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This book is the result of the research project Indigenous Education and Citizenship (ICE). The first ideas for the project saw the light of day in Paris in 2014. At that point and in a continental European context, seeing Indigenous education and citizenship together seemed like a bold idea. Europe has been central in colonisation worldwide, depriving Indigenous people of basic human rights and the right to self-determination. At the same time, it felt like a highly important project, in a time and place where the globalisation of education and overarching educational ideas point to large-scale testing and standardisation of learning trajectories. As we see it, these tendencies represent policies and ideologies that do not necessarily see or support Indigenous peoples' educational values in and rights to education for and about Indigenous peoples. The project and this book are therefore contributions to critical dialogues in educational research, and contribute towards centring Indigenous perspectives in education and citizenship.

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