

Cultural Diversity Education Response To A Flat World

How to ensure educational equality, rights to cultural maintenance and full social participation of minority groups, while ensuring social harmony and national development within a democratic society, is a major challenge for education policy-makers. Traditionally, this is viewed as a debate for pedagogues. Nevertheless, there are important implications for educational planners and managers. Given the many varied patterns of ethnic diversity within individual societies and their different educational traditions, no one set of educational responses is universally applicable. However, as discussed in the booklet, there are certain readily identifiable processes to follow in developing responses to cultural diversity. The three main foci of policy responses put forward are: the organisation and structures of education; curricula, pedagogy and choice of language; and relations between the school and the community.

This dictionary breaks new ground by combining articles on Christian ethics and pastoral theology in one volume. It seeks to integrate moral, pastoral and practical theology in a way not attempted before in a single work of reference. Instead of the usual A-Z listing throughout, it is arranged in two parts. Part One consists of eighteen extended articles, arranged in theological order, introducing users to the main themes of Christian ethics and pastoral theology. Part Two contains articles, alphabetically arranged, which stem from the main themes. An easy-to-use reference system enables quick transition from the first to the second part and vice versa. Articles address a wide range of topics: reproductive technologies and transplant surgery, health and health care; issues of economic and social justice; prison and prison reform; psychotherapy and family therapy; business ethics and data protection; as well as such traditional subjects as atonement, the kingdom of God, suffering, death and dying, and heaven and hell. This dictionary will therefore appeal to many groups: pastors, counsellors, medical practitioners, people employed in the caring services, Christians in professional or commercial life, and indeed to all who want to live out their faith meaningfully and ethically in today's complex and challenging world. Its spacious layout, superb design and clear print make this volume a delight to use, and its carefully drawn-up bibliographies will help readers to deepen their knowledge of particular subject.

As the world becomes more globalized, student populations in university settings will continue to grow in diversity. To ensure students develop the cultural competence to adapt to new environments, universities and colleges must develop policies and programs to aid in the progression of cultural acceptance and understanding. *Cultural Awareness and Competency Development in Higher Education* is an essential reference book on the latest literature regarding multiculturalism in colleges and universities, focusing on administration and faculty implementation of culturally-aware curriculum to support the development of students' global competence. Featuring extensive coverage on a range of topics including social constructivism, co-curricular learning, and inclusive pedagogy, this publication is ideally designed for academicians, researchers, and students seeking current research on the inclusion of culturally diverse curriculums in higher education.

This peer-reviewed academic yearbook stems from the inaugural meeting of the newly formed UNESCO UNITWIN network on Arts Education Research for Cultural Diversity and Sustainable Development, held at the National Institute of Education, Singapore in April 2017. It presents international scholarly perspectives on issues related to arts education and cultural diversity in terms of: i) national and international policies; ii) terms, concepts and vocabularies; iii) current and ongoing research; and iv) best practices. The UNESCO UNITWIN is an arts education research think tank that gathers and leverages original research and critical commentaries on the arts and sustainable development from UNITWIN member states and beyond (Australia, Canada, Colombia, Germany, Hong Kong, Kenya, Korea, Israel, New Zealand, Singapore, Taiwan, the Netherlands and the United States of America).

In light of new theories of multiculturalism and globalization, this insightful book compares approaches to the educational inclusion of diverse minorities— such as the ethnic and linguistic minorities in America. Drawing on their extensive experience, the contributors examine: accounts from cross-cultural cognitive psychology on the special interests and educational needs of certain ethnic groups research on social class divisions, neighbourhood poverty and school exclusions in Britain educational developments for inclusion of minorities in Europe, Greece and Eastern Europe India's educational policies surrounding its struggle to achieve 'education for all' in a nation at the threshold of economic prosperity. This book is unique in its breadth, and scope of its integration of educational policy data generated by different countries, with contrasted minority populations, all at different stages of development.

