Identities and citizenship education: Controversy, crisis and challenges

Programme and abstract book

CiCe is a European Commission ERASMUS Lifelong Learning Programme Academic Network
The current economic crisis has provoked much controversy. Protests over fiscal policy – with concerns over economic growth, direction and sustainability; employment and future employability; and, the distribution of wealth and social justice – have come to the fore. In some quarters questions about the ‘European project’ and the depth of European citizenship have been raised, and debate over immigration and movement within Europe has been brought into sharp focus, sometimes presenting challenges to a vision of a tolerant, multicultural society.

In this context and with respect to identities and citizenship education in formal, in-formal and non-formal settings, themes of economy, environment, sustainability, diversity, rights, values, movement and migration, social cohesion etc. provide the conference themes. How children and young people negotiate, learn and act within society and how we prepare and involve professionals in their education is the concern of this year’s CiCe Network conference.

CiCe (Children’s Identity and Citizenship in Europe) is an Erasmus Academic Network, supported by the European Commission’s Lifelong Learning Programme.

We are a network of higher education institutions from 30 countries in Europe. We all share an interest in the way in which children and young people learn about citizenship in the European context, and how they construct their identities. The courses we teach in our universities and colleges, and the research we undertake, are concerned with the way that individuals, from birth to late teens, understand and learn about social, political and economic affairs. Our network helps to create a European approach to these matters as part of a European Higher Education Area.

We are concerned with the education and training of a range of professionals (teachers, early childhood educators, youth workers, social pedagogues etc.) and with their educational role, understanding that they have an important contribution to make to the learning of children and young people. Since 1998 we have brought together staff who educate pre- and in-service professionals (teachers, early years workers, youth workers, social pedagogues, social psychologists etc.) all of whom have an interest in how children and young people learn about our European society. Our partners are all affiliated to higher education and are concerned with curriculum and processes for students at all levels, from undergraduate to PhD level.

Our exciting programme links us together through regular publications; European-wide and regional conferences; and, in working groups. Many of our members also link together in research and pedagogy-practice projects and together with our Guidelines, presentations from our annual conferences have formed an impressive, and growing, data-base of over 700 research and practice-based papers related to children’s identity and citizenship in Europe. Current activities include, inter alia, the establishment of a Centre of Research on European Identity and Citizenship; working groups producing guidelines and learning and teaching resources in relation to conflict resolution, citizenship and sustainability, citizenship and the arts and media, and intergenerational solidarity; and the development of a multilingual encyclopaedic dictionary of citizenship terms.

Please visit our website to access our free to download publications: http://cice.londonmet.ac.uk

You can also join us on Facebook https://www.facebook.com/cice.cice.54

Follow us in Twitter https://twitter.com/CiCeNetwork
The CiCe Association (CiCea)

Members of the Network have also established the CiCe Association (CiCea), a parallel subscription based organization, whose members enjoy a number of additional advantages:

Copies of our Journal: Citizenship Teaching and Learning
Citizenship Teaching and Learning is our academic refereed journal, with material of citizenship education from all over the world. Produced three times a year, and published by the academic publishers Intellect, this is the essential journal for all academics in the field! Online access is available to all our members either individual or institutional.

Eligibility to submit manuscripts to the our online Working Papers Series
CiCea Occasional Working Papers Series is our newly established academic peer-reviewed online publication. All members are eligible to submit their manuscripts for peer-review.

Use of our European Research Centres
We’ve set up eight European Research Centres across Europe - Association members can book individual study places, or group research meetings, with hosts who will help access your accommodation requirements and local education establishments for research purposes.

Access to our Research Support Grants
We run a Research Support Grant scheme, where we make supplementary funding available to help groups of members in collaborative research projects.

Eligibility for our Best Annual Publications Awards
We organise Best Publications Awards for the best research and practice publications of the year, authored by CiCea members.

Reduced rates to our Conferences
Members are eligible for a substantial reduction in the fees for our annual conference.

Vote and stand for Election
Only association members can vote and stand for election. All members can stand for election to all the association offices - as President or Executive Members. Institutional members get a larger block vote. Our next election begins in early 2014 for new President (for six years from October 2014).

For more details please visit the CiCe Association website:
http://www.cicea.eu/

We would like to thank the Institute of Education, University of Lisbon for hosting this year’s CiCe Conference

Conference Organizing Committee
Prof. Florbela de Sousa, University of Lisbon, Portugal
Prof. Antonio Novoa, Rector, University of Lisbon, Portugal
Prof. Joao Pedro da Ponte, Director of the Institute of Education, University of Lisbon, Portugal

Conference Scientific Committee
Peter Cunningham, London Metropolitan University, UK
Marta Fulop, Eötvös Loránd Tudományegyetem, Hungary
Chris Gifford, University of Huddersfield, UK
Susana Gonçalves, Instituto Politécnico de Coimbra, Portugal
Nanny Hartsmar, Lärarutbildningen Malmö Hogskola, Sweden
Beata Krywosz-Rynkiewicz, Uniwersytet Warmińsko-Mazurski w Olsztynie, Poland
Henry Maitles, University of West Scotland, Scotland, UK
Julie Spinthourakis, Panepistimio Patron, Greece
# Conference Timetable

## Thursday 13th June

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.00 - 13.45</td>
<td>Conference Registration</td>
</tr>
<tr>
<td>13.45 - 15.30</td>
<td>Welcome and Opening Plenary in Amphitheatre</td>
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<td>Welcome Address:</td>
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<tr>
<td></td>
<td>Peter Cunningham, CiCe Network Coordinator, London Metropolitan University, UK</td>
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<td>Prof. Antonio Novoa, Rector, University of Lisbon, Portugal</td>
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<td>Prof. João Pedro da Ponte, Director of the Institute of Education, University of Lisbon, Portugal</td>
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<td>Keynote Lecture: Fátima Vieira, University of Porto, Portugal</td>
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<tr>
<td></td>
<td>Presentation of Student Conference Awards</td>
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<tr>
<td>15.30 - 15.50</td>
<td>Coffee break: Atrium</td>
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<tr>
<td>15.50 - 15.10</td>
<td>Symposium: Super diversity in a global city</td>
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<tr>
<td>Room 1</td>
<td>Symposium: Children Literature and Identities</td>
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<td>Room 2</td>
<td>School life experiences</td>
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<td>Room 3</td>
<td>Citizenship and Visual representation</td>
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<td>Room 4</td>
<td>Conflict and Peace</td>
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<td>Room 5</td>
<td>Social and Professional Responsibility</td>
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<td>Room 6</td>
<td>Student Voices and Choices</td>
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<tr>
<td>16.30</td>
<td>Coffee break: Atrium</td>
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<tr>
<td>17.40 - 19.00</td>
<td>Open European Space interactive session</td>
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<tr>
<td>19.15 onwards</td>
<td>Conference reception: Atrium</td>
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</tbody>
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## Friday 14th June

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>09.00-10.20</td>
<td>CiCe Association Annual General Meeting (for CiCeA members only), Amphitheatre,</td>
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<tr>
<td>10.30-11.30</td>
<td>Symposium: Challenges to citizenship in higher education</td>
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<tr>
<td>Room 1</td>
<td>Civics I</td>
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<td>Room 2</td>
<td>Global Education I</td>
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<td>Room 3</td>
<td>Interculturality I</td>
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<td>Room 4</td>
<td>The Curriculum: Morals, Ethics and Citizenship</td>
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<tr>
<td>Room 5</td>
<td>Workshop: Producing Interactive Dilemma Activities with GLOMaker</td>
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<tr>
<td>11.30-11.50</td>
<td>Coffee break: Atrium</td>
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<tr>
<td>11.50-12.50</td>
<td>Symposium Constructing Cosmopolitan Citizenship 1</td>
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<td>Room 1</td>
<td>Civics II</td>
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<td>Room 2</td>
<td>Global Education II</td>
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<td>Room 3</td>
<td>Interculturality II</td>
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<td>Room 4</td>
<td>Ethnic Identity I</td>
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<tr>
<td>Room 5</td>
<td>European Identities I</td>
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<tr>
<td>Room 6</td>
<td>Workshop: World War One</td>
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<tr>
<td>12.00</td>
<td>Lunch: Atrium/Restaurant</td>
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<tr>
<td>14.00-15.20</td>
<td>Symposium Constructing Cosmopolitan Citizenship 2</td>
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<tr>
<td>Room 1</td>
<td>Teacher competencies and well being</td>
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<td>Room 2</td>
<td>Literature and Textbooks</td>
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<td>Economic Socialization, Competition and cooperation and Life Aspirations</td>
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<td>Room 4</td>
<td>Ethnic Identity II</td>
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<tr>
<td>Room 5</td>
<td>Citizenship in the Early Years I</td>
</tr>
<tr>
<td>Room 6</td>
<td>Workshop: Critical thinking about complex political problems</td>
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<tr>
<td>15.20-16.20</td>
<td>Poster session (coffee available), Atrium</td>
</tr>
<tr>
<td>16.30-17.30</td>
<td>Keynote Lecture: Josef Huber, Pestalozzi Programme, Council of Europe, Strasbourg, France</td>
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<tr>
<td>19.30 for 19.45</td>
<td>Conference Dinner: Patra Rio Restaurant</td>
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## Saturday 15th June

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
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<tr>
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<td>Citizenship in the Early Years II</td>
</tr>
<tr>
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<td>Citizenship and History</td>
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<tr>
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<td>Workshop: Participation in decision making in children’s rights studies</td>
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<tr>
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<tr>
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<tr>
<td>11.30-12.00</td>
<td>Coffee break: Atrium</td>
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<tr>
<td>12.00-13.20</td>
<td>Closing plenary session and Keynote Lecture: Susana Gonçalves, Escola Superior de Educação/Istituto Politécnico de Coimbra, Portugal</td>
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<tr>
<td>13.30-14.30</td>
<td>Lunch: Atrium/Restaurant</td>
</tr>
</tbody>
</table>
Keynote Lectures and Guest Speakers

Thursday 13th June

Fatima Vieira, University of Porto, Portugal

Fatima Vieira is Associate Professor (with ‘Agregação’) at the Faculty of Arts of the University of Oporto, where she has been teaching since 1996. She is currently the Chairperson of the Lisbon City Centre. She has edited books on Multiculturalism and Diversity and has given many lectures in Portugal and abroad. She has translated The Tempest (2001) and As you like it (2007) for the publishing house ‘Campo das Letras’ and is now preparing a translation of Julius Caesar. She has given many lectures in Portugal and abroad, organized several conferences and published widely on her main fields of research.

Friday 14th June

Josef Huber, Pestalozzi Programme, Council of Europe, Strasburg, France

Josef Huber works in the Education Directorate of the Council of Europe, where he is currently responsible for activities in the field of intercultural education and for the Pestalozzi Programme, the Council of Europe programme for the training of education professionals. Up until July 2006 he was involved in the Council’s Higher Education and Research Division and was responsible for the organisation of two Higher Education fora on higher education governance (2003) and on the responsibility of higher education for a democratic culture (2006) and was co-editor of the ensuing publications. From 1998 to 2004, as Head of Programmes and Deputy Executive Director of the European Centre for Modern Languages he was responsible for the centre’s programme of activities and research and development projects and its publications on language learning and teaching, intercultural communication and language education policy. He was involved in language education policy development by the Austrian Ministry of Education between 1992 and 1998 and was a language teacher in schools and at universities in Austria and abroad before that.

Saturday 15th June

Susana Gonçalves, Escola Superior de Educação /Instituto Politécnico de Coimbra, Portugal

Susana Gonçalves is an Adjunct Professor at the Polytechnic Institute of Coimbra/College of Education and a researcher at the CEF-FCUL - Research Centre on Education of the University of Lisbon, Portugal. Susana Gonçalves obtained her PhD graduation in Psychology. Her teaching activities are divided between Educational Psychology and Intercultural Education. At the College of Education of the Polytechnic Institute of Coimbra she coordinates the Programme of Primary School Teachers and the project Pedagogy in Higher Education (a structure aiming to promote good work in teaching and learning). She is also Coordinator for International affairs and so involved in international projects and associations. She is a funding member of the European Association CiCeA and member of its Executive Committee as well as researcher at the Strand 1 (Innovation & Development in Higher Education). She authored and co-authored several book chapters and articles on the subject of intercultural education, citizenship, human rights and educational psychology. She has edited books on Multiculturalism and Diversity.

Special sessions

Open European Space Interactive Session
Thursday 17.40 to 19.00, Atrium

This session explores issues of citizenship and identities through participant interaction. Be prepared to express your views; discuss and debate; join groups; move around; and, laugh out loud!

CICe-DEED on-line multilingual ‘glossary’ of terms used in citizenship and identities education Access points
Friday to Saturday, 9 am to 16.30 pm, Conference reception desk

CICe-DEED is one of the current CiCe Network projects - it is an on-line facility that helps users understand how different languages use terms like

- Citizenship
- Minority
- Identities
- Racism
- Discrimination
- Rights

in an educational context.

There is an encyclopedia for each language that explains the broad context in which the language has developed and used their specific terms and vocabulary, and a dictionary for each language that offers definitions of how the key words are used. Each has been written and checked by experts in the language and the discipline - and then translated into four key working languages (English, French, German and Spanish).

The web site (http://www.cicceed.eu/) lets you explore each language in either the original language or one of the four key working languages. The way we use our language structures the way we think - so simply translating a whole text often masks the original meaning in the meanings that your language uses. CiCeDEED helps get over this, so you understand both the subtle nuances of the original language, and the way that native speakers of that language think about the area.

Visit our on-line facility using the dedicated access points by the Conference Reception Desk and try out the CiCeDEED facility as it has been developed so far - switch between Italian, English, French, German and Spanish accounts of the way that they use language and think about CiCe’s key concepts.

Volunteer to add your language to the system!

Contact:
Wolfgang Berg, Melinda Dooly, Richard Etienne, Andrea Ern Vintila or Alistair Ross at the conference.
### Symposia, Workshops, and parallel Paper sessions

#### Thursday 13th June

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.30-17.10</td>
<td>Symposium Superdiversity in a global city: some implications for teachers and trainee teachers</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Symposium Children Literature and Identities</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Papers School Life Experiences</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Papers Citizenship and Visual Representations</td>
<td>13</td>
</tr>
<tr>
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<td>Papers Conflict and Peace</td>
<td>14</td>
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<tr>
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<td>Papers Social and Professional Responsibility</td>
<td>15</td>
</tr>
<tr>
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<td>Papers Student Voices and Choices</td>
<td>16</td>
</tr>
</tbody>
</table>

#### Friday 14th June

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30-11.30</td>
<td>Symposium Challenges to Citizenship in Higher Education: perspectives and implications</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Papers Civics</td>
<td>19</td>
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<tr>
<td></td>
<td>Papers Global Education</td>
<td>20</td>
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<tr>
<td></td>
<td>Papers Interculturality</td>
<td>20</td>
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<tr>
<td></td>
<td>Papers The Curriculum: Moral, Ethics and Citizenship</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Workshop Producing Interactive Dilemma Activities with GLOMaker</td>
<td>22</td>
</tr>
<tr>
<td>11.50-12.30</td>
<td>Symposium Constructing Cosmopolitan Citizenship and Social Justice in Education (Part One)</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Papers Civics (cont.)</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Papers Global Education (cont.)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Papers Interculturality (cont.)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Papers Ethnic Identity</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Papers European Identities</td>
<td>26</td>
</tr>
<tr>
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<td>Workshop World War I as a timeless disaster</td>
<td>27</td>
</tr>
<tr>
<td>14.00-15.20</td>
<td>Symposium Constructing Cosmopolitan Citizenship and Social Justice in Education (Part Two)</td>
<td>27</td>
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<td>Papers Teachers’ competencies and well being</td>
<td>28</td>
</tr>
<tr>
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<td>Papers Literature and Textbooks</td>
<td>29</td>
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<tr>
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<td>30</td>
</tr>
<tr>
<td></td>
<td>Papers Ethnic Identity (cont.)</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Papers Citizenship in the Early Years</td>
<td>32</td>
</tr>
<tr>
<td></td>
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<td>33</td>
</tr>
</tbody>
</table>

#### Saturday 15th June

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00-10.20</td>
<td>Symposium Grounding Education towards citizen’s participation on controversy?</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Symposium Places and Spaces and Performativity</td>
<td>39</td>
</tr>
<tr>
<td></td>
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<td>40</td>
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<td>41</td>
</tr>
<tr>
<td></td>
<td>Papers Citizenship in the Early Years (cont.)</td>
<td>42</td>
</tr>
<tr>
<td></td>
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<td>43</td>
</tr>
<tr>
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<td>45</td>
</tr>
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<td>47</td>
</tr>
<tr>
<td></td>
<td>Papers Changing Societal Needs</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Papers European Identities (cont.)</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Papers Special Education Needs</td>
<td>49</td>
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<td>50</td>
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</tbody>
</table>
 SYMPOSIUM: Superdiversity in a global city: some implications for teachers and trainee teachers.

Convenor: Lee Jerome, London Metropolitan University, UK

Abstract: On the busy main road outside London Metropolitan University there is a Polish Grocery which advertises itself as "Polski Slej", an Irish Pub, Turkish Ockabasi Kebab House, a West African Restaurant advertising West African Specialities, an Ecuadorian Tienda, a Spanish delicatessen El Molo, an Indian restaurant and a recently opened café specialising in best Jamaican Patties. Behind the counters shop assistants and servers speak English in a variety of languages as well as other languages which customers from the University and elsewhere may choose to use. This multilingual space juxtaposes both migration trajectories and discourses from the UK's colonial past with those associated with more recent A15 migration languages which customers from the University and elsewhere may choose to use. This multilingual space is a place where the students group themselves together within their teaching classes. Our observations indicate that extent of social mixing in the 3 year undergraduate Early Years Teaching programme at London Metropolitan University that occurs within the institution. In their case study of a mixed secondary school in England, they note how social spaces in citizenship education should help children to recognise these three interrelated aspects of what it is to be a citizen and, more specifically, what it is to be a cosmopolitan citizen. In super-diverse contexts such as London, this approach to citizenship education may well be essential as an inclusive form of pedagogy, especially given the reality that many children and their parents in London will not have formal citizenship status in the UK and will have restricted access to some of the practices of citizenship including voting. This paper describes a collaboration between secondary study teachers in English and in Modern Languages at London Metropolitan University, conceived to encourage reflection on their expertise not just in specific languages but in languages in general. The paper draws on the work of Blommaert and Van der Zanden (2015) who argue that social spaces with superdiverse populations operate on the basis of their capacity to construct an identity for communication. The identity that is constructed through language is not one of identity but of difference. The paper aims to explore the extent to which the students are conscious of this self-selection, and sets out to gain some insight into the reasons why students most frequently choose to organise themselves in groups where members share age, ethnicity and social class. Our observations indicate that students most frequently choose to organise themselves in groups where members share age/ethnicity/religion. The research explores the extent to which the students are conscious of this self-selection, and sets out to gain some insight into the reasons why students most frequently choose to organise themselves in groups where members share age, ethnicity and social class. The paper ends with a reflection on the extent to which the socially diverse classes at the university result in social integration or merely allow for social segregation to be reproduced within shared spaces.

