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NORBERTO RIBEIRO is a PhD student in Education Sciences at the University of Porto, Portugal. He has worked on several research projects in the area of citizenship

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Currently he is a research fellow on the Processes Influencing Ownership and Participation project (PIDOP), a multinational project funded by the European Commission's Seven Framework Programme ...

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However, their inclusion in urban public schools is a surprisingly slow process, and youth identities in newly industrialized countries remain largely neglected. Faced with monetary and institutional barriers, the majority of migrant youth attend low-quality or underperforming migrant schools, without access to the free compulsory education enjoyed by their urban counterparts.



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In East Asian economies such as China, recent mass rural-urban migration has created a new urban underclass, as have their children. However, their inclusion in urban public schools is a surprisingly slow process, and youth identities in newly industrialized countries remain largely neglected. Faced with monetary and institutional barriers, the majority of migrant youth attend low-quality or underperforming migrant schools, without access to the free compulsory education enjoyed by their urban counterparts. As a

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result, China's citizen-building scheme and the sustainability of its labor-intensive economy have greatly impacted global economic restructuring. Using thorough ethnographic research, this volume examines the consequences of urban schooling and citizenship education through which school and social processes contribute to the production of unequal class relations. It explores the nexus of citizenship education and identity-forming practices of poor migrant youth in an attempt to foresee the new class formation in Chinese society. This volume opens up the "black box" of

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citizenship education in China and examines the effect of school and societal forces on social mobility and life trajectories.

This volume critically examines the multiple and contested meanings of ideal citizenship and reveal how children and youth craft active citizenship as they encounter and respond to the various institutions and organizations designed to encourage their civic and political development.

This collected volume addresses issues pertaining to education and migration from a

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variety of philosophical and ethical perspectives. It is high time to critically analyze ethical issues in education under conditions of globalization, not only because migration and globalization are topical issues, but also because dominant academic approaches in the ethics and political philosophy of education have a tendency to narrow their focus on the education of sedentary citizens. However, many learners and educators experience high levels of both voluntary and constrained mobility. The contributions to Education and Migration address issues pertaining to migration-

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related education from a variety of ethical and philosophical perspectives, including analytic applied ethics, continental philosophy, care ethics, Hegelian philosophy, the capability approach and theories of distributive justice. Distinguished scholars, as well as younger researchers, from a variety of disciplines (educational scholars, lawyers, philosophers, psychologists and sociologists) tackle in these eight essays core issues in the ethics and political philosophy of education, such as citizenship education or justice in access to education, from a perspective that takes human

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mobilities into account. The collection puts a special emphasis on the diversity of migratory experiences, on the significance of education for citizens and non-citizen migrants, long-term residents and undocumented children, immigrants and return migrants. This book was originally published as a special issue of Journal of Global Ethics.

Mass migration and globalization are creating new and deep challenges to education systems the world over. In this volume, some of the world's leading researchers in multicultural

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education and immigration discuss critical issues related to cultural sustainability, structural inclusion, and social cohesion. The authors consider how global migration is forcing nation-states to reexamine and reinvent the ways in which they socialize and educate diverse groups for citizenship and civic engagement. These chapters also address how schools can help migrant and immigrant groups attain the knowledge, values, and skills required to become fully participating citizens, while retaining important aspects of their home, community, languages, and culture. Case studies from the United States



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and Israel are used to illustrate how these concepts are manifested in two immigrant nations. Contributors: Tali Aderet-German, Ayman K. Agbaria, James A. Banks, Zvi Bekerman, Miriam Ben-Peretz, Amy K. Marks, Minas Michikyan, John P. Myers, Sonia Nieto, Carola Suárez-Orozco, Marcelo M. Suárez-Orozco, Guadalupe Valdés, and Gregory White

"An invaluable guide to understanding the multiple complexities and challenges involved in designing a transformative multicultural civic education." –Robert F. Arno, Indiana University, Bloomington

"This impressive volume offers valuable insights to teachers,

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teacher educators, and researchers concerned with preparing youth to be participating democratic citizens." –Carole L. Hahn, Emory University "This important book outlines a set of urgent issues for both scholars and practitioners committed to the fuller expression worldwide of education for democracy." –Margaret Crocco, Michigan State University "A stellar group of scholars integrates the migration question into issues related to teaching and learning, as well as teacher preparation." –Gloria Ladson-Billings, University of Wisconsin-Madison "This visionary book highlights research,

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theory, and practices that can be used to help all students become effective and engaged citizens." –Linda Darling-Hammond, Stanford University and President of the Learning Policy Institute

This groundbreaking book describes theory, research, and practice that can be used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation-states, develop civic participation skills, and reflective

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cultural, national, and global identities.