Comprised of chapters written by established Canadian curriculum scholars as well as junior scholars and graduate students, this collection of essays provoke readers to imagine the different ways in which educational researchers can engage the narrative inquiry within the broader field of curriculum studies.

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 “glocal” 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.

Good design is enabling, and each and every one of us is a designer. Universal Design is widely recognized an important

concept that should be incorporated in all person-centred policies. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) clearly stipulates that the most effective way of delivering on the promise of an inclusive society is through a Universal Design approach. Sitting at the intersection of the fields of Higher Education and Universal Design, this book presents papers delivered at the Universal Design and Higher Education in Transformation Congress (UDHEIT2018), held in Dublin, Ireland, from 30 October to 2 November 2018. This event brings together key experts from industry, education, and government and non-government organization sectors to share experiences and knowledge with all participants. The 86 papers included here are grouped under 17 headings, or themes, ranging from education and digital learning through healthcare to engagement with industry and urban design. Celebrating and integrating all that is good in design, diversity and education, this book will be a valuable resource for all those interested in the inspiring and empowering developments in both Universal Design and higher education.

First published in 1992. Routledge is an imprint of Taylor & Francis, an informa company.

This authoritative, state-of-the-art reference work builds on its first edition to provide a cutting-edge systematic review of the relationship between race/ethnicity and educational inequality. Studying 25 different national contexts drawn from every inhabited continent on earth and building upon material from the earlier edition, the work analyses educational policies, practices and research on minority students, immigrants and refugees. The editors and contributors explore principal research traditions from countries as diverse as Argentina, China, Norway and South Africa, examining the factors promoting social cohesion as well as considerations regarding the use of international test score data. Seamlessly integrating findings of national reviews, the editors and contributors analyse how national contexts of race/ethnic relations shape the character and content of educational inequalities, and deftly map out new directions for future research in the area. Global in its perspective and definitive in content, this one-stop volume will be an indispensable reference resource for a wide range of academics, students and researchers in the fields of education, sociology, race and ethnicity studies and social policy. Chapter 20 of this book is available open access under a CC BY 4.0 license at SpringerLink (https://link.springer.com/chapter/10.1007/978-3-319-94724-2_20)

Guidance and insights into the knowledge, values and commitments necessary to succeed in the primary classroom, supported by links to theory and research literature and realistic scenarios you may encounter as a new teacher. Now available in paperback, the sixth edition of this definitive text provides students a strong background in the conceptual, theoretical, and philosophical issues in multicultural education from a leading authority and scholarly leader of the field---James A. Banks. In the opening chapter author Banks presents his well-known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated. He then provides an overview on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching; looks at gender equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning. This new edition incorporates new concepts, theories, research, and developments in the field of multicultural education and features: A new Chapter 5, "Increasing Student Academic Achievement: Paradigms and Explanations" provides important explanations for the achievement gap and suggests ways that educators can work to close it. A new Chapter 7, "Researching Race, Culture, and Difference," explains the unique characteristics of multicultural research and how it differs from mainstream research in education and social science. A new Chapter 14, "Principles for Teaching and Learning in a Multicultural Society" contains research-based guidelines for reforming teaching and the school in order to increase the academic achievement and social development of students from diverse racial, ethnic, cultural, language, and gender groups. A new Appendix—"Essential Principles Checklist"—designed to help educators determine the extent to which practices within their schools, colleges, and universities are consistent with the research-based findings described in the book.