Paper 1: Mainstreaming equality in the context of superdiversity: A school case study

Mark Quinn, Chace Community School [partner with London Metropolitan University, UK]

The Single Equalities Act (2010) consolidates a range of equality duties in the UK to ensure that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. As public institutions schools must be able to demonstrate how they tackle discrimination and actively promote equality. This paper outlines a case study of one secondary school in London as it incorporated the Single Equalities Act into the life of the school. The paper presents how the school wanted to challenge the use of equality duties to provide a more positive and inclusive learning environment, and how they went about it. The paper outlines the steps taken in the school to respond to the legislation and the extent to which students and staff have been involved as active policy agents. The paper draws on a range of evaluation data to discuss the impact of the implementation phase and identify challenges and opportunities for further development.

SYMPOSIUM: Superdiversity in a global city: some implications for teachers and trainee teachers.

Convenor: Lee Jerome, London Metropolitan University, UK

Abstract: On the busy main road outside London Metropolitan University there is a Polish Grocery which advertises itself as "Polski Slej", an Irish Pub, Turkish Ockabasi Kebab House, a West African Restaurant advertising West African Specialities, an Ecuadorian Tienda, a Spanish delicatessen El Molo, an Indian restaurant and a recently opened café specialising in best Jamaican Patties. Behind the counters shop assistants and servers speak English in a variety of languages as well as other languages which customers from the University and elsewhere may choose to use. This multilingual space juxtaposes both migration trajectories and discourses from the UK's colonial past with those associated with more recent A15 migration languages which customers from the University and elsewhere may choose to use. This multilingual space is a place where the students group themselves together within their teaching classes. Our observations indicate that extent of social mixing in the 3 year undergraduate Early Years Teaching programme at London Metropolitan University that occurs within the institution. In their case study of a mixed secondary school in England, they note how social spaces in citizenship education should help children to recognise these three interrelated aspects of what it is to be a citizen and, more specifically, what it is to be a cosmopolitan citizen. In super-diverse contexts such as London, this approach to citizenship education may well be essential as an inclusive form of pedagogy, especially given the reality that many children and their parents in London will not have formal citizenship status in the UK and will have restricted access to some of the practices of citizenship including voting. This paper describes a collaboration between secondary study teachers in English and in Modern Languages at London Metropolitan University, conceived to encourage reflection on their expertise not just in specific languages but in languages in general. The paper draws on the work of Blommaert and Van der Zanden (2015) who argue that social spaces with superdiverse populations operate on the basis of their capacity to construct an identity for communication. The identity that is constructed through language is not one of identity but of difference. The paper aims to explore the extent to which the students are conscious of this self-selection, and sets out to gain some insight into the reasons why students most frequently choose to organise themselves in groups where members share age, ethnicity and social class. Our observations indicate that students most frequently choose to organise themselves in groups where members share age/ethnicity/religion. The research explores the extent to which the students are conscious of this self-selection, and sets out to gain some insight into the reasons why students most frequently choose to organise themselves in groups where members share age, ethnicity and social class. The paper ends with a reflection on the extent to which the socially diverse classes at the university result in social integration or merely allow for social segregation to be reproduced within shared spaces.

Paper 1: Mainstreaming equality in the context of superdiversity: A school case study

Mark Quinn, Chace Community School [partner with London Metropolitan University, UK]

The Single Equalities Act (2010) consolidates a range of equality duties in the UK to ensure that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. As public institutions schools must be able to demonstrate how they tackle discrimination and actively promote equality. This paper outlines a case study of one secondary school in London as it incorporated the Single Equalities Act into the life of the school. The paper presents how the school wanted to challenge the use of equality duties to provide a more positive and inclusive learning environment, and how they went about it. The paper outlines the steps taken in the school to respond to the legislation and the extent to which students and staff have been involved as active policy agents. The paper draws on a range of evaluation data to discuss the impact of the implementation phase and identify challenges and opportunities for further development.
Abstract book

Identities and citizenship education: Controversy, crisis and challenges

Paper 3: Mirror, mirror on the wall - Deconstruction of the preschool in children's books from four countries.
Kristin Dyrefjord, University of Akureyri, Iceland

Children's books can be a mirror of the society's ideas on how the preschool is or ought to be. They can also be a mirror on society itself, its ideas on e.g. gender, multiculturalism, values or visions of childhood. The aim of the paper is to critically deconstruct how the preschool appears in picture books for young children, to look at what kind of a society is mirrored in it, what is valued and what is silenced. The form of analysis that is proposed will be given close look. For example, if the idea of a preschool favoured is analysed, are the preschools seen as a democratic and/or inclusive and is social justice for example portrayed in the books. What kind of learning and meaning making takes place in the books? These theories will be used as well as tools and ideas developed by Derrida and MacNaughton. The books that will be analysed are from Iceland, Finland, Denmark and Germany. The aim is to look for similarities as well as differences. Special attention will be given to analyse if there is a visible what can be named a European perspective within those books or if the perspectives taken are more or less universal or western. For example is the ideology of the democratic school that have been presented in Europe over last year's visible? The Nordic preschool is a well-known concept based on shared history of the early childhood education in the Nordic countries. A concept that is developed from German kindergarten movement of Froebelian time with a high regard for the free play. Although there are similarities between countries there are also differences, which are based on national history and development of new pedagogical theories.

Keywords: Early-childhood, Teaching method, Children's books, Gender...

Thursday 13th June

SESSION: School Life Experiences

Room 2

15.50 to 17.10

Ralph Leighton, Canterbury Christ Church University, UK

This paper has been developed from initial observations regarding the state and status of Citizenship Education in a small sample of independent school in England, the main purpose of which was to gain some understanding of how pupils are educated in that sector - who are typically from socially, politically and economically privileged backgrounds - are prepared by their schools for their roles as citizens, and how they perceive that preparation. The context and significance of independent schools in general in England is outlined, followed by a more detailed description of the schools in which the research took place and of the social origins and aspirations of the pupil sample. Data derived from interviews with pupils and staff are presented and discussed in the context of work by others, followed by conclusions which relate to the research data. A number of similar and different findings of this research and those of the much larger CELSI study (Kerr et al 2007, Keating et al 2009, Keating et al 2010) into school provision of Citizenship Education in England. While nothing specific can be extrapolated from these findings to be applied with certainty to any other schools - whether independent or state's located - this study is valuable in that it constitutes what is thought to be the first attempt to map and understand the place of citizenship education in England's independent schools, given the dearth of published research on the subject. The conclusion is that there is a complex 'something' about the essence of independent schooling which contributes to the development of effective citizenship education. That 'something' is unlikely to be the residential aspect of boarding, as there is no evidence in this study that boarders are more socially engaged than day pupils, and that at least seven aspects of the 'something' are identified and considered.

Keywords: Critical, Data based, Small scale, New insights

Paper 2: Identity construction and social links: the case of French students at boarding school.
Céline Chauvigné, Nantes, France

This article investigates the link between students who are boarders and their environment, in particular, in the case of boarding schools. In this social context, we study the boarding school, as a place to live, learn, and study, and meets the expectations of students and parents. To do this, we will use data from our analyses of 178 boarders' testimonies taken from a survey we conducted (2012) in secondary schools. Presenting comprehensive research, we will attempt to provide elements for a better understanding based on a discourse analysis of students, and the activities they engage in, individual and collective, proposed both by residents and educational actors. Firstly, we will examine this multidimensional framework and the possible links between citizen and identity construction in the period of adolescence. Secondly, we will see how boarding school is impacting the field of identities and citizenship education. Finally, the findings reveal the importance of rituals and interactions in individual and collective development of students as future citizens and the essential place that this informal education takes in their personal and social construction. These findings also reflect the tension between individualism and the communal living in this educational experience, as well as how these choices affect their entry into society and their future behaviours in a world where every individual has a chance to make a place for themselves.

Keywords: Boarding school, social interactions, oneself construction

Paper 3 Education for democratic citizenship as whole-school activity: A case study.
Pasquía Marina Tota, Department of Education, Aarhus University, Denmark

This paper addresses the social and social conflict on citizenship education within a whole-school activity explored through a case study of an upper secondary school in Denmark. A whole-school approach to citizenship education means involving students in democratic processes at school, rather than teaching citizenship as a solely curricular subject. Focusing on students' own democratic practices the study aims to examine how students learn the capabilities they need to promote their own democratic voice in political and social decision-making. In particular, the research question addressed by the study is: How is students' socialized in a school that practices whole-school citizenship education? Citizenship is conceptualized drawing on theories of educational and political philosophy (e.g., Dewey, Arendt, and Habermas) as an activity taking place in a democratic political space characterized by equality openness, pluralism, deliberation, and decision-making. Based on a literature review, a set of capabilities for citizenship - cognitive, emotional and ethical, and capabilities for action - is identified. The methodology of the research is the ethnographic case study. Qualitative data was collected through a review of official school documents, semi-structured interviews with teachers and staff, observation of lessons and group students with explicit focus on the teaching of citizenship education. The findings show that students' capabilities for citizenship are developed in school spaces that enable them to participate in deliberation and decision-making in the opportunities for openness, equality, and pluralism. Findings are contextualized in the broader social-political context of the Danish educational system and reforms.

Keywords: Citizenship education, education for democracy, whole-school approach, student participation, empowerment

Thursday 13th June

SESSION: Citizenship and Visual Representation

Room 3

15.50 to 17.10

Paper 1: Contemporary art and the world economic crisis in Greece.
Kostantinos Tsangaros and Elena Ioannidou, Randolph-Macon Woman's College, USA; Aristotle University of Thessaloniki, Greece; Jyegnae Varnavoloud and George Stavrianos, University of Western Macedonia, Greece

The international exhibition of 30 artists who presented their views on the current financial situation through videos and photos has an extremely up to date title - it's the Political Economy, Stavrianos. The exhibition is presented at the Centre for Contemporary Art of the State Museum of Contemporary Art at the port of Thessaloniki. The title of the exhibition originates from the popular statement of Bill Clinton during his presidential campaign in 1992 it's the economy, stupid... regular that Stavrianos makes the statement as a political and social reference to the current financial crisis. The title is the expression of the current situation and on the"new social and political identities" that are emerged in the context of the economic crisis. We want to give a critical view of the the effects of the economic crisis and the new social and cultural identities in modern America. The title of the exhibition echoes the criticism in the titles of the current financial crisis and on the"new social and political identities" that are emerged in the context of the economic crisis. The exhibition is a thematic analysis: a theme is a cluster of linked categories conveying similar meanings and differences. Special attention will be given in this analysis to the representations of the financial crisis and on the "new social and political identities" that are emerged in the context of the economic crisis, particularly on the social and political representations of the artists as well as of the museum. The methodology, which is chosen is thematic, is a theme: a cluster of linked categories conveying similar meanings and usually emerges through the inductive analytic process which characterises the qualitative paradigm.

Keywords: Exhibition, Economic crisis, Financial capital.

Paper 2: A Reflection of “audio-visual environments” in society: Importance and influence on the social cohesion and citizenship education in Czech Republic.
Jan Malášek, Západočeská univerzita v Plzni, Czech Republic

The first part of the paper describes and analyses structure of attitudes and norms of social cohesion which are presented by means of selected of “audio-visual environment” shown to students in non-formal settings. The second part describes results of research in which - by means of a social semiotic and critical discourse methodology - respondents are reflected on important aspects of social cohesion in audio-visual media environments, especially in TV channels, cinema, film festivals and on-line web 2.0 environments with dominance of audio-visual (youtube.com, Stream.cz etc.) in Czech society. Here the authors consider the relationship between that social semiotics approach that fosters social audio-visual environments and the opportunities that should enable students to improve their citizenship, and for educators, it provides an important pedagogy interconnecting frameworks within social cohesion and citizenship education.

Keywords: audio-visual environment, social cohesion, social semiotic, citizenship education
Paper 3: New political scenery for the Greek elections campaign: The upward of social values

Ifgeenia Vamvakoudi and Lazaros Papoutsis, University of Western Macedonia, Greece, Argiris Kyrkis, Anastasia Chekladou and Constantinos Tsoumis, Aristotle University of Thessaloniki, Greece

In 2008, the artist Shepard Fairey created the now-iconic “Hope” poster, a closely cropped image of presidential candidate Barack Obama, posed in geometric forms of red, white, and blue. Syriza’s rise in Greek elections of 2012 was put pressure on the traditional forces to create a new style for a new era. For this reason, we apply the smoking campaigns became the most suitable spatio-temporal contexts where and when any President (or) Presidential candidate can communicate with his (or) her voters. This paper explores and identifies practices and calls towards emancipatory and transformational discourses concerning citizenship, and to European Union (EU) accession negotiations, and partly due to governmental agenda. The purpose of this study is to explore and identify practices and calls towards emancipatory and transformational discourses concerning citizenship, and to European Union (EU) accession negotiations, and partly due to governmental agenda. The purpose of this study is to explore and identify practices and calls towards emancipatory and transformational discourses concerning citizenship, as exposed through the media. To this end, the study first intends to collect web-based news for an analysis and then uses a set of web 2.0 tools to further explore, and make meaning out of, what the media portray. Content analysis will be used to interpret issues, controversies and challenges

Keywords: Citizenship, emancipatory discourse.

Thursday 13th June  
Room 4 
15.50 to 17.10

SESSION: Conflict and Peace

Paper 1: The Perception of basic concepts related to Peace and Conflicts in the Classroom

Inn M. Nasse, Sant Segal and David Seneh, Levinsky College of Education, Israel

Teachers in Israel confront unique situations bearing considerable consequences for their ability to manage their classes in coping with conflicts and violence. In particular, Israeli teachers and students who live amidst political violence may develop and hold sets of beliefs and attitudes that may ease or exacerbate the conflict. Fairbanks, et al., (2010) maintain that teachers’ visions, derived from origins beyond teaching as well as from their ability to envision a better future, inspire teaching with an empathetic responsive manner. Hence, it is imperative to explore teachers’ underlying associative sets of beliefs on peace and conflicts in their classes and in general. In this research we apply the (Association Group Analysis) procedure that was developed by Szably & Brent (1967) to explore the repertoire that trainee teachers use which serves as a prism through which reality is perceived in ways that enable and facilitate conflict going or help them subsist (Bar-Tal, 2002, Friedebert Ebbend, 2010). We wish to see whether such views can help teachers transform their students’ views beyond the existing “both sides” schema that keeps the conflict going. A third group, seeking a new way of looking at the goodness of both conflict sides and the Middle East. By identifying perceptions of trainee teachers with regard to peace and conflicts, this research is expected to facilitate theoretical and practical thinking via a vis peace-education and conflict resolution. Findings should enhance the construction of theoretical infrastructure needed for effective teacher education that aims to enhance tolerance and democratic views in educators and their students.

Keywords: teacher education, peace, conflict, conflict resolution.

Paper 2: Meanings of the Main Concepts of Peace Education among students in Estonia and the United States

Eve Mägi, University of Tartu, Estonia

This paper compares the meaning of the main peace education concepts, focusing on “peace”, “war”, “global citizen” and “national citizen”. In a sample collected from 150 students between the ages of 13-18 in Estonia and the U.S., the students’ understandings of these terms are measured by using an open-ended questionnaire that allows the students to use their own words to explain such concepts. The data gathered is categorized with quantitative content analysis in order to determine the meanings students attribute to the concepts. The results of this comparative paper indicate that the quality of the meaning of the concepts differs between the American students and Estonian students. The findings reveal that major differences pass through three neutral (present or not present) categories participating in the obedience to freedom, and power, balance, and in one polar category attitude. This paper contributes to the field in that it further the understanding of meanings students attribute to certain key peace education concepts. Understanding these concepts, as interpreted by students, is important for teachers to be aware of and identify what their students think the concepts mean. The students’ understandings of these concepts are measured by using an open-ended questionnaire that allows the students to use their own words to explain such concepts.

Keywords: peace education, global citizen, national citizen, quantitative content analysis.

Paper 3: School Leaders and anti-racism: Political and pedagogical problems and obstacles in Greece. Despina Karakatsani and Christos Pavlos, University of The Peloponnese, Greece

Nowadays in Greece and elsewhere in Europe, racism, anti-Semitism and neo-Nazism are expanding. The rise of racist violence is a disturbing phenomenon, which is actually intensifying by the economic crisis and the social problems in Greece. Racism and xenophobia are fueled by an anti-immigration rhetoric of politicians, mostly carried out byすぐ upable stands whose hands are filled with hate and greed. In the Greek educational field, this rise is on the one hand a consequence of racism, especially in the secondary and vocational education. It appears that the role of school principal and the whole group of educators in the educational unit is crucial. In this paper we analyze 3 questionnaires addressed to school leaders and teachers in the study of election campaign posters in Greece. Our aim is to point out the problems they face in their everyday life within the school community in relationship with racism and bullying and the way they deal with that. Our hypothesis is that these problems of these school managers does not understand the nature and extent of racism and are ill-equipped to deal with the more covert aspects. It is also among our intentions to analyze the connection of school leadership with the terrain of anti-racism pedagogy and human rights education and to develop the adequate content and methodological education for teachers who have different problematic situations and achieving transformational tasks. Our aim is to shed light on various school-based mechanism management, anti-racism pedagogical tools or anti-bullying policies that tackle race equity, community engagement and social justice within schools.

Keywords: school leaders, anti-racism, xenophobia, pedagogical tools.

Thursday 13th June  
Room 5 
15.50 to 17.10

SESSION: Social and Professional Responsibility

Paper 1: Citizenship Education: a journey between the perceived and intended curriculum. Eduardino Fonso Rese, Universidade de Lisboa, Portugal

This paper focuses on issues related to Citizenship Education in the public school context, understood as an inseparable moral dimension. This study investigated the thinking of many educational stakeholders (faculty, students, staff and learning) and identified key beliefs and attitudes towards teachers’ and students’ perceptions of citizenship education within the context of 9th grade classes of Mathematics, Portuguese and Civic Formation, through semi-structured interviews, focus groups, and observations. As a result, the main finding is that despite valuation and agreement among participants in values towards knowledge and practice of citizenship education (organizational and pastoral dimensions) (organizational and pastoral dimensions) (organizational and pastoral dimensions) (organizational and pastoral dimensions) (organizational and pastoral dimensions), their causes being commonly related to the needs of the student’s personalities, whereas students most often connect them to external factors. Students consider as less serious issues the “communicate negative attitudes towards teachers’ and students’ perception of anti-racism policies that tackle race equity, community engagement and social justice within schools.”

Keywords: school education, students’ and teachers’ perceptions, adolescence, anger.

Paper 2: Structure and levels of young citizens’ responsibility. Eva Szabó, University of Szeged, Hungary, Monica Secu, University of Oradea, Romania and Judit Kaprasy, University of Szeged, Hungary

Due to social changes responsibility became a main concept in social discourses. It is especially important in post-communist countries. The findings from recent (and not present) contexts participated in the obedience to freedom, and power, balance, and in one polar category attitude. This paper contributes to the field in that it further the understanding of meanings students attribute to certain key peace education concepts. Understanding these concepts, as interpreted by students, is important for teachers to be aware of and identify what their students think the concepts mean. The students’ understandings of these concepts are measured by using an open-ended questionnaire that allows the students to use their own words to explain such concepts.

Keywords: Citizenship Education, Intended curriculum, Perceived curriculum.

Paper 3: Education for the promotion of democratic views in educators and their students.

