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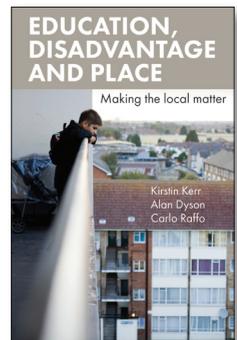
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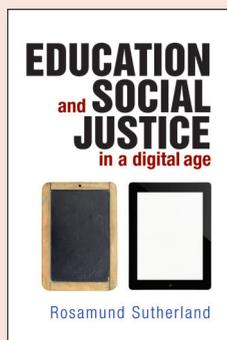
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Rosamund Sutherland, University of Bristol

*"This is the most refreshing book about education I have read for many years."* Michael Young, Institute of Education

In many countries the school curriculum oscillates between focusing on traditional subjects and focusing on skills that are linked to the needs of the 21st-century digital age. Rosamund Sutherland argues against such a skills-based curriculum, maintaining that, from a social justice perspective, the priority of schools should be to give young people access to the knowledge that they are not likely to learn outside school. This timely book will be invaluable to teachers, academics, students and policy makers interested in the ways in which the digital landscape transforms the nature of the debate about equity and social justice in education.

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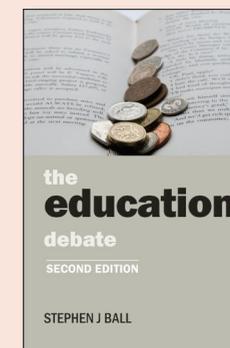
## The education debate

Stephen J. Ball, Institute of Education, University of London

*"Insightful and wholly accessible and contributes to broader debates about education policy, initiatives and economic imperatives found across public services."* Critical Social Policy

Education is a continuing key political issue for the UK government. In this fully updated edition of this bestselling book, Stephen J. Ball, a leading author in the field, guides us through the flood of government initiatives and policies of the past 20 years. He looks at how these policy interventions have turned children into 'learners' and parents into 'consumers', and played their part in the re-formation of contemporary governance. This authoritative and accessible book uses Ball's sociological approach to the analysis of current policies and ideas around education to address issues of class, choice, globalisation, race and citizenship, as well as the conflicting needs of children and families on the one hand and the economy and the state on the other.

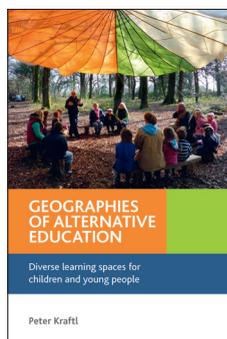
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POLICY AND POLITICS IN THE  
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## Geographies of alternative education

Diverse learning spaces for children and young people

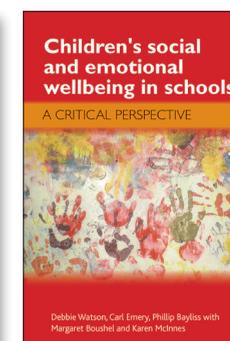
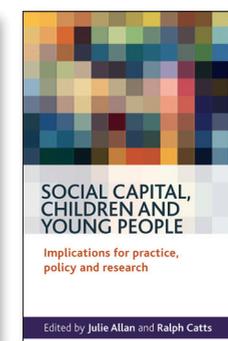
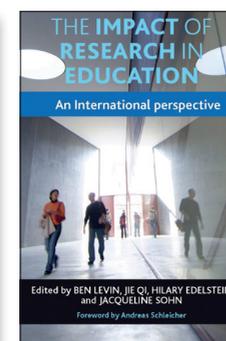
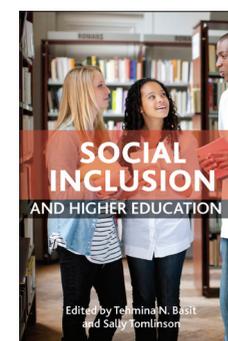
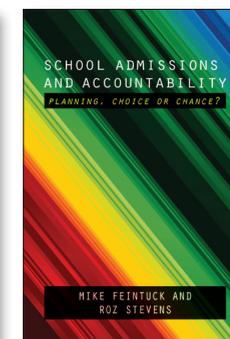
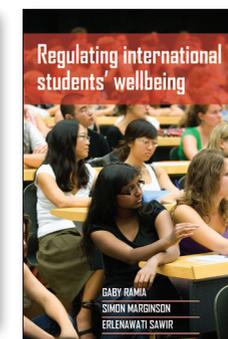
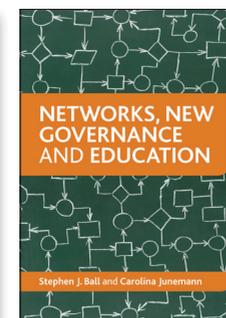
Peter Kraftl, University of Leicester

*"Scholars, educators, and policy-makers will find this to be a valuable resource given that it is a hopeful theoretical and political project around education and learning."* Yi'En Cheng, Children's Geographies

This book offers a comparative analysis of alternative education in the UK, focusing on learning spaces that cater for children and young people. It constitutes one of the first book-length explorations of alternative learning spaces outside mainstream education – including Steiner, human scale and forest schools, care farms and homeschooling.

*Geographies of alternative education* demonstrates the importance of a geographical lens for understanding alternative education. The book will appeal to academics and postgraduates in the fields of geography, sociology, education and youth studies and the book also highlights several critical questions for policy makers and practitioners.

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