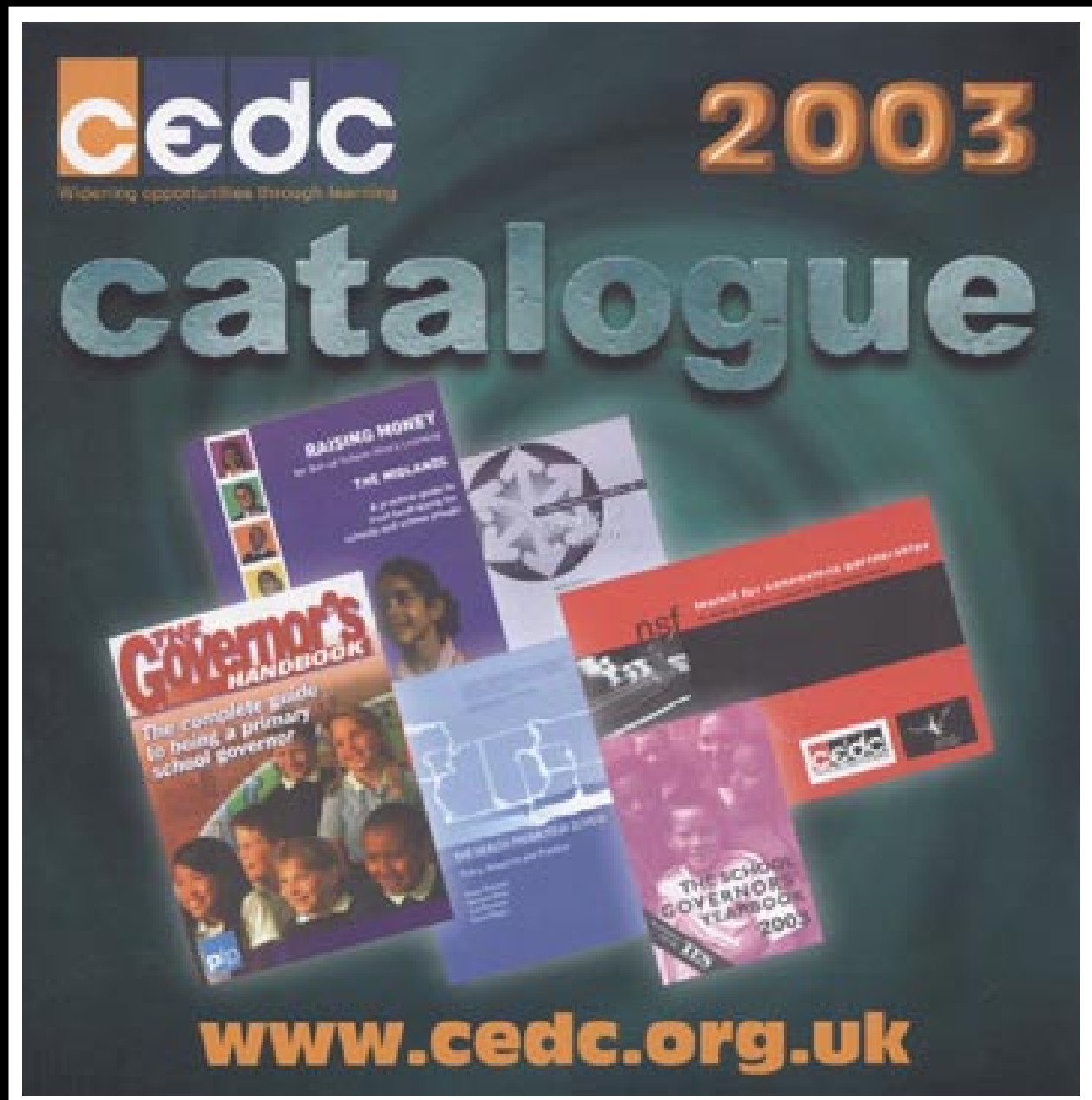
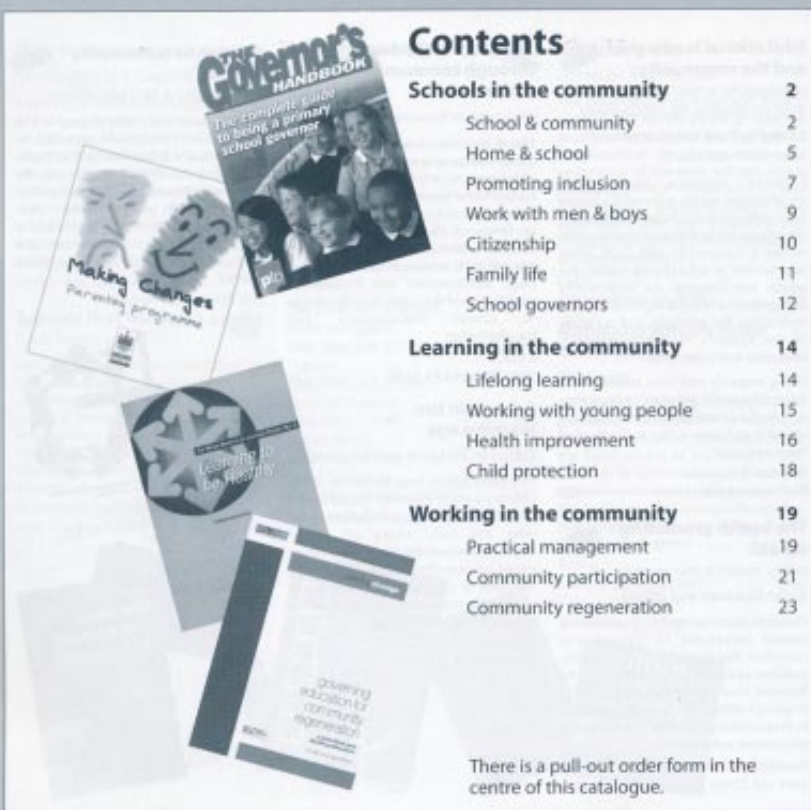


