



# CiCe Association Conference 2017

(incorporating the CiCe Jean Monnet Network conference)

Hosted by VIVES University College



## Reaffirming citizenship education in an uncertain world

VIVES, Bruges/Brugge, Belgium

8-10 June 2017



Erasmus+

*This project is funded by the European Union.*





# PROGRAMME AND ABSTRACT BOOK

## ***2017 CiCea / Jean Monnet CiCe Network Conference: Reaffirming citizenship education in an uncertain world***

### INTRODUCTION

There is shared commitment across European countries to ensure young people acquire social, civic and intercultural competences, by promoting across the disciplines democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship.

However, this raises many challenges, not least in an uncertain world characterised by economic crisis, increased inequality, environmental concern, high migration flows, and the rise of populist 'post-truth' politics. All these challenges raise questions of fairness and social justice and prompt reflection on notions related to identity, the development of capabilities, citizenship, belonging, otherness, recognition of diversity, inter-generational solidarity and active democratic participation at the personal, global and policy level.

In this context, papers from across the disciplines concerned with democratic values, constructs of identity, human dignity and capacities, participation and/or citizenship education in relation to issues of social justice in formal, in-formal or non-formal contexts are included. With papers from academics and practitioners working both within and outside Europe.



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*This project is funded by the European Union.*



CiCea established in 2006, is the Association focusing on citizenship education and identity formation in young people in Europe and the world. It is a dynamic and fast-expanding group of academics from across Europe, all engaged in research and scholarship on young people's social learning and their construction of identities. It is a subscription based organization, whose members enjoy a number of distinct advantages:

**Copies of our Journal: *Citizenship Teaching and Learning***

*Citizenship Teaching and Learning* is our academic referred 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 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. For more details, please visit the Association website: <http://www.cicea.eu/>



**Jean Monnet CiCe (Children's Identity and Citizenship in Europe) Network is supported by the European Commission's Erasmus+ Programme.**

Since 1998 CiCe has brought together staff who 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. 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.

The CiCe Jean Monnet Network places emphasis on pre- and in-service education professionals, and new researchers in the multidisciplinary field of citizenship and identities. To this end, in addition to the exchange of knowledge and practice at conferences, we have produced guidelines on European Integration in pre-school and school education; and, in pre- and in-service teacher education; as well as run two doctoral student conferences. Many of our members also link together in research and pedagogic-practice projects and together with our Guidelines, presentations from our annual conferences CiCe has formed an impressive, and growing, data-base of over 1000 research and practice-based papers related to children's identity and citizenship in Europe. <http://cice.londonmet.ac.uk> and <http://cicea.eu>

**CiCea and Jean Monnet CiCe Network would like to thank VIVES university, for organizing and hosting the Conference**

#### **Conference Organizing Committee**

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Julia Spinthourakis, Panepistimio Patron, Greece



## Conference Timetable

### Thursday 8th June

Time	Session			
13.30 - 15.00	<b>Conference Registration: Poster and Networking Session</b>			
15.00 - 16.30	<b>Welcome and Opening Plenary</b> <b>Welcome Address:</b> Hilde Crevits, Vice Minister-President of the Flemish government and Flemish Minister of Education Jean de Bethune, Deputy of the Province of West-Flanders (External Relations, European programmes for HE) Frank Vandevoorde, Alterman for Education , Health and Fire Department Despina Karakatsani, Panepistimio Peloponnesou, Greece; CiCea President Joris Hindryckx, General Manager VIVES University College Noël Selis, Head Teacher Training Colleges VIVES Bruges, Tielt and Torhout Hugo Verkest, Vives University College campus Torhout  <b>Keynote Lecture 1. Hubert J.M. Hermans, Radboud University, Nijmegen, NL</b> <i>Fields of Tension in a Boundary-Crossing World: Towards a Democratic Self.</i>			
16.30 - 16.45	<b>Coffee break</b>			
	Room 1	Room 2	Room 3	Room 4
16.45 - 17.45	Civic and political engagement (1)	Concepts of citizenship	Reflecting difference and inclusion (1)	

<b>17.50 - 18.50</b>	Global learning	Citizenship curriculum and practice	Reflecting difference and inclusion (2)
<b>19.00 onwards</b>	Conference reception: City Hall Burg 12, Gothic Room Floor 1 Welcome by Mr Frank Vandevoorde, Alterman for Education , Health and Fire Department		

## Friday 9th June

	Room 1	Room 2	Room 3	Room 4
<b>09.00 - 10.30</b>	<b>Keynote Lecture Prof. Roger Burggraeve</b> <i>Bound to the Other Before Any Social Contract": Responsibility, the socio-political order, and beyond, according to Emmanuel Levinas</i>			
<b>10.30 - 11.00</b>	<b>Coffee break</b>			
<b>11.00 - 12.00</b>	From local to global identities	Understanding the Other	Crossing cultural borders (1)	
<b>12.05 - 13.05</b>	Civic and political engagement (2)	Values	European identities	
<b>13.05- 14.15</b>	<b>Lunch</b>			
<b>14.15 - 15.30</b>	Social justice (1)	Workshop: Multiple Choice Identity	Crossing cultural borders (2)	
<b>15.30 - 15.45</b>	<b>Coffee break</b>			

