

1. Record Nr.	UNISA996385204903316
Autore	Caryl Joseph <1602-1673.>
Titolo	The saints thankfull acclamation at Christs resvmption of His great power and the initials of His kingdome [[electronic resource]] : delivered in a sermon at Westminster before the honourable House of Commons, upon the day of their solemne thanksgiving unto God for the great victory given our armie under the command / by Joseph Caryl
Pubbl/distr/stampa	. London, : Printed by G. M. for Giles Calvert ..., 1644
Descrizione fisica	[6], 50 p
Soggetti	Great Britain History Civil War, 1642-1649 Sermons
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Reproduction of original in Thomason Collection, British Library.
Sommario/riassunto	eebo-0158

2. Record Nr.	UNINA9910512202103321
Autore	Lall Marie
Titolo	Myanmar's Education Reforms : A pathway to social justice? // Marie Lall
Pubbl/distr/stampa	London : , : UCL Press, , 2021 ©2021
Descrizione fisica	1 online resource (320 pages)
Disciplina	379.15
Soggetti	Educational surveys
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Sommario/riassunto	<p>This book reviews the state of education in Myanmar over the past decade and a half as the country is undergoing profound albeit incomplete transformation. Set within the context of Myanmar's peace process and the wider reforms since 2012, Marie Lall's analysis of education policy and practice serves as a case study on how the reform programme has evolved. Drawing on over 15 years of field research carried out across Myanmar, the book offers a cohesive inquiry into government and non-government education sectors, the reform process, and how the transition has played out across schools, universities and wider society. It casts scrutiny on changes in basic education, the alternative monastic education, higher education and teacher education, and engages with issues of ethnic education and the debate on the role of language and the local curriculum as part of the peace process. In so doing, it gives voice to those most affected by the changing landscape of Myanmar's education and wider reform process: the students and parents of all ethnic backgrounds, teachers, teacher trainees and university staff that are rarely heard. Marie Lall argues that, despite a commitment to greater equality and equity expressed in the Ministry of Education's policy documents, Myanmar has missed a historic opportunity to make use of education reform to engage with deep-seated social injustices. Inequalities persist in the long-term</p>

outcomes for poorer sections of society and between the majority Bamars and ethnic nationality communities. This is the portrait of a country constrained by internal tensions and competing international priorities that serve to divert the professed course towards social justice.
