

OXFORD STUDIES IN COMPARATIVE EDUCATION

# Political and Citizenship Education

international perspectives



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# Political And Citizenship Education International Perspectives

**Vanessa De Oliveira Andreotti**



## **Political And Citizenship Education International Perspectives:**

**Political and Citizenship Education** Stephanie Wilde, 2005-05-16 This volume examines both concepts and realities of citizenship education from various international and research perspectives It is divided into two main sections The first group of chapters are all by researchers closely associated with the International Association for the Evaluation of Educational Achievement IEA study into citizenship education and focus on the findings reported in the study as well as on the processes of the study itself and the indications for the future The second group of chapters report on research projects and complement the insights of the first group of chapters Whereas Part One involves broadly quantitative empirical data Part Two features chapters with a more qualitative approach The chapters have a broad geographical range including the USA the United Kingdom Australia Hong Kong the Czech Republic and Germany They also report on a variety of different data sets use different research approaches and include findings from the large scale IEA study as well as a personal account of a research network and two qualitative studies

*Democracy at the Crossroads* Cameron White, Roger Openshaw, 2005-01-01 In *Democracy at the Crossroads* the editors argue that there have been too few scholarly attempts to provide a comprehensive critique of the assumptions behind citizenship education In particular they ask the distinguished contributors to this volume to address difficult but essential questions that are often avoided or intentionally overlooked What do all embracing terms like global citizenship really mean What does democracy mean internationally A timely work *Democracy at the Crossroads* provides a necessary examination and re interpretation of international perspectives on democracy and global citizenship as they apply to social education

*International Perspectives on Drama and Citizenship Education* Nicholas McGuinn, Norio Ikeno, Ian Davies, Edda Sant, 2021-11-04 WINNER of the Children s Identity and Citizenship European Association s CiCea award for Best Book 2021 this book brings together respected international academics and practitioners from citizenship and drama to debate share their experiences and plan a way forward for academic and professional best practice in drama and citizenship education for a democratic society Drawing on international contributions the chapters explore fundamental ideas about theatre and drama from a global perspective with connections made to action and identity The main section of the book showcases authors from around the world discussing their perspectives of what is happening within particular countries and exploring a range of ideas and issues that relate to vitally important matters including community socialism post colonialism diversity inclusion and more The final section of the book brings together teams of authors from citizenship and drama education who discuss the essential elements of citizenship education and encourage insight and practical collaboration from drama experts The book is unique in presenting dynamic interaction between citizenship and drama experts and encouraging academics and professionals to develop their own work in these areas It will be of great interest to academics researchers and students in the fields of citizenship education drama education and all those interested in promoting social justice through education

*Global Citizenship Education* Abdeljalil Akkari, Kathrine

Maleq,2020-08-18 This open access book takes a critical and international perspective to the mainstreaming of the Global Citizenship Concept and analyses the key issues regarding global citizenship education across the world In that respect it addresses a pressing need to provide further conceptual input and to open global citizenship agendas to diversity and indigeneity Social and political changes brought by globalisation migration and technological advances of the 21st century have generated a rise in the popularity of the utopian and philosophical idea of global citizenship In response to the challenges of today s globalised and interconnected world such as inequality human rights violations and poverty global citizenship education has been invoked as a means of preparing youth for an inclusive and sustainable world In recent years the development of global citizenship education and the building of students global citizenship competencies have become a focal point in global agendas for education international educational assessments and international organisations However the concept of global citizenship education still remains highly contested and subject to multiple interpretations and its operationalisation in national educational policies proves to be challenging This volume aims to contribute to the debate question the relevancy of global citizenship education s policy objectives and to enhance understanding of local perspectives ideologies conceptions and issues related to citizenship education on a local national and global level To this end the book provides a comprehensive and geographically based overview of the challenges citizenship education faces in a rapidly changing global world through the lens of diversity and inclusiveness