<b>15.45 - 16.45</b>	Sustainable development, internationalisation and global citizenship	Workshop: Unschooling (practices and structures) and Education for Social Justice	A History of the CiCe Network and Association
<b>17.50 - 18.00</b>	<b>Jean Monnet Working Group Reports</b>		
<b>20.30</b>	<b>Conference dinner House Brewery Halve Maan. Walplein 26 8000 Brugge</b>		

## Saturday 10th June

	Room 1	Room 2	Room 3	Room 4
<b>9.00 - 10.15</b>	<b>CiCea Annual General Assembly (AGA) All welcome</b>			
<b>10.30 - 11.50</b>	Social justice (2)	Civic and political engagement (3)		
<b>11.50 - 12.15</b>	<b>Coffee break</b>			
<b>12.15 - 13.30</b>	<b>Closing Plenary and presentations</b> CiCe Association Awards CiCe Association: next steps CiCe Jean Monnet Network (2014 -2017) CiCe Jean Monnet Network bid (2017-2020) Closing remarks			
<b>13.30</b>	<b>Lunch</b>			



# Keynote Lectures

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**Thursday 8<sup>th</sup> June. 15.00-16.30**

**Prof. Hubert J.M. Hermans**  
Radboud University, Nijmegen, NL

**Abstract: Fields of Tension in a Boundary-Crossing World: Towards a Democratic Self**

In this presentation, I propose a democratic society as a metaphor for understanding the workings of a dialogical self in a globalizing, boundary-crossing world. I follow three steps. In the first step the self is depicted as extended to the social and societal environment and made up of fields of tension in which a multiplicity of self-positions are involved in processes of positioning and counter-positioning and in relationships of social power. In the second step, the fertility of the democratic metaphor is demonstrated by referring to theory and research from three identity perspectives: multicultural, multiracial, and transgender. In the fields of tension emerging between the multiplicity of self-positions, new, hybrid, and mixed identities have a chance to emerge as adaptive responses to the limitations of existing societal structures. In the third step, I discuss three main features of democracy (opposition, learning, and participation) and apply them to workings of a democratically organized self.



**Hubert J.M. Hermans (short cv)**

Prof. Hermans studied psychology at the Radboud University Nijmegen, where he became staff member at the psychological laboratory of the same university in 1965. In 1973, he became associate professor of psychology at the University of Nijmegen and in 1980 full professor at the same university. Since 2002 he has been President of the International Society for Dialogical Science (ISDS) and since 2006 Editor-in-Chief of the International Journal for Dialogical Science (IJDS). He was appointed as Ridder in de Orde van de

Nederlandse Leeuw (Knight in the Society of the Netherlands Lion) in 2002: a decoration received in the name of the Queen of the Netherlands for exceptional scientific achievements in the service of society. Hermans is considered a key figure in narrative psychology making significant contribution to research and development of dialogical relationships, particularly with respect to the development of *Dialogical Self* theory.

**Prof. Roger Burggraeve**  
**Catholic University of Leuven (Belgium)**

**Abstract: “Bound to the Other Before Any Social Contract”:  
Responsibility, the socio-political order, and beyond, according to  
Emmanuel Levinas**

Emmanuel Levinas (1905-1995) asks the question 'whether state, society, law, and power are required because we are beasts to our neighbour (homo homini lupus) or because we are responsible for the other?' The presentation starts with what is traditionally called 'brotherhood'; afterwards, the importance of 'the tribal' and the need for 'beyond the tribal' are explained: true civilization begins 'when, in the brother [sister], the stranger is recognized'. The question is then how the connection-beyond-the-tribal can provide the foundation for building a humane society. People's responsibility for each other must be organised into justice, i.e. 'the need for the state and politics' is acute, since the world belongs also to future generations. Since we are all responsible for all, beyond the here and now, a political or social system should never become a definitive regime. To illustrate this, Levinas uses an example from the novel 'Life and Fate' by Vasily Grossman, in which the 'weak-minded' Ikonnikov defends the 'little goodness' as a lever in every society and as a promise for the future.



Roger Burggraeve (short cv)

Roger Burggraeve, sdb (1942) is Professor Emeritus of Theological Ethics at the Faculty of Theology and Religious Studies, Catholic University of Leuven (Belgium). He is Visiting Professor at the International Institute 'Lumen Vitae' (Namur, Belgium). He is Co-Founder and Honorary Chair of the Centre for Peace Ethics at the KU Leuven, Belgium. As an internationally renowned Levinas scholar, he has published numerous books, articles, and contributions on Levinas ethical, metaphysical, and Talmudic thinking in English; French; German, Dutch, Italian, and Japanese. For 37 years, he was also part-time collaborator and team member of the Salesian youth pastoral Centre 'Eigentijdse Jeugd' (Youth Today) in Dilbeek (Brussels). Recently he published the work 'An Ethics of Mercy. On the Way to Meaningful Living and Loving' (Leuven, Peeters, 2016, 300 p.)

