

Global Migration, Failed Citizenship, and Civic Education: Implications for Teacher Education

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Global migration and the quest by diverse groups for equality have complicated the development of citizenship and citizenship education in nations around the world. Many racial, ethnic, cultural, linguistic, and religious groups are denied structural inclusion into their nation-state. Consequently, they do not internalize the values and symbols of the nation-state, develop a strong identity with it, or acquire political efficacy. They focus primarily on particularistic group needs and goals rather than the overarching goals of the nation-state. I conceptualize this process as *failed citizenship*, and present a typology that details *failed, recognized, participatory, and transformative* citizenship. The final part of my lecture describes ways in which teacher education can be reformed so that teachers can attain the knowledge, attitudes, and skills required to help students from marginalized groups become efficacious and fully participating citizens in their nation-states.