**International Perspectives on Citizenship, Education and Religious Diversity** Robert Jackson,2003-09-02 Citizenship is high on the agenda of education systems in many of the world s democracies As yet however discussions of citizenship education have neglected issues of religious diversity and how the study of religions can contribute to our understanding of citizenship International Perspectives on Citizenship Education and Religious Diversity brings together an international range of contributions from religious studies scholars and educators specialising in the study of religions Together these illustrate and explore the key questions for educational theory and pedagogy raised by drawing issues of religious diversity into citizenship education The chapters address and extend debates over the nature of citizenship in late modernity highlighting local and global dimensions of citizenship in relation to issues of national religious ethnic and cultural identity As well as emphasising the role religious education has to play in citizenship education this book also covers wider issues such as state supported faith schools and cultural diversity in relation to common citizenship The authors argue that critical yet reflective approaches to religious education have a distinctive and valuable contribution to make to citizenship education Issues addressed within the study of religions are related to new forms of global and cultural citizenship as well as citizenship within the nation state Ultimately this stimulating and original collection highlights the challenges and possibilities for teaching and learning about religion religions and religious diversity within an inclusive educational practice

**The Political Economy of Global Citizenship Education** Vanessa De Oliveira Andreotti,2016-03-16 This edited collection offers analyses of global citizenship education

within and across different national contexts This book illustrates the contingency of definitions the complexities of juxtaposing demands and priorities in different educational contexts and the difficulties and tensions of asking a question that is arguably one of the most pressing of our time how should we live together in interdependent ecologies in a finite planet In the discipline of education where market imperatives and the dictatorship of effective replicable results have laid siege to independent debates this book aims to emphasize the importance of raising our intellectual game as educators to interrupt new and old problematic patterns of engagements representations uncomplicated solutions and conceptual straightjackets Contributors to this volume address the tensions between homogenizing universalisms and parochial specificisms ethnocentrism and relativism deficit theorizations and romanticizations of difference fantasies of supremacy and paralysis in guilt the global and the local The chapters take different approaches to map the origins meanings workings ethics politics and implications of initiatives approaches and conceptual frameworks related to the ideas of globalization citizenship and education in different sites of knowledge production This book was originally published as a special issue of *Globalisation Societies and Education*

**Contesting and Constructing International Perspectives in Global Education** R. Reynolds, D. Bradbery, J. Brown, K. Carroll, D. Donnelly, K. Ferguson-Patrick, S. MacQueen, 2015-02-27 This volume addresses the need for an international perspective on global education and provides alternate voices to the theme of global education The editors asked international educators in different contexts to indicate how their own experience of global education addresses the broad and contested concepts associated with this notion Following the lead of the internationally acknowledged authors from North America Europe Africa Australia and Asia perspectives were provided on a wide variety of contexts including tertiary education and teacher education various pedagogies for global education including digital pedagogies and curriculum development at school tertiary and community levels *Contesting and Constructing International Perspectives in Global Education* explores the tensions inherent in discussions of global education from a number of facets including spatial pedagogical temporal social and cultural and provides critical descriptive and values laden interpretations The book is divided into five sections Temporal and Spatial Views of Global Education Telling National Stories of Global Education Empowering Citizens for Global Education Deconstructing Global Education and Transforming Curricula for Global Education It is envisaged as a starting point for a stronger international conception of global education and a way to build a conversation for the future of global education in a neo liberal and less internationally confident time

**Influences of the IEA Civic and Citizenship Education Studies** Barbara Malak-Minkiewicz, Judith Torney-Purta, 2021-05-26 This open access book identifies the multiple ways that IEA's studies of civic and citizenship education have contributed to national and international educational discourse research policymaking and practice The IEA International Civic and 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's 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 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 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.

**School Leadership, Citizenship Education and Politics in China** Shuqin Xu, 2016-08-23

This book examines and theorizes the dynamics and complexities of leadership in citizenship education in junior secondary schools in Shanghai, China. Specifically, it examines from a macro and micro political theoretical perspective the interactions between principals and school party secretaries (SPSs) and how they respond to the demands of macro and micro political actors. This qualitative empirical research found four major school leadership/citizenship education scenarios in which principals and SPSs addressed the interests of different macro and micro political actors. Moreover, principals and SPSs enjoyed a complicated working relationship at the micro political school level in which they collaborated to fulfill their responsibilities and respond to school macro and micro political actors while competing for power over leadership in citizenship education. Principals' and SPSs' leadership in citizenship education was shaped by inter-related factors including diverse influences in a multi-leveled world: the integration of politics and education, the demands of macro and micro political actors and personal factors. To interpret these findings, this study proposes a theoretical framework for understanding leadership in citizenship education in China as a political exercise. This theoretical framework is useful for understanding the complexity of school and citizenship education leadership, the micro political relationship between Chinese principals and SPSs and their dynamic and complex interactions with macro and micro political actors.

