Dear Madam, dear Sir

We gladly welcome you at the European Conference on Educational Research, this time in Istanbul, Bahçeşehir University!

We hope you had a pleasant journey, and have a wonderful time in beautiful Turkey.

For you, we have prepared this specific catalogue so you can comfortably leaf through those huge pages and find out anew how busy our authors—knowledgeable academics from all around the globe—have been keeping us.

Since you belong to those academics who are not limited in interest and knowledge by national boundaries, we are sure that you will find the same attitude reflected in the two Budrich Publishing Houses’ book lists.

Barbara Budrich
L’udmila Adamová
Petra Muráriková (eds.)
Innovating Teaching and Learning
Reports from University Lecturers
2013. 127 pp. Pb. 9,90 € (D),
US$15.95, GBP 9.95
ISBN 978-3-86388-034-7

The book brings together unique teaching experiences of young researchers innovating their teaching and student learning and enhancing student engagement. Their teaching innovations serve as a valuable source of inspiration for other young teachers who face similar pedagogic problems.

Sami Adwan
Armin G. Wildfeuer (eds.)
Participation and Reconciliation
Preconditions of Justice
Schriften der KatHO NRW, vol. 16
2011. 268 pp. Pb. 39,90 € (D),
US$58.00, GBP 36.95
ISBN 978-3-938094-85-3

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 will become of today’s young people in Australia, Asia, Europe, Latin America and North America? Will they be supportive of the world they live in? Or are they doomed to be criminal drop-outs? The authors investigate to which extent different and contradictory trends of social modernisation and economic progress determine the biographical development and social integration of young people in different countries and world regions. Thus, the authors look at the role young people themselves can play in the future; either as constructive social actors or as a problematic – and partly excluded – group unable to face the challenges of a permanently changing world.

How may care be secured—particularly in ageing societies—, how may families, relatives and friends support each other and live together beyond market reasons? How can social welfare be secured? How do different countries and different cultures solve the problems they may or may not, now or in days to come, share with other countries and cultures?
Intended for readers working with qualitative methods, this volume presents the first systematic English introduction to the application of the Documentary Method to group discussions, interviews, films, and pictures. Based on a broader German-Brazilian cooperation project, it also offers an overview of the state of the art in Germany and Brazil with regards to qualitative research in Educational Science.

In the 15 chapters compiled for this volume, Bohnsack (Free U., Germany) et al. introduce the documentary method in qualitative research and its application with textual and visual material like group discussions, interviews, films, and pictures.

Reference & Research Book News
August 201

The book focuses on three key issues of international social work: (1) on international dimensions of social problems and how social work practice can deal with these challenges, (2) on cultural issues social workers have to think of when practicing, teaching an developing social work on an international level and finally (3) on aspects of international approaches in social work education.
There are two tendencies in present public discussions. Social problems are seen as originating from rather than from socio-economic inequality. Consequently, in Europe we find an increasing policy of self-activation and self-help as substitutes of social work. On the other hand, new types of social vulnerability and challenges for social work and social policy are detected which are discussed in the book regarding their European dimensions.
Educational Science and Social Work

Magdalena Fałkowska
Girls’ Education in Bangladesh
Lessons from NGOs

2013. 174 pp. Pb. 19,90 € (D), US$29.95, GBP 17.95
ISBN 978-3-86388-026-2

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.

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

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

**Competencies: How they are acquired and measured**

2011. 128 pp. Pb. 19,90 € (D), US$29.95, GBP 17.95
ISBN 978-3-86649-437-4

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.

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Detlef Garz

**Lawrence Kohlberg – An Introduction**

2009. 112 S. Kt. 12,90 € (D), US$19.95, GBP 12.95
ISBN 978-3-86649-285-1

Lawrence Kohlberg (1927-1987) was one of the key figures in generating theories of human development. His innovative interdisciplinary work embraced the fields of developmental psychology, philosophy, and education among others. His research was inspiring in many aspects and will be inspiring for the years to come.

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Dr. Wolfgang Althof, Teresa M. Fischer Professor of Citizenship Education
University of Missouri – St. Louis College of Education St. Louis, MO
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 crosssector 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.
In discourses on ‘Social Care under State Socialism’ we find the prejudice, that social work as a professional discipline was abolished to the largest extent. The fact, that many social risks could be avoided by a comprehensive social system seems to be beyond consideration. Another prejudice indicates that any kind of evidence of the existence of a social care system demonstrates, that its principles were fundamentally instructed by ‘Moscow’ and were performed in a totally standardized way.

However, the research results presented in this book show that these images do not correspond to the actual welfare structure behind the ‘iron curtain’.
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.

Olaf Kapella
Christiane Rille-Pfeiffer
Marina Rupp
Norbert F. Schneider (eds.)
*Family Diversity*
Collection of the 3rd European Congress of Family Science

2010. 392 pp. Hardback. 49,90 € (D), US$75.95, GBP 46.95
ISBN 978-3-86649-299-8

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, globalisation and family development processes.
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.

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.
Mirosława Lenarcik  
A Community in Transition  
Jewish Welfare in Breslau-Wrocław  
2010. 263 pp. Pb. 24,90 € (D), US$36.95, GBP 21.95  
ISBN 978-3-86649-262-2  

The development and collapse of the Jewish community is described using the example of its welfare and social activities in Breslau/Wrocław. The author focuses on the time from the end of the nineteenth century to the 1940s, when the city was awarded to Poland, in order to show the process of transition of this community.

Following World War II, the German city of Breslau became Polish Wroclaw. Drawing on former residents’ recollections, the Encyclopaedia Judaica, and other sources, Lenarcik focuses on the struggles and self-help achievements in the rebuilding of its liquidated major prewar Jewish community.