Irit M. Nassie, Sarit Segal and David Senesh, Levinsky College of Education, Israel

This paper compares the meaning of the main peace education concepts, focusing on “peace”, “war”, “global citizen” and “national citizen”. In a sample collected from 150 students between the ages of 13-18 in Estonia and the U.S., the students’ understandings of these terms are measured by using an open-ended questionnaire that allows the students to use their own words to explain such concepts. The data gathered is categorized with quantitative content analysis in order to determine the meanings students attribute to the concepts. The results of this comparative paper indicate that the quality of the meaning of the concepts differs between the American students and Estonian students. The findings reveal that major differences pass through three neutral (present or not present) categories participating in the obedience to freedom, and power, balance, and in one polar category attitude. This paper contributes to the field in that it further the understanding of meanings students attribute to certain key peace education concepts. Understanding these concepts, as interpreted by students, is important for teachers to be aware of and identify what their students think the concepts mean. The students’ understandings of these concepts are measured by using an open-ended questionnaire that allows the students to use their own words to explain such concepts.

Keywords: peace education, global citizen, national citizen, quantitative content analysis.
Paper 2: The barrier is down but the finishing line recedes for many: improving opportunities and outcomes in enabling education
Robert Mulder, and Ingrid Wijeyewardene, University of New England, Australia

Tertiary enabling education is expanding rapidly in Australia following government initiatives in 2008 in Aim at increasing the proportion engaged in higher education of people from disadvantaged groups, especially those from low socio-economic status. The University of New England became involved in the push for enabling programs. Enabling Program (Prg) was designed to make the benefits of higher education accessible to people who do not otherwise have the necessary skills and credentials. Student outcomes in the first five years of the program show that the proportion of students who complete and pass the program has increased, along with major declines in failure rates. However, attendance rates are very high (Mulder & Wijeyewardene, 2011). This paper presents research exploring the experiences of persisting and non-persisting Prg students in 2011-2012. Two questionnaires were administered to enrolled Prg students in the second week and the second last week of two, intake batches of the program. To enhance understandings of students’ experiences in the program, the surveys probed students’ past educational experiences, their personal circumstances, their expectations of the program, their pathways to entering the program and beyond, and in the case of non-persisters, their reasons for leaving the program. It appears that attrition is far less of a problem than it appears. Most of it is ‘positive’ attrition attributed to students making an informed choice to withdraw. Some is similar to undergraduate attrition. However, most reasons for withdrawal seem to be distinct from enabling programs. Surprisingly, it is not related to students’ prior educational disadvantage or approach to learning but more to current lifestyle factors with the majority of non-persisting students not ruling out the possibility of re-enrolling at another time. Understanding these lifestyle factors and making adjustments to accommodate them is critical to the success of the Prg and other similar programs aimed at removing barriers to participation in higher education for people previously affected by educational and social disadvantage.

Keywords: enabling education, educational and social disadvantage, attrition, persistence.

Mariana Dias, Polytechnic Institute of Lisbon, Portugal; Maria Sanches, Lisbon University and Manuela Prata, Polytechnic Institute of Lisbon, Portugal

The institutionalization of the priority education policies has been associated to democratization of education governance due to its potential and positive impact on empowerment of local actors, inclusion, and active citizenship. Yet, as some studies suggest, it appears that practices at local contexts leave much to desire in terms of social and educational justice. Indeed, while some interests and voices are well represented, other local contexts still struggle for recognition. Despite the emphasis given in the political discourse to citizenship as a school “mandate,” the students, particularly those who do not speak well “the language of ‘being’ and” do not identify with the “School graphs” and their related working groups and “forgotten partners” (Whitehead & Clough, 2004). To this extent, the students’ democratic pedagogical rights (Bernstein, 2000) as well as the right to inclusion of their intellectual, cultural and social autonomies might be restricted and violated. While engaging a main focus in the students’ voice, the paper purports to contribute to this critical issue through the analysis of both policies and experiences relative to the Portuguese education territories of priority intervention (TEIP). The analysis concentrates on reports of data, official databases, evaluation reports of the TEIP, and student leader and a student’s survey concerning involvement and participation. Results suggest that although some strategic changes in schools and recommendations from the TEIP evaluation are underway, they still do not address central problems regarding classroom or school. Moreover, public discourse suggests that some students’ behaviour and discipline problems in detriment of empowerment and their identities development. Further and more meaningful cultural changes are needed so that voice is given to students as co-constructors of the educational process.

Keywords: Priority education, voice, empowerment, inclusion.

Paper 4: Young people’s integration and participation at risk? The situation of young people in Europe.
Andreas Heinrich, University of Luxembourg, Luxembourg

The paper takes up the theoretical concept of socialization and focuses on two development tasks for young people on the way to adulthood: Firstly, the transition from school to work and the entry into professional life. Secondly, the development of political citizenship and the assumption of their citizen role. The thesis is that young people have to cope with these two development tasks in order to become integrated into society and to get the full civic participation. With reference to selected economic data (IFS, EU-SILC, EVS) the paper argues that the financial and economic crisis has severe consequences for European citizens, especially for the younger generation. Data show that the risk for young people to become unemployed has rapidly increased in most of the European countries and even for young people at work the conditions have aggravated. These experiences may have long-term negative effects for young people (scarce effects) and endanger their integration into society. At the same time, young people’s decreasing political interest and engagement in national politics is under discussion. The traditional indicators used to measure political participation are voting turnout, membership in political parties, interest in politics and trust in political institutions. Most of the recent and current studies show a decline of these more conventional forms of participation especially among young Europeans. On the other side, the “digital generation” of young people in particular are involved in alternative forms of social and political action. Their engagement reflects their lifestyles and is more adapted to their individual needs and interests, the activities are more punctual, deliberative, action-oriented, not hierarchical, and issue-based. Although most of these alternative forms of engagement take place in the traditional democratic institutions (NGO’s, political parties, media, etc.) they play a crucial role with regard to young people’s civic education and the development of their citizen role.

Keywords: socialization, integration, school-to-work transition, political participation.

Thursday 13th June

SESSION: Student Voices and Choices

Room 6 15.50 to 17.10

Paper 1: Children’s voice and participation in all school contexts.
Silvia Parreiral, Polytechnic Institute of Coimbra, Portugal

This paper presents a case study research based on content analysis of student group interviews. Fifteen 5th, 7th and 9th classes were interviewed about their perceptions as students and partners in the decision-making process on matters that concern them, as children/teenagers with rights and justice ambitions. Class-directors were also interviewed to understand their views on how students feel about being (not being) heard in moments and places of decision, which would make them more or less likely to participate and to indicate that students are disenchanted with the fact that decisions are made and implemented by the executive council without their participation. Teachers’ perceptions show that it is important for children to be heard and participated in different school contexts but, in fact, school decisions lack the importance and relevance of a more active and real participation of students in several contexts, mainly at ages 11-13. It is then argued that citizenship education should promote further research and critical reflection in order to identify a new model of practical school context that is seen as fundamental elements of a well succeeded education of citizenship.

Keywords: Children’s voice; Children’s participation; Citizens education contexts; Democratic school experiences.
SYMPOSIUM: Challenges to citizenship in higher education: perspectives and implications.

Convenor: Sofia Pais, Porto University, Portugal

Abstract: In an era of particularly recognition in what concerns the importance of tertiary education it becomes evident the need of a reflection on the challenges to citizenship for adults in higher education institutions. In general terms, the access and the effective participation in higher education systems involves recognising the cultural, social and political practices that constitute lived citizenship for different groups of citizens in different national and spatial contexts. From this perspective, literature suggests a more careful analysis about the practices adopted by these institutions (Frolich, 2012). It is therefore considered that some issues are essential to a deeper understanding of the topic. Why is it that, when affecting higher education students’ feelings, experiences and expectations? How do higher education institutions interpret students’ expectations and experiences and how do these interpretations affect their strategies? Which function do they in students’ successful experience? In fact, we argue that a rights perspective rather than a needs one might be a relevant point of departure for exploring these issues as the discussion also challenges to citizenship in higher education field precisely addresses the relationship between students’ expectations and universities’ capacities to adapt to them (Mamdour et al., 2012). This possibility appears stronger, so the concern of this paper is to reflect on the citizenship practices in higher education institutions. Specifically, it puts into perspective three research papers highlighting students’ experiences in higher education and analysing the development of good practices concerning university social responsibility. The biggest challenges students face today in higher education institutions are the key point of this symposium.

Keywords: higher education, good practices, citizenship, challenges

Paper 1: Adult students in the Portuguese higher education system: between the (almost inexistent) recognition of prior learning and the make-believe of being eighteen

José Pedro Amorim, Joaquim Azevedo and Joaquim Luís Coimbra, Portugal

Abstract: The adult students’ access to higher education in Portugal has increased very significantly in recent years, since the entry into force of Decree-Law No. 64/2006, of March 21, 2006. Between the school years 2004-2005 and 2006-2007, the number of adults enrolled has increased about four times in public universities, twenty times in public polytechnics and forty times in private universities of higher education (Amaral & Magalhães, 2009). In this context, what is the place and role of these students’ prior learning in higher education? What is the worth of life experiences, including professional ones, memories, and personal perspectives about the world? There is in adult education a whole epistemic tradition that argues that only those with the experience of adults amounts to deny their own identity. In this study, we made seven semi-structured interviews to adult students. Six of them had entered the higher education through the “older than 23” way of access, the remaining one through a program for students with more than 50 years old. Although the students did not declare any claim to representativeness, it sought to encompass the diversity of higher education institutions, public and private universities and polytechnics. There was also a concern with the plurality of teaching areas: humanities, social sciences, philosophy, arts, health sciences and technologies. The analysis suggested that a little or nothing has been done, in each of the cases analysed, in the direction of recognition of prior learning. There seems to be a trend, more or less explicit, to force adult students to “make believing that they are eighteen years old”.

Paper 2: Students’ expectations about higher education, employment and future: a critical approach behind crisis implications

Sofía Pais, University of Porto, Portugal

Abstract: The current scenario, both in Portugal and in Europe, has been characterized by the successive impacts of an economic and social crisis in multiple sectors. The effects of this crisis are felt by families, professionals, but also by students, triggering diverse manifestations (Somerville, 2000). Therefore, higher education institutions have been the scene for younger generations’ challenges, suggesting in several cases strategies redefinition to successful achievement in multiple tasks (Costa, 1998; Pais, 2003). This paper recognises that knowing higher education students’ expectations with respect to the development of their study career in the future are key points to get into a deeper understanding of crisis implications in young people life experiences. In terms of methodology, more than 1000 students from several higher education institutions in Portugal filled out a questionnaire. Students’ academic associations had an important role in the application of the survey as they spread the instrument by higher education students’ groups. Data includes students’ experiences at college, as well as their anxieties about employment. Immigration is one of the central dimensions analyzed in this paper. The results explore the relationship between migration and mobility programs (e.g. Erasmus programs) and reveal the reasons for the predisposition to emigrate. In addition, this paper suggests a plural understanding of values: recognizing both students as active subjects. It also proposes a critical reading of the results attending to the contemporary economic, social and political context.

Paper 3: Project EU-USR: Good practices on University Social Responsibility.

Ema Loga, Isabel Menezes and Fernanda Rodrigues University of Porto, Portugal

University social responsibility (USR) is a relative new concept (e.g., Larrain, López & Márquez, 2011) that was absent in the genesis of the Bologna Declaration in 1999, but became a central issue in the Ministerial Declaration of London (2005) and Lisbon (2009). By being considered the “social dimension of higher education” (Belfiore, 2008), USR encompasses the domains that are related to organizational governance (e.g., accountability), labour practices (e.g., well-being), concerns with human rights and the environment, fairness of operating practices (e.g., involvement of the public) and in regard to students (e.g., access to information), as well as the involvement of the community (e.g., the attitude towards active citizenship towards USR (Larrain et al., 2011)). Indeed, underneath the umbrella of USR we find an articulation of citizenship-education with themes such as diversity, environment, economy, community involvement, social justice, rights and values. As discussed in the 2nd Asia-European Workshop Knowledge Societies in 2011, the social responsibility of universities is the questioning of their processes, e.g. in teaching, research and services, are really of value to enable students to be involved in society and to contribute to its betterment. As a partner of the European Union project ‘Comparative research on the Social Responsibility of Universities in Europe (EUR-USR), University of Porto is collecting and analyzing good practices concerning development of university social responsibility in 12 European Union countries. This presentation will focus on discussing and evaluating results from this research.

Keywords: citizenship, civic rights, civic virtues, civic education.
SESSION: Global Education

Paper 1: Learn and teach: teachers’ communities of practice in Global Citizenship Education.
Patricia Santos, CIES-VCTE/USJ, Portugal

Involvement in professional development is a characteristic of the majority of Portuguese teachers. This situation justiﬁed a debriefing about the current situation of teacher training in the context of a globalized world and the changes that entail and challenges related to social and professional teaching career. For this purpose, our debate focuses on the experience of a project to introduce the Global Citizenship Education at school, carried out between 2010 and 2011. The complexity of the project of a fraticial action building and the diversity of interests and concerns of the students (Giddens, 1994) by promoting communities of practice formed by teachers from different levels and regions of Portugal. Analyzing data from “outside” (training processes, projects and the Ministry of Education) and “inside” (questionnaires to participants and documents produced), we are interested in analyzing dimensions of this proposal, particularly the pluralism of ideas, creative dialogue and movements of peripheral involvement and real participation. The results point important ideas the equation informed debate and collective construction allows the deepening of Global Citizenship Education concepts and practices; a negotiated proposal promotes teacher’s critical reﬂexivity, professional autonomy and revives the motivation and self-conﬁdence of teachers’ professionalism that have been challenged by bureaucracy and curriculum forms promoted by current educational policies.

Keywords: teacher training, global citizenship education, community of practice.

Paper 2: Global Educational Partnerships and Community Cohesion. Can one beneﬁt the other? Two English secondary schools investigated.
James Rogers, University of Exeter, United Kingdom

Until 2010 all schools in England were encouraged to create “international links” and to teach the “Global Dimension”. One outcome was the formation of Global Education Partnerships (GEPs) whereby schools in different countries worked together to foster mutual understanding. During the same period England experienced a number of difﬁcult events such as the London Riots. As a result, two key ﬁndings have emerged from one case study. There would appear to be two “meta-narratives” on the one hand, while there is an acknowledgement of the importance of CC, government school inspections (OFSTED) drive understanding, values and delivery, with the dangers of a tokenistic “tick-box” culture. On the other hand, for some pupils, being English is about “othering” taking place, whereby the focus is on people from “other” countries and culture. Questions are raised about the extent to which external factors (e.g. inspections) and inherent values inﬂuence the potential for “outside” and GEP to work effectively together to bring about greater understanding and quality education. A second case study of a school with a different approach to CC and GEP will shed further light on this important issue.

Keywords: Community Cohesion, global educational partnerships, international links, othering.

SESSION: Intercultural Literacy

Paper 1: Prospective teachers’ Intercultural Competence: Situation and Development.
Aida Norviliene, Klajpeda University, Lithuania; Vaida Zuzviciute, Vytautas Magnus University, Lithuania

This paper presents the results of the action research. The study was organized and carried out by the team of researchers: the authors of this paper, together with two assistants (teachers, teacher of history of religion and teacher of music and cultural). The study included 76 students from the Faculty of Pedagogy: Childhood Education. The aim of the study is to reveal the approach of learners about the opportunities to develop intercultural competence during the process of action research (action research was carried out in Spring semester, 2012). In order to achieve the aim written refections (unstructured and structured) of students was completed, using a method of Content Analysis. Reflections were written three times during action research: at the beginning, in the middle and at the end (Cohen, Mansion, Morrison, 2005 p. 239). The method involves self-monitoring and evaluation, when we critically monitor our own actions and collect information on the experience, about our behaviour, values, attitude, feelings, ideas and actions. Contents analysis enable to identify the following opinion of students about development of their intercultural competence: knowledge about historical contexts, knowledge about the structure and development of other countries and cultures, its elements, concepts on other cultures and their own culture, communication, and behavioural characteristics of other nations. ‘Educational strategies’ involved a better competence level in using methods and techniques working in a multicultural way. Knowledge and competence to use education content, communication skills, emotional intelligence, group work ability and willingness, empathy, assertiveness, moral development (understanding and acceptance of general ethical principles), can be integrated with ethical standards and one’s own beliefs. Ethical education content basis is the propositional development oriented programme. In spite of the fact that IE is deﬁned primarily as a good-kind person, its civicus is unit signiﬁcant. In our paper we would like to show how ethical education contributes to citizenship in Slovak educational system.

Keywords: Intercultural Competence, Teacher Education.
WORKSHOP: Producing Interactive Dilemma Activities using Inquiry Based Multimodal Tools and Techniques

Workshop facilitator: Carl H Smith, Learning Technology Research Institute (LTRI), London Metropolitan University, UK

The GLOMaker authoring environment (http://www.glomaker.org) enables teachers, trainers and students to rapidly create problem-based interactive websites and mobile learning apps. GLOMaker has a wide appeal and has been used in 129 different countries. The WYSIWYG authoring tool provides powerful features with an easy-to-use interface. It is open source and free for educational use. During the workshop we will look at re-constructed dilemma in both whole-class setting and small group, and learn how these tools can be used to explore and expand the inquiry around the dilemma. We will divide up the workshop into hands on sessions alongside audience discussion and Q&A.

Please could all delegate attending the workshop download the software on their laptop before the workshop: http://idndigital.net/work/ltri/phase2/GLOMaker-r2.0

Friday 14th June Room 5 10.30 to 11.30

SYMPOSIUM: Constructing Cosmopolitan Citizenship and Social Justice In Education (Part One)

Convenor: Lilianna Jacott, Antonio Maldonado, Universidad Autónoma de Madrid, Spain

Paper 1: Towards a developmental conceptualization of education of citizens as promoters of social justice.
Toni Fernández, Lilianna Jacott, and Antonio Maldonado, Universidad Autónoma de Madrid, Spain

In this paper we present an outline of a new framework to analyze the relations between citizenship education and the promotion of social justice. As Pollock and Green (2009) show, after reviewing nearly 900 evaluation studies on the efficacy of different programs, the programs that aim to promoting diverse aspects related to social justice (from cultural education to peace education), many of them has no long-term effects. Additionally, Killen, Rutland and Ruck (2011) stress that many of these programs have not in account a developmental perspective. We try to show that is necessary to create a developmental framework to analyze the education of citizens as promoters of social justice. In this framework, citizenship education must go beyond cosmopolitanism, taking a further step: the promotion of social justice. There are, at least, four main elements within this view: a social-cognitive dimension of the development, a scaffolding dimension relating with the practices of adults, an educative dimension that includes formal and informal programs or contexts, and a peer context dimension, etc. It is also the case that social justice citizenship can be explored as an educative representation of children, teachers and adults using dilemmas that confront different solutions to real or hypothetical social justice problems. By analysing the answers to these dilemmas it is possible to place each person in a specific point of the continuum of citizenship that goes towards actions more or less directed to the promotion social justice.

Tatiana García, Antonio Maldonado and Lilianna Jacott, Universidad Autónoma de Madrid, Spain

This paper examines the representations of Spanish secondary students about cosmopolitan citizenship. We used a questionnaire designed to explore and help students to understand the concept of cosmopolitanism, adapted from Lüdtke's (2004) questionnaire to a representative sample of 2746 students from five Spanish regions (Extremadura, Andalusia, Basque Country, Madrid, and Canary Islands). Significant differences were found in their views about cosmopolitan citizenship with respect gender and educational level. We also found that their responses to the dilemmas about cosmopolitan citizenship can be grouped into different dimensions using a factorial analysis procedure.

