You are looking at 1-2 of 2 items for: **keywords : funds of knowledge**

**Teaching Homeland Family**  
Kate Vieira  
in **Writing for Love and Money: How Migration Drives Literacy Learning in Transnational Families**  
Published in print: 2019 Published Online: August 2019  
Item type: chapter  

Based on U.S.-based fieldwork with two multigenerational families, this chapter details the implications of participating in writing remittance circuits for migrants themselves. For both families, the ties to home they concretized through writing remittances enriched their literacy and language learning stateside, both as means to meet their goals in conditions of injustice and as an expression of familial love. As members of these families circulated literacy from host country to homeland and back, it appeared to accrue, amounting to a grassroots transnational family network of literacy “funds” that they could call on in support of their aspirations in a hostile U.S. context. In this way, this chapter builds on and expands concepts of “funds of knowledge” to reveal migration, and the communicative practices associated with it, as a family-based pedagogical resource.

**The Asset-Focus of Youth Social Entrepreneurship**  
Tina P. Kruse  
in **Making Change: Youth Social Entrepreneurship as an Approach to Positive Youth and Community Development**  
Published in print: 2019 Published Online: February 2019  
Item type: chapter  

This chapter explores the “asset-based” frameworks in both positive youth development and community. This chapter also orients the reader to the link between youth social entrepreneurship’s grounding in the central theme of positive psychology: human flourishing. Instead of
focusing on the incremental steps toward getting any job at all, the emphasis is on youth capacity for creating a positive career trajectory, supported by exposure to a breadth of opportunity instead of a narrow pipeline. To accomplish meaningful and authentic positivity, the cultural reality of each young person and each community must be included in the experience of development. Therefore, a review of culturally relevant pedagogies and the need for valuing cultural funds of knowledge is included. All together, the asset-focused, culturally relevant practices can foster youth leadership with social entrepreneurship that paves a road toward thriving.