

Designing Inclusive Pathways with Young Adults: Learning and Development for a Better World

By Judith Kearney, Lesley Wood and Richard Teare

Book reviewers' comments

This book offers a comprehensive understanding of problems faced by marginalized young adults and discusses ways of enabling them to make the changes needed to live a more fulfilling and sustainable life. It introduces very innovative methodologies and approaches in order to create learning and development opportunities so that young people can achieve their potential. The book uses interesting illustrations guiding the reader through the challenges of a responsible approach to helping communities explore their own learning potential and create individuals who live 'lives of consequence'.

Levent Altinay, Professor of Strategy and Entrepreneurship, Faculty of Business, Oxford Brookes University, UK

This book is an engaging and compelling text. I enjoyed the flow of ideas and the key messages of need and solution that the introduction and application chapters provide. The authors are articulate and convincing in their crafted messages - as well as passionate. All in all, reading this book is time well spent and both enjoyable and instructional.

Brendan Bartlett, Professor of Education, Institute of Learning Sciences Australia, Australian Catholic University

One of today's most pressing global problems is high unemployment of young people. The outcome is dependence on others for sustenance, leading to exploitation of our youth. This often destroys the lives of those being exploited and exacts a toll on society. In the worst cases, exploitation contributes to prostitution, child soldiers, suicide bombers and gang membership. This book presents real solutions that will help create a better world for many young adults and thus a better world for all of us.

John Bowen, Dean and Barron Hilton Distinguished Chair, Hilton College, University of Houston, USA

This book will help both policy makers and those working with young people to change lives. It will also encourage those who find present approaches to be less successful than they would wish. Despite money and time being given in many developed countries, there are still high levels of youth unemployment, under achievement and marginalized young people. In under-developed areas of the world, many young people, particularly women, lead impoverished lives with little expectation of fulfilled lives. Developing approaches to lifelong action learning with these young adults will provide hope for the future.

Emer Clarke, Formerly Area Director of the UK Learning and Skills Council (UK Government Education and Skills Agency) and Principal of a UK Further Education College

I enjoyed reading the book which articulates a timely topic. It has a novel approach, it is informative and has a compelling message: if we do not teach and educate our youth to address in a meaningful way the challenges they face, our whole future may be in danger.

Robertico Croes, Professor & Associate Director, Dick Pope Sr. Institute, Rosen College, University of Central Florida, USA

Critical thinking and analysis are the foundations of meaningful action and intervention in almost all educational challenges. The plight of millions of marginalized young people, world-wide, is clearly worsening as social and economic divisions increase and deepen. This book will serve those well who want to agitate for change and reform based on a belief in social justice and equality of access to learning and economic fairness for all young people.

David Davies, Professor Emeritus and Former Executive Dean, University of Derby, UK

This book is a valuable resource, an indispensable text and a must read for all working with young people. What captured my attention most was the way in which this book illustrates how access to purposeful learning and development can be provided to marginalized young people during the vulnerable period from their mid-teens to mid-twenties.

Eldrie Gouws, Professor, Department of Psychology of Education, University of South Africa

This book is a phenomenal contribution to our understanding about how to create non-traditional pathways for learning and development. It provides inspiring insights and demonstrates how youth can secure livelihoods for themselves and participate in economic growth. The application chapters focus on how real life issues form the basis for solving problems. In turn, this leads to qualifications that recognize and affirm their efforts. Further, the experiences and achievements shared from different geographies can be replicated so this approach is valuable. In summary, this book demonstrates how we can bring much more happiness and peace around the globe using innovative learning and development pathways.

Vinnie Jauhari, Professor and Director, Institute for International Management and Technology, Gurgaon, India

The book reminded me of the TV programme, 'the Apprentice'. It offers marginalized youth the opportunity to experience entrepreneurial success. It further acknowledges that current teaching and learning methodologies are not inclusive and marginalize many young people. It reminds us of the significance of multiple intelligences in learning. Lifelong action learning exposes youth to experiential learning by offering them opportunities to plan, implement and measure their productivity and success through their own business project with mentorship from an experienced business person.

Motlalepule Ruth Mampane, Senior Lecturer, Faculty of Education, University of Pretoria, South Africa

I really enjoyed reading this book. It has a clear purpose and offers valuable content and I congratulate the authors on an important and timely effort. I am confident that it will assist many young adults in their quest for a better future. The book will not only assist marginalized young people but all of us globally in our efforts to build a better world.

Fevzi Okumus, Professor of Leadership and Strategic Management, Rosen College, University of Central Florida, USA

This book makes an original contribution to knowledge and improving practice in terms of enhancing the capabilities for lifelong learning for marginalized young people during the vulnerable period from their mid-teens to mid-twenties. Its originality lies in the inclusion of and importance attached to micro finance as a way of improving the economic prospects of young people. This is set in the context of lifelong action learning with its living methodology, focused on the values that contribute to the flourishing of humanity.

Jack Whitehead, Honorary Professor in Education, University of Cumbria, UK

This is a significant and far reaching contribution to research and development on the global problem of young adults' unemployment and lack of educational opportunities, especially in disadvantaged, remote and poverty-stricken communities in developing as well as developed countries. Lifelong action learning (LAL) – as a philosophy, methodology, theory of learning and a facilitation process – is the suggested solution to this problem, convincingly argued and evidenced in this book with practical guidance on step-by-step pathways and examples. It is of interest to a wide audience of readers, including youth, parents, educators, non-profit organizations, governments and churches.

Ortrun Zuber-Skerritt, Co-author, 'Lifelong Action Learning for Community Development: Learning and Development for a Better World', Sense Publishers, 2013