Doing Diversity Differently in a Culturally Complex World explores the challenges facing multicultural education in the 21st century. It argues that the ideas fashioned in 1970s 'multiculturalism' are no longer adequate for the culturally complex world in which we now live. Much multicultural education celebrates superficial forms of difference and avoids difficult questions around culture in an age of transnational flows and hybrid identities. Megan Watkins and Greg Noble explore the understandings of multiculturalism that exist amongst teachers, parents and students. They demonstrate that ideas around culture and identity don't match the complexities of the social contexts of schooling in migrant-based nations such as Australia, the UK, the USA, Canada and New Zealand. Doing Diversity Differently in a Culturally Complex World draws on comprehensive research undertaken in Australian schools. It examines how a diverse range of schools address the challenges that 'superdiversity' poses, considering how the strengths and limitations of each school's approach reflect wider logics of traditional multiculturalism. In contrast, the authors argue for a transformative multiculturalism involving a critically reflexive approach to understanding the processes, relations and identities of the contemporary world. With a Foreword by Fazal Rivzi, Emeritus Professor, University of Illinois at Urbana-Champaign, USA and Professor of Global Studies in Education, University of Melbourne, Australia.

Special education law and practice have undergone profound transformation over the past 50 years. Students with disabilities are now more likely to receive a free and appropriate education in the least restrictive environment possible; however, the ideals of the law have not always been manifested in effective practice. Although special education services are vastly better today than they were in the early years of public education, current policies and practices continue to result in the under-education of many children with disabilities. This book illustrates key failures of the system within the context of real children's experiences. The case study approach gives voice to the students, families, and educators who have been let down by the special education process. The goal is to shed light on the flaws and injustices of the status

quo. After identifying these problems, the authors offer sound solutions. Section 1 is devoted to issues surrounding identification of students with learning disabilities. These topics include occurrence of inconsistencies in assessment and diagnoses, understanding the struggles of the “slow learner,” and the interference of behavioral challenges with students’ educational performance. Section 2 addresses problems within the evaluation process that negatively influence diagnoses. Discussions include disproportionate representation of students from low socioeconomic backgrounds as well as students of color and bilingual students. Section 3 highlights significant concerns with service provision within the special education realm. The narratives throughout the book present stories of children on the receiving end of a severely fractured special education system. Recommendations focus on solving specific problems, such as inconsistent identification processes and categories, disproportionate representation, ill-conceived IEPs, ineffective specially designed instruction, and poorly implemented RTI programs. The book’s methodological approach affirms that there is much room for reform within both the special education system and the public education system as a whole. This book will be an excellent resource for graduate-level students, practitioners, and teachers in the fields of special education, disability studies, early intervention, school psychology, and child and family services. Additionally, it will be of interest to social workers, counselors, and researchers.

The so-called nation states have created ethnical minorities. Also due to migration, cultural diversity is the reality. The multicultural society is strongly reproduced in the schools all over Europe. Cultural diversity in the classroom is increasingly recognized as a potential which should not be neglected. The educational system has, above all, to provide all children with equal opportunities. Experts from Finland, the UK, Hungary, Spain, Greece, Cyprus, and other European states, mostly responsible for teacher education, have contributed to this volume with critical, but constructive remarks on the classroom reality in their countries. This book is valuable reading for academics and practitioners in educational sciences.

Rethinking Education in Light of Global Challenges discusses challenges to education in Scandinavian welfare states due to global trends like migration, neoliberal strategies, and the exploitation of nature. This anthology comprises case studies, theoretical articles, and reflective studies, grouped under the headings of Culture, Society, and the Anthropocene. This book directly addresses three interrelated global events and their implications for education as seen from Scandinavian perspectives: migration flows, increased cultural diversity, and (post)nationalism; the erosion of the welfare state and the global rise of neoliberalism; and the Anthropocene and environmental challenges arising in the wake of the global exploitation of natural ecosystems. In case studies, theoretical articles, and reflective studies, researchers from Nordic countries explore how education, education policy, and educational thinking in these countries are affected by these global trends, bringing to the fore the different roles education can play in addressing the various issues and different ways of reimagining education. This authoritative volume will be of great interest to researchers, academics, and students in the fields of sociology of education, migration and education, environmental education, and educational politics.

