

1. Record Nr.	UNISA996383564803316
Autore	Mall Thomas <b. 1629 or 30.>
Titolo	Of holy living [[electronic resource]] : first a serious exhortation thereunto : secondly choice directions therein, both for every working and for every Lords-day
Pubbl/distr/stampa	London, : Printed for William Grantham ..., and are to be sold by Robert Eveleigh ..., 1668
Descrizione fisica	[10], 57 p
Soggetti	Christian life
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Reproduction of original in Bodleian Library. Added t.p.: A serious exhortation to holy living. By Thomas Mall.
Sommario/riassunto	eebo-0014

2. Record Nr.	UNINA9910713764703321
Autore	Shroff Kersi B.
Titolo	The "right to roam" English law on public rights-of-way and access to the countryside // Kersi B. Shroff
Pubbl/distr/stampa	[Washington, D.C.] : , : American-British Law Division, Law Library of Congress, , 1990
Descrizione fisica	1 online resource (12 pages)
Collana	LL ; ; 90-48
Soggetti	Trails - Law and legislation - England Trails - Law and legislation - Wales Right of way - England Right of way - Wales
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Typescript. "May 1990."
Nota di bibliografia	Includes bibliographical references.

3. Record Nr.	UNINA9910299508403321
Autore	Schulz Wolfram
Titolo	Young People's Views of Government, Peaceful Coexistence, and Diversity in Five Latin American Countries : IEA International Civic and Citizenship Education Study 2016 Latin American Report // by Wolfram Schulz, John Ainley, Cristián Cox, Tim Friedman
Pubbl/distr/stampa	2018 Cham : , : Springer International Publishing : , : Imprint : Springer, , 2018
ISBN	9783319953939 3319953931
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (XVI, 84 p.)
Classificazione	EDU011000EDU034000EDU043000
Disciplina	371.26
Soggetti	Educational tests and measurements International education Comparative education Education and state Assessment and Testing International and Comparative Education Educational Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1. Introduction and Background -- 2. Contexts for Civic and Citizenship Education -- 3. Students' Perceptions of Public Institutions and Government -- 4. Students' Views on Peaceful Coexistence -- 5. Students' Perceptions of Social Cohesion and Diversity -- 6. Discussion of Results and Implications for Research, Policy, and Practice.
Sommario/riassunto	This open access report presents findings from the five Latin American countries that participated in the second cycle of the IEA International Civic and Citizenship Education Study (ICCS 2016). ICCS 2016 investigated the ways in which a range of countries are preparing their young people to undertake their roles as citizens during the second decade of the 21st century. The study also responded to new challenges in civic and citizenship education, and its findings allow

robust comparisons of lower-secondary students' attitudes to and perceptions of a wide range of aspects related to civics and citizenship. The results presented in this report come mainly from data collected via a regional Latin American student questionnaire. The findings provide insights into Latin American lower-secondary students' thoughts on government practices (e.g., corruption and authoritarian government), their attitudes toward peaceful coexistence (e.g., use of violence, disobedience to the law, empathy), and their perceptions of diversity in society (e.g., tolerance of and discrimination against minorities and homosexuals). Four of the five participating Latin American countries also participated in the previous cycle of this study (ICCS 2009), making it possible to explore changes in young people's civic-related perceptions and attitudes between 2009 and 2016. Data from the international part of the study (test and questionnaire) were used to review the extent to which region-specific perceptions relate to other factors such as students' level of civic knowledge and students' socioeconomic and educational contexts.
