawn from peace psychology scholars and United Nations researchers and practitioners. This book's multi-layered emphasis on context, structural determinants of peace and conflict, and use of research for action towards social cohesion for children and youth has not been brought together in other peace psychology literature to the same extent. Children and Peace: From Research to Action will be a useful resource for peace psychology academics and students, as well as social and developmental psychology academics and students, peace and development practitioners and activists, policy makers who need to make decisions about the matters covered in the book, child rights advocates and members of multilateral organizations such as the UN.

This accessible and enaging work introduces current and future teachers, child care providers, and others interested in early childhood education to the importance for the early years in children's well-being and success. It summarizes their research on the value of high-quality services for young children, families, and society, showing why early education matters both today and into the future. Emphasizing the need to understand and respect young children's strengths and unique characteristics, the authors offer inspiration for working in the field, as well as addressing the realistic challenges of implementing developmentally appropriate care and education.

Taking Stock after 25 Years and Looking Ahead

Handbook of Early Childhood Development Research and Its Impact on Global Policy

Early Childhood

Singapore and UNICEF

Memoirs of a Boy Soldier

The United Nations Convention on the Rights of the Child

UNICEF

In Play=Learning, top experts in child development and learning contend that in over-emphasizing academic achievement, our culture has forgotten about the importance of play for children's development.

Anhand tiefgehender Einblicke in die Arbeitsweise von UNICEF werden unbeabsichtigte, dysfunktionale Institutionalisierungsprozesse in Organisationen untersucht. So ist die Trennung von Rhetorik und Handlung, in der Literatur bekannt als "Organized Hypocrisy", ein ebenso nützliches wie gefährliches Instrument. Während diese Strategie einerseits dazu beiträgt, das Überleben einer Organisation zu sichern, verursacht sie andererseits eine Fragmentierung ihrer Struktur, die zu einem unentrinnbaren "Hypocrisy Loop" führt. Die Konsequenzen wirken sich nachteilig auf die interne Arbeitswelt wie auch die externe Leistungserbringung aus. Die Studie widerlegt somit die Annahme, dass "Organized Hypocrisy" per se funktional ist. Durch das Aufzeigen der Dynamiken, die entstehen, wenn Rhetorik und Handlung über Jahre getrennt werden, schließt das entwickelte Modell eine Lücke im soziologischen Institutionalismus, dem eine plausible Theorie über Institutionalisierungsprozesse in Organisationen fehlt.

The term "Inclusive Communities" has increasingly featured in recent years, at policy, practice and theoretical levels, drawing from different disciplinary standpoints. Much of this has been spurred by efforts at understanding the exclusions confronted by certain populations, to develop the notion of and mechanisms by which communities can include those who are marginalised and/or oppressed, and in some contexts to 'bring back' community as something real or imagined. In spite of this, this deceptive term remains shrouded in epistemological darkness, conveniently endorsed but often little theorised and less understood. This text provides an exciting introductory textbook, drawing academics, policy makers and activists from various fields to theorise, create new and innovative conceptual platforms and develop further the hybrid idea of inclusive communities.

The United Nations is a very important international organization. Around the world this agency's staff and volunteers are working to provide children with access to medical treatment and education. Have you ever wondered how this important work gets done? How do organizations like UNICEF help? What kinds of problems do they have to solve? Read How Do They Help? UNICEF to learn more about many people who help in your community and around the world.

Children and Transitional Justice

Inclusive Communities

The Compendium

Education to Build Back Better

Caribbean Youth Development

The Science of Early Childhood Development

Africa. II/1, 2020

This publication is a collection of essays and viewpoints marking the 25th anniversary of the Convention on the Rights of the Child. There is much to celebrate since the Convention was adopted in 1989, from declining infant mortality to rising school enrolment. But this milestone must serve as an urgent reminder of the millions of children not yet reached and an opportunity to find new ways of reaching them.

The Measuring Early Learning Quality and Outcomes (MELQO) initiative began in 2014 as part of the global emphasis on early childhood development (ECD). Led by UNESCO, the World Bank, the Center for Universal Education at the Brookings Institution and UNICEF, the initiative aims to promote feasible, accurate and useful measurement of childrenâs development and learning at the start of primary school, and of the quality of their pre-primary learning environments. Items are designed for children between the ages of 4 and 6 years. Following the premise that many existing tools include similar items, the leading organizationsâ core team worked with a consortium of experts, non-governmental organizations (NGOs) and multilaterals to build upon current measurement tools to create a common set of items organized into modules for measuring: 1) early childhood development and learning, and 2) the quality of pre-primary learning environments. The MELQO core team and experts also collaborated to outline a process for context-specific adaptation of the measurement modules resulting from lessons learned from field-testing

in several countries in 2015 and 2016. The modules are designed to be implemented at scale, with an emphasis on feasibility for low- and middle-income countries (LMICs). A key question addressed by MELQO was the balance between a global tool suitable for use everywhere, and local priorities and goals for childrenâs development. [Introduction, ed]

Human-computer interaction is a growing field of study in which researchers and professionals aim to understand and evaluate the impact of new technologies on human behavior. With the integration of smart phones, tablets, and other portable devices into everyday life, there is a greater need to understand the influence of such technology on the human experience. Emerging Perspectives on the Design, Use, and Evaluation of Mobile and Handheld Devices is an authoritative reference source consisting of the latest scholarly research and theories from international experts and professionals on the topic of human-computer interaction with mobile devices. Featuring a comprehensive collection of chapters on critical topics in this dynamic field, this publication is an essential reference source for researchers, educators, students, and practitioners interested in the use of mobile and handheld devices and their impact on individuals and society as a whole. This publication features timely, research-based chapters pertaining to topics in the design and evaluation of smart devices including, but not limited to, app stores, category-based interfaces, gamified mobility applications, mobile interaction, mobile learning, pervasive multimodal applications, smartphone interaction, and social media use.