# 2003 Catalogue

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There is a pull-out order form in the centre of this catalogue.

[www.cedc.org.uk](http://www.cedc.org.uk)

## Home & school

<p><b>School behaviour &amp; families</b> Sue Roffley</p> <p>This book examines the relationship that schools have with parents and carers in relation to the behaviour of the children in their care. It provides research findings on the factors which facilitate or hinder effective partnerships and examines specific situations, such as working with the carers of children in foster families and residential homes, and reaching mobile families and asylum seekers.</p> <p>David Fulton 2002 168pp pbk £14.00</p>	<p><b>A Fair Chance</b> Lisa Capper &amp; Jenny Dickens</p> <p>The aim of CEDEC's Fair Chance was to help raise the educational attainments of young people in public care by improving foster carers' knowledge and understanding of the education system, providing them with learning resources, offering them accreditation for their work, developing closer working relationships between schools and foster carers and extending inter-departmental work within local authorities. This report is a useful tool for schools, foster carers, local authorities and voluntary organisations.</p> <p>CEDEC 2001 56pp pbk A4 £5.95</p>	<p><b>Parents exist, ok!?</b> Joe Hallgarten</p> <p>This book considers the relationships between parents and their children's schools. It sets out a vision of parents as citizens and schools as citizenship banks, where families can invest, deposit and withdraw various forms of support. Issues covered include: home-school communications; parental support; school support for families; home-based learning; the impact of new technologies; parental choice of schools; giving parents a voice; and the role of the teacher.</p> <p>Institute of Public Policy Research 2000 150pp pbk £10.95</p>
<p><b>School Behaviour &amp; Families</b></p> <p><b>Learning Legacies</b> Jeanne Haggart</p> <p>This guide provides a comprehensive look at family learning, increasingly recognised for its contribution to social inclusion, community regeneration and raising educational standards. Family learning is an important element in the lifelong learning agenda. The book will be of interest to family learning practitioners and managers working in a variety of health, educational, leisure, workplace and informal learning settings.</p> <p>NIACE 2000 90pp pbk £9.95</p>	<p><b>It's a Man Thing!</b> Evaluation report of CEDEC's Fathers and Reading project Elaine Millard &amp; Rob Hunter</p> <p>It's a Man Thing! encourages fathers to become more actively involved in their children's learning. This report considers the general issue of parental involvement in children's education, provides an analysis of the project, based on qualitative and quantitative research, and suggests areas for future consideration. Supplementary information, based on a specific research project, complements the main body of the report.</p> <p>CEDEC 2001 52pp pbk £5.95</p>	<p><b>Parents exist, ok!?</b></p> <p><b>It's a Man Thing!</b></p>

Schools in the community

[www.cedc.org.uk](http://www.cedc.org.uk)

## Lifelong learning

### Engaging black learners in adult and community education

Lenford White

This guide demonstrates the importance of adult and community learning in challenging racism and promoting cultural diversity. The guide includes checklists, ideas for further follow up, useful contact addresses, and case studies, which illustrate models of effective and innovative practice. It will give practitioners an understanding and the confidence to engage more successfully with black learners.