Reference & Research Book News February 2011

Ortrud Leßmann  
Hans-Uwe Otto  
Holger Ziegler (eds.)  
Closing the Capabilities Gap  
Renegotiating social justice for the young  
2011. 294 pp. 33,00 € (D), US$47.95, GBP 29.95,  
ISBN 978-3-86649-325-4  

The volume relates the Capabilities Approach to research and practice in education, welfare economics and social policy. Thus it challenges traditional objectives and approaches in these fields. The authors suggest a capabilities perspective that calls into question the metric of success of these disciplines and in the fields of politics. It moves the attention away from economic growth and human capital towards autonomy and “agency freedom” of (young) individuals.
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.

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, amd the needs, and verifies a significant
increase in knowledge about the disease by participants in the program.
Reference & Research Book News February 2011

Walter Lorenz
Perspectives on
European Social Work
From the Birth of the Nation State
to the impact of Globalisation
2006. 208 pp. Pb. 16,90 € (D),
US$25.95, GBP 15.95
ISBN 978-3-86649-008-6

The book offers explanations and clara-
ifications for the bewildering variety of titles and job profiles
in the social professions in Europe. It presents them both as
a product of specific national welfare arrangements and as
a sign of a special kind of professional autonomy that so far
helped to correct national welfare trends.
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 quest to create an evidence-based Social Work practice is emerging strongly in different fields of Social Work and social policy. In this volume internationally renowned proponents and opponents of this approach deliver profound analyses of the meaning and implications of an evidence-based perspective which clearly challenges the nature of the knowledge base of the established Social Work practice and apparently reevaluates and reshapes the character of welfare professionalism.
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.

This book analyzes the potentials and pitfalls of CA, which was initially developed by the Indian economist Amartya Sen and the American philosopher Martha Nussbaum.

ISBS – Economics & Business Catalogue June 2010
Over the last 30 years, the governments of many Western countries have repeatedly called for an end to welfare. While the virtue of this goal and the means of achieving it continue to be debated in politics, much of contemporary social science research on welfare assumes that, in fact, the end has already occurred. The authors of this volume hope to contribute to a clearer understanding of how, where and to what extent welfare really has changed since the 1980s. Their work examines questions of change and continuity while exploring various fields of welfare policy and practice in the Western world.
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.

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.
How do young people in Europe perceive politics? How do they engage in the political realm? Which groups of young people are actively involved? And which learning environments and opportunity structures can foster participation? Furthermore methodological problems of comparative participation research are discussed and the measurement instrument that was developed in this European research project, and is certainly useful for similar studies is presented.

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.
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.
The Study Guides in Adult Education series has been designed to give students and researchers in adult education access to international discussions in adult education. The series grew out of the “European Master in Adult Education” programme and the DAAD Guest Chair in “Adult and Continuing Education and Learning”, both hosted at the University of Duisburg-Essen, Germany. These projects have contributed to the internationalisation of adult education studies in Europe. As a result, some volumes feature a special focus on European issues and developments. The structure of the series is based on the core curriculum of the European Master in Adult Education. All study guide authors have actively contributed to the above-mentioned programmes.

The Study Guides in Adult Education edited by Prof. Dr. Regina Egetenmeyer, Professor of Lifelong Learning at the Johannes Gutenberg-University of Mainz

Paul Bélanger
Theories in Adult Learning and Education
2011. 106 pp. Pb. 12,90 € (D), US$19.95, GBP 12,95
ISBN 978-3-86649-362-9

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.
Valerie Cohen-Scali (ed.)

**Competence and Competence Development**

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, professionalisation, competence evaluation, competence management, and the competences of adult educators and trainers, as well as European policies regarding competence needs and development.

Licínio C. Lima
Paula Guimarães

**European Strategies in Lifelong Learning**

A Critical Introduction

2011. 165 pp. Pb. 18,90 € (D), US$26.95, GBP 16.95
ISBN 978-3-86649-444-2

Lifelong learning and education is a key concept for the development of adult education as an area of practice and theoretical consideration. In recent decades, meanwhile, the idea of lifelong education and learning has been central to the guidance of various international organisations of many countries.
Esther Oliver
Research and Development in Adult Education
Fields and Trends

2010. 135pp. Pb. 16,90 € (D), US$25.95, GBP 15.95
ISBN 978-3-86649-304-9

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.

Balázs Németh
Modern Adult Education and Politics

2013. Approx. 120 pp. Pb. Approx. 12,90 € (D), US$19.95, GBP 12.95
ISBN 978-3-86649-465-7

This study guide describes the relation between modern adult education and politics. It explores the emergence and development of liberal democracies and the progressive role of adult education as a way of promoting successful participation in labour, social affairs, and culture.
Henning Pätzold
Learning and Teaching in Adult Education
Contemporary Theories

2011. 130 pp. Pb. 14,90 € (D),
US$21.95, GBP 13.95

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.


Simona Sava
Needs Analysis and Programme Planning in Adult Education

2012. 163 pp. Pb. 18,90 € (D),
US$26.95, GBP 16.95
ISBN 978-3-86649-481-7

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.
INSEP is a trans-disciplinary journal for the publication of critical research work on any aspect of sexual ethics and politics as it pertains to sexual identities, practices, behaviours, relations, orientations, desires and pleasures, geographies, histories, national and transnational politics and policy, theories and ideas. It provides a space where academics and practitioners/activists can debate key and contemporary issues, debates and disagreements on all aspects of sexual ethics and politics. The journal’s mission is that of the network that underpins it, the International network for Sexual Ethics and Politics.

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TSR offers an international forum to discuss social work and related disciplines and professions from a transnational perspective. It responds to the challenges of the increasing impact of transnational developments and structures upon social work and related fields.

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