# ABSTRACT BOOK

# Symposia and parallel Paper Sessions

## Thursday 8th June

<i>Time</i>	<i>Session Title</i>	<i>Page</i>
<b>13.30-15.00</b>	<i>Posters</i>	
<b>16.45-17.45</b>	<i>Papers</i>	Civic and political engagement (1)
	<i>Papers</i>	Concepts of citizenship
	<i>Papers</i>	Reflecting difference and inclusion (1)
<b>17.50-18.50</b>	<i>Papers</i>	Global learning
	<i>Papers</i>	Citizenship curriculum and practice
	<i>Papers</i>	Reflecting difference and inclusion (2)

## Friday 9th June

<i>Time</i>	<i>Session Title</i>	<i>Page</i>
<b>09.00-10.30</b>	Keynote 2	Prof. Roger Burggraeve
<b>11.00-12.00</b>	<i>Papers</i>	From local to global identities
	<i>Papers</i>	Understanding the Other
	<i>Papers</i>	Crossing cultural borders (1)
<b>12.05-13.05</b>	<i>Papers</i>	Civic and political engagement (2)
	<i>Papers</i>	Values
	<i>Papers</i>	European Identities
<b>14.15-15.15</b>	<i>Papers</i>	Social Justice (1)
	<i>Papers</i>	Crossing cultural borders (2)
	<i>Workshop</i>	Multiple choice identity
<b>15.35-16.55</b>	<i>Papers</i>	Sustainable development, internationalisation, global citizenship
	<i>Workshop</i>	Unschooling (practices and structures) and Education for Social Justice
	<i>Papers</i>	CiCe History
<b>17.00-18.00</b>	<i>Reports</i>	Jean Monnet network Working Group



they see as that control, thumbing their noses at the political establishment. That CW Mills (2000) explained how the political elite, the military elite and the economic elite are simply 3 faces of the one entity – The Power Elite – did not appear to encroach on those voters' consciousness. Marx and Engels, separately and together, provide a wealth of detailed explanation of the role of citizen formation and how the bourgeois state attempts to reproduce wage fodder through certain forms of organisation. This paper attempts to dissect those explanations and apply them to circumstances in Citizenship Education in England, arguing that Crick's proclaimed desire to facilitate 'a change in the political culture of this country' (QCA 1998, p7) is best achieved with reference to a Marxist analysis of present circumstances. Not all will agree with the conclusions offered: indeed, Marx and Engels would themselves describe them as 'utopian'.

### **Paper 3: Lowering the Voting Age and Democratic Education: The Evidence So Far.....**

*Andrew Mycock, University of Huddersfield, UK*

An increasingly influential debate in many European democracies has been the proposition that the voting age for local-regional, national, and European-level elections should be lowered to 16 years of age. Proponents argue that the reform of the age of enfranchisement will help redress declining levels of democratic engagement and participation, particularly electoral turnouts. Moreover, such a move would reflect the ongoing recalibration of the social and economic rights and responsibilities of younger citizens. It is argued that 16 and 17-year-olds are sufficiently mature, experienced, and democratically literate to join their older citizens in enjoying full political rights. This paper will explore the conceptual and empirical manifestations of the fledgling 'politics of enfranchisement', exploring the arguments for and against lowering the voting age and resonance of issues of democratic education informing such debates. It will then assess the small number of case studies in Europe where the voting age has been reduced for some or all local-regional and national elections including Austria, Germany, Norway, and Scotland. The paper will analyse how and in what ways democratic education has been developed in these case studies, considering whether voting age reform has been complemented by the provision of comprehensive and universal democratic education provision in schools and colleges. It will seek to draw lessons from such case studies to provide guidelines for countries considering the introduction of voting age reform.

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**Thursday 8<sup>th</sup> June**

**Room 2**

**16.45 to 17.45**

### **SESSION: Concepts of citizenship**

#### **Paper 1: Multiple Identities in the Multicultural World**

*Monica Oprescu, West University of Timișoara, Romania*

In the context of the global world, multicultural and multilingual, identity issues have become of utmost importance. Whereas the applied linguistics perspective talks about a fixed, unique, singular identity, nowadays, influenced by the research in social sciences, we refer to identities which are socially and linguistically constructed. Hall (1996), Weedon (1997), Kramsch (2001), Norton (2006), Block (2007), all contribute to the new view on cultural identities and the new perspectives brought about in the contemporary world. Identities are multiple, multifaceted, subjective, dynamic. Identity is also constructed by and through language and learning a language comes with the construction of a new self. Still, the question of how language learning influences our identities still needs answers. An interesting attempt in this respect would be a comparison of multilingual students' opinions in Vienna and Timișoara in order to identify the differences and similarities between their experiences and state if learning English has helped them shape international, European identities, with a focus on intercultural communicative competences.