This book confronts the patterns of school failure often faced by subordinated minority groups in the United States. It does so by presenting a socioacademic framework that is based on the notion that all groups can have comparable access to quality schooling, comparable participation in the schooling, and derive comparable educational benefits from their participation. Organized around three key, interrelated components--communication, integration, and cooperation--the book combines theoretical concepts with actual classroom practices that support change. It moves us from a position of rhetoric about educational equality to one that actively addresses the socioacademic needs of students in a culturally diverse society.

With debates on the relationship between cultural diversity and the role of schools raging on both sides of the Atlantic, the time is apt for a philosophical work that shines new light on the issues involved and that brings a fresh perspective to a political and emotive discussion. Here Burtonwood brings the writing of British philosopher Isaiah Berlin to bear on the subject of multiculturalism in schools, the first time that his work has been applied to matters of education. Tackling the often-contradictory issues surrounding liberal pluralism, this book poses serious questions for the education system in the US and in the UK.

Education Cultural Diversity Routledge

This volume is the first authoritative reference work to provide a truly comprehensive international description and analysis of multicultural education around the world. It is organized around key concepts and uses case studies from various nations in different parts of the world to exemplify and illustrate the concepts. Case studies are from many nations, including the United States, the United Kingdom, Canada, Australia, France, Germany, Spain, Norway, Bulgaria, Russia, South Africa, Japan, China, India, New Zealand, Malaysia, Singapore, Indonesia, Brazil, and Mexico. Two chapters focus on regions – Latin America and the French-speaking nations in Africa. The book is divided into ten sections, covering theory and research pertaining to curriculum reform, immigration and citizenship, language, religion, and the education of ethnic and cultural minority groups among other topics. With forty newly commissioned pieces written by a prestigious group of internationally renowned scholars, The Routledge International Companion to Multicultural Education provides the definitive statement on the state of multicultural education and on its possibilities for the future.

This thorough study will be of assistance to those seeking to understand the role of education in contemporary Canada. Education policy and practice regarding language and culture are highlighted, as is the crucially important question of cultural transmission.

First published in 1993, this book attempts to provide a basic but challenging and rigorous introduction to the issues of inequality in teacher education affecting many of today’s societies. Education systems around the world, in common with

much else, are undergoing radical change. In such times there are the almost inevitable casualties, in this case the fate of multicultural, multiracial, antiracist education. The authors argue that there is a need for teacher education to be responsive to the needs of a culturally and socially diverse society. It has become obvious that in spite of the vast amount of effort given to it over the last few decades, very little real progress has been made. By highlighting examples of good practices, this book demonstrates how they can be maintained and enhanced.

EDUCATIONAL FOUNDATIONS, Second Edition, explains today's schools for those who are trying to picture themselves within the education profession. The book makes educational foundations topics relevant and personally meaningful to both young learners and mature adult learners-while also offering the comprehensive scope, scholarly depth, and conceptual analysis of contemporary issues that will help readers understand the field and transition smoothly into their career. This new edition includes a greater emphasis on InTASC and Common Core State Standards, and incorporates a number of new features that enable readers to gain a realistic and insightful perspective of the education profession. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The purpose of this volume is two-fold. First, the book attempts to initiate a research-based dialogue from a variety of perspectives specifically about teacher training and teaching in the context of student linguistic and cultural diversity; and, second, to cast a wide net over three major areas of professional development that have the potential to impact on teacher quality and on the educational services provided to ELLs at all levels of instruction. This book represents a first attempt to a quiet revolution going on in teacher education (Johnson, 2000). It allows the reader to uncover research activities and experiences that constitute individual teacher education program initiatives. A revolution, because it is stirring the very essence of what stands at the core of teacher education, a core that has long been based more on training to teach monolingual English speaking students and less on teaching ELLs, their first and second language development, using their bilingualism to teach academics, and on the process of becoming an effective teacher of ELLs. This state-of-the-art review brings together research on effective pedagogy and teacher training. The nine feature chapters are directly concerned with effective new structures and practices for professional development and are presented in a framework that considers a wide spectrum of topics to address issues such as: what teachers need to understand about English language learners, what kind of professional experiences are likely to facilitate those understandings, and what kinds of teacher education programs and school settings are able to support their ongoing learning. The authors also discuss the implications of their work for helping English language learners connect and benefit from school from the points of view of (1) school reform, (2) teachers' bilingual proficiencies, (3) teachers' knowledge and beliefs, and (4) teacher training programming and sustainability.