Friday 14th June Amphitheatre 11.50 to 12.50

SESSION: Civics (continued)

Vanessa Sanz, Almudena Juanes and Tatiana García, Universidad Autónoma de Madrid, Spain,

We designed a specific questionnaire to explore the representations of social justice of expert and training teachers. This questionnaire contains 40 dilemmas about the main aspects of Social Justice in different contexts. In each dilemma, first, we describe in short a problem or situation relating to social justice dimensions, and later we ask to elect one of three possible responses: one that is highly promoting of social justice, another that is against social justice and a third response that is neutral or less promoting of social justice. It is interesting to note that part of the corpus of dilemmas was applied in a shorter questionnaire designed to explore the representations of secondary students.

Friday 14th June Room 1 11.50 to 12.50

Paper 2: Video games and civic education: exploring the relationship between game experience and civic engagement.
Carla Malafaia, Tiago Neves, Sofia Silva, Pedro Ferrari, Porto University, Portugal and Hugo Monteiro, Polytechnic Institute of Porto (IPP), Portugal

Empathy has been placed on the role of civic education in supporting the strong civil society crucial to find ways to cope with the current social challenges. The education of citizens capable of reflecting critically on civic issues and actively engage with civic and political matters is a guiding educational concern and therefore educators must take into account experiences "explicitly designed to engage students" (Tomsey-Porta & Vermes, 2004). Game experience can bring to the fore the political dimensions of children's learning. This paper reports on a study of the relationship between children's intrapersonal learning (defined here as self-esteem, self-efficacy, and self-knowledge) and their civic and political engagement. We analyzed a pool of data from 64 Spanish students (16 each from three classrooms in different schools). Researchers sought to understand how various dimensions of children's civic learning (interpersonal, intrapersonal, cognitive) work together. 22 children in the U.S. and 21 in Belgium participated in this year-long design-based study, engaging in cocoon time 1-2 times a week. Throughout the year, researchers observed and interviewed children, conducted surveys, and documented student work through video and photography. James' (2012) theory of children's civic mindfulness ("Head, Heart, Hands") served as the analytical framework for this inquiry. Data suggest that the intrapersonal growth children experienced as a result of increasing mastery within their chosen passion project contributed to their ability to (1) appreciate the unique contributions of others in their classroom community, (2) engage in individual and collaborative problem solving, (3) take greater risks socially and academically, and (4) discover ways to become more resilient in times of crisis. Each of these findings will be discussed within and across the two classroom contexts in order to shed light both on the complexity of children's civic learning and the nuanced spaces that make such learning possible.

Keywords: civic, elementary, mindfulness, research.

Paper 3: Classroom climate and quality of participation experiences: their relevance on political and civic development.
Cristina Nunes de Azevedo, Institute Polytechnic of Porto, Portugal, Isabel Menezes, University of Porto, Portugal

Young people are likely to have low levels of participation in the civic and political life. Longitudinal studies show that participation experiences during adolescence are predictors of civic participation in adulthood and studies have shown that youth life contexts can reinforce democratic civic participation - one of those contexts is school. However, participation is not good by itself and the quality of participation experiences emerges as vital to gauge the impact of experiences of youth civic participation. Research on civic openness (and democratic) classroom climate can promote political and civic development among adolescents. In addition we also look at young people's participation experiences, and different types of groups were built based on the quality of participation experiences (low quality, uneven quality and high quality), in order to assess their impacts on political and civic development measures. Using a mixed-methods, longitudinal cohorts overlap, this study aims to examine contextual factors that promote civic participation. Data were collected at two different times from 1299 Portuguese students of 9th, 10th and 11th years of schooling and 10, 11 and 12 years of schooling who attended general schools, two different school contexts and a specific school context. Two different questionnaires. Results revealed that various dimensions of classroom climate are good indicators of civic development of young people, including the type of quality of participation experiences and the developmental differences between groups. These results are consistently associated with theoretical perspective that highlights the importance of contextual factors and quality of participation experiences of young people in terms of their impact on the political development.

Keywords: classroom climate, political youth development, quality of participation experiences.
SESSION: Global Education (continued)

Katyia Simeonova, University of Veliko Tarnovo, Bulgaria

With the crisis in today's world defined on every level of human existence a new tendency has been arising: the formation and the power of collective identities. In this paper three basic components of collective identities have been outlined that has served as a starting point of the author's interest towards the possibilities of developing transversal skills in both students and pre-service teachers in the post-citizenship movements. The paper provides a reflection on practice, theoretical contributions and research with empirical data in support of James M. Jasper cultural dimension's model. Primary students' pre-service teachers' attitudes have been presented in a joint study in which individual identities have been contrasted to group identities.

Keywords: collective identity, post-citizenship, movement.

Tania Dias Fonseca, Faculty of Sciences, University of Lobon, Portugal

Reconnecting transnational students go online have shown that young people do not typically use the Internet for purposes of civic engagement. The European ICT Country Profiles study revealed low levels of civic participation in Portugal. However, the emergence of the use of social networks and other technological online tools by social movements such as the Indignados and Occupy appear to captivate young people, contributing to their empowerment by enabling or facilitating their involvement, either active or passive. Consequently, citizenship education happens outside the classroom. This paper will argue that the factors that contribute to Portuguese young people's low levels of participation in formal participatory channels and online civic engagement include: a) lack of trust in authorities; b) weak government strategies to involve young people in decision-making processes; c) outdated e-government strategies which are inadequate to incite young people to participate; and d) Portuguese secondary school curricula underlying the concept of becoming a citizen rather than being a citizen. Therefore, what is needed to empower young people politically and socially are pedagogical strategies capable of developing digital literacy while integrating social, affective, identity and citizenship education. The shift from a mainly physical public sphere to one that is digitally richly interlinked network of virtual and physical spaces provides young people with new means to act as citizens, through online petitions, posts, videos, shares and viral media texts. We might call this network of virtual informal places where citizenship is experienced, in its various dimensions, the "Global Playground". This paper outlines ways in which the informal settings provided by social movements are playing an important role in the development of young people's citizenship, in contrast with the role of formal school curricula and decision-makers.

Keywords: citizenship education, online tools, e-government strategies, digital literacy.

Paper 3: Learning about "Education: The Human Rights Dimension".
Helena Pratas, ISEC - Universitas, Portugal

I intend to describe an experience of a training course about Global Education: The Human Rights Dimension, offered by the North South Centre and The Network University in 2010-2011. The course was targeted at practitioners in the field of education and development, teachers, and social youth workers, as well as policy-makers, civil servants and local and regional authorities. It consisted of 4 modules including Global Education and Human Rights Education concepts, strategies for action and Human Rights education activities. Participants were expected to work on the same module at the same time (collaborative learning). The course included tutoring, assignments, reading materials, discussion topics. The overall evaluation of the course was very positive, with a high rating of satisfaction among the participants' evaluation questionnaires, considering participants' diverse professional and geographical backgrounds. Participants comments on becoming specialised mainly to three areas: 1) The challenges of designing and implementing activities in practice and in context; 2) The reflections on the links between Human Rights, globalization and social justice; they mentioned for example the importance of having a "global" picture and also paying attention to rich and diverse local perspectives. 3) Teamwork and organizational skills working in diverse teams and with different stakeholders. They also developed skills in relation to developing a Human Rights Education programme, from general planning skills to implementing an activity step-by-step. Many participants said that they felt more competent in these areas and more aware. As for the methodology and exercises, participants said that the exercises fitted well the course contents and objectives. I really think it was very rich, because it gave us a whole approach, with different methods, different documents and many contacts, all over the world, which made this course really useful.

Keywords: Global Education, Human Rights Education, Training course, North-South centre.

SESSION: Interculturality (continued)

Paper 1: Developing Intercultural Communicative Competence in Practice through Intercultural Citizenship Education.
Mon-Lan Huang Chang-Gung University of Science and Technology, Taiwan, R.O.C.

This paper was provided by a large project on assessing the development of intercultural communicative competence through intercultural citizenship education. The aim of the study is to examine the development of intercultural communicative competence by assessing the documentary data of student tasks, post-class student diaries generated in an intercultural citizenship education course. The course of learning is sequenced through five main stages (Analysis of Self, Analysis of Other, Critical Analysis, Critical Evaluation, and Self-Development) each of which involves student attention to task, student change and the development of student meta-awareness. Qualitative data were gathered in English from 17 student participants in one class over a 19-week semester (October 2011-February 2012). The analysis of the documentary data such as informed consent, participant anonymity and the safe storage of data were duly considered. The findings reveal: (1) As one important aspect of a student's identity, a value system is formed mentally and is only possible when it is stable and usable, which contains various interconnected parts that include stated values, real, ideal and target values which may be evidenced in, yet sometimes contradict, behaviour. (2) Any inconsistency arising among any of the components within the mind of a single student can bring about identity-change, so the need for students to learn how to explain and work out such inconsistencies between their own competing values as a matter of identity-development is underlined.

Keywords: intercultural communicative competence, intercultural citizenship education, a value system, identity development.

Paper 2: Developing Intercultural Awareness by Integrating Features of Englishness and Romaniness.
Monica Oprescu, West University of Timisoara, Romania and Florin Oprescu, West University, Austria

In the 20th and 21st centuries the importance of cultural elements in education has increased, competences of cultural and intercultural awareness being more and more important. These are skills teachers in the field of intercultural education need to develop, in order to develop students' understanding of their own culture, other cultures, being a manner of expressing their identity and adapting to the needs of the global world. Our intention is to discover how English/Romanian characteristics are viewed by Phd-students training to be teachers of English in Romania, at the West University of Timisoara, to what extent Englishness and Romaniness meet, to distinguish similarities and differences and inquire how these elements are to be found in teaching English. The data used will be both theorerical (collected from studies already published) and empirical (through qualitative research methods & focus groups, questionnaires). The focus of the paper is to discover the common and different characteristics of the English and Romanian, see how they are discussed and analyzed in specialized courses (culture and civilization) and how they lead to the development of identity features and improve intercultural awareness, as only learning about others, discovering own and other identities are manners of accepting the difference and becoming tolerant.

Keywords: intercultural awareness, identity, Englishness, Romaniness.

Paper 3: Students' mobility: a contribution to the development of interculturality.
Vania Letícia Dalcin, Universidade de Lisboa, Portugal; Isabel Freire, Universidade de Lisboa, Portugal

In the contemporary world, the growing internationalisation of labour markets requires an education focused on the development of relevant relational, role and cultural skills. The transnational students' mobility can contribute to the development of these skills, providing contact with a wide range of situations and practical problems in different cultural contexts. In this communication, we present an empirical study, which aims to contribute to understanding the relationship between mobility experiences of Portuguese students, students' interculturality and students' academic performance. The data was collected through an online questionnaire to students who have completed an international experience. The data reveal a multiplicity of motivations for mobility, from the personal to the socio-cultural and academic reasons. Students' intention of their integration into the local culture of the host countries emphasizes the relational dimension of life experiences. The data analysis also points to a very positive experience of acculturation, for most participants in the study. The data have also identified learning and changes valued by the students, highlighting the development of autonomy, self-confidence, openness to others and recognition of values as a factor for personal enrichment.

Keywords: Higher education, Intercultural education, Erasmus, Transnational student mobility.
Abstract book

Friday 14th June Room 5 11.50 to 12.50

SESSION: European Identities

Paper 1: Becoming Europeans? Students’ Constructions of their Identities at Three European Schools.
Nicola Savidov, Durham University, United Kingdom

This paper reports on an ESRC-funded study that explored European school students’ discourses of their identities and sense of belonging. A multiple-case study was conducted with three of the intergovernmental European Schools located in England, Belgium, and Spain, which cater largely to multilingual, mobile European students. The ethos of these schools is to foster the students’ identities, cultures and languages as well as to develop their shared sense of European identity by educating them side by side through a European dimension to the curriculum. Data are drawn from 85 interviews, conducted with 160 students aged 16-18 years in European schools and 36 focus group discussions. The findings reveal some of the factors that are seen to shape students’ identities and the challenges and opportunities that they face in trying to mediate them. Suggestions are provided on how a European and intercultural dimension in education might address some of the challenges faced by students with complex identities.

Keywords: Multiple identities, Students’ discourses, The European dimension in education, European Schools.

Paper 2: Moving borders, crossing boundaries: young people’s identities in a time of change 4: Constructing Identities in Romania and Bulgaria.
Alistair Ross, London Metropolitan, UK

This is the fourth in a series of presentations based on the development of a project being undertaken under the aegis of a Jean Monnet Professorship. Previous papers (Ross 2010, 2011, Ross et al 2012) reported on the Baltic states, the Visegrad states, Turkey, Iceland and Cyprus. This paper focuses on European Schools situated in Romania and Bulgaria. What discourses do young people use to construct their sense of identities, in relation to their national identity and potential European identity? This paper examines the in the context of Brustler’s (2005) thesis that identities can be constructed by individuals in a cultural or national context. The study examines the role of social and educational influences on the development of identities. The findings reveal some of the factors that are seen to shape students’ identities and the challenges and opportunities that they face in trying to mediate them. Suggestions are provided on how a European and intercultural dimension in education might address some of the challenges faced by students with complex identities.

Keywords: Multiple identities, Students’ discourses, The European dimension in education, European Schools.

Paper 3: “Am I a European or a Portuguese citizen?”. Portuguese students’ perceptions of European and citizenship identities.
Gloria Solé, Universidade de Minho, Portugal

This paper discusses the perceptions of European and national identity, as well as citizenship concepts presented by Portuguese university students in the current changing political and economic context which affects European space and especially some nation members. Our research discusses the notion of identity and citizenship revealed by university students over a decade, analysing the progression of their ideas in relation to structural changes over this period concerning they make sense of European identities and citizenship. A qualitative approach was applied to analyse comparatively the data collected by means of a questionnaire which was applied in 1997 to 32 university students in Portugal (concerning identity and citizenship, but in another study) and again, to a similar number of students in 2001, 2003, 2010 and 2012. In addition, a qualitative approach was applied to a stratified sample of ten students that were interviewed about their beliefs about the details of understanding of the relevance of European identity and citizenship and about their perspectives in response to the question, ‘What do you think about the future of Europe?’. Results suggest that university students emphasize the economic advantages of the European integration, the freedom of travelling, studying, and also working abroad. Nevertheless, at the moment 2012 university students reveal a less positive perspective about the Portuguese European integration, contrasting an increasing sense of national identity and citizenship. They defend the preservation of some specific aspects of national identity to promote a positive stance towards life, even if they understand Europe as a global space, as they recognize themselves as European citizen.

Keywords: European consciousness, Citizenship, Identities, Historical consciousness.

Friday 14th June Room 6 11.50 to 12.50

Workshop: World War One as a global and timeless disaster.

Workshop facilitators: Wim Kratsborn, To-Gather, the Netherlands and Hugo Verkeer, KATHO, Belgium

The current economic crisis has provoked much controversy, but it also has a cultural, a social and a historical dimension. Globalisation, migration, integration, human rights, nationalism, media/music and new technology were hot items during World War One, but are still hot items in the present. ‘When death was democratised in 1914, reaching everyone, having no national privilege, then everybody’s family history became a history of a family at war, recovering from war, remembering war’ (Jay Winter). WWI is the ‘Orb-Catastrophe’ and its memory is still also a heritage of monuments. Crisis ‘(Kritinen’ in Greek) is about not knowing what the essence is in our existence. It’s about not being able to choose, but being chosen. In the workshop the first World War is the decor or the mirror in which young people make or have to make their choices. For young people World War One was a disaster and almost 10 million young soldiers were killed. ‘The youth of today needs the youth of the past to survive in the future’. They need this memory to become a good active citizen and to protect human rights. It is ‘their’ war that’s still going on in the Arab world. That’s why they have to become a ‘multiple choice identity’. Also for teachers it’s a challenge to learn how learners are learning to learn and to construct their identities by being part of learning with new sources of knowledge, new working forms and new forms of learning (Howard Gardner and Mary-Helen Immonro). The issues are: 1. the development of active citizenship during the past and the present crisis; ‘real life learning’ 2. the different identities of young people related to identity (Jeremy Kirklin) 3. national integration and localisation (Monika Bulirsch) 4. the relation between ‘the Balkan spring’ and ‘the Arab spring’. 5. the sacrifice of younger during a crisis (‘Les sacrifices’ and the ‘indignados’).

SYMMPOSIUM: Constructing Cosmopolitan Citizenship and Social Justice In Education (Part Two)

Friday 14th June Amphitheatre 14.00 to 15.20

Convenor: Liliana Jacott, Universidad Autónoma de Madrid, Spain

Symposium abstract: This symposium is devoted to present different contributions carried out mainly by a group of researchers from the Universidad Autónoma de Madrid (CICE) to the study of the relation between social justice and citizenship education. The work presented here is part of two research projects that have been carried out by this interdisciplinary research group (CICE: Educational Change for Social Justice, “Schools for social justice” (EDU2011-21914), “Education and social justice: a multidisciplinary approach” (UAM, CIEHU-2012-024), directed by Javier Murillo. The studies presented share a common theoretical framework based on the three main components of the theoretical framework, Social Justice, Recognition and Representation (Murillo and Hernández-Castilla, 2011). From our point of view, it is crucial to make efforts towards the development of theoretical and empirical perspectives about the role of citizenship education in the promotion of Social Justice (Jacott, Linza y Maldonado, 2012). The papers presented in this symposium are focused on the study of the representations of citizenship and social justice by primary and secondary students, training and expert teachers, and parents, using different methodologies such as specific questionnaires based on dilemmas, focus groups and interviews. We also include a theoretical analysis about this social justice framework and some educational guidelines to work in schools. This symposium is divided in two parts because we present 9 communications.

Paper 1 The voices of gay and lesbian parents about school in Spain: an analysis from a social justice perspective.
Santiago Agustín, Esperanza Ochaíta (and Mª Ángeles Espinosa, Universidad Autónoma de Madrid, Spain

Our study focused on an analysis of the experiences of gay and lesbian parents to understand the school environment from the perspective of social justice. We mixed different research exercises. Firstly, students were asked to describe their ethnic identity through completion of a questionnaire and a writing exercise to assess cognition of layerdness and multiplicity. This was followed up with individual interviews to provide opportunities for elaboration on identity descriptions as described by themselves. Secondly, the students, working in groups, completed a ‘picture-selection task’ during which they were asked to make decisions about the historical significance of particular events and themes in British history. They were asked to reflect on the ways in which their ethnic identity may have influenced the decisions they made during a picture-selection task. The study seeks to determine how students construct the history of the United Kingdom, assessing whether they use specific types of historical significance depending on the narrative(s) they used. It will explore whether students’ ethnic identities played a central or peripheral role in determining which narrative template(s) they employed and the criteria they used to select the events for their narratives. In particular it will explore how students articulate their beliefs about the relationship between identity (self-ascribed) and the narrative they constructed. The paper will conclude by assessing the implications of the study for teaching and further research will discussed.

Keywords: Ethnicity, history, identity, self-perception.
Friday 14th June
Room 1
14.00 to 15.20
SESSION: Teacher competencies and well being.

