

International handbook of migration, minorities and education: understanding cultural and social differences in processes of learning

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Abstrak

Migrants and minorities respond to these difficulties in multiple ways, as active agents in the pedagogical, political, social, and scientific processes that position them in this or that cultural sphere. On the one hand, they reject ascribed cultural attributes while striving towards integration in a variety of social spheres, e.g. school and workplace, in order to achieve social mobility. On the other hand, they articulate demands for cultural self-determination. This discursive duality is met with suspicion by the majority culture. The contributions of this edited volume enhance the knowledge in the field of migrant/minority education, with a special emphasis on the meaning of culture and social learning for educational processes.