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in an Age of Ambivalence: Recovering Religious Literacy after a Century of Secularism / Adam Dinham -- Religion and Education in Ontario Public Education: Contested Borders and Uneasy Truces / Leo Van Arragon -- Minority Faiths and Religious Education Policy: The Case of Australian and American Jews, 1945–1980 / Damon Mayrl -- Religion as a Separate Area of Study in India / Asha Mukherjee -- What is Indian 'Religion'? How Should it Be Taught? / Sonia Sikka -- What Does Conceptualisation of Religion Have to Do with Religion in Education? / Geir Skeie -- Law's Entanglements: Resolving Questions of Religion and Education / Lori G. Beaman , Lauren L. Forbes and Christine L. Cusack -- From Religion to Spirituality in Education: Towards a Political Regulation of Spirituality? / Solange Lefebvre -- The Spaces in Between: Religion, Sexual Identity, Media and Education in Ontario / Heather Shipley -- Neutrality in Public School Religion Education: Theory and Politics / Bruce Grelle -- Religion, the Elephant in the Asia-Focused Australian School Room / Catherine Byrne -- Religion in Schools: A Human Rights Contribution to the Debate / Alison Mawhinney -- Who Speaks for Religion? / Pamela Dickey Young -- Lagging Behind Other Nations: The Religions in School Debate in Australia / Anna Halafoff and Kim Lam -- Religion and the Cultures of Higher Education: Student Christianity in the UK / Mathew Guest -- Impartiality of Teachers in Quebec's Non-Denominational Ethics and Religious Culture Program / Stéphanie Gravel -- Index / Lori G. Beaman and Leo Van Arragon.

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#### Sommario/riassunto

Issues in Religion and Education, Whose Religion? is a contribution to the dynamic and evolving global debates about the role of religion in public education. This volume provides a cross-section of the debates over religion, its role in public education and the theoretical and political conundrums associated with resolutions. The chapters reflect the contested nature of the role of religion in public education around the world and explore some of the issues mentioned from perspectives reflecting the diverse contexts in which the authors are situated. The differences among the chapters reflect some of the particular ways in which various jurisdictions have come to see the problem and how they have addressed religious diversity in public education in the context of their own histories and politics.

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