Paper 1: Awareness of wider responsibilities within the school.
Marijana Pecar Kuzdić, University of Ljubljana, Slovenia
It has been observed in Slovenia that the enrolment of students in institutions of higher learning rises due to the time of economic development. Being a student comes with important rights and responsibilities and is allowed for unemployed young people. Two of them are health insurance and eligibility to work through special student agencies. It is alleged that such opportunities have been disregarded by the parents. The study was conducted in high schools in Slovenia (n = 570). The majority of the study subjects were students of the age 16-18. The aim of the study was to explore the awareness of social justice and its meaning for young people. The methodology was based on a questionnaire survey.

Keywords: awareness of social justice, health insurance, eligibility to work, student agencies, young people.

Paper 2: Empathy and Citizenship Education. The social identity construction of adolescents in Spain.
Everardo Pérez Marzánez, Universidad Autónoma de Madrid, Spain
In recent years, there has been a growing interest in the cognitive-affective aspects of empathy and its importance for Citizenship Education. Although some literature points out that empathy is an obstacle for learning, this study rests on the idea that this construct is a meaningful component in learning processes, especially in Citizenship Education. The development of empathy among young learners fosters a more pro-social performance and cultural competence. Summarizing, empathy entails intersubjectivity, cultural recognition and self-agency, abilities most needed and named in Citizenship Education. This paper reports findings from a study of elementary children’s empathetic perceptions on social justice. The study analyzed the social and empathic positioning of children towards social dilemmas related to a social discrimination event. These were applied to a sample of one hundred and twenty students of different grades and implemented both quantitative and qualitative analysis. The implications for global citizenship education, and the other side, we used personal interviews to explore in a more depth way their representations in order to analyze how secondary students and teachers, selecting dilemmas about every day and concrete situations near to their experience. By one side, we used a simplified version of a large questionnaire designed to explore the representations of social justice in young academic staff and for the development of pedagogics in general.

Keywords: empathy, ethical development, social justice, empirical evidence, pedagogy.

Paper 3: Representation of primary students and their families about children’s rights and their participation in different social contexts.
Vanessa Seguro and Liliana Jacott, Universidad Autónoma de Madrid, Spain
This paper reports findings from a theoretical debate between citizenship and social justice approaches for education. The study analyzes educational alternatives, from theory to practice, based on three main concepts: social redistribution, cross-cultural gaps and social participation. These theoretical and empirical alternatives are based on social dilemmas, regarding topics such as cultural diversity, gender and democracy. The implications for global citizenship education are considered, as are also theoretical considerations of how dilemmas reveal complex dynamics of social performance and understanding.

Keywords: social justice, citizenship education, social dilemmas, educational alternatives.

Paper 4: Citizenship Education and Social Justice. From Theory to Practice.
Almudena Juanes, Everardo Pérez-Marzánez and Tatiana García, Universidad Autónoma de Madrid, Spain
In this paper we use a dual procedure to explore children’s representations of the three main dimensions of social justice (redistribution, recognition and representation) in primary education students (grades 4th and 6th, 10 and 12 year-olds). By one side, we used a simplified version of a large questionnaire designed to explore the representations of social justice in secondary students and teachers, selecting dilemmas about every day and concrete situations near to their experience. By the other side, we used personal interviews to explore in a more depth way their representations in order to analyze how students use presocial reasoning about social justice.

Keywords: citizenship education, social justice, empirical evidence, pedagogy.
Identities and citizenship education: Controversy, crisis and challenges

Cristina Cheveresan, West University of Timisoara, Romania

Abstract: The paper will focus on the educative value of literature in diverse spaces as the United States, suggesting that a similar approach to social and moral issues might be beneficial in the enlarged EU context as well. While the interaction of community and literature will outline literary works that have become true civil rights landmarks, the studied works will bring to the fore different eras, locations and sets of issues in American history. The novels under discussion will be placed in the 1960s, that is, Kill, a novel by William Faulkner, with a focus on themes related to a community of the same name, and To Kill a Mockingbird, a novel by Harper Lee, that refers to a community of the same name. In addition, the books equally emphasise the importance of formal and informal education in the process of identity formation and development. The part played by race and ethnicity in the protagonists’ search for a coherent self-articulation is essential. The paper will argue that the U.S. example can and should be applied in the EU, in what the exemplary fiction writing and its grounding in mirroring real-life experiences are concerned. Moreover, the teaching of literature should provide knowledge of and encourage reflection upon the socio-historical and cultural backgrounds of the studied works, thus contributing to the students’ awareness and understanding thereof.

Keywords: education, ethnicity, diversity, literature.
Toutan Issa, London Metropolitan University, UK, Sazan Salih, London metropolitan University, UK
The study explores the way Kurdish Sorani speaking children construct their identities in supplementary school settings. Supportive supplementary schools have been present in the UK since the 19th Century, initially set up to secure the language and culture of the migrant communities in the UK (Issa and Williams, 2009). The primary aim of the Kurdish supplementary school is to provide useful contexts for the development of multiple identities as English speaking Kurdish children in London.

Abstract book
Don’t have a problem understanding which language to use.

Friday 14th June
Room 5
14.00 to 15.20
SESSION: Citizenship in the Early Years
Paper 1: Comparing the views of pre-school teacher education student and practicing teachers attitudes towards respect for diversities in Finland, Greece and Turkey during periods of economic crisis
Riitta Korhonen, University of Turku, Finland, Julia Athena Spathourakis, University of Patras, Greece, Ebru Aktan, Canakkale Onsekiz Mart University, Turkey and Panagiotis Sotropoulos, University of Patras, Greece
The European economic crisis has led many EU citizens to perceive diversity as one of the main issues threatening their way of life thus raising the discrimination specter. Incropping citizens tend to feel powerless the worse the economic downturn gets. The study was conducted between 2012 and 2014 in three European countries: Finland, Greece and Turkey. The research was targeted to students in teacher education programs as well as pre-school teachers in order to ascertain the differentials in terms of the teachers’ understanding of the issues, the desired practices, the teachers’ own perceptions and the students’ perceptions of the classrooms.

Keywords: Comparative methodology, Research in early childhood, Attitudes and values.

Friday 14th June
Room 6
14.00 to 15.20
Workshop: Critical thinking about complex political problems
Workshop facilitator: Margarita Jeliazkova, University of Twente, The Netherlands
The purpose of this workshop to present a framework to foster the development of critical thinking and research skills in young citizens in a democratic society. The workshop will provide possible ways to help them see the world scientifically. The workshop will present the findings we could find out and what should be subjects to handle complex political issues such as climate change, genetic engineering, nanotechnology, etc.

Keywords: critical thinking, democratic participation, science education, research skills, understanding the world scientifically.
Poster Session (coffee available)

Poster: Ideas and discourses of children’s communication and participation within the environment of pedagogical documentation.

Therese Larsson, Malmö University, Sweden

The study focuses on discourses about children’s communication within the context of Swedish early childhood education. The aim of the study is to investigate discourses about children’s communication and participation in their communicative subject positions made available in the preschool practice.

Poster: An exploratory study of representations of social justice in prospective secondary teachers

Almudena Juans, Universidad Autónoma Madrid (grupò GICE), Spain

An exploratory study of representations of social justice in prospective secondary teachers. The aim of this study was to explore prospective secondary teachers’ representations of social justice in its three dimensions (Murillo and Hernandez, 2011, Jacott and Maldonado, 2012) and to analyze differences in terms of gender and the subject area (Humanities and Social Sciences vs. Science), and teaching experience among participants. A questionnaire was designed and validated in order to explore these three dimensions of social justice using dilemmas. Results show that there are no significant differences in terms of gender and the subject area. However, differences were found between subjects with regard to the presence or absence of previous teaching experience.

Keywords: social justice, prospective secondary teachers, redistribution, recognition

Poster: Children’s Rights Erasmus Academic Network

CREAN (Children’s Rights Erasmus Academic Network), Project co-ordinator: Rita Nunes, Free University Berlin, Germany

In most research on children’s rights little attention is given to their broader meanings and the social contexts and conditions of their enactment, or the social significance for children and their relationships with a right-bearing status. The context and significance of the Convention on the Rights of the Child (UNCRC) was not adequately conveyed to children from the beginning of the drafting process. It has also yet to be understood in a systematic way that children can only appreciate their rights as meaningful if these are interlinked with their lives and if children can put them to an empowering use. The CREAN project approaches children’s rights mainly from separate single disciplinary perspectives. The Children follow Rights Erasmus Academic Network (CREAN) is a network of universities offering higher education in children’s rights with the major aim to include further enhancement of the academic field of children’s rights studies as an interdisciplinary field of studies. By this, CREAN intends to promote a shift in general human rights scholarship that goes beyond top-down conceptualizations of rights and give more importance to the ways in which rights holders themselves relate to and make use of their rights, and overcome existing constraints. It intends to change the reality of children’s legal position in society by linking theory and practice.

Keywords: children’s rights, academic, interdisciplinary.

Poster: How gender and age affect the acceptance of foreign pupils in the school environment by their classmates.

Alexandra Diamantopoulou, University of Patras, Greece

The paper examines the issue of the acceptance of foreign pupils at primary school by their Greek classmates. This knowledge about the concepts of future kindergarten teachers have contributed to their understanding may contribute to the actions and interactions that the future teachers develop with these children.

Keywords: racism, xenophobia, acceptance, diversity.
Authors: Despoina Karakatsani, University of Peloponnese, Greece and Ulla Lundgren, Jönköping University, Sweden

Over the years CiCe has established a vast resource base including guidance booklets and conference papers. There is much valuable material which is under-used by students. The aim of the working group is to re-present materials in themed packs to help improve access, particularly for BA students, by providing a more user-friendly resource. This CiCe working group has reviewed and collated previous CiCe resources and materials relevant to the theme(s) of democratic participation and social cohesion and is working on a theme pack with a short introduction.

Keywords: Democratic Participation, Social Cohesion, Citizenship, CiCe materials themed pack.

Poster: European Centre of Excellence for Research in identity and citizenship.
Authors: Christine Roland-Lévy, Université de Reims Champagne-Ardenne, France, Jelena Petrucijová, University of Ostrava, Czech Republic, Irena Zaleskiene, Vilnius Pedagogical University, Lithuania and Ifigenia Vamvakidou, University of Western Macedonia, Greece

This CiCe working group has set out to establish European Centre of Excellence for Research in identity and citizenship, which will organise activities including doctoral summer schools and research student conferences. The group also aims to publish on-line guidance drawn on research and research supervision to enhance research and supervision capacity and to support Continuing Professional Development and develop excellence in practice.

Keywords: Doctoral supervision, summer school in citizenship, excellence in citizenship research.

Poster: Education for Citizenship, Identity and a Sustainable Society.
Authors: Jelena Petručjová, University of Ostrava, Czech Republic, Irena Zaleskiene, Vilnius Pedagogical University, Lithuania and Ifigenia Vamvakidou, University of Western Macedonia, Greece

Citizenship is linked to the need for participation and influence and may assume a political, social or personal form. Civic activity on a personal level is connected with responsibility for oneself and others as well as for personal, local and global futures. Responsibility is a social competence related to 3 components:
- awareness of influence own action for self, others, locality, globally e.g. responsibility for own education, health, environment etc. can influence own future, future of relatives and friends, future of local and global society
- skills of bearing consequences own action but first of all self-management
- attitudes to be responsible citizen - readiness for taking responsibility

This CiCe group is looking at the best means to understand and promote responsibility as an important factor of citizenship and education. They are doing so by collecting a range of resources and best practices for professionals and students that they work with, which they hope will help support trainers in the field of education and teacher training, by offering them a ready to use list of resources, lesson plans and other materials.

Keywords: Citizenship, responsibility, sustainable societies.

Poster: Innovation in citizenship and identities education: Intergenerational Solidarity.
Authors: Miriam Prošeková, University of Ostrava, Czech Republic, Carina Siléd Lønæth, Malmö University, Nightingale programme, Sweden, Anne-Marie van den Dries, Euforizie vzw, Belgium and Henry Maitles, University of West of Scotland, United Kingdom

Demographic ageing is strongly affecting the relationships among generations and the way European societies function. Rather than focusing on the negative challenges of ageing, such as its impact on the increased pension and health care expenditure or on the shrinking labour force, demographic reality should be looked at as an opportunity, which can bring solutions to many current economic and social challenges, but therefore requires a new assessment and reworking of several economic and social policies within society (Zaidi, Gosior and Sidorenko, 2010). Education has an important role to play here: bringing together youngsters and their grandparents and older persons in very enriching environments, to change perceptions of young and old, to help people of all ages to realise their potential and to see demographic change not as a threat but as an opportunity to fundamentally rethink how our society functions (Jarrott, 2007). Linking with European Year for Volunteering (2011) and Active Aging (2012) we focus on the role of school in collaboratively working with outside agencies and individuals and in line with EHEA and the New Skills for New jobs agenda recognise the need for staff to have competencies to do so. This working group is preparing guidelines for teacher educators and others, which recognise the personal, societal and educational value of intergenerational solidarity and report on innovative practice.

Keywords: Innovation, citizenship and identities education, Intergenerational Solidarity.

Poster: The arts and media - citizenship and education in society.
Authors: Annete Haaber Møl, University College Sjælland, Denmark, Dorota Misiejuk, University in Bialystok, Poland and Elizabeth Newman, University of the West of England, UK

The importance of talking about values and citizenship education is enshrined in the United Nations Rights of the Child. This CiCE working group is considering the similarities and differences of values and citizenship education in 3 countries, Denmark, Poland and the United Kingdom. They explore the challenges and opportunities, often considered ’practices of neglect’ that the citizenship/values agenda presents, and prepare guidance for teaching and learning. Illustrations of practice in teacher education (and related professions) linked to current European perspectives are provided. The intention is to provide guidance for course development and identifying specific competences for future professions who work with children and young people.

Keywords: Citizenship, Values, European perspectives.

Poster: Values and Citizenship Education: European Perspectives.
Author: Annete Haaber Møl, University College Sjælland, Denmark, Dorota Misiejuk, University in Bialystok, Poland and Elizabeth Newman, University of the West of England, UK

Arts, Media, Citizenship, arte education.
Identities and citizenship education: Controversy, crisis and challenges

Saturday 15th June
Amphitheatre
9.00 to 10.20

SYMPOSIUM: Grounding education towards citizen’s participation on controversy? Development of a critical approach

Symposium Convenor: Tatjana Zimenkova, Bielefeld University, Germany

Symposium abstract: The symposium elaborates on controversy as both essential element and under-estimated feature in democratic citizenship education. It presents participation as a paradigm shift in education. The symposium reveals international and national educational policies not only in Europe. Institutionalised approaches for compulsory education are called to provide participation competencies to all young citizens. Empirical evidence, discussed in the symposium, shows that majority of educational policies, relevant teaching materials and related research on education towards active citizens’ development are built on rather weakly defined notions of participation and democracy. They often emphatically refer to democratic goals, but fail to harmonize characteristically, and articulates the meaning and value of participation through citizen’s participation. Controversy, difference (and dissatisfaction) as basic elements and essential experiences of democracy are missing in these policies, teaching materials and research approaches. As a goal of the symposium, an interdisciplinary panel of researchers seeks to develop a critical approach to democracy and participatory education, based on controversy and difference as core elements of education towards citizenship participation. First theoretical foundations of the approach are elaborated within the volume “Education for Civic and Political Participation. A Critical Approach”, Routledge Research on Education Series, edited by symposium convenors Reinhold Hedtke and Tatjana Zimenkova. Papers, presented at the symposium, question mainstream approaches of participatory citizenship education and investigate their assumptions, political contexts and educational outcomes, using qualitative and quantitative data from UK, Spain, Portugal, Germany and other European countries. The symposium elaborates on possibilities and frameworks of participatory education, taking in consideration the positions of organized political/ educational agencies and of the political subject/individual citizen. The symposium argues in favour of difference and controversy as the main element of political education and discusses the disappearing of differences and controversies from education towards citizenship participation.

Keywords: Education towards citizens’ participation, Controversy, Education for Civic and Political Participation, Critical approach, Education for Democratic Citizenship, Education for Political Education


Addressing the design, main ideas and processes of participatory education in Europe, this paper focuses on the under researched question of participation and participatory education beyond the democratic paradigm, thus giving empirical evidence of the original content of the symposium. The paper highlights the continuities and discontinuities of educational policies in Portugal and Spain. The authors underline the persistence of the inheritance of the Iberian dictatorships and question how the authoritarian pasts are approached and portrayed in educational policies and practices. The grand narrative of the authoritarian past, addressing democracy as common European foundation of democracy and European harmony, warranted with help of citizens’ participation is confronted with non-democratic educational experiences and possibly, path dependencies. Do these path dependencies bring about special controversies into citizenship education? The paper draws on an analysis of historical texts, showing how official narratives are translated into “balanced” accounts of the past. The emerging didactical picture of a past period which actually was full of unresolved conflict and unacknowledged pain seeks to ban controversies out of educational process. If the authoritarian past is still relevant, the authors argue, neutralising it may have detrimental consequences for educating critically aware democratic citizens of today.

Paper 2 Controversy as basis for citizenship education? A plea towards re-politisation of citizenship education

Tatjana Zimenkova, and Reinhold Hedtke, Faculty of Sociology, Bielefeld University, Germany.

National and international educational policies on European level have a general consensus on concepts of active citizenship and democracy taught to all young Europeans. Empirical evidence shows, that harmony and harmonious co-existence are at core of citizenship education in Europe and constitute the vision of European democracy as it is supposed to be internalized by young Europeans. However, the reconstructions of the central terms of participatory citizenship education policies and practices of citizenship education on the level of the European Union, Council of Europe and exemplarily educational policies and practices in Germany, Russia and Estonia, the paper describes the conceptions of political participation and citizenship education, implied in these policies and practices of citizenship education in many European countries see controversies as main didactical tool and a core experience of a democratic participation, citizenship education in its conceptualisations and its sub-disciplines, like for civic education, democracy education, political education services learning etc. It seems to make no crisis of citizenship education? Referring to non-democratic path dependences in citizenship education, as addressed in papers one and two, the author puts the question, how the controversies are and can be anticipated in citizenship education, and what does the deficiency of controversies in citizenship education mean for the ideas of democratic participation, as internalised by young citizens? Analysing policies and teaching materials on European and national level, the paper points to the die-politicised approaches towards citizenship education, and suggest political education strategy, as alternative contour of citizenship education.
Paper 3: My place in the world of today.
Inge-Marie Svensson and Gunnilla Welve, Malmö University, Sweden

We work in Malmö University within the faculty Learning and Society. Our main subjects as teachers are Geography, strawaking and Art and Visual Learning. This year we went to work with young people from a competition arranged by the International Cartographical Association, ICA in Sweden. The theme 2013 is My place in the world of today. 2013 is the year for the celebration of the ICA. We have to make a visual material collected from pupils living in Malmö and its surroundings to interpret and analyze about 150 pictures. Our purpose is to investigate children's thoughts about the concept place and we hope to find connections between place and society.