**Citizenship Education around the World** John Petrovic, Aaron Kuntz, 2014-04-24. Though certainly not a new idea, citizenship education manifests in unique and often unpredictable ways in our contemporary neoliberal era. The question of what it means to be a productive and recognized citizen must now be understood simultaneously along both global and local lines. This edited volume offers an international perspective on citizenship education enacted in specific socio-political contexts. Each chapter includes a pointed conceptualization of citizenship education, a philosophical framework that is then applied to specific national cases across Europe, Asia, Canada and more. Chapters emphasize how such frameworks are implemented within local contexts, encouraging

particular pedagogical curricular practices even as they constrain others Chapters conclude with suggestions for productive change and how educators might usefully engage contemporary contexts through citizenship education **Global**

**Citizenship Education** Abdeljalil Akkari, Kathrine Maleq, 2020-09-18 This open access book takes a critical and international perspective to the mainstreaming of the Global Citizenship Concept and analyses the key issues regarding global citizenship education across the world In that respect it addresses a pressing need to provide further conceptual input and to open global citizenship agendas to diversity and indigeneity Social and political changes brought by globalisation migration and technological advances of the 21st century have generated a rise in the popularity of the utopian and philosophical idea of global citizenship In response to the challenges of today's globalised and interconnected world such as inequality human rights violations and poverty global citizenship education has been invoked as a means of preparing youth for an inclusive and sustainable world In recent years the development of global citizenship education and the building of students global citizenship competencies have become a focal point in global agendas for education international educational assessments and international organisations However the concept of global citizenship education still remains highly contested and subject to multiple interpretations and its operationalisation in national educational policies proves to be challenging This volume aims to contribute to the debate question the relevancy of global citizenship education's policy objectives and to enhance understanding of local perspectives ideologies conceptions and issues related to citizenship education on a local national and global level To this end the book provides a comprehensive and geographically based overview of the challenges citizenship education faces in a rapidly changing global world through the lens of diversity and inclusiveness Freud, Lacan, Zizek and Education Claudia Lapping, 2020-04-28 All areas of education policy and practice are driven by unconscious investments in ignorance or idealised images of transformation of the individual society and economy The promise of fulfilment and associated threats of disappointment or destruction tend to dominate conscious accounts of education Other more vulnerable or unspeakable aspects of our engagements with education are covered over when we account for learning and justify teaching as professionals policy makers and researchers but they leak out in slips lapses emphasis paradox and contradiction Freud's account of resistance and repetition Lacan's theorisation of the role of language and desire and Zizek's elaboration of these ideas in a theory of ideology and enjoyment all provide tools for exploring the vulnerable uncomfortable and often surprising other side of education the hidden unconscious and unspoken desires that we invest in educational institutions and practices This collection offers glimpses of this other side of education produced in empirical studies using a variety of methodological approaches practice based theoretical speculation policy analysis ethnography interviews and free associative methods as well as ideological critique of the field of critical educational practice and research The book foregrounds political and unconscious aspects of investments in the fields of education and educational research The chapters in this book were originally published as articles in Taylor and Francis journals Re-Imagining Citizenship

Education Pablo C. Ramirez, 2023-06-01 In this special edition we call attention to the role of Critical Multicultural Citizenship Education CMCE in schools societies and global contexts The fundamental goal of CMCE is to increase not only the students awareness of and participation in the political aspects of democracy but also students abilities to create and live in an ethnically diverse and just community Global migration and increasing diversity within nations are challenging conceptions of citizenship all over the world The percentage of ethnic minorities in nation states throughout the world has increased significantly within the past 30 years The United States Census for example projects that 50% of the population will consist of culturally linguistically racially ethnic and religiously diverse groups by 2050 With an increase growth of diversity within national borders issues concerning educational equity equality and civic engagement have not always been well attended to in educational and societal contexts Growing ethnic diversity in schools society has not automatically led to a dismantling of persistent educational barriers or structural inequalities In the past decade culturally ethnically and linguistically diverse populations have faced barriers impacting their rights as citizens in the United States and international contexts Citizenship and the rights that are associated with being a citizen are re framed when culturally ethnically and linguistically students seek equality In 2020 many urban cities in the United States witnessed Latino Black youth demonstrate peacefully guided by social justice and their civic responsibilities Similarly in international contexts students have demonstrated civil disobedience by expressing concerns about their rights as citizens and the disempowerment of communities We emphatically believe that students in K 12 settings must begin to understand their rights as citizens and also advocate for the rights of others in order for communities in the U S and international contexts to achieve democracy

