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Statutory Rules and Orders for the Year ... Saint Vincent and the Grenadines, 1980

Ancient and Indigenous Wisdom Traditions in the Americas Ehaab Abdou, Theodore Zervas, 2024-08-01 This book brings attention to the understudied and often overlooked question of how curricula and classroom practices might inadvertently reproduce exclusionary discourses and narratives that omit or negate particular cultures histories and wisdom traditions With a focus on representations and classroom practices related especially to ancient and Indigenous wisdom traditions and cultures it includes unique contributions from scholars studying these questions in various contexts The book offers a range of important studies from various contexts across the Americas including Canada the various member nations of the Caribbean Community CARICOM Puerto Rico and the United States The various chapter contributions address and discuss nuances of each of the contexts under study The contributions also help highlight some key commonalities across these contexts including how dominant discourses and various forces have historically shaped and continue to shape and reproduce such omissions

misrepresentations and marginalization In addition to seeking to reconcile with some of these ancient and Indigenous wisdom traditions and cultures the book charts a path forward toward more holistic analytical frameworks as well as more inclusive and balanced representations and classroom practices in these aforementioned geographic contexts and beyond It will appeal to scholars researchers undergraduate and graduate students with interests in Indigenous education curriculum studies citizenship education history of education religion and educational policy

Issues of Faith-Based Education in the United Kingdom Andrew B. Morris, 2024-01-23 The existence of state supported Catholic and other faith based schools in the UK has become a matter of controversy in recent years as the previously tolerant acceptance of their role in the English educational system has come under attack This book seeks to explain to both proponents and sceptics of religiously based educational provision how the maintained Catholic sector originated what it seeks to do and its contribution to society It describes the Church's understanding of the primacy of parents in the education of their children and the limits of the state's legitimate role The book will be of value to anyone interested in understanding Catholic schools those who send their children to them and those who are working and teaching in them or aspire to do so

The Bloomsbury Handbook of Religious Education in the Global South Yonah Hisbon Matemba, Bruce A. Collet, 2022-02-10 The Bloomsbury Handbook of Religious Education in the Global South presents new comparative perspectives on Religious Education RE across the Global South Including 23 chapters written by scholars from the Global North and South this is the first authoritative reference work on the subject The handbook is thematically organised into seven sections The first three sections deal with provision response to changes in contemporary society and decolonizing RE The next four sections explore young people and RE perspectives on teachers RE in higher education and finally challenges and opportunities for RE The term Global South is used here primarily to signify the deep economic divide with the Global North but the concept is also examined in historical geographical political social and cultural terms including the indelible influence of religion in all four broadly defined regions Exploring RE from local cross national as well as regional and sub regional perspectives the handbook examines RE from its diverse past present realities and envisioned future revealing not only tensions contestations injustices and inequalities of power but importantly how inclusive forms of RE can help solve these problems

In Good Faith Marie Parker-Jenkins, Dimitra Hartas, Barrie A. Irving, 2019-05-23 First published in 2005 this timely volume challenges those who see faith schools as contributing positively to the well being of society and responding to parent choice to think through the implications of September 11 for our multi ethnic and multi faith society without taking a position on the ultimate necessity of faith schools The authors conducted research in several faith based schools representative both of older religious traditions in England and Wales and of those which have been more recently established The focus was on state funded faith based schools but a range were visited to provide an overview of issues facing all faith based schools as well as those specific to newly funded institutions

The Encyclopedia of Caribbean Religions Patrick Taylor, Frederick I. Case, 2013-04-30

The Encyclopedia of Caribbean Religions is the definitive reference for Caribbean religious phenomena from a Caribbean perspective. Generously illustrated, this landmark project combines the breadth of a comparative approach to religion with the depth of understanding of Caribbean spirituality as an ever-changing and varied historical phenomenon. Organized alphabetically, entries examine how Caribbean religious experiences have been shaped by and have responded to the processes of colonialism and the challenges of the postcolonial world. Systematically organized by theme and area, the encyclopedia considers religious traditions such as Vodou, Rastafari, Sunni Islam, Sanatan Dharma, Judaism, and the Roman Catholic and Seventh-day Adventist churches. Detailed subentries present topics such as religious rituals, beliefs, practices, specific historical developments, geographical differences, and gender roles within major traditions. Also included are entries that address the religious dimensions of geographical territories that make up the Caribbean. Representing the culmination of more than a decade of work by the associates of the Caribbean Religions Project, The Encyclopedia of Caribbean Religions will foster a greater understanding of the role of religion in Caribbean life and society in the Caribbean diaspora and in wider national and transnational spaces.