**Paper 2: Exploring civic related attitudes in youth: a starting point for building new civic education curricula**

*Nikolina Kenig, Ss Cyril and Methodius University in Skopje, FYROM; Ognen Spasovski, Ss Cyril and Methodius University in Skopje, FYROM*

The study examined attitudes regarding democratic institutions, citizenship, equality, multiculturalism and national identity in 231 eighth grade and 232 ninth grade students (320 ethnic Macedonians and 143 ethnic Albanians) from 10 schools in the capital of the Former Republic of Macedonia. The research was conducted with a general aim to provide detailed description on the prevailing students' understandings on relevant concepts regarding citizenship and democracy, as a starting point in building the new national civic education curricula. Participants anonymously answered a short background questionnaire and a range of 5-point Likert-type items covering different civic-related concepts (like democracy and freedom of expression, participation, equality, multiculturalism and patriotism) that are generally targeted in the civic education. The internal consistency of the scale is acceptable ( $\alpha=0.82$ ). The results suggest that adolescents' attitudes are influenced more by the curricula content than the prevailing simplified media populism. Female students as well as those who find the subject being more interesting accept civic related values in higher degree. Along ethnic lines, students' civic related attitudes differ in regards to patriotism and importance of European identity whereas there are no significant differences for acceptance of multiculturalism. Taking into account the findings in all examined dimensions, authors identify the areas that should be addressed with more caution in designing the future civic education curricula in the country. The importance and impact of further civic education in the secondary and higher education for forming attitudes and values in adolescents and youth is also stressed.

**Paper 3: "You see yourself as citizen of the world. Not English or Mancunian but of the world". Higher Education students' understanding the concept of global citizenship**

*Edda Sant, Manchester Metropolitan University, UK*

This study examines how higher education students from a faculty of education in the North West of England understand the concept of global citizenship. Data was collected via questionnaires, interviews and focus group from a total of 40 students from different degrees and levels (UG and PG) and was later analysed in relation to a theoretical framework based on Balibar (1995, 2007) and Laclau and Mouffe (2001)'s understandings of universality. The results suggest that, whereas some participants understand 'global citizenship' as universality, others construct global citizenship in opposition to more local/national forms of citizenship and in relation to a certain economic, social and cultural status. We do not generalize these results but we acknowledge that our findings support Friedman's (2003) understandings of present world as being framed by a double polarization in which the 'global citizen' seems to be the 'non-national' elite. The study concludes by examining the challenges and possibilities of the coexistence of these two discourses for policy, practice and research on citizenship education and teacher education.

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**Thursday 8<sup>th</sup> June**

**Room 3**

**16.45 to 17.45**

**SESSION: Reflecting difference and inclusion (1)**

**Paper 1: "These religions are no good—they're nothing but idol worship":  
Misrepresentation of religion in Religious Education at school in Malawi and Ghana**

*Yonah Matemba, University West of Scotland, UK.*

This article draws data from two complementary studies in sub-Saharan Africa to highlight the problem of religious misrepresentation in (multi-faith) Religious Education (RE) at school in Malawi and Ghana. Employing Michael Apples' conception of selective tradition, the article is critical of the confrontational disputation inherent in the RE in the two countries. The misrepresentation is analysed under themes related to classroom discourse and the nature of religion. It argues that RE could actually be counter-productive and thus end up misrepresenting religions instead of promoting them. Unless there is a radical shift in the areas identified, the subject will continue to present a distorted picture of religion and thus fail in its civic responsibility as a curriculum area that is perhaps best placed to inculcate pro-social values towards citizenship in a world of religious diversity.

**Paper 2: Promoting Social Inclusion of Susceptible Individuals Through Street  
Educational Interventions: A Case Study with Undocumented Refugees**

*Antonia Katrmpouza and Maria-Theodora Giannopoulou, University of Patras, Greece*

A central concern of postmodern societies is the consideration of the ways in which fundamental rights, social inclusion and non-discrimination are generally confronted. More precisely, the postmodern condition has resulted in the development of ambiguous, shifting and unstable collectivities as well as fractured and fluid identities. Within this context of non-linearity, globally manifested, new challenges concerning the social inclusion of vulnerable population groups, such as refugees, are coming more and more to the fore. Greece, being the gateway to Europe for a large portion of refugees, needs to find effective ways to respond to the dominant social changes resulting from the influx of refugees. Taking into

consideration education's potential in promoting citizenship, belonging and embracing diversity as well as otherness, in this study we investigate how self-respect, self-consciousness, self-confidence, social acceptance and social relationships of undocumented refugees can be empowered through educational interventions. The aforementioned interventions were part of an educational street programme, called "Mobile School", implemented by the NGO PRAKSIS (Programmes of Development of Social Support and Medical Co-operation), in Patras, Greece. Evaluation sheets completed by the volunteers-educators after each intervention were collected in a four-month period in 2016-2017 and analyzed using content analysis. This paper reports on this data and attempts to illustrate the significance of educational interventions in favor of social inclusion of susceptible individuals. More specifically, it references interventions in a multilingual context, which focus on building a sustainable world that facilitate both refugee's self-development and citizenship.