Social Policy Review 23 Chris Holden, Majella Kilkey, Gaby Ramia, 2011 This edition of Social Policy Review presents an extensive analysis of the coalition government s social policies and is essential reading for social policy academics and students and for anyone who is interested in the implications of government policy

**Contemporary Debates in the Sociology of Education** R. Brooks, M. McCormack, K. Bhopal, 2013-07-12 Some of the most prominent sociologists working in education today have collaborated to address a wide range of empirical and theoretical issues Adopting an international perspective this book foregrounds cutting edge research that highlights both the diversity and complexity of understanding education in society

*Multicultural Education in Global Perspectives* Yun-Kyung Cha, Jagdish Gundara, Seung-Hwan Ham, Moosung Lee, 2016-11-15 This conceptually rich and empirically grounded book draws upon expertise from a panel of emerging and established international scholars to explore the institutionalization and effect of multicultural education on a global scale Previous studies of multicultural education have largely ignored the significance of understanding the combination of multiple sociopolitical influences on multicultural education in both policy and practice Filling this void this book sheds light on the two main reasons for taking a global perspective on multicultural education First children should be provided with meaningful learning opportunities to acquire the knowledge skills and attitudes necessary to live in a culturally



and ethno linguistically diverse society where the distinction between the local and the global is becoming blurred Second understanding both the global grammar and the local semantics of multicultural education helps researchers and policy makers grasp the whole picture of multicultural education as an evolving social construct and phenomenon This new book provokes a new round of discussion and research to expand and enrich our inquiry into cultural diversity and educational inclusion

**Young People's Rights in the Citizenship Education Classroom** Helen Hanna, 2019-06-29 This book explores the rights held by young people in the citizenship education classroom in the divided societies of Northern Ireland and Israel Against the backdrop of a long history of protracted conflict and division the author analyses how international rights obligations are reflected in the contested citizenship education curriculum in secondary schools Drawing upon extensive qualitative data as well as policy and curriculum documents the author reveals that understandings of education rights can be oriented around three themes minority group representation in the curriculum dealing with difference through pedagogy and preparing young people for life in a divided society This can be mapped onto the 42 A rights framework where education should be acceptable and adaptable However the variety of interpretations held by participants raises questions regarding the universality of international frameworks for education rights and the workability of such frameworks in the national and divided contexts While the contexts of Northern Ireland and Israel have much in common they are rarely compared this book will show that their comparison is as relevant as ever as issues of identity continue to affect everyday school life This book will be of interest to citizenship and history education scholars as well as those who are concerned with the application of international human rights law

**Citizenship Education and Global Migration** James A. Banks, 2017-06-23 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

Political Science and Digitalization - Global Perspectives Marianne Kneuer, Helen V. Milner, 2019-07-29 Digitalization is not only a new research subject for political science but a transformative force for the discipline in terms of teaching and learning as well as research methods and publishing This volume provides the first account of the influence of digitalization on the discipline of political science including contributions from 20 different countries It presents a regional stocktaking of the challenges and opportunities of digitalization in most world regions

Global Migration, Diversity, and Civic Education James A. Banks, Marcelo Suárez-Orozco, Miriam Ben-Peretz, 2016 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 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 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 Suarez Orozco Marcelo M Suarez Orozco Guadalupe Vald s and Gregory White An invaluable guide to understanding the multiple complexities and challenges involved in designing a transformative multicultural civic education Robert F Arnove Indiana University Bloomington This impressive volume offers valuable insights to teachers 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 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

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