Resources in Education, 1997 **Sociology of Education** James Ainsworth, 2013-04-11

The sociology of education is a rich interdisciplinary field that studies schools as their own social world as well as their place within the larger society. The field draws contributions from education, sociology, human development, family studies, economics, politics, and public policy. *Sociology of Education: An A to Z Guide* introduces students to the social constructions of our educational systems and their many players, including students and their peers, teachers, parents, the broader community, politicians, and policy makers. The roles of schools, the social processes governing schooling, and impacts on society are all critically explored. Despite an abundance of textbooks and specialized monographs, there are few up-to-date reference works in this area. *Features*: Benefits: 335 signed entries fill 2 volumes in print and electronic formats, providing the most comprehensive reference resource available on this topic. *Cross-References* and *Suggestions for Further Reading* guide readers to additional resources. A thematic Reader's Guide groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which also includes a comprehensive index of search terms, facilitating ease of use by both on-campus students and distance learners. A *Chronology* provides students with historical perspective on the sociology of education.

Bonds of Empire Anne Spry Rush, 2011-06-09

In the first half of the twentieth century, Britishness was an integral part of the culture that pervaded life in the colonial Caribbean. Caribbean peoples were encouraged to identify with social structures and cultural values touted as intrinsically British. Many middle-class West Indians of colour duly adopted Britishness as part of their own identity. Yet, as Anne Spry Rush explains in *Bonds of Empire*, even as they re-fashioned themselves, West Indians recast Britishness in their own image, basing it on hierarchical ideas of respectability that were traditionally British but also on more modern expectations of racial and geographical inclusiveness. Britain became the focus of an imperial British identity, an identity which stood separate from and yet intimately related to

their strong feelings for their tropical homelands Moving from the heights of empire in 1900 to the independence era of the 1960s Rush argues that middle class West Indians used their understanding of Britishness first to establish a place for themselves in the British imperial world and then to negotiate the challenges of decolonization Through a focus on education voluntary organization the challenges of war radio broadcasting and British royalty she explores how this process worked in the daily lives of West Indians in both the Caribbean and the British Isles Bonds of Empire thus traces West Indians participation in a complex process of cultural transition as they manipulated Britishness and their relationship to it not only as colonial peoples but also as Britons

Report on Candidates' Work in the Caribbean Secondary School Certificate Examinations June 1999 Caribbean Examination Council,1999

British Books in Print ,1985

Catholic Schools in a Plural Society Andrew B. Morris,2024-01-05 This book comprises a selection of articles published mainly in peer reviewed academic journals together with a small number of documents prepared for policy makers within the Catholic education sector in England and Wales The texts have been reprinted almost entirely as originally published but with some minor editing to avoid unnecessary duplication The papers are grouped into four sections The first is concerned with the context of state maintained Catholic schools The second explores research into the academic performance of Catholic schools prior to 1995 The third provides data on pupils academic and social outcomes together with comparative studies of teachers and leadership of Catholic schools The fourth section contains briefing papers about various aspects of state maintained Catholic education

Endless Education Carl C. Campbell,1997 Endless Education is the first comprehensive study of education in Trinidad and Tobago during the long thirty year regime of the People s National Movement PNM from 1956 to 1986 Carl Campbell focuses on the efforts by Williams and the PNM to use education as an instrument of postcolonial nation building and the consequent tensions and conflicts between him and the churches between creoles and Indians and between Tobago and Trinidad His study concludes that the goal of national integration through education eluded the planners and that diversity not unity characterized the education system Significantly Campbell finds that as in many other facets of national life only partial and incomplete decolonization was attained in education This study is useful as a source book in schools colleges and at the University of the West Indies Readers who reside outside of the Caribbean and who want to know more about the social history of one of the most important English speaking Caribbean islands should find this book of more than passing interest This is the companion volume to Campbell s The Young Colonials A Social History of Education in Trinidad and Tobago 1834 1939 The University of the West Indies Press 1996

Hindu Diasporas Knut A. Jacobsen,2023 Hinduism is a global religion with a significant presence in many countries Hindu Diasporas analyses the religious traditions and practices of Hindus of South Asian descent living outside South Asia offering a foundation for understanding Hindu traditions in their global diasporic contexts and the dynamic development of Hinduism around the world

Register of Educational Research in the United Kingdom, 1992-1995 National Foundation For Educational Research,1995 This latest volume of

the Register of Educational Research in the United Kingdom lists all the major research projects being undertaken in Britain during the latter months of 1992 the whole of 1993 and 1994 and the early months of 1995 Each entry provides names and addresses of the researchers a detailed abstract the source and amount of the grant where applicable the length of the project and details of published material about the research

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