### **Paper 3: Understanding the Attainment Gap through Social Closure: Towards a conceptual underpinning**

*Micheal Wilson, University of Leeds, UK and Chris Holligan, University of the West of Scotland, UK.*

Promoting greater social mobility has become the mantra of Government's social reform programme, underpinned by the establishment of the Social Mobility and Child Poverty Commission under the former Coalition Government. While there is acknowledgement that the causes of inequalities of opportunity are complex and multifaceted, the policy focus has been largely on the perceived inadequacies of state education provision, coupled with pressures on state schools to reduce the so-called attainment gap through comprehensive improvement strategies supported by high-stakes testing, curricular prescription and a rigorous system of school inspection. Schools must bear a heavy responsibility for opening up life-changing opportunities for children through quality and equality of provision. However, we contend that many causes of social and educational inequality of opportunity lie outside the direct control of state schools, and require more radical approaches to understanding both the problems and possible long-term solutions. The paper focuses specifically on the concept of 'social closure' and its contribution to understanding barriers to equality of educational opportunity and social mobility. First, the paper deconstructs the concept of social closure from its inception in the work of Max Weber to more recent interpretations and applications of the term in respect to education. In its original conception, social closure referred to the 'process by which collectivities seek to maximise rewards by restricting access to rewards and opportunities to a limited circle of eligibles' (Parkin, 1974, p.3); How might social closure be addressed more effectively in removing glass ceilings?; How might policies be more consistent and mutually reinforcing for families, e.g. regarding social security/welfare provision and educational support?; How might schools be more effectively supported, and what lessons might be learned from countries like Finland which rely less on prescription, inspection and high-stakes accountability?

**SESSION: Global learning****Paper 1: Educating Citizens across the Disciplines: The Handbook of Education for Global Citizenship**

*Helena Pratas, ISEC Lisboa, Portugal and Susana Damasceno, AIDGLOBAL – ONGD, Portugal*

The Handbook of Education for Global Citizenship (ECG) is an educational resource prepared in order to provide a set of schedules of classes designed to integrate the issues of Education for Global Citizenship (ECG) into the content of the school curriculum. Its goal was to foster integration of ECG practices in the national curriculum of basic education, particularly in the second cycle, by providing lesson planning to teachers and other educational agents. It was prepared within the framework of a training action of the project "Educating to Cooperate", in collaborative work between teachers. Through a scientific, technical and pedagogical review process, the lessons were selected, deepened and validated by teachers of the Schools of Catujal-Unhos, in Portugal, together with AIDGLOBAL. The Manual presents a selection of several lessons elaborated by participant teachers over two years of implementation of the project "Educating to Cooperate" – Loures (3rd Edition), for the dissemination of ECG integrated practices into the curriculum of the 2nd Cycle of Basic Education. The prepared lessons sought to value: Activities promoting Active Participation, Collaborative Work, Critical Thinking, Problem Solving, Decision Making; Participatory strategies as debate and reflection on group, role plays, questionnaires, rain of ideas, role play, etc.; Integration of ICT through multimedia resources to explore the local and global context ('glocal'); Approaches to develop knowledge, skills, attitudes and values essential to the formation of participatory citizens in the 21st century (DGE, 2013; UNESCO, 2014). The remaining schedules will be available on the website of the project through a search tool combining three different variables: grade level, discipline and thematic Education for Global Citizenship (ECG). We believe that this study will encourage more teachers to a fruitful collaboration and that in the future new classes may be prepared in these and other disciplines.

**Paper 2: Civic Education for Sustainable Development and Global Learning in Curricula of Higher Education**

*Andreas Brunold, University Augsburg, Germany*

The contribution shows, that since the nineties, the principle of sustainable development has increasingly been adopted by policy makers and civil society all over the world. With the acceptance of this principle, the significance of education for sustainable development (ESD) has also been recognised. Increased awareness of the problems of environmental challenges, globalisation and poverty has meant that the concepts of environmental education, global learning, and education in development policy have been consistently oriented towards sustainability. This leads to an increased awareness that globalisation processes must be shaped in accordance with the objectives of sustainable development, both nationally and internationally. By encouraging the ideas of sustainability to take root in all areas of education systems, the UN Sustainable Development Goals (SDG) are intended

to take significant steps towards greater educational sustainability. The curricula of civic education for sustainable development and global learning are close-linked to global development and globalisation processes, both in our immediate and our extended environments, as well as in different countries of the northern and southern hemisphere. Therefore, the learning area of global development objectives is structured in an interdisciplinary and cross-disciplinary manner. It carries the essential features of a domain: a delimited object area, a specific approach to the world, and the reference to a basic teaching concept in the educational policy traditions of one-world or development-policy education and global learning.

### **Paper 3: Nature of future primary school teachers' noticing global education issues**

*Jana Stara, Faculty of Education, Charles University, Czech Republic*

The study reports on how future primary school teachers at the end of their Masters' studies noticed and evaluated 'moments' in a global citizenship lesson. A reflective task was given to the students in which they viewed a videoed social studies lesson and gave written feedback on their observations. Students commented on at least one important 'moment' of the lesson, for example a point in the lesson when pupils discovered reasons and consequences of wasting food. Students' comments about these moments, their subjective evaluation and theoretical justification were then compared with 'expert' analysis of the same lesson. This allowed for further discussion regarding knowledge-based reasoning and how intended messages of the lesson were received.