Education For All was a report published in 1985 covering achievement and under-achievement, teacher-training and mother-tongue teaching of the ethnic minority groups. In this volume, a group of educationalists reflect on the report. An introduction and eight articles explore the possibility that language and culture will eventually not be an impediment to fulfilling the idea that America is a democracy.

There is a need to rethink education studies in these times of change, in terms of literacies and technologies, conflict and environmental concerns, and a need for authoritative texts addressing the key areas within education; sociology, child and infant development, social justice, policy, social welfare and development – and multiculturalism. This popular text provides approaches to the theoretical perspectives and frameworks and focuses on the relevant literature surrounding multiculturalism for today's students. This new edition includes a completely new contemporary chapter on the notion of multicultural citizenship and new integrationist policies in England, including the latest research on citizenship, immigration and integration as applied to worldwide education policy-making. Including extensive examples of empirical research, study questions, updated references and website resources, Multiculturalism and Education 2e is essential reading for all those studying multiculturalism, at undergraduate and postgraduate levels, within education and the wider social sciences today.

A guide for the successful transformation of higher education through diversity policy.

Originally published in 1986, this book is based on research carried out in 102 County secondary and Church of England secondary and primary schools in London, the North West Region and the West Midlands. It analyses data collected from interviews with 102 headteachers, 67 religious education teachers and 139 parents whose children were attending Church schools. The book is divided into four main areas. First it examines pupil admission policies, illustrating their effect both with the schools and on the neighbourhood. Second, it outlines the policies and practices adopted by Church school governors in appointing teaching staff and discusses the implications of these policies. The third area deals with school worship, assemblies and religious education and their place in the life of the school. The study highlights important issues and challenges facing schools especially where there is considerable religious diversity among pupils. It discusses some of the difficulties of implementing the law relating to the daily act of worship and why some schools observe the law while others disregard it. Key issues are explored which are central to the teaching of religious education: How RE teachers respond to religious diversity; why Christianity may or may not be given a central place in RE classes; what parents and RE teachers hope RE classes will achieve for pupils by the time they leave school. The fourth area focusses on multicultural education and illustrates the divergent views of headteachers on the aims, purposes and relevance on multicultural education.

This book offers a comparative analysis of the intercultural theories and practices developed in the European context. Bringing together work on the United Kingdom, France, Germany, Italy, Spain, Greece, The Netherlands and Sweden, it examines specific approaches to intercultural education. Structured around a series of core questions concerning the main features of diverse groups of migrants present within a country and within schools, the major issues raised by

scientific research on the presence of migrant students, and the adoption of relevant educational policies and practices to address these issues - together with examples of best practice in each case - Intercultural Education in the European Context explores the strengths and weaknesses of the intercultural education approach adopted in each context. Offering a broad framework for the study of intercultural education as adopted in European settings, the book highlights the contribution of education to the development of a fair, democratic and pluralistic Europe. As such, it will appeal to scholars and policy makers in the field of sociology, migration, education and intercultural relations.

