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This book reports on the 12th International Workshop on Railway Noise held on 12-16 September 2016 at Terrigal, Australia. It gathers peer-reviewed papers describing the latest developments in rail noise and vibration, as well as state-of-the-art reviews by distinguished experts in the field. The papers cover a broad range of rail noise topics including wheel squeal, policy, regulation and perception, wheel and rail noise, predictions, measurements and monitoring, interior noise, rail roughness, corrugation and grinding, high speed rail and aerodynamic noise, and structure-borne noise, ground-borne vibration and resilient track forms. It offers an essential reference-guide to both scientists and engineers in their daily efforts to identify, understand and solve a number of problems related to railway noise and vibration, and to achieve their ultimate goal of reducing the environmental impact of railway systems.

No one goes to hospital to get sick. Hospitals are the places we seek treatment, to get better, have procedures, get vaccinated or visit an ailing friend or relative. And yet, once in hospital, as a patient or visitor alike, we can become susceptible to an increased risk of infection from a most unlikely source; construction dust. Hospitals are under constant pressure to upgrade, embrace new technology, expand their aging facilities and attract more patients. This

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has resulted with construction and maintenance works becoming a mainstay in operational hospitals. And often, there will be several projects underway at the same time. Some will replace or repair aging infrastructure, others will implement new technologies, install specialised equipment or seek to enhance their patient facilities. And whilst hospitals modernise, they are required to remain operational and provide an ongoing, consistent and safe patient care service. This mix, health care with construction works is risky as a lot can go wrong and a lot often does. So how should construction work in operational hospitals be undertaken to ensure the ongoing safety and wellbeing of patients and occupants alike. How can disruption be minimised? How can the complexity of the works be more effectively managed? Are there specific focus areas? What data is required to gauge compliance and performance? How can construction issues and problems be quickly identified, rectified and not repeated? And, as construction works proceeds, what is required to ensure no harm is caused? In answering these questions, this book provides an insight into how construction risks can be effectively controlled whilst works are progressed, to be completed safely, without incident or disruption in operational hospitals.

Following the end of apartheid in 1994, the ANC government placed education at the centre of its plans to build a nonracial and more equitable society. Yet, by the 2010s a wave of student protests voiced demands for decolonised and affordable education. By following families and schools in Durban for nearly a decade, Mark Hunter sheds new light on South Africa's political transition and the global phenomenon of education marketisation. He rejects simple descriptions of the country's move from 'race to class

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apartheid' and reveals how 'white' phenotypic traits like skin colour retain value in the schooling system even as the multiracial middle class embraces prestigious linguistic and embodied practices the book calls 'white tone'. By illuminating the actions and choices of both white and black parents, Hunter provides a unique view on race, class and gender in a country emerging from a notorious system of institutionalised racism.

"This is a book clearly written by an educator who knows mindfulness in schools from the inside. The strongest evidence for this is that Hawkins never gets carried away. He recognises that mindfulness is not a panacea, that to implement it successfully in schools is a slow and steady process, and that above all it must begin with the teachers themselves. But Hawkins also recognises how transformative mindfulness can be, having experienced it so profoundly himself as an educator in many different contexts. His anecdotes give it plenty of colour (my favourite is ' Billy and the Mosquito '), whilst the practical guidance – Chapter 7 on implementation for example – makes it of tremendous practical value." - Richard Burnett, Co-founder and Director, Mindfulness in Schools Project (MiSP) Former school teacher turned mindfulness consultant Kevin Hawkins truly understands the joys of teaching and the desire to make a real difference in the lives of students, as well as the challenges and risks of burnout that most teachers experience on a daily basis. With this guide to mindful practice, teachers new and experienced can learn how to use mindfulness in their own professional and personal lives as well as how to incorporate it in their teaching to support student wellbeing. Combining theory with practice and illustrated with real life stories, this guide will show readers: what mindfulness is the research and

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scientific evidence behind it how changing the way you approach situations can transform the way you feel how to manage stress, and look after yourself how teaching mindfully can help your students what mindfulness can do for the culture in your school Packed full of DIY exercises, activities to use in the classroom and links to resources and further reading, this inspiring book will support experienced and new teachers to maintain a healthy work-life balance and thrive as a teaching professional. FOR EVEN MORE FROM KEVIN: Take a look at A Little Guide to Mindfulness - a free eBook we created with Kevin for teachers and trainees. And don't miss out on his two must-read blogs How Well Are We? An Education System Under Stress and Exam time...take a breath! Effective Affective Skills in Action