## International And Comparative Education

This groundbreaking book describes theory, research, and practice that can be used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation-states, develop civic participation skills, and reflective cultural, national, and global identities.

After three decades of massive rural-to-urban migration in China, a burgeoning population

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of over 35 million second-generation migrants living in its cities poses a challenge to socialist modes of population management and urban governance. In *The Inconvenient Generation*, Minhua Ling offers the first longitudinal study of these migrant youth from middle school to the labor market in the years after the Shanghai municipal government partially opened its public school system to them. Drawing on multi-sited ethnographic data, Ling follows the trajectories of dozens of children coming of age at a time of competing economic and social imperatives, and its everyday ramifications on their sense

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of identity, educational outcomes, and citizenship claims. Under policies and practices of segmented inclusion, they are inevitably funneled through the school system toward a life of manual labor. Illuminating the aspirations and strategies of these young men and women, Ling captures their experiences against the backdrop of a reemergent global Shanghai.

This Handbook is a much needed international reference work, written by leading writers in the field of global citizenship and education. It is based on the most recent

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research and practice from across the world, with the 'Geographically-Based Overviews' section providing summaries of global citizenship and education provided for Southern Africa, Australasia, Europe, the Middle East, North America, Latin America, and East and South East Asia. The Handbook discusses, in the 'Key Ideologies' section, the philosophies that influence the meaning of global citizenship and education, including neo-liberalism and global capitalism; nationalism and internationalism; and issues of post-colonialism, indigeneity, and transnationalism. Next, the 'Key

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Concepts' section explores the ideas that underpin debates about global citizenship and education, with particular attention paid to issues of justice, equity, diversity, identity, and sustainable development. With these key concepts in place, the 'Principal Perspectives and Contexts' section turns to exploring global citizenship and education from a wide variety of viewpoints, including economic, political, cultural, moral, environmental, spiritual and religious, as well as taking into consideration issues of ethnicity, gender and sexuality, and social class. Finally, the 'Key Issues in the



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Teaching of Global Citizenship' section discusses how education can be provided through school subjects and study abroad programmes, as well as through other means including social media and online assessment, and political activism. This Handbook will be vital reading for academics, postgraduates and advanced undergraduates in the fields of sociology and education, particularly those with an interest in comparative studies.

With a focus on the Global South, this book argues that awareness and discussion of the politics of equity and inclusion in global

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citizenship education (GCE) research are essential to the future of nuanced and effective research in this area. Misiaszek explores the notion of heavily regulated "hard spaces" to examine areas of institutional "blindness" and reflects on ways to negotiate the issue of "sensitivity" in an institutional context, exploring how one's sensitivity relates to pedagogy and ethics. Through this in-depth meta-discussion of GCE research, Misiaszek provides a complex portrait of unique challenges in this domain and explores the nuanced experience of navigating temporal intersections of the

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global, the citizen, and education in geographically and thematically-obstacled spaces. This book will be of great interest to researchers, policymakers, academics and postgraduate students in the fields of global education, comparative education, and educational policy.

This open access book identifies the multiple ways that IEA studies of civic and citizenship education have contributed to national and international educational discourse, research, policymaking, and practice. The IEA International Civic and

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Citizenship Education Study (ICCS), first conducted in 2009, was followed by a second cycle in 2016. The project was linked to the earlier IEA Civic Education Study (CIVED 1999, 2000). IEA ICCS remains the only large-scale international study dedicated to formal and informal civic and citizenship education in school. It continues to make substantial contributions to understanding the nature of the acquired civic knowledge, attitudes, and participatory skills. It also discusses in-depth how a wide range of countries prepare their young people for citizenship in changing political, social, and economic

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circumstances. The next cycle of ICCS is planned for 2022. In this book, more than 20 national representatives and international scholars from Europe, Latin America, Asia, and North America assess how the processes and findings of the 2009 and 2016 cycles of ICCS and CIVED 1999/2000 have been used to improve nations' understanding of their students' civic knowledge, beliefs, attitudes, current civic-related behaviors, and intentions for future participation in a comparative context. There are also chapters summarizing the secondary analysis of those studies' results indicating their usefulness

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for educational improvement and reflecting on policy issues. The analyses and reflections in this book provide timely insight into international educational discourse, policy, practice, and research in an area of education that is becoming increasingly important for many societies.

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