NIACE  
2002 48pp pbk £6.95 165

### Rerooting lifelong learning, resourcing neighbourhood renewal

Jane Thompson

This timely publication considers the relationship between lifelong learning, active citizenship and neighbourhood renewal. Using examples and case studies, the author connects the current trend for community-based lifelong learning to the social agenda for neighbourhood regeneration and encourages practitioners and learning providers to examine the links.

NIACE  
2001 48pp pbk £6.95 172

NEW

### Spreading the word:

reaching out to new learners

Veronica McGivney

This concise guide brings together different aspects of outreach to new learners – the nature of the activity, its position in the current learning environment, resource implications, and the stages in setting up and implementing an outreach strategy. It also provides help in assessing the impact of outreach activities and methods of achieving sustainable provision.

NIACE  
2002 48pp pbk £6.95 154

### Wise up:

the challenge of lifelong learning

Guy Claxton

Wise up explores the ways in which our current attitudes to training and thinking must be revised, challenges the conventional view of how people learn and states that being a real-life learner has little to do with intellectual cleverness or the ability to pass exams.

Bloomsbury  
1999 374pp hbk £16.99 099

NEW

### Understanding barriers to learning

Peter Maxted

This publication considers why not many people are actively involved in learning, evaluates the reasons for this and gives a comprehensive overview of the cultural, structural and personal barriers to learning which exist. The book is a mixture of in-depth analysis, short sound-bites and useful summaries.

Southgate Publishers  
1999 85pp pbk £12.95 048

### Skilled!

Bryan Merton

Skilled! is a national demonstration project providing opportunities for disaffected and underachieving young people aged 16 years and over to develop their basic skills through youth work and informal learning. The Skilled! report gives an evaluation of the project, a pull-out guide for those wishing to set up a local scheme and a description of each project with examples of the learning materials used.

CEDC  
1998 40pp pbk A4 £5.95 009



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## Promoting inclusion

### Outside chances

Chris Jones

Legislation allowing schools to provide education for young people 'otherwise than at school' has opened the way for voluntary and community organisations to make a contribution to supporting disadvantaged young people who have needs which schools may find difficult to meet. Drawing on the experience of Neighbourhood Support Fund projects throughout the country which have been working to bring hard-to-reach young people back into education and employment, this booklet offers guidance to community and voluntary organisations and to schools on ways of working together for the benefit of young people.

CDF/CEDC  
2002 32pp pbk £5.95 041

### Realising potential

Peter Maxted

This guide gives advice to those seeking to help young people back into learning. It summarises current initiatives, draws on research into young people's attitudes to learning and includes useful case studies taken from a survey of organisations dealing with young people who experience homelessness. It offers advice on how to initiate learning opportunities for young people in greatest need.

Campaign for Learning/The Foyer Federation  
1999 40pp pbk A4 £9.95 024

NEW

### From disaffection to social inclusion

John Huskins

This handbook considers the factors which lead to disaffection amongst young people, identifies the social skills and life skills they need, and provides a framework for encouraging them to engage in learning and employment and to play a full part in society. It is aimed at those working in youth programmes such as the Connexions Service, Standards Fund, Study Support, Learning Gateway and Youth Offending Teams.

John Huskins  
1996 142pp pbk £18.00 098

NEW

### Working with excluded groups

Veronica McGivney

This set of guidelines indicates the kind of approaches needed for making effective contact with those who, for a number of reasons, do not consider learning a desirable or feasible option. The guidelines are based on the work of the Oxfordshire Strategic Partnership and other initiatives to widen participation among groups with little or no previous contact with post-compulsory education.

NIACE  
2000 26pp pbk A4 £7.95 025

### Priority steps to inclusion

John Huskins

This handbook explains how informal educational approaches can be used to motivate and transform the performance of underachieving students in Key Stages 3 & 4, as well as those who are truanting and at risk of exclusion. It is based on youth work principles, which encourage students to take responsibility for their activities and learning, to develop social and life skills, and to benefit from classroom learning.

John Huskins  
2001 158pp pbk £29.00 121

NEW



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## Special offer

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### Free CEDC publications

Please refer to the page numbers given below for further details about the publications.

- 087 - A Fair Chance (page 5)
- 115 - Better All Together (page 15)
- 155 - Bright Sparks: a good practice guide (page 4)
- 158 - Bright Sparks: an evaluation (page 4)
- 181 - Family life education (page 11)
- 091 - It's a Man Thing! (page 5)
- 245 - Protecting children and young people (page 18)
- 012 - School governors and child protection (page 12)
- 069 - Skilled! (page 14)
- 063 - Successful schools (page 6)
- 129 - Transforming schools through community education (page 2)



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