Against the backdrop of labour migration and the ongoing refugee crisis, the ways in which Islam is taught and engaged with in educational settings has become a major topic of contention in Europe. Recognising the need for academic engagement around the challenges and benefits of effective Islamic Religious Education (IRE), this volume offers a comparative study of curricula, teaching materials, and teacher education in fourteen European countries, and in doing so, explores local, national, and international complexities of contemporary IRE. Considering the ways in which Islam is taught and represented in state schools, public Islamic schools, and non-confessional classes, Part One of this volume includes chapters which survey the varying degrees to which fourteen European States have adopted IRE into curricula, and considers the impacts of varied teaching models on Muslim populations. Moving beyond individual countries' approaches to IRE, chapters in Part Two offer multi-disciplinary perspectives – from the hermeneutical-critical to the postcolonial – to address

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challenges posed by religious teachings on issues such as feminism, human rights, and citizenship, and the ways these are approached in European settings. Given its multi-faceted approach, this book will be an indispensable resource for postgraduate students, scholars, stakeholders and policymakers working at the intersections of religion, education and policy on religious education.

The 2nd World Congress on Genetics, Geriatrics and Neurodegenerative Disease Research (GeNeDis 2016), will focus on recent advances in geriatrics and neurodegeneration, ranging from basic science to clinical and pharmaceutical developments and will provide an international focus for the latest scientific discoveries, medical practices, and care initiatives. Advances information technologies will be discussed along with their implications for various research, implementation, and policy concerns. In addition, the conference will address European and global issues in the funding of long-term care and medico-social policies regarding elderly people. GeNeDis 2016 takes place in Sparta, Greece, 20-23 October, 2016. This volume focuses on the sessions that address geriatrics.

What will it take to turn South Africa around? In this insightful and provocative book, Frans Rautenbach proposes a complete overhaul of policy thinking, and provides fresh arguments that effectively address South Africa ' s unemployment, race problems and lack of education. Rautenbach examines the fundamental problem of rent-seeking, to which he proposes two antidotes: the free market and decentralisation of government. Along the way he tackles holy cows such as affirmative action, trade unions, labour law and welfare payments. He also addresses contentious topics such as racism, white privilege, political

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correctness, state funding of higher education and mounting evidence that trade unions substantially suppress employment growth. Written by a labour lawyer with a proven track record in a range of policy issues, South Africa Can Work speaks effectively to a cross-section of readers of all disciplines, and brings sorely needed good news.

The youth of the world are our most important assets. When youth develop positively, they have the power to benefit themselves, their families, communities, and societies. These tremendous benefits accrue for many generations, so investments in youth represent a highly cost-effective opportunity for positive change. This is the first volume to focus globally on the effects of social and economic change on youth, and on the opportunity to support youth through policy, programs, and interventions to develop positively despite challenges. The chapters in this volume highlight research demonstrating youth assets and resilience as well as programs and interventions that increase the likelihood that youth will thrive. Many chapters also draw attention to opportunities for youth leadership, helping youth to develop their strengths as they benefit their communities. Additional chapters focus on promoting optimal youth development in the presence of adversity, risk, or challenge, taking into consideration the potential and capacity of the young person. Finally, the ecological system theory is a strong influence in many chapters that examine the inter-relationship of different social contexts such as family, peers, school, and work. Positive Youth Development in Global Contexts of Social and Economic Change is both a vision for the future and an ideology supported by a new international vocabulary for engaging with youth development. Developed by researchers across interdisciplinary fields, the volume has enormous policy

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implications for lawmakers given the surge in youth population in many parts of the world.

My Colour-Coded Life is an autobiography of one brave woman ' s life weighed down with mental illness. Using a pseudonym and changed names for legal reasons, the author shares her fascinating experiences. The story begins with her distrust of her husband in 2000, and in 2005, her diagnosis of schizoaffective disorder. Along the way, we learn of her battle with colours and the messages she took from them—and also from food, TV, radio, music, newspapers, her guitar music, missing things, other people ' s clothes, and even products on the shelves. Once trust was gained in Music, she grips onto inspirational lyrics to pull her out of the quagmire she found herself sinking into. In searing honesty, she shares her triggers and offers insight on what she knows about her relapses. In the beginning, she feared colours, but over time they empowered her, made her feel blessed and able to take control of her life. My Colour-Coded Life offers readers the chance to walk in the shoes of someone who ' s suffered greatly. Ideally, it will educate neurotypical readers and destigmatize mental illness along the way.

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