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'It's a really great book: friendly, comprehensive, complete and up-to-date. It is an explanatory guide to help you judge and choose the contraception to use. I recommend the book highly.' Dr Cindy Pan, general practitioner, media broadcaster and author of Pandora's Box. Choosing a method of contraception isn't simply about preventing pregnancy. It's also about making the best choice for your future, your lifestyle, your health and your peace of mind. This updated edition of Contraception-Healthy Choices provides both women and men with information to help make that choice. Forms of contraception covered include condoms (male and female), progestogen-only injections, implants, diaphragms, cervical caps, intrauterine devices (IUDs), natural family planning, traditional methods and sterilisation. The book also includes an update on the contraceptive pill, a new chapter on the increasingly popular vaginal ring, and new information on emergency contraception. There is information on how pregnancy happens, reducing the incidence of sexually transmissible infections and abortion. Written in an easy-to-read Q&A format and illustrated throughout, Contraception-Healthy Choices is a practical and contemporary guide for people who want to make an contraception they use.

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In this study, we look at the potential for development leaps in Africa in three key sectors that provided the basis for socioeconomic development around the world: health, education and agriculture. Advances in these sectors increase the human capital, create jobs and economic opportunities and have a positive influence on each other. Healthy and well-fed children can learn better; hygiene and better medical care diminish infant mortality, which reduces the desire for a large number of children; education for women promotes gender equality and causes birth rates to fall further. This creates a population structure under which the economy can grow particularly well: a demographic dividend becomes possible.

Affordable education. Transparent science. Accessible scholarship. These ideals are slowly becoming a reality thanks to the open education, open science, and open access movements. Running separate—if parallel—courses, they all share a philosophy of equity, progress, and justice. This book shares the stories, motives, insights, and practical tips from global leaders in the open movement.

Many contemporary concerns in higher education focus on the student experience of learning. With a larger and much more diverse intake than ever before, linked with a declining unit of resource, questions are being asked afresh around the purposes of higher education. Although much of the debate is currently focused on issues of student access and success, a simple input-output model of higher education is insufficient. This book turns this conversation on its head, by inserting a full consideration of student agency into the context of higher education. Working sociologically, it explores the influence of the social context on what the individual student achieves. The theoretical tenets of a social realist approach are laid out in detail in the book; the potential value of this approach is then illustrated by a case study of student learning in engineering education. Employing Margaret Archer's social realist theory, an analysis of student narratives is used to work towards a realist understanding of the underlying mechanisms that constrain and enable student success. Building on this analysis, the book develops a novel set of proposals for potential ways forward in improving student learning in higher education.

Education is the key to economic, social and environmental progress, and governments around the world are looking to improve their education systems.

Distrusting Educational Technology critically explores the optimistic consensus that has arisen around the use of digital technology in education. Drawing on a variety of theoretical and empirical perspectives, this book shows how apparently neutral forms of educational technology have actually served to align educational provision and practices with neo-liberal values, thereby eroding the nature of education as a public good and moving it instead toward the individualistic tendencies of twenty-first century capitalism. Following a wide-ranging interrogation of the ideological dimensions of educational technology, this book examines in detail specific types of digital technology in use in education today, including virtual education, 'open' courses, digital games, and social media. It then concludes with specific recommendations for fairer forms of educational technology. An ideal read for anyone interested in the fast-changing nature of contemporary education, *Distrusting Educational Technology* comprises an ambitious and much-needed critique.

Education in the Global South faces several key interrelated challenges, for which Open Educational Resources (OER) are seen to be part of the solution. These challenges include: unequal access to education; variable quality of educational resources, teaching, and student performance; and increasing cost

and concern about the sustainability of education. The Research on Open Educational Resources for Development (ROER4D) project seeks to build on and contribute to the body of research on how OER can help to improve access, enhance quality and reduce the cost of education in the Global South. This volume examines aspects of educator and student adoption of OER and engagement in Open Educational Practices (OEP) in secondary and tertiary education as well as teacher professional development in 21 countries in South America, Sub-Saharan Africa and South and Southeast Asia. The ROER4D studies and syntheses presented here aim to help inform Open Education advocacy, policy, practice and research in developing countries.

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