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Nota di contenuto	Chapter 1 Introduction -- Section I: Global Institutionalization of Multicultural Education -- Chapter 2 Multicultural Education Policy in the Global Institutional Context -- Chapter 3 The Valorization of Humanity and Diversity -- Chapter 4 Educating Supranational Citizens: The rise of English in Curricular Policies -- Chapter 5 Intercultural and International Understanding: Non-centric knowledge and curriculum in Asia -- Chapter 6 Diversity and Citizenship Education in Multicultural Nations -- Section II: National/Local Dynamics in Multicultural Education -- Chapter 7 Harmony and Multicultural Education in Singapore -- Chapter 8 Moving Beyond a Monotype Education in Turkey: Major reforms in the last decade and challenges ahead -- Chapter 9 Multicultural Community Development, Social Capital and Social Disorganization: Exploring urban areas in the United States -- Chapter 10 Multicultural Practice for Cultural Heterogeneity and National Cultural Homogeneity: Immigrant youth's experience in Osaka, Japan -- Chapter 11 Education for Population Control: Migrant

children's education under new policies in Beijing -- Section III: Global and Local Possibilities in Multicultural Education -- Chapter 12 Multicultural Policy and Ethnolinguistic Minority Learners' Academic Engagement -- Chapter 13 Culturally Responsive Leadership for Community Engagement -- Chapter 14 Institutionalizing Internationalization within a College of Education: Toward a more critical multicultural and glocal education perspective -- Chapter 15 Epilogue: Toward a glocal perspective.

Sommario/riassunto

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.