As we work with similar questions in the Teacher education, we'll try to highlight and reveal something about these social actors they really want, because they themselves are necessarily assertive, strategic and not always predictable. Drawing from data

Paper 4: Time to pretend! A performative way of how youth negotiate their identities in their everyday life at school.
António M. Rodrigues, Universidade Tecnica de Lisboa, Portugal

This paper aims to provide some discussion about how young people negotiate their identities in their everyday life at school. Moreover we'll discuss in matters if their relationship with the processes of formal education, can and should also be understood from the varied forms of sociability and performative practices of their daily lives. The main focus is to explore the use of performance, in everyday analysis of the students, particularly in its dimensions of identity making in non-formal or informal contexts as a contribution to think about citizenship education at schools. The performance of which is meant to be widespread throughout this paper, is always relational and form a precarious living world, doesn't reveal only the effects and events which produces but the commitment and work that social actors with their performances are what they really want, because they themselves are necessarily assertive, strategic and not always predictable. Drawing from data of a longitudinal study with high school students, we'll try to highlight and reveal something about these social actors and their actions in everyday life at school in a performative dimension as a way to negotiate their identities in relation to themselves, to youth culture and to school culture. The data suggest that emphasizing youth performances as student's identity and their actions in everyday life at school in a performative dimension as a way to negotiate their identities in relation to other social actors

Paper 5: Pass or Fail in the Swedish school? A historical perspective on active citizenship for social justice.
Stina Sandqvist, Swedish University of Agricultural Sciences, Sweden

The years after 1991 were marked by an economic crisis in Sweden, which has clearly shown itself in increased income inequalities and lower turnout among less educated. This depiction of the Swedish welfare state is reflected in the Swedish school system. The background to the Government’s decision for a reform of Upper secondary school (Cyy2011) was that it had to face several major challenges: - Too many students had discontinued their studies or completed their studies without passing grades, - Some principals used their local decision latitude to lower the requirements, and - High school students were not enough prepared for further studies nor careers. It has also appeared that a growing number of pupils are leaving school without eligibility for Upper secondary schools. Reports show that there are a number of socioeconomic factors that correlate with school results: These are above all parental education, labour market attachment, and if the pupil lives with both parents. However, we cannot understand the whole picture without realize that much of the reform of upper secondary school was a full grade, of which 42 % lacked eligibility for high school programs. Based on this picture of Sweden in transition and in comparison with other countries, it is remarkable how the Swedish school system doesn’t put more priority to education for active citizenship.

The purpose of the paper is first to present some theories of why citizenship education has such a low priority in the Swedish school system. In a historical perspective, the starting point of discussion is the values expressed by the Swedish political elite during the LSE and how they have been acted upon. Further, we present a historical perspective on the school results and we present some conclusions about the need for and possible strategies for a more developed teaching for an active citizenship in Swedish schools.

Keywords: Active citizenship, Increased inequalities, Historical perspective on core values, School policy.

Paper 6: Solidarity and active citizenship learned from a natural disaster: the school experience after the May 2012 earthquake in Italy.
Sandra Cristolini, Università degli Studi Roma Tre, Italy

This paper presents part of a larger research on the consequences of an earthquake on the scholastic life of children aged 3-11. In May, schools already closed due to the earthquake in Emilia Romagna and Lombardy. Children and teachers fled from them, leaving school backpacks and books in the classrooms. Daily life was disrupted and the community gathered in tents set up by the municipality. Immigrant families returned to their countries of origin in the cities.

The theoretical sources of the research were mostly composed of the most studied latest international studies on natural disasters, and focusing, especially on the vulnerability of the persons concerned (Caillard and Navarro), measures for risk reduction (Hagelsteen and Becker), environmental sustainability (Aksan and Akslar; Radiulcea; Felet), community resilience (Jorin, Shaw, Takeuchi and Krishnamurthy), controversial human development between the person and economic globalization (Jafarzadeh and Beheshti, Abdel-Heid). Our interviews with teachers, school rectors and citizens revealed the impact of the earthquake on community life, the political role of institutions, the social action of volunteer groups, the commitment of the fire department, the capacity of teachers to turn the disaster from an experience of total loss and destruction to the desire for personal and social rebirth, and the exemplary courage displayed by children well-trained in the evacuation drills prepared by the schools. Earthquakes can cause a loss of community identity and simultaneously be a time of active citizenship through educating to the reconstruction of the local historical memory. For every house in a city the earth is a plan for living is reborn, a sign of how nature is cyclical and of solidarity and a responsible participation in the recovery of daily life. The production of a video and the workshops with students allowed the School to become another point of the research.

Keywords: School experience, Natural Disaster, Solidarity, Active citizenship.

Alison Ross, London Metropolitan University, UK

At the York Conference a paper was presented on the formation of CiCe, as the first part of a series on the history of the Academic Network. This paper will reflect on research and reflections on the first four years of the Network: the ‘first cycle’ from 2009 to 2007 and the dissemination year of 2010-12. Based on archival records as well as the recollections of key participants, this paper explores the early work of the Academic Network established by the European Commission’s Soros Programme.

Keywords: Academic Network, Europe, CiCe.
Paper 2: Young offenders and “risk”; the new world order.
Graeme McInally, University of Huddersfield, England

This paper explores the notion of “risk” (the probabilistic calculation of future, problematic behaviours) in youth justice and the impact of risk management strategies on young offenders in England and Wales. The “new penology” is increasingly characterised by a managerial approach to the control of crime and has shifted the focus of youth justice from a community-based approach which encouraged marginalised young people to take responsibility for their actions and to work towards community cohesion, to an exclusive regime of surveillance and risk management of those labelled “problematic”. The paper will utilise data from a qualitative, longitudinal study which examined the experiences of 21 “high-risk, serious and persistent young offenders” (aged 13 to 17) as they moved through the youth justice process over a period of at least 18 months. The approach to risk assessment and management of young offenders is examined critically in relation to their understanding of the concept of “risk”, their own risk perceptions, and the impact of risk management strategies on young offenders. The research employed a phenomenological approach in order to examine the participants’ understandings of their social worlds. Detailed case-study data were collected on each participant, and included in-depth interviews, weekly “phone-logs” (for a period of six to eight months), final interview with each participant at the end of the study, and case materials (youth justice records) on each participant. The findings from the study suggest that the labelling and management of young offenders is detrimental to their (re)integration with the wider community, their sense of identity, belonging, and citizenship, and their potential for change. Further, the results from the study indicate that “risk” as the main driver for work with young offenders is exclusive of many of the considerations which are vital to the prevention of offending and increased social cohesion. The paper will conclude by exploring the implications of these findings for work with young offenders and will argue for a return to a more individualised focus on offenders’ needs that emphasises their negotiation of personal change, individual identities, and citizenship.

Keywords: young offending, community cohesion, citizenship, identity

Paper 3: The role of schools in assisting children and young people with a parent in prison: findings from the COPING project
Ben Raikes, University of Huddersfield, England

Children who experience parental incarceration are vulnerable to facing poor outcomes in terms of their mental health and education. Schools have the potential to provide a point of stability during a parent’s prison sentence, thereby assisting children affected by parental imprisonment to remain resilient and become citizens. This paper will present related findings from COPING, a three year pan European research Project that investigated the impact of parental imprisonment on children in five European countries (UK, Romania, Germany and Sweden). It will focus on good practice points for schools regarding how they can most effectively support children of prisoners by viewing the draws experienced by young people and families affected by imprisonment, as well as professionals who work in a school setting. Young people placed a high value on support from trusted school staff that had a general awareness of issues relating to parental imprisonment as well as knowledge of their own particular situation. This paper will therefore stress the need for all school staff to be trained with an awareness of the impact upon children of parental imprisonment. The paper will also present a discussion of workshops involving young people in Secondary education that were designed to enable them to think about the impact of parental imprisonment. These workshops were co-facilitated by the author of this paper as part of a citizenship day for schools which was held at the University of Huddersfield in Nov 2012.

Keywords: Parents, imprisonment, Schools, Resilience.

Irene Andersson, Malmo högskola, Sweden

In relation to the much noticed honour killings in Sweden the government and the Swedish National agency for Education have initiated research and also educational initiatives for headmasters and teachers in schools on the subject. We have in cooperation with the Swedish National Agency for Education developed syllabuses and organized short term courses around Honour-related violence and oppression and Sexuality education, relations and values for mainly headmasters, teachers, students and parents. The courses were aimed at increasing the knowledge of their own particular situation. This paper will therefore stress the need for all school staff to be trained with an awareness of the impact upon children of parental imprisonment. The paper will also present a discussion of workshops involving young people in Secondary education that were designed to enable them to think about the impact of parental imprisonment. These workshops were co-facilitated by the author of this paper as part of a citizenship day for schools which was held at the University of Huddersfield in Nov 2012.

Keywords: Honour-related violence, controversial issues, gender, citizenship.

SESSION: Citizenship in the Early Years (continued)

Paper 1: Conflict resolution in preschool; parents’ perceptions.
Ines Horta, Helena Platas and Nuno Amado, Instituto Superior de Educação e Ciências, Portugal

Conflicts are part of children's development and to prevent the use of violent strategies, conflict resolution skills should be introduced in early childhood as a part of children’s identity and citizenship education. Along with schools, parents have a fundamental role in the development of conflict management strategies (Perlmanm, Garkinfel & Turrell, 2007). The study here presented has been conducted in a multi-national project that aims to develop a peace education conflict resolution programme, the study here presented focuses on parents’ perceptions of conflict and on its role in children’s development. This is an on-going project with 39 parents answering an on-line questionnaire. Participants are mostly female (89%), between 26 and 41 years old who have at least one preschool aged child. The Conflict in Preschool Questionnaire for parents assesses parents’ knowledge of children and of conflict, parents’ views of conflict amongst children, which skills and behaviour related to peace education and conflict resolution children experience and their tolerance towards conflict. The results seem to indicate that parents mostly view conflict as a normal part of development, finding their own children less or as much conflict prone as any other child. Parents are willing to let children experience conflict if it can provide an opportunity for development. However, they are not aware of how children experience conflicts during the day. Results also seem to indicate that parents consider violent behaviour as the main cause of conflict, followed by the desire to be superior. Parents also seem to find violent behaviour the most children respond to, followed by bad words and behavioral problems. In this sense, parents recognize that emotional development is a key factor to a successful conflict resolution, along with the need for training school staff. These findings sustain the need for the development of conflict resolution programmes in schools.

Keywords: conflict resolution, parents’ perceptions, preschool children.

Paper 2: Glorified housewives - or professional teachers?
Kristin Dorfjord, University of Mureny, Iceland

Icelandic preschool teachers have been in an existential crisis over the last few years in the wake of the financial meltdown of the Icelandic society. Schools have been closed, people have been laid off and as a part of the last legislation before the crisis all standards on children staff ratio as well as square meters per child have been abandoned. At the same time the education for the pre-school teacher was raised to a master level, few people want to become nursery nurses. Concurrently there are loud voices that question the new degree. It can be useful to look back to see how the preschool teachers identities was formed and reflect on how the beginning is affecting the profession.

The aim is to explore ideas behind the education of preschool teachers (i. frúfrók - e. foster - nursery-nurse) at the beginning of the professional formual education (about 1950). How the preschool teachers were ranked by the society and in the society. The aim is to understand how those first steps have both formed and still influence the profession and its place in the society. To do so I will examine contemporary writings from the beginning the preschool teacher’s education and writings from later days about the beginning. I will reflect on those writings through the lenses of, among others, Foucault and Oakley, from the perspective of professionalism, gender and power. Looking back it seems that preschool teachers were ranked with housewives at the beginning; their profession was a glorified version of being housewives and mothers “on the market”. The education was based on the idea that women should become good housewives. A view that still affects the profession is represented in for example the contemporary discussions about on what kind of education preschool teacher needs compared to teachers at the primary-school level (Jónsdóttir, 2012).

Keywords: Gender, Teacher education, History, Early childhood.

Paper 3: Ideas and discourses of children’s communication and participation within the discussions of pedagogical documentation.
Therese Larsson, Malmö högskola, Sweden

The study focuses on discussions about children’s communication within the context of Swedish early childhood education. The aim of the study is to investigate discourses about children’s communication and participation in teachers’ reflective discussions and pedagogical documentation. Pedagogical documentation is a tool defined within the pedagogical philosophy in which the child is being described as a participating citizen with individual social activity. A condition for a documentation to become pedagogical is that it is used for reflections. Pedagogical documentation can be used as a tool when reflecting on pedagogical practice and as a means for democratic influence of children’s learning and their opportunities for work. The empirical data will include teachers’ discussions of documentation from one preschool department. I will follow a group of teachers during their planning and reflection meetings in which I will take the role as a partially participating observer. I will also base my approach on information from literature and reflective discussions, conceptions are articulated about perspectives and understanding of children’s communication. The empirical data can be considered to be governing the possibilities for communication and the possible communicative subject positions that are made available in the preschool practice.

Keywords: critical discourse analysis, early childhood education, pedagogical documentation, preschool.
classrooms illuminate how teachers scaffold pupils’ learning to support pupils’ developing understanding of different perspectives. The impact of this support on pupils’ learning is evaluated through analysis of pupil talk and their written work on the activities. The paper concludes by identifying challenges in learning and teaching about people’s different perspectives and suggests possible approaches to develop pupils’ awareness and understanding both in history and in other subject areas. Such approaches are fundamental for preparing children and young people for the necessary skills and understanding to negotiate, learn and act within society. History education, learning and teaching; multi-perspective citizenship.

Keywords: history education, learning and teaching, multi-perspective, citizenship.

Paper 2: Rethinking Identities through History and Citizenship Education. Adolescents’ representation of the Other
Everardo Pérez-Mariñez, Autónoma University of Madrid, Spain

It is well known the long series of reflections that globalization has brought about, running in order to understand ourselves not from closed national frontiers but imagined communities, significantly transformed by the new immigration processes. Living as we are in a new world system, new social relations and different representations of the world, our identities are being transformed into a new and more complex systems of beliefs, and the idea of the Other in these processes is gaining momentum. Nevertheless, societies embedded in a post-modern identity crisis are among its members, preventing joint responses to local and global common challenges; in other words, societies are not educating its citizens with rights and commitments under or generating among them an identity that is recognized or felt belonging to act collectively and globally. Besides that, while the twentieth century included the knowledge of otherness, it did not bring the recognition thereof. Considering all of the above, History -one of the core basis of identity in past centuries- support the global education of the new citizen, and the cultural recognition embedded on it? It can be assumed that students’ social and historical conceptions determine in certain ways their identities. In this order of ideas, my goal is to examine student’s social and historical representations, enabling analysis of Historical Understanding, Social Perspective Taking and Identity Construction. This study aims to understand the ways in which students represents the other and how they put themselves into another one’s realities, reasoning and emotions, from peers, society to people of all cultures, as well as the distant past, shared all of the above can History -one of the core basis of Identity in past centuries- support the global education of the new citizen, and the cultural recognition embedded on it? It can be assumed that students’ social and historical conceptions determine in certain ways their identities. In this order of ideas, my goal is to examine student’s social and historical representations, enabling analysis of Historical Understanding, Social Perspective Taking and Identity Construction. This study aims to understand the ways in which students represents the other and how they put themselves into another one’s realities, reasoning and emotions, from peers, society to people of all cultures, as well as the distant past, shared.

Keywords: Citizenship Education; History Teaching; Identity; Otherness; positioning.

Paper 3: Values of Teachers: A Reflection between Past and Present (From the Contribution of Portuguese Educator Mário Gonçalves Viana)
Joaquim Pimentel, University of Lisbon, Portugal

Mário Gonçalves Viana (1900-1977) was a Portuguese teacher and teacher educator, particularly in the area of physical education. He became Director, between 1951 and 1957, of the National Institute of Physical Education and was the author of an extensive work in the areas of pedagogy, psychology and biology in which he reflected abundantly on the values of the teacher as a professional and as an authoritarian reformer of the Portuguese school system. His concept is based on the observation that in the process of historical evolution, nationalism, he embodied a project of humanistic education of young people based on a clear framework of values. At the pedagogical level, conceptions and practices inherited from the New Education movement, manifested as “active school”. In his thoughts on teachers, he articulates the value of specifically professional dimensions with a reinterpretation of some conceptual and micro-history. We assume, in particular, the thesis of the active role of representations in the construction of the individual. The experts, educators are frequently underlining the importance of this period associating it with the creation of a new identity, a new vision of the world and of the individual. The experts, educators are frequently underlining the importance of this period associating it with the creation of a new identity, a new vision of the world and of the individual.

Keywords: Values, Teachers, Deontology, Pedagogy.

Bernd Wagner, University Siegen, Germany

The paper is about the performance learning of young children in museums. The research takes place in the German Historical Museum in Berlin. The museum displays a collection of historic objects in exhibition rooms made for adults. One challenge is to open the exhibition for young children and their needs of artistic expression and play (Isenberg, Jålqvist, 2000). The other is to show the storage rooms and point out why artefacts were selected. On being placed in the museum, the objects in the exhibition were cut off from their original purpose (Pomian 1988). This also results from socio-historical changes in use-contexts. The items exhibited are disembodied from their meaning in material surroundings; they grow out of the context of material artefacts and have lost their context. Visitors, including children, find most of the things in the museum alienating. As the objects exhibited don’t interact with things in their everyday lives they are considered strange, although they are usually not totally unknown. It is likely that children have an idea of their historical intentions and use which provides performative interactions. The ethnographic research focuses on children’s performative interactions/play during a guided tour that leads through stations with redblud objects. Outcomes of the research will be reflected in a project of the German subject Sachunterricht, to provide an alternative to primary education. Sascha Sachunterricht promotes a multi-perspective view on things, in which the performative learning of children can be evaluated. The study gives innovative impulses on curricular approaches that combine early childhood and primary school education.

Keywords: historic learning, museum of German history, artistic expression, performative play.

SYMPOSIUM: Dilemma, Controversy, Crisis and Media in Turkish Setting
Saturday 15 June 10.20 - 11.20
Amphitheatre

Symposium Convenor: Nilüfer Pembeçoğlu, Istanbul University, Turkey

Symposium abstract: As Turkey is a point of contradictory ideas and identities, political, social, economic and value crises and challenges the media always yield interesting results. The Turkish media is a very important tool for the exchange of information between the various communities in the multiethnic and multi-religious country. The media is a social institution that has the task of informing, educating and entertaining the public. Nowadays, the media are a very important way to keep the world informed about what is happening in Turkey. The media in Turkey have a very important role in shaping the future of the country. The media are also important in shaping the identity of the Turkish people. The media in Turkey are very important in shaping the future of the country. The media are also important in shaping the identity of the Turkish people. The media in Turkey are very important in shaping the future of the country. The media are also important in shaping the identity of the Turkish people.

Paper 1: Children and Humour Factor in TV Commercials
Uğur Gündüz, Inc Çağatay, Istanbul Kütüphane University and Nilüfer Pembeçoğlu, Istanbul University, Turkey

Television Commercials are very influential when it comes to little kids as an audience. As researches prove that the brands and concepts introduced throughout the early childhood might have long-lasting impact on children. The addition to the brands and dedication to the habits is to become loyalty customers in future. The television viewing habits are also the structural, functional and discourse analysis of these commercials. The peace and education line has a very mysterious question. How the trust is established within the society and how the children react to this question. The questionnaire itself is a kind of raised awareness activity for the children and students in some cases. The replies to the questionnaire constituting the data is collected through the three cities, Kars, Tokat and Istanbul. In its first part the questionnaire concentrates on the perception of commercials and in its second part point out why artefacts were selected. After the responses on the self, the other was questioned regarding the content, form and Barthes methodology. Not only the text linguistic factors were considered but also the discourse analysis were concentrated. On the end, not only the stylistic variations of the childhood and humour combinations were found but also the structural, functional and discourse analyse of these commercials were achieved.

Paper 2: Trust Quotas in Childhood and Establishing a Healthy Network
Uğur Gündüz, Istanbul University, Turkey, Mustafa Senel, Nuran Tuncer, Gaziosmanpasa University, Turkey and Nilüfer Pembeçoğlu, Istanbul University, Turkey

The peace and education line has a very mysterious question. How the trust is established within the society and how much of the network is permitted in the childhood. Many different societies have different classes and limits in developing a healthy network in childhood due to many reasons stemming from security issues. That means a lot of quotas and barriers in childhood. This study covers 20 questions regarding how the child defines the circumstances he is living in and how the trust is established in childhood. Turkey, having different geographical regions and socio-economic factors developing different impacts for childhood have different many answers to this question. The questionnaire itself is a kind of raised awareness activity for the children and students in some cases. The replies to the questionnaire constituting the data is collected through the three cities, Kars, Tokat and Istanbul. In its first part the questionnaire concentrates on the perception of commercials and in its second part point out why artefacts were selected. After the responses on the self, the other was questioned regarding the content, form and Barthes methodology. Not only the text linguistic factors were considered but also the discourse analysis were concentrated. On the end, not only the stylistic variations of the childhood and humour combinations were found but also the structural, functional and discourse analyse of these commercials were achieved.

Paper 3: Dolls Of Discrimination: Toys as Carrier of The Values and Tools of The Early Childhood Education.
Everardo Pérez-Manjarrez, Autónoma University of Madrid, Spain

The research project ‘PROJECT TOKAT APPLICATION’ an earthquake crisis is handled and the paper ‘DOLLS OF DISCRIMINATION’ discusses the problem solving activities at the university level and its impact. CHILDREN & HUMOUR FACTOR IN TV COMMERCIALS’ discusses the media analysis and its impact. Dilemma, Controversy, Crisis and Media in Turkey sound interesting to those who knew a little about the country. The papers include a great database ranging from one end of the country to the other. Keywords: Turkey, Childhood, Media, Preschool.
children who express their feelings freely, to understand other people’s feelings and values toys conveying a different identity, to express their feelings freely, to understand other people’s feelings and values toys conveying a different identity, to express their feelings freely, to understand other people’s feelings and values toys conveying a different identity, to express their feelings freely, to understand other people’s feelings and values toys conveying a different identity, to express their feelings freely, to understand other people’s feelings and values toys conveying a different identity, to express their feelings freely, to understand other people’s feelings and values toys conveying a different identity, to express their feelings freely, to understand other people’s feelings and values toys conveying a different identity, to express their feelings freely, to understand other people’s feelings and values toys conveying a different identity.


As most of the territory of Turkey is in earthquake zone, children are supposed to live with a lot of earthquakes ranging from small to large magnitude. Since majority of Turkish people are not conscious enough about situations, unfortunately the country is exposed to large quantities of financial losses and loss of lives. As stated in the “Psychological support guide for children” produced by Istanbul University, Turkey is one of the largest active earthquake zones. According to the map of earthquake zones prepared by Disaster and Emergency Management Presidency, 92% of Turkey’s territory is in earthquake zone, 95% of the population lives with earthquake danger, 98% of great industrial centers and 93% of dams are in earthquake zones. Because of the earthquakes occurred in last 58 years, 56,020 people lost their lives, 1,254,066 people were injured and 41,746,145 structures were collapsed or heavily damaged. After the Van earthquake occurred in 2011, anxious questions of parents such as "earthquake resistance of educational buildings" and "what will their children do if an earthquake occurs" led us to study this topic. The question that arises is: To what extent is earthquake knowledge which was acquired from primary and secondary education knowledge in preschool education institutions in Tokat revealed that the level of knowledge about earthquake is not enough. As a result, a preschool education institution in Tokat was selected as pilot implementation. The aims of this project were determined and activities were designed. The respondents were the consciousness less of 4-6 age children about earthquakes. One of the main aims was to increase awareness of 4-6 age children about living in the region and to create a safe environment and to create self-awareness for 3-6 age children about earthquakes. One of the main aims was to increase awareness of 4-6 age children about living in the region and to create a safe environment and to create self-awareness for 3-6 age children about earthquakes. One of the main aims was to increase awareness of 4-6 age children about living in the region and to create a safe environment and to create self-awareness for 3-6 age children about earthquakes. One of the main aims was to increase awareness of 4-6 age children about living in the region and to create a safe environment and to create self-awareness for 3-6 age children about earthquakes. One of the main aims was to increase awareness of 4-6 age children about living in the region and to create a safe environment and to create self-awareness for 3-6 age children about earthquakes. One of the main aims was to increase awareness of 4-6 age children about living in the region and to create a safe environment and to create self-awareness for 3-6 age children about earthquakes.

Keywords: Earthquake, Earthquake education, Pre-school education, Crisis management, Disaster management, Early warning, Precaution, Prevention.
Identities and citizenship education: Controversy, crisis and challenges

Tamara Lebedeva-Starr, Information Systems Management University, Latvia, Yuri Shunin, Natural Sciences and Computer Technologies Department, Latvia

The current economic crisis has provoked a growing concern that the 21st century consumer society is on a path that is far from society-wide understanding of new technology and intellectual consumerism. Our previous research on nanotechnology has revealed a low level of scientific knowledge and interest. The current research was designed to investigate the impact of the project ‘Adopting an Intellectual Approach to Life’ (AIAL) at Information Systems Management University (ISMA), that is far from society-wide understanding of new technology and intellectual consumerism. Our previous research on nanotechnology understanding in a modern Latvian consumer society, which creates challenges causing controversy and a need to explore Latvian intellectual consumers: their habits, new technology perceptions, preferences and values. Intellectual consumerism is viewed as an identity project since we will study how Latvian citizens of the crisis times construct their identity and personal value system in the context of an increasing awareness of the importance of intellectual consumption. The main findings of the research are threefold as there were three teaching objectives of investigation: 1) what consumption is viewed as an identity project since we will study how Latvian citizens of the crisis times construct their identity and personal value system in the context of an increasing awareness of the importance of intellectual consumption. The existence of a knowledge-centred model of education does not facilitate the development of citizenship. The key factor for learners’ success is their perfect self-realization in various forms of activity. The research was carried out in 8 educational institutions: a lyceum, a gymnasium and a polytechnic. 120 participants aged 17-18 were involved in the experiment. The experiment was carried out for two years. The research showed that the students who were involved in the intellectual consumption project had the optimum level of the development of citizenship, while 65% demonstrated low level, levels of the development of tolerance and European identity were high. 70% of senior secondary school students demonstrated the optimum or high level of involvement in EU structures. The results are consistent with other studies that report poor student knowledge about EU institutions and the other dimensions tested. However it was interesting to notice some significant differences in the two European countries. The latter country is situated in the state, but also the organization of the process of education based on the humanitarian model of education, which facilitates the development of individual and social self-determination. The overall identity diffusion is high and the dominant identity variants are those from the values of the EU are accepted. The existing knowledge-centred model of education does not facilitate the development of citizenship. The key factor for learners’ success is their perfect self-realization in various forms of activity.

Keywords: nanotechnologies and nanoproducts, scientific citizenship, new emerging identities, intellectual consumerism.

Zoja Chehlov and Mihal Chehlov, University of Latvia, Latvia, and Ingirda Kvedži, Latvian Academy of Culture, Latvia

The development of citizenship is a topical issue in Latvia but the economic crisis makes the development of citizenship even more challenging. The existing knowledge-centred model of education does not facilitate the development of citizenship. The purpose of the article is to determine the objective and subjective conditions for the development of citizenship for senior secondary school students, to work out the structure of citizenship and to determine the effect of life values on the development of citizenship. The research was carried out in senior secondary school students. Following the theoretical foundations, A. Rawls and D. Paterson, we want to explore if the development of citizenship is possible on the basis of the humanitarian model in the form of an identity project in its centre. The key criterion for learners’ success is their perfect self-realization in various forms of activity. The research was carried out in 3 educational institutions: a lyceum, a gymnasium and a polytechnic. 120 participants aged 17-18 were involved in the experiment. The experiment was carried out for two years. The research showed that the students who were involved in the intellectual consumption project had the optimum level of the development of citizenship, while 65% demonstrated low level, levels of the development of tolerance and European identity were high. 70% of senior secondary school students demonstrated the optimum or high level of involvement in EU structures. The results are consistent with other studies that report poor student knowledge about EU institutions and the other dimensions tested. However it was interesting to notice some significant differences in the two European countries. The latter country is situated in the state, but also the organization of the process of education based on the humanitarian model of education, which facilitates the development of individual and social self-determination. The overall identity diffusion is high and the dominant identity variants are those from the values of the EU are accepted. The existing knowledge-centred model of education does not facilitate the development of citizenship. The key factor for learners’ success is their perfect self-realization in various forms of activity.

Keywords: humanitarian model of education, citizenship, individual and social self-determination, identities.

Session: Special Education Needs

Paper 1: Positive psychology, choice and intellectual disabilities: A new statement for citizenship?
Anastasia Alevridou, University of Western Macedonia, Greece

The present review wants to synthesize the parts of positive psychology with citizenship into a new theoretical framework. Over the past 10 years, a movement has arisen to examine the positive effects of parenting children with intellectual disabilities. Although issues of parental stress, health problems, and other negative outcomes clearly remain, researchers increasingly appreciate that positive outcomes may also occur as a result of parenting the child with intellectual disabilities. This trend so called “Positive Psychology” has thus examined and assessed such constructions as happiness, flow, virtues, hope, engagement, and meaningfulness (Dyken, 2006). There is a simple question beyond these. Are some strengths like hope, engagement, and meaningfulness (Dyken, 2006)? Over the past 10 years, a movement has arisen to examine the positive effects of parenting children with intellectual disabilities. Although issues of parental stress, health problems, and other negative outcomes clearly remain, researchers increasingly appreciate that positive outcomes may also occur as a result of parenting the child with intellectual disabilities. This trend so called “Positive Psychology” has thus examined and assessed such constructions as happiness, flow, virtues, hope, engagement, and meaningfulness (Dyken, 2006). There is a simple question beyond these. Are some strengths like hope, engagement, and meaningfulness (Dyken, 2006)?

Keywords: positive psychology, education, choice, citizenship.
Paper 2: Didactic challenges in teaching students with autism

Vanya Lozic, Kristianstad University, Sweden

In Swedish educational context, the term “education for all” has a relatively long tradition but the interpretation and implementation of these educational policies has varied during the past six decades. The issues of class, gender, ethnicity and disability as well as discourses of inclusion, integration and exclusion have permeated the debates about and the implementation of “education for all.” Today the number of students attending schools for students in the need of special educational support, due to their difficulties to reach intended learning outcomes, has increased. In this paper I examine the specific didactic challenges teachers working with children with autism face. Additionally, the teacher’s professional understanding of the students’ identities and problems and their ability to address these issues are discussed. The study is based on interviews with upper secondary school teachers working in a school for students with high functioning autism in general and Asperger syndrome in particular. The interviews with teachers and school counsellors were conducted in a Swedish city and the questions discussed in the paper are: Which didactic challenges face educators in their everyday work? What is characteristic for the implementation of these educational policies has varied during the past six decades. The issues of class, gender, ethnicity and the make-believe of being eighteen.

Keywords: education for all, autism, didactics, methods.

Paper 3: Experiences with Schooling of Deaf and Hard-of-Hearing Students in different educational settings in Slovenia

Helena Smrtnik Vitalič and Irena Lecar, Faculty of Education, Slovenia

In attempt to ensure the greatest possible degree of social justice the question of where to school students with special needs is raised in many countries. Most researchers are looking for the answers either in the critical analysis of conceptual premises, from the perspective of teachers and other educational staff on school level, or they analyze learning achievements of students from different educational settings. In our research we were trying to obtain the answer from deaf and hard-of-hearing students (D/HH). The study examines academic performance, satisfaction with school and student teachers working in a school for students with high functioning autism in general and Asperger syndrome in particular. The interviews with teachers and school counsellors were conducted in a Swedish city and the questions discussed in the paper are: Which didactic challenges face educators in their everyday work? What is characteristic for the implementation of these educational policies has varied during the past six decades. The issues of class, gender, ethnicity and the make-believe of being eighteen.

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Keywords: deaf and hard-of-hearing students, experience with schooling, academic achievement, school setting.

WORKSHOP: Participation in decision making in children’s rights studies

Rita Nunes, Freire Universitat Berlin, CREAN Project Coordinator, Children’s Rights Erasmus Academic Network (CREAN)

Funded by the Lifelong Learning Programme (EU), the CREAN project gathers a total of 37 partners (both academic institutions and NGOs) around some major aims including further enhancement of the academic field of children’s rights studies as an interdisciplinary field of studies. It will capitalise on the extent investment and the strengths of the European Network of Masters in Children’s Rights (ENMCR), while significantly enhancing its ability to engage new members in achieving the following aims and objectives.

Strengthen the potential of higher education institutions in the development and implementation of children’s rights programmes.

Promote early career researchers and involves external stakeholders in the discussion on the relevance and effectiveness of the content of the programmes and courses.

Despite the political popularity of children’s participation in decision-making and the accompanying growth of participation activities, children’s participation remains considerably under-theorised. This fails to challenge and assist external stakeholders in the discussion on the relevance and effectiveness of the content of the programmes and courses.

In this paper I examine the specific didactic challenges teachers working with children with autism face. Additionally, the teacher’s professional understanding of the students’ identities and problems and their ability to address these issues are discussed. The study is based on interviews with upper secondary school teachers working in a school for students with high functioning autism in general and Asperger syndrome in particular. The interviews with teachers and school counsellors were conducted in a Swedish city and the questions discussed in the paper are: Which didactic challenges face educators in their everyday work? What is characteristic for the implementation of these educational policies has varied during the past six decades. The issues of class, gender, ethnicity and the make-believe of being eighteen.

The analysis shows that teachers advocate individualised didactic solutions and help, extra resources, methodological clarity and step-by-step instructions. Teachers are expected to be highly adaptable and their work often centres on practical issues, behavioural training and socialisation skills, because teachers aim to achieve expected learning outcomes. Thus, the “hidden curriculum” is in this learning environment highly visible. The school is described as integrative because it gives students opportunity to practice their social skills but excludes them from general social contexts.