This open access book examines the political structures and processes that frame and produce understandings of diversity in and through music education. Recent surges in nationalist, fundamentalist, protectionist and separatist tendencies highlight the imperative for music education to extend beyond nominal policy agendas or wholly celebratory diversity discourses. Bringing together high-level theorisation of the ways in which music education upholds or unsettles understandings of society and empirical analyses of the complex situations that arise when negotiating diversity in practice, the chapters in this volume explore the politics of inquiry in research; examine music teachers' navigations of the shifting political landscapes of society and state; extend conceptualisations of diversity in music education beyond familiar boundaries; and critically consider the implications of diversity for music education leadership. Diversity is thus not approached as a label applied to certain individuals or musical repertoires, but as socially organized difference, produced and manifest in various ways as part of everyday relations and interactions. This compelling collection serves as an invitation to ongoing reflexive inquiry; to deliberate the politics of diversity in a fast-changing and pluralist world; and together work towards more informed and ethically sound understandings of how diversity in music education policy, practice, and research is framed and conditioned both locally and globally.

Volume 1 is concerned with the theoretical and conceptual framework for reflecting about values, culture and education and thus provides an introduction to the series as a whole. It provides state and policy level analysis across the world. Drawing on research from Canada, USA and Western Europe, this book extends the idea of multicultural education to put it within a global context. The core of the book focuses on human rights education as a central motivator in any commitment of multicultural education.

Flexible, effective and creative primary school teachers require subject knowledge, an understanding of their pupils and how they learn, a range of strategies for managing behaviour and organising environments for learning, and the ability to respond to dynamic classroom situations. This third edition of Learning to Teach in the Primary School is fully updated with reference to the new National Curriculum, and has been revised to provide even more practical advice and guidance to trainee primary teachers. Twenty-two new authors have been involved and connections are now made to Northern Irish, Welsh and Scottish policies. In addition, five new units have been included on: making the most of your placement play and exploration in learning behaviour management special educational needs phonics. With Masters-level reflective tasks and suggestions for research-based further reading, the book provides valuable support to trainee teachers engaged in learning through school-based experience and through reading, discussion and reflections as part of a teacher education course. It provides an accessible and engaging introduction to knowledge about teaching and learning that every student teacher needs to acquire in order to gain qualified teacher status (QTS). This comprehensive textbook is essential reading for all students training to be primary school teachers, including those on undergraduate teacher training courses (BEd, BA with QTS, BSc with QTS), postgraduate teacher training courses (PGCE, SCITT) and employment-based teacher training courses (Schools Direct, Teach First), plus those studying Education Studies. This textbook is supported by a free companion website with additional resources for instructors and students and can be accessed at www.routledge.com/cw/Cremin.

The diversity education literature, both nationally and internationally, is broad and diffuse. Consequently, there needs to be a systematic and logical way to organize and present the state of research for students and professionals. American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live, work, and lead. With continually evolving information on diversity policies, practices, and programs, it is important to have one place where students, scholars, teachers, and policymakers can examine and explore research, policy, and practice issues and find answers to important questions about how diversity in U.S. education—enriched with theories, research and practices in other nations—are explained and communicated, and how they affect institutional change at both the K-12 and postsecondary levels. With about 700 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education (4 volumes, in both print and electronic formats) will present research and statistics, case studies, and best practices, policies, and programs at pre- and postsecondary levels. Diversity is a worldwide phenomenon, and while most of the entries in the Encyclopedia will focus on the United States, diversity issues and developments in nations around the world, including the United States, are intricately connected. Consequently, to illuminate the many aspects of diversity, this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity. From A-to-Z, this Encyclopedia will cover the full spectrum of diversity issues, including race, class, gender, religion, language, exceptionality, and the global dimensions of diversity as they relate to education. This four-volume reference work will be the definitive reference for diversity issues in education in the United States and the world.

The authors seek to uncover the cultural and philosophical underpinnings of the teaching-learning experience and the dynamics of curricular responses to changes within our society. They recognize the central role of faculty in delivering instruction in ways that are most understandable to culturally, gender-, and age-mixed groups of students. Faculty members must strive to understand and implement teaching styles and techniques that will best provide their students with a rich and challenging education.

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 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 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 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.

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