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**Thursday 8<sup>th</sup> June**

**Room 2**

**17.50 to 18.50**

### **SESSION: Citizenship curriculum and practice**

#### **Paper 1: The significance of citizenship education: young people's citizenship activity in countries with different citizenship education experience**

*Beata Krzywosz-rynkiewicz, University of Warmia and Mazury, Poland, Despina Karakatsani, University of Peloponnese, Greece; Ana M Zalewska, University of Warmia and Mazury, Poland*

In the presentation, we investigate the relationship between different educational systems and citizenship activity of young people. We refer on 3-dimensional citizenship model by Zalewska and Krzywosz-Rynkiewicz: Passive (Patriotism and national Activity); Semi-active (Loyalty and Civic virtues); and, Active (Political, Social Personal and Action for change). 1719, 18-years old students who have almost completed their citizenship education at all levels of schooling, from 14 European countries where examined with Citizenship Behavior Questionnaire (Zalewska & Krzywosz-Rynkiewicz, 2011). The results show that citizenship education is most effective when delivered as a separate subject at two levels of the educational system. However, the above does not apply to two types of citizenship: (1) personal activity, which flourishes when citizenship education is integrated with other subjects and is delivered at two levels of education, and (2) political activity, which is highest when citizenship education is integrated with other subjects and taught at one level only. The

models of citizenship education seem to promote different types of citizenship. Integration of citizenship education with other subjects enhances willingness to participate in political life. Teaching citizenship in mix intensive model (integration and school subject) is associated with higher levels of personal activity, whereas limited it to the school subject contributes to patriotism.

### **Paper 2: Teachers' attitudes towards teaching in schools with large numbers of Roma students**

*Ioannis Dimakos and Artemisia Papakonstantinou, University of Patras, Greece*

The purpose of the study was to investigate the attitudes and opinions of active duty elementary school and kindergarten teachers working in schools with large numbers of Roma students. The data were collected under the framework of a 3-year project aimed at the integration of Roma students and their families in the greater Greek society. Within this framework, specific steps were taken in order to provide the necessary psychological and counselling services to Roma students. Because of the structure and functioning of the Greek educational system, additional support staff (e.g., psychologists, counsellors, social workers) are not always present in typical schools. Therefore, the burden for the provision of psychological first help and counselling falls on the shoulders of teachers working in these schools. A questionnaire comprised of 25 questions was designed for the study. Questions were answered using a 4-point Likert-type scale ranging from 1 = not at all to 4 = Very much. The questions concerned various issues such as their readiness, ability and desire to teach Roma students. In addition, the questionnaire tapped issues on the teachers' attitudes towards Roma student and the students' inclusion and school achievement. Results suggested that despite working in schools with large numbers of Roma students, teachers feel that they don't have the necessary support to carry out their school duties. Overall, data paint a mixed picture in the daily life of schools serving large numbers of Roma students. Implications for the proper training of active duty and student teachers are considered. In addition, good practices for the better inclusion of Roma students in school communities are presented.

### **Paper 3: Education for cosmopolitan citizenship: use of dilemmas as a pedagogical strategy**

*Tatiana García-Vélez, Liliana Jacott, Antonio Maldonado, and Vanesa Seguro, Universidad Autónoma de Madrid, Spain.*

Education for citizenship is a complex and current issue under debate. Although it is true that both its own conceptualization and the topics to be included in the curriculum are still under discussion, we believe that it is necessary to design effective and innovative pedagogical strategies that help develop a series of important skills in students. Among these capacities is the development of critical thinking, as well as the discussion and argumentation of controversial political and social issues, from a perspective that seeks to promote their engagement and participation in civic life. We take as a basis a cosmopolitan conception of citizenship (Vertovec, 2008, Vertovec & Cohen, 2008), from which it is argue that citizens must be people oriented towards social justice, who recognize and celebrate diversity and who participate actively in their lives. In order to analyse this vision of citizenship, we have conducted a research focused on ten dimensions of cosmopolitan citizenship (Banks et al.

2005; Jacott & Maldonado, 201; García-Vélez, 2016): democracy, sustainable development, globalization, migration, justice, prejudice, human rights, digital rights, imperialism, and diversity. We have evaluated the representation that secondary students and teachers have of these dimensions, and their conception of cosmopolitan citizenship through the use of moral dilemmas (García-Velez, 2016). Asking students and teachers about what citizenship is, using hypothetical but possible situations in real world, involving critical analysis and positioning. We believe that these social justice dilemmas can be used to work with students' conceptions of citizenship and its dimensions in a deeper way, while allowing them to know and discuss the alternative points of view of their own peers about social justice issues. From our view, these dilemmas can enhance the discussion, argumentation, critical thinking and positioning of our students when discussing about inequities and injustices that happen in different social and political contexts and therefore be used as an effective teaching material for controversial issues.

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Thursday 8<sup>th</sup> June

Room 3

17.50 to 18.50

**SESSION: Reflecting difference and inclusion (2)**

**Paper 1: How can school sexuality educators become gender- sensitive? From A South Korean perspective**

*Ji Soo Lee, Eunhee Kwak and Eun-young Huh, Yonsei University, South Korea*

This paper focuses on professional competencies for sexuality educators how to implement successful gender-sensitive sexuality education at school. Gender-sensitive sexuality education which interprets Comprehensive Sexuality Education (CSE) in the South Korean context, was first presented by several Korean feminists who criticized the limits of abstinence-based and moral-based school sexuality education. In response, numerous institutions such as Sexuality center for Youth, Women's associations, and Gender Equality Center began to train gender-sensitive school sexuality educators on their own. The study first looks at the document sources of these agencies and institutions which develop school sexuality educators by analyzing their training courses and curriculum. Second, by conducting qualitative in-depth interviews with six school sexuality educators who were trained by Sexuality Center for Youth, Women's associations, and Gender Equality Center, the study explores the issues and challenges of gender-sensitive sexuality education via experiences of children and educators. The findings indicated that in order to become a gender-sensitive sexuality educator, one needs to reflect how sexuality is interpreted and performed in one's life and to be equipped with professional knowledge across fields including Feminism, Biology, Education and Social sciences. It was also found important to build intimate relationships with teenagers by developing youth-friendly communicative skills to bridge the generation gap between pupils and educators. This study provides grounds for empowering gender-sensitive school sexuality education by introducing the core competencies that the educators need to be equipped with.