Keywords: education for all, autism, didactics, methods.
<table>
<thead>
<tr>
<th>Name Initial</th>
<th>University/Organisation</th>
<th>Country</th>
<th>Title</th>
<th>Proposal</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wirs, K.</td>
<td>To- Gather</td>
<td>Netherlands</td>
<td>World War One as a global and timeless disaster</td>
<td>Workshop</td>
<td>27</td>
</tr>
<tr>
<td>Wirs, K.</td>
<td>To- Gather</td>
<td>Netherlands</td>
<td>The war that never ended</td>
<td>Poster</td>
<td>35</td>
</tr>
<tr>
<td>Krohek, R.</td>
<td>University of Ljubljana</td>
<td>Slovenia</td>
<td>Strengthening the Responsibility in the School Community Between Concepts of Civic and Moral Education</td>
<td>Paper</td>
<td>19</td>
</tr>
<tr>
<td>Kydin, A.</td>
<td>Aristotle University of Thessaloniki</td>
<td>Greece</td>
<td>New political scenery for the Greek elections campaign: The spring of social values</td>
<td>Paper</td>
<td>14</td>
</tr>
<tr>
<td>Labek, J.</td>
<td>University of Hradec Kralove</td>
<td>Czech Republic</td>
<td>The Attitudes of Adolescents in the Czech Republic towards Contemporary Civic: Virtues in Adults and Their Requests for Changes</td>
<td>Paper</td>
<td>19</td>
</tr>
<tr>
<td>Lask, K.</td>
<td>University of the West of England</td>
<td>U.K.</td>
<td>Islam and Citizenship Education: Lessons learnt from pilot programmes delivered in Muslim Schools and Madrassa in the UK</td>
<td>Paper</td>
<td>31</td>
</tr>
<tr>
<td>Leighton, R.</td>
<td>Cantebury Clinic Church University</td>
<td>U.K.</td>
<td>Citizenship Education for children of the age in England</td>
<td>Paper</td>
<td>12</td>
</tr>
<tr>
<td>Liset, I.</td>
<td>University of Ljubljana</td>
<td>Slovenia</td>
<td>Responses to the barriers in education of Roma students in Slovenia: expert recommendations and teacher practices</td>
<td>Paper</td>
<td>12</td>
</tr>
<tr>
<td>Liset, I.</td>
<td>Faculty of Education</td>
<td>Slovenia</td>
<td>Experience with Schooling of Deaf and Hard–of–Hearing Students in different educational settings in Slovenia</td>
<td>Paper</td>
<td>50</td>
</tr>
<tr>
<td>Listinen, M.</td>
<td>University of Jyväskylä</td>
<td>Finland</td>
<td>Promoting democracy education among school teachers and youth workers</td>
<td>Paper</td>
<td>19</td>
</tr>
<tr>
<td>Lislama, A.</td>
<td>Riga Teacher Training and Educational Management Academy</td>
<td>Latvia</td>
<td>Migration intentions and experiences among the Baltic States university students</td>
<td>Paper</td>
<td>21</td>
</tr>
<tr>
<td>Ljilloren Persson, B.</td>
<td>Malmo hogskola</td>
<td>Sweden</td>
<td>Honour-related violence and oppression: a controversial issue in educational contexts</td>
<td>Paper</td>
<td>42</td>
</tr>
<tr>
<td>Lubanowo–Shinina, T.</td>
<td>Information Systems Management University</td>
<td>Latvia</td>
<td>Nanotechnologies for scientific citizenship, new emerging identities and sustainable consumer society</td>
<td>Paper</td>
<td>48</td>
</tr>
<tr>
<td>Loja, E.</td>
<td>University of Porto</td>
<td>Portugal</td>
<td>Project EU-USR: Good practices on University Social Responsibility</td>
<td>Symposium</td>
<td>18</td>
</tr>
<tr>
<td>Loudóvá, I.</td>
<td>University of Hradec Kralove</td>
<td>Czech Republic</td>
<td>The Attitudes of Adolescents in the Czech Republic towards Contemporary Civic: Virtues in Adults and Their Requests for Changes</td>
<td>Paper</td>
<td>19</td>
</tr>
<tr>
<td>Lisic, V.</td>
<td>Kristiansand University</td>
<td>Sweden</td>
<td>Didactic challenges in teaching students with autism</td>
<td>Paper</td>
<td>50</td>
</tr>
<tr>
<td>Made, B.</td>
<td>University of Oradea</td>
<td>Romania</td>
<td>Students’ and Teachers’ Perception of Aggressive Behaviour in School</td>
<td>Paper</td>
<td>15</td>
</tr>
<tr>
<td>Mago, G.</td>
<td>University of Tuttlingen</td>
<td>Germany</td>
<td>Meetings of the Main Concepts of Peace Education among students in Bavaria and the United States</td>
<td>Paper</td>
<td>14</td>
</tr>
<tr>
<td>Malefka, C.</td>
<td>Porto University</td>
<td>Portugal</td>
<td>Video games and civic education: exploring the relationship between game experience and civic engagement</td>
<td>Paper</td>
<td>23</td>
</tr>
<tr>
<td>Malaredn, A.</td>
<td>University Autonoma de Madrid</td>
<td>Spain</td>
<td>Towards a developmental conceptualization of education of citizens as promoters of social justice</td>
<td>Symposium</td>
<td>22</td>
</tr>
<tr>
<td>Malaredn, A.</td>
<td>University Autonoma de Madrid</td>
<td>Spain</td>
<td>Cosmopolitan citizenship in education: Representations of Spanish secondary students.</td>
<td>Symposium</td>
<td>22</td>
</tr>
<tr>
<td>Malick, J.</td>
<td>Západočeská univerzita v Plzeň</td>
<td>Czech Republic</td>
<td>A Reflection of &quot;audacious environments&quot; in society: Importance and influence on the social cohesion and citizenship education</td>
<td>Paper</td>
<td>15</td>
</tr>
<tr>
<td>McCallum, A.</td>
<td>London Metropolitan University</td>
<td>U.K.</td>
<td>Language diversity as a resource rather than barrier: working with student teachers to explore multi-lingual creativity in superdiverse populations</td>
<td>Symposium</td>
<td>10</td>
</tr>
<tr>
<td>McGlynn, C.</td>
<td>University of Huddersfield</td>
<td>U.K.</td>
<td>Understanding Ethnicity through Students’ Conceptions of Historical Significance</td>
<td>Paper</td>
<td>26</td>
</tr>
<tr>
<td>Mclaughlin, G.</td>
<td>University of Huddersfield</td>
<td>England</td>
<td>Young offenders and “risk”: the new world order</td>
<td>Paper</td>
<td>42</td>
</tr>
<tr>
<td>Maneos, I.</td>
<td>University of Porto</td>
<td>Portugal</td>
<td>Project EU-USR: Good practices on University Social Responsibility</td>
<td>Symposium</td>
<td>18</td>
</tr>
<tr>
<td>Maneos, I.</td>
<td>University of Porto</td>
<td>Portugal</td>
<td>Classroom climate and quality of participation experiences their relevance on political and civic development</td>
<td>Paper</td>
<td>23</td>
</tr>
<tr>
<td>Mikaia, Z.</td>
<td>Reaalise Higher Education Institute</td>
<td>Latvia</td>
<td>Issues and Solutions in Citizenship Education - the Education of Values in Extracurricular Activities in the Civic Education in Latvia</td>
<td>Paper</td>
<td>47</td>
</tr>
<tr>
<td>Mijikard, D.</td>
<td>Faculty of Teacher Education</td>
<td>Croatia</td>
<td>Life situations, motives and outcomes of volunteering and well-being</td>
<td>Paper</td>
<td>31</td>
</tr>
<tr>
<td>Montesino, H.</td>
<td>Polytechnic Institute of Porto (IPP)</td>
<td>Portugal</td>
<td>Video games and civic education: exploring the relationship between game experience and civic engagement</td>
<td>Paper</td>
<td>23</td>
</tr>
<tr>
<td>Name Initial</td>
<td>University/Organisation</td>
<td>Country</td>
<td>Title</td>
<td>Proposal</td>
<td>Page</td>
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<td>Politecnico Institute of Portugal</td>
<td>Portugal</td>
<td>Educational Territories of Priority Intervention: The Case for Student Empowerment and Voice</td>
<td>Paper</td>
<td>17</td>
</tr>
<tr>
<td>Pratas, H.</td>
<td>Instituto Superior de Educação da Universidade de Lisboa</td>
<td>Portugal</td>
<td>Conflict resolution in preschool: parents’ perceptions</td>
<td>Paper</td>
<td>42</td>
</tr>
<tr>
<td>Quinn, M.</td>
<td>Chev School (partner with London Metropolitan University)</td>
<td>U.K.</td>
<td>Mainstreaming equality in the context of superdiversity: A school case study</td>
<td>Symposium</td>
<td>11</td>
</tr>
<tr>
<td>Radu, B.</td>
<td>University of Huddersfield</td>
<td>England</td>
<td>The role of schools in assisting adult children and young people with a parent in prison: findings from the CORPAS project</td>
<td>Paper</td>
<td>42</td>
</tr>
<tr>
<td>Raga, G.</td>
<td>Universidade de Lisboa</td>
<td>Portugal</td>
<td>Citizenship education in Estudantes Ferroviares Forais, londenguela and elementary school (Lisbon, Portugal)</td>
<td>Paper</td>
<td>33</td>
</tr>
<tr>
<td>Rigas, P.</td>
<td>Faculty of Teacher Education</td>
<td>Greece</td>
<td>Life skills, motives and outcomes of volunteering and well-being</td>
<td>Paper</td>
<td>31</td>
</tr>
<tr>
<td>Rona, C.</td>
<td>Universidade do Porto</td>
<td>Portugal</td>
<td>Uncertainties and changes in children’s education: reports of kindergarten teachers about the perceived changes in family education</td>
<td>Paper</td>
<td>33</td>
</tr>
<tr>
<td>Rodrigues, A. M.</td>
<td>Universidade de Lisboa</td>
<td>Portugal</td>
<td>Time to pretend! A performative way of how youth negotiate their identities in their everyday life at school</td>
<td>Paper</td>
<td>40</td>
</tr>
<tr>
<td>Rodrigues, F.</td>
<td>University of Porto</td>
<td>Portugal</td>
<td>Project EU-US: Good practices on University Social Responsibility</td>
<td>Symposium</td>
<td>18</td>
</tr>
<tr>
<td>Rogers, J.</td>
<td>University of Easter</td>
<td>U.K.</td>
<td>Global Educational Partnerships and Community Cohesion: Can one benefit the other? Two English secondary schools investigated</td>
<td>Paper</td>
<td>20</td>
</tr>
<tr>
<td>Rone, S.</td>
<td>RITTEMA, Bige Teacher Training and Educational Management Academy</td>
<td>Latvia</td>
<td>Development changes of students’ attitudes as the result of mobility</td>
<td>Paper</td>
<td>16</td>
</tr>
<tr>
<td>Rone, S.</td>
<td>RITTEMA, Bige Teacher Training and Educational Management Academy</td>
<td>Latvia</td>
<td>Migration intentions and experiences among the Baltic States university students</td>
<td>Paper</td>
<td>21</td>
</tr>
<tr>
<td>Ross, A.</td>
<td>London Metropolitan University</td>
<td>U.K.</td>
<td>Moving borders, crossing boundaries: young people’s identities in a time of change: Constructing identities in Romania and Bulgaria</td>
<td>Paper</td>
<td>25</td>
</tr>
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<td>Ross, A.</td>
<td>London Metropolitan University</td>
<td>U.K.</td>
<td>Moving borders, crossing boundaries: young people’s identities in a time of change: Constructing identities in Romania and Bulgaria</td>
<td>Poster</td>
<td>35</td>
</tr>
<tr>
<td>Rontyapalov, M.</td>
<td>University of Ostrava</td>
<td>Czech Republic</td>
<td>Intercultural Literacy in the Context of Czech Educational System</td>
<td>Paper</td>
<td>27</td>
</tr>
<tr>
<td>Ryan, J.</td>
<td>University of the West of England</td>
<td>U.K.</td>
<td>Islam and Citizenship Education: Lessons learnt from pilot programmes delivered in Muslim Schools and Madrasa in the UK</td>
<td>Paper</td>
<td>31</td>
</tr>
<tr>
<td>Sahin, R.</td>
<td>Gazi University</td>
<td>Turkey</td>
<td>Reaching Educational and Moral Diaries Against Discrimination</td>
<td>Symposium</td>
<td>46</td>
</tr>
<tr>
<td>Sanz, V.</td>
<td>Universidad Autónoma de Madrid</td>
<td>Spain</td>
<td>Validation of a social justice questionnaire</td>
<td>Symposium</td>
<td>22</td>
</tr>
<tr>
<td>Sanz, V.</td>
<td>Universidad Autónoma de Madrid</td>
<td>Spain</td>
<td>Social Justice Representation of Expert and Training Teachers</td>
<td>Symposium</td>
<td>23</td>
</tr>
<tr>
<td>Sahin, B.</td>
<td>Gazi University</td>
<td>Turkey</td>
<td>“Earthquake! You’re Smaller” : A Preschool Level Project Ticket Application</td>
<td>Symposium</td>
<td>46</td>
</tr>
<tr>
<td>Salmi, M.</td>
<td>University of Lisbon</td>
<td>Portugal</td>
<td>Engaging teachers and pupils in European Citizenship Education through a collaborative project</td>
<td>Paper</td>
<td>1</td>
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<td>Sait, S.</td>
<td>London Metropolitan University</td>
<td>U.K.</td>
<td>Identity construction in multilingual settings: Kurdish Sorani Speakers’ experiences of schooling in UK secondary schools</td>
<td>Paper</td>
<td>32</td>
</tr>
<tr>
<td>Santor, R.</td>
<td>ISTE/RAL</td>
<td>Portugal</td>
<td>Learn and teach teachers’ communities of practice in Global Citizenship Education</td>
<td>Paper</td>
<td>20</td>
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<tr>
<td>Santos Hansen, P.</td>
<td>University of Lisbon</td>
<td>Portugal</td>
<td>Filial love and fraternal friendship: Identity, solidarity and duty in Brazilian and Portuguese children’s literature</td>
<td>Symposium</td>
<td>11</td>
</tr>
<tr>
<td>Savia, A.</td>
<td>University of Cyprus</td>
<td>Cyprus</td>
<td>The arts and media - citizenship and education in society</td>
<td>Paper</td>
<td>37</td>
</tr>
<tr>
<td>Savia, A.</td>
<td>University of Cyprus</td>
<td>Cyprus</td>
<td>Khora and topos: Diverse compositions and meanings of the arts education in a collectivity</td>
<td>Paper</td>
<td>39</td>
</tr>
<tr>
<td>Savvidis, N.</td>
<td>Durham University</td>
<td>U.K.</td>
<td>Becoming Europeans? Students’ Constructions of their Identities at Three European Universities</td>
<td>Paper</td>
<td>26</td>
</tr>
<tr>
<td>Sec, M.</td>
<td>University of Oradea</td>
<td>Romania</td>
<td>Structure and levels of young citizens’ responsibility</td>
<td>Paper</td>
<td>15</td>
</tr>
<tr>
<td>Seciu, M.</td>
<td>University of Oradea</td>
<td>Romania</td>
<td>Students’ and Teachers’ Perception of Aggressive Behaviour in Schools</td>
<td>Paper</td>
<td>15</td>
</tr>
<tr>
<td>Segal, S.</td>
<td>Levinsky College of Education</td>
<td>Israel</td>
<td>The Perception of basic concepts related to Peace and Conflicts in the Classroom</td>
<td>Paper</td>
<td>14</td>
</tr>
<tr>
<td>Segal, S.</td>
<td>Levinsky College of Education</td>
<td>Israel</td>
<td>Seeking satisfied and happy citizens: A cross-cultural study of predictors of student teachers’ happiness</td>
<td>Paper</td>
<td>29</td>
</tr>
<tr>
<td>Segors, V.</td>
<td>Universidade Autonoma de Madrid</td>
<td>Spain</td>
<td>Validation of a social justice questionnaire</td>
<td>Symposium</td>
<td>22</td>
</tr>
<tr>
<td>Segors, V.</td>
<td>Universidade Autonoma de Madrid</td>
<td>Spain</td>
<td>Representation of primary students and their families about children’s rights and their participation in different social contexts</td>
<td>Symposium</td>
<td>28</td>
</tr>
<tr>
<td>Senel, M.</td>
<td>Istanbul University</td>
<td>Turkey</td>
<td>Trust Quotas in Childhood and Establishing a Healthy Network</td>
<td>Symposium</td>
<td>45</td>
</tr>
<tr>
<td>Sened, D.</td>
<td>Levinsky College of Education</td>
<td>Israel</td>
<td>The Perception of basic concepts related to Peace and Conflicts in the Classroom</td>
<td>Paper</td>
<td>14</td>
</tr>
<tr>
<td>Shin, S.</td>
<td>Information Management University</td>
<td>Latvia</td>
<td>Nanotechnologies for scientific citizenship, new emerging</td>
<td>Paper</td>
<td>48</td>
</tr>
<tr>
<td>Shoa, S.</td>
<td>Porto University</td>
<td>Portugal</td>
<td>Video games and civic education: exploring the relationship between game experiences and school engagement</td>
<td>Paper</td>
<td>29</td>
</tr>
<tr>
<td>Simonova, E.</td>
<td>University of Vilko Turnovo Bulgaria</td>
<td>Bulgaria</td>
<td>Student Teachers’ Competencies in Knowledge Society: Perception, Insights and Reality</td>
<td>Paper</td>
<td>29</td>
</tr>
<tr>
<td>Smith, C.</td>
<td>London Metropolitan University</td>
<td>U.K.</td>
<td>Learning objects for citizenship</td>
<td>Workshop</td>
<td>22</td>
</tr>
<tr>
<td>Smith, R.</td>
<td>London Metropolitan University</td>
<td>U.K.</td>
<td>Language diversity as resource rather than barrier: working with student teachers to explore multi-lingual creativity in supersession dialogues</td>
<td>Symposium</td>
<td>10</td>
</tr>
<tr>
<td>Smirnёk Vitali, H.</td>
<td>Faculty of Education</td>
<td>Slovenia</td>
<td>Experience with Schooling of Deaf and Hard-of-Hearing Students in different educational settings in Slovenia</td>
<td>Paper</td>
<td>50</td>
</tr>
<tr>
<td>Sol, G.</td>
<td>University of Miskat</td>
<td>Portugal</td>
<td>The Perception of basic concepts related to Peace and Conflicts in the Classroom</td>
<td>Paper</td>
<td>26</td>
</tr>
<tr>
<td>Sortopoulou, E.</td>
<td>Aristotle University of Thessaloniki</td>
<td>Greece</td>
<td>Contemporary art and the world economic crisis</td>
<td>Paper</td>
<td>13</td>
</tr>
<tr>
<td>Sortopoulou, P.</td>
<td>University of Patra</td>
<td>Greece</td>
<td>Comparing the views of pre-school teacher education student and practicing teachers attitudes towards respect for diversity in Finland, Greece and Turkey during periods of economic crisis</td>
<td>Paper</td>
<td>32</td>
</tr>
<tr>
<td>Sousa, F.</td>
<td>University of Lisbon</td>
<td>Portugal</td>
<td>Engaging teachers and pupils in European Citizenship Education through a collaborative project</td>
<td>Paper</td>
<td>49</td>
</tr>
<tr>
<td>Stien, S.</td>
<td>Gazi University</td>
<td>Turkey</td>
<td>“Earthquake! You’re Smaller” : A Preschool Level Project Ticket Application</td>
<td>Symposium</td>
<td>6</td>
</tr>
<tr>
<td>Spavvides, O.</td>
<td>St Cyril and Methodius University</td>
<td>Republic of Macedonia</td>
<td>Far away but Close Enough: Possibilities for developing European identity in Youth before becoming a member of the European Union</td>
<td>Paper</td>
<td>49</td>
</tr>
<tr>
<td>Sportouhos, J.</td>
<td>University of Patra</td>
<td>Greece</td>
<td>Comparing the views of pre-school teacher education student and practicing teachers attitudes towards respect for diversity in Finland, Greece and Turkey during periods of economic crisis</td>
<td>Paper</td>
<td>32</td>
</tr>
<tr>
<td>Stavrou, C.</td>
<td>University of Western Macedonia</td>
<td>Greece</td>
<td>Democracy at the Intersection of European and International Education: a discourse analysis of reform policy and curricula in Cyprus</td>
<td>Paper</td>
<td>47</td>
</tr>
<tr>
<td>Tolewka, B.</td>
<td>University of Bialystok</td>
<td>Poland</td>
<td>Development capital as the basis for academic development of young pedagogues, illustrated with the example of the participants of the Young Pedagogues Summer School, operating at the Committee on Pedagogical Sciences of the Polish Academy of Sciences</td>
<td>Paper</td>
<td>23</td>
</tr>
<tr>
<td>Tomaszewska, B.</td>
<td>University of Bialystok</td>
<td>Poland</td>
<td>Contemporary art and the world economic crisis</td>
<td>Paper</td>
<td>13</td>
</tr>
<tr>
<td>Tsioumis, K.</td>
<td>Aristotle University of Thessaloniki</td>
<td>Greece</td>
<td>Contemporary art and the world economic crisis</td>
<td>Paper</td>
<td>13</td>
</tr>
<tr>
<td>Tsioumis, K.</td>
<td>Aristotle University of Thessaloniki</td>
<td>Greece</td>
<td>New political scenery for the Greek elections campaign: The uprising of social values</td>
<td>Paper</td>
<td>14</td>
</tr>
<tr>
<td>Tsurpin, R.</td>
<td>Gaziosmanpaşa University</td>
<td>Turkey</td>
<td>Dolls Of Discrimination: Toys as Carrier of The Values and</td>
<td>Symposium</td>
<td>45</td>
</tr>
<tr>
<td>Tuncer, N.</td>
<td>Gaziosmanpaşa University</td>
<td>Turkey</td>
<td>Dolls Of Discrimination: Toys as Carrier of The Values and</td>
<td>Symposium</td>
<td>45</td>
</tr>
<tr>
<td>Vaikkonen, M.</td>
<td>University of Helsinki</td>
<td>Finland</td>
<td>Schooling in a time of change: Constructing identities in Romania and Bulgaria</td>
<td>Paper</td>
<td>25</td>
</tr>
<tr>
<td>Vahidinia, H.</td>
<td>University of Mashhad</td>
<td>Iran</td>
<td>The Perception of basic concepts related to Peace and Conflicts in the Classroom</td>
<td>Paper</td>
<td>14</td>
</tr>
<tr>
<td>Vaivara, A.</td>
<td>Aristotle University of Thessaloniki</td>
<td>Greece</td>
<td>New political scenery for the Greek elections campaign: The uprising of social values</td>
<td>Paper</td>
<td>14</td>
</tr>
</tbody>
</table>
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2014 CiCe Conference in Olsztyn, Poland
12 -14 June
European Centre for Research in Identity and Citizenship

About the Centre
The European Centre for Research in Identity and Citizenship is an exciting and innovative project within the CiCe Network. We aim to develop a Centre of Excellence that will help support post-graduate researchers and supervisors by:

- Running doctoral research conferences for students researching in the fields of citizenship and identities
- Developing and running a doctoral summer school
- Publishing guidance for post-graduate researchers
- Publishing guidance for research supervisors
- Providing workshops at CiCe annual conferences to support career and professional development

This Centre is designed to promote research in citizenship and identity for academic researchers and doctoral students. It offers opportunities for research networking in this field.

The Centre focuses on three major activities:

Research Networking
Supporting Doctoral Studies
Providing Resources to support research Capacity Building

Invitation
CiCe members who have research or literature relating to the above themes are kindly invited to send their materials to the following address:
researchcice@gmail.com

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• Have access to Research Support Grant scheme, where we make supplementary funding available to help groups of members in collaborative research projects
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The Association aims to:
• Promote, strengthen and develop education and training for those who will work professionally with children and young people providing citizenship education and education to promote social identity in a European and world context
• Develop networks of information, research and dissemination
• Promote and organise conferences, trainings and events that develop research in citizenship education
• Provide a network resource for organisations and individuals in education and training for citizenship

Details how to join the Association are shown at http://www.cicea.eu/NewMembers.html