Historically, community health nursing has responded to the changing health care needs of the community and continues to meet those needs in a variety of diverse roles and settings. Community Health Nursing: Caring for the Public's Health, Second Edition reflects this response and is representative of what communities signify in the United States--a unified society made up of many different populations and unique health perspectives. This text provides an emphasis on population-based nursing directed toward health promotion and primary prevention in the community. It is both community-based and community-focused, reflecting the current dynamics of the health care system. The Second Edition contains new chapters on disaster nursing and community collaborations during emergencies. The chapters covering Family health, ethics, mental health, and pediatric nursing have all been significantly revised and updated.

Foundations of Global Competence
Decentralizing Urban Development Programs
Fan-Based Citizenship in a Digital World
The Early Years Matter
Working for Children
Getting the Whole System in the Room for Vision, Commitment, and Action
Family and Parenting Support

This book, based on papers from the conference '25 Years CRC' held by the Department of Child Law at Leiden University, draws together a rich collection of research and insight by academics, practitioners, NGOs and other specialists to reflect on the lessons of the past 25 years, take stock of how international rights find their way into children's lives at the local level, and explore the frontiers of children's rights for the 25 years ahead.

This Child-Friendly Schools (CFS) Manual was developed during three-and-a-half years of continuous work, involving the United Nations Children's Fund education staff and specialists from partner agencies working on quality education. It benefits from fieldwork in 155 countries and territories, evaluations carried out by the Regional Offices and desk reviews conducted by headquarters in New York. The manual is a part of a total resource package that includes an e-learning package for capacity-building in the use of CFS models and a collection of field case studies to illustrate the state of the art in child-friendly schools in a variety of settings.

Considering The Problem In Its Totality, An Effort Has Been Made To Cover The Diverse Aspects Of The Subject. All The Articles Are Judiciously Selected From Authoritative Sources. This Joint Venture Has Been Taken As An Academic Exercise To Provide An Overall View An Issues And Problems Related To Child Labour At Macro, Meso And Micro Level, Including The Valuable Contributions From Social Scientists, Planners And Administrators To Present A More Comprehensive View On The Subject. Students, Teachers, Researchers, Administrators, Policy Planners And Professionals From Different Streams Of Disciplines Would Find This Book Informative And Useful.

As modern technologies continue to develop and evolve, the ability of users to interface with new systems becomes a paramount concern. Research into new ways for humans to make use of advanced computers and other such technologies is necessary to fully realize the potential of 21st century tools. Human-Computer Interaction: Concepts, Methodologies, Tools, and Applications gathers research on user interfaces for advanced technologies and how these interfaces can facilitate new developments in the fields of robotics, assistive technologies, and computational intelligence. This four-volume reference contains cutting-edge research for computer scientists; faculty and students of robotics, digital science, and networked communications; and clinicians invested in assistive technologies. This seminal reference work includes chapters on topics pertaining to system usability, interactive design, mobile interfaces, virtual worlds, and more.

The State of the World's Children 2001

Child Labour and the Law

Overview: MELQO

Truth-telling, Accountability and Reconciliation

On My Mind Promoting, Protecting and Caring for Children's Mental Health

Yearbook of the United Nations. 41.1987(1992)

Emerging Perspectives on the Design, Use, and Evaluation of Mobile and Handheld Devices

This report compares child wellbeing in developed countries around the world. It includes 3 parts. Part 1 presents a league table of child well-being and details performance in the areas of material well-being, healthy and safety, education, behaviours and risks, and housing and environment. Part 2 looks at subjective well-being, and features a league table of children's life satisfaction. Part 3 examines changes in child well-being in advanced economies over the

first decade of the 2000s, looking at each country?s progress in educational achievement, teenage birth rates, childhood obesity levels, the prevalence of bullying, and the use of tobacco, alcohol and drugs. Note, Australia, Bulgaria, Chile, Cyprus, Israel, Japan, Malta, Mexico, New Zealand, the Republic of Korea, and Turkey were unable to be included in league tables, due to insufficient data, but their data is noted in individual sections when available.

Articoli / Articles Jon Abbink, On [Good Governance]: Towards Reconciling State and Vernacular Views in Southwest Ethiopia Erika Grasso, Mapping a [Far Away] Town: Ethnic Boundaries and Everyday Life in Marsabit (Northern Kenya) Rosanna Tramutoli, A Sociolinguistic Description of Gíing[áwêakshòoda: A Register of Respect Among Barbaig Speakers in Tanzania Alice Bellagamba and Marco Gardini, What is a [Slave]? Neo-Abolitionism and the Shifting Meanings of Slavery in Two African Contexts (Highlands of Madagascar, Southern Senegal) Joanna Lewis, Dynasties and Decolonization: Chieftaincy, Politics and the Use of History at the Victoria Falls, from the Precolonial to the Post-independence Period Tom McCaskie, Alcohol and the Travails of Asantehene Osei Yaw Autori / Contributors

The Institutionalization of Organized Hypocrisy at the United Nations Children's Fund

From Research to Action

Report of the International Consultations on Partnership in the Water Sector for Cities in Africa

Measuring Early Learning Quality and Outcomes

Child, Adolescent and Family Refugee Mental Health

A Guide for Early Years Educators

Caring for the Public's Health