## **Paper 2: What is the gender, class and ethnicity of citizenship? At theoretical approach to a comparative study on citizenship**

*Laila Nielsen, Jönköping University, Sweden*

The paper aims to present a theoretical approach that visualize how gender, class and ethnicity affect the real meaning of citizenship, as well as civic education, in the UK and Sweden. The theoretical approach is applied to empirical data (in Swedish and English school) based on three levels as they are presented by Yuval-Davis (2011): First; social locations, second; peoples' identifications and attachments to various collectivities, and thirdly; ethical and political values with which people judge their own and others' belonging/s. Recent research and debate in both countries show how gender, class and ethnicity have great influence on students' conditions and results at school, which generally has shown to also have a significant impact on youngster's future prospects as adult citizens. According to this intersectional approach, the aspects of gender, class and ethnicity should not primarily be seen as perspectives of social differences in an additive way. Instead, the three aspects, depending on the specific empirical context, interact mutually to constitute the conditions that affect people differently. The purpose of the on-going project is to examine and compare how the ethnicity, gender and social class conditions of citizenship influence on, and are understood by, teachers and secondary school students in England and Sweden. The intention is also to compare how conditions of citizenship are dealt with in social studies for upper secondary school in England and Sweden. The relationship between students' education and real conditions for citizenship is complex and partly differs between, as well as within, the two countries. The present comparative examination and analysis aim to visualize both specific and common conditions of citizenship in England and Sweden.

## **Paper 3: Ethnic “Otherness” and Educational Achievement Processes**

*Michail Katsillis, University of Oxford, UK and Panagiotis Moustairas, School of Pedagogical and Technological Education (Peloponnese Region), Greece*

Education is seen as a fundamental mechanism of social integration. Yet, many argue that educational systems function differently for students of different ethnic backgrounds, despite the fact that availability of empirical data supporting either of these claims is limited. This study uses data from pre-fiscal-crisis Greece to examine whether such a difference in fact exists and if so, to attempt to quantify it. This study examined the educational achievement process in Greece and found that the process works quite differently for students of Greek and “other” ethnic background. For ethnically Greek students it seems to conform to existing, well established educational achievement/attainment theories. For ethnically “other” students, on the other hand, it presents a much starker educational reality, where their achievement is only dictated by their area of residence and gender. These results, if, indeed, they still hold true, suggest de facto impediments to social justice and inclusion. It may be that further, probably more focused research, is needed to fully assess and understand the differential workings of the educational system for ethnically native and “other” students in contemporary western societies. This is especially relevant, in light of recent global affairs and the ongoing social, economic and humanitarian crises of the last several years, which only serve to emphasize the need for greater fairness, inclusion, belonging and social justice.

**SESSION: From local to global identities****Paper 1: Identity under negotiation: Cultural identity through advertising.**

*Chrysafo Fili, University of Ioannina and Georgios Nikolaou, University of Patras, Greece.*

The current research refers to the cultural identity that each person has as part of the process of "culturalizing" and socializing into the covey, and the way it is portrayed through advertisements. We researched this topic through interviews with advertisers, in order to discover if advertisements pay reverence and promote the uniqueness of the concept of identity in contrast to the plurality of different individuals and peoples or if they crush values and vested benefits in the name of consumerism. According to modern theorists, identity is a dynamic situation, a constant construction and not something granted and stagnant (Gundara, Cushe, 2000). Identity is an integral part of the personality of an individual which includes the presence of the other - the dissimilitude. Identity and more specific cultural identity travels us to existing traits which the individual commonly holds with other individuals in collective categories of social identities. The first findings display that the configuration of a common cultural identity through advertising is unavoidable and an undeniable element of the structure of modern multicultural societies, however there are advertisements where cultural identity is recognized and shown as a covey of differential characteristics and traits which define the uniqueness of each one of us separately.

**Paper 2: Identity Styles of Young Adults in Greece of Crisis: Impact on Perceived Social Support and Affect**

*Petros Drosos, Zacharoula Petraki, and Archontoula Lagiou University of Patras, Greece*

Previous research has shown that identity processing styles are associated both with perceived social support as well as affect. Based on Berzonsky's model (1988), there are three identity processing styles namely informational, normative and diffuse-avoidant, derived from the socio-cognitive strategies that a person tends to employ when processing issues related to identity formation. As far as perceived social support is concerned, it is regarded as being the self-appraisal of the behavioral support of significant others. Affect is a person's general emotional state and is assessed as positive or negative considering his experienced feelings. The present study aims to examine the identity styles of young adults who live in a Greece of crisis and to what extent these styles impact on their perceived social support and affect. For this purpose, a questionnaire –which was constructed based on a combination of the Identity Style Inventory Revised (ISI3; Berzonsky, 1992), the Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, Dahlem, Zimet & Farley, 1988) and the Positive and Negative Affect Schedule (PANAS; Watson et al., 1988)– was completed by a sample of 164 undergraduate students in the Department of Primary Education of the University of Patras. The collected data was quantitative and was analyzed by constructing regression models. The current study explored the possibility that each identity processing style of young adults has a distinct impact on their perceived social support and affect, examined in Greece of crisis.

### **Paper 3: The Teacher as Citizen: Affirmation of Primary school teachers in Greece during economic crisis**

*Spyridoula Tatsi and Konstantina Bousia, University of Patras, Greece*

European countries experiencing economic crises are becoming increasingly more common and Greece is no exception. The right to quality education, which represents a cornerstone in the affirmation of citizenship, and the ability of teachers to provide this is one of the sectors that has been effected by the economic crisis. Teachers draw on their entirety when they act as citizens in their teaching. The present study aims to investigate the beliefs of Greek primary school teachers as citizens in terms of the conditions they teach under and their satisfaction with public expenditure on education and facilities and logistical means, working conditions, and their feelings about their training proficiency. It also seeks to look at their satisfaction in terms of their rights from economic benefits not limited to salary concerning the amount of time and the work they perform as related to providing quality education. Teachers identified the factors that affect positively or negatively their educational work. The study, also, examined suggestions for improving education and educational process in general. The sample of the study consisted of 52 primary teachers of Western Greece. Data were collected with questionnaires and statistically analyzed. The results appear to support that there is dissatisfaction on the part of teachers not only from financial expenses on primary education, but also from economic benefits not limited to salary. The results will give an insight into the educational situation and satisfaction of primary teachers in terms of both their rights as educators as well as how these relate to enhancing the quality of education services provided. Suggestions for improving education and educational process will also be given.

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**Friday 9<sup>th</sup> June**

**Room 2**

**11.00 to 12.00**

### **SESSION: Understanding the Other**

#### **Paper 1: Tolerance as an Indicator of Humanisation in Modern Society**

*Marina Marchenoka, Rezekne Academy of Technologies, Latvia*

Global migration of the population in Europe and socially economical sequences of this process are one of the most topical phenomena of the contemporary world. Europe is going the way of extension of interrelations and interdependence of different countries and peoples transforming monocultural countries into polyethnic communities. Changes in moral values, rejection of a different opinion or viewpoint demonstrate expression of intolerance, and its result can reveal itself in a wide range: from simple impoliteness, disdainful attitude to other people and anger up to ethnic clean-up and genocide. The relevance of examination of tolerance in the aspect of humanisation is determined by the society's demand for development of relations of a new type, which would be grounded on humanistic base, where every person is regarded as the highest value, where there is a priority of general human values against ethnic values, where the basic principle of people's relations are: benevolence, humanity, mercy and respect. The Aims of the research are: to consider the

problem of tolerance in the aspect humanization and to examine the level of tolerance of teenagers in Latvia as the main indicator of humanisation in the modern society. The Methods of the research are: The theoretical base of the research includes: philosophical conceptions of humanism (Confucius, Cicero, Kant), humanistic paradigm (Chehlova), the concept of the role of tolerance in the public life (Gershunskiy), the concept of conventional people's interrelation in the modern society (L. Nordberg), psychological analysis, affecting various aspects of tolerance as a complicated socially psychological phenomenon (Declaration of Principles on Tolerance, UNESCO, Allport; Soldatova). The empirical research includes: a questionnaire for detection of teenagers' tolerance/intolerance level (on the basis of the questionnaire Eysenck & Wilson), methods of qualitative and qualitative analysis of empirical data; mathematical and statistical methods of data processing. The results of the research are the following: theoretical analysis of philosophical, psychological and sociological literature on the problem of the research was done; empirical research was done which resulted in definition of the level of tolerance among Latvian teenagers.

## **Paper 2: From Haircuts, to Traditions, to Rights: Mapping Elementary Students' Understandings of Ethnic Diversity.**

*Carla Peck, University of Alberta and Alan Sears, University of New Brunswick, Canada*

Canada is a country with a long history of substantial ethnocultural diversity and questions about the reasonable accommodation of immigrant groups, the preservation of official language minority rights, and the fostering of Indigenous rights permeate political and social discourse (Johnson & Joshee, 2007; Kymlicka, 2007). Effective citizenship requires people who understand the subtle differences between and among groups in Canada and are able to wrestle intelligently and respectfully with difficult questions inherent in these issues. This paper reports on a study designed to map the conceptions of ethnic diversity held by grade six students in Alberta (n=25) and New Brunswick (n=25) with a particular focus on the three areas outlined above. Using phenomenographic research methods (Marton, 1981), we used stimulus-based individual interviews to probe students' understandings of ethnic diversity (Author, 2008). A constant comparative approach to analysis was used to identify utterances and categorize students' thinking (Schwandt, 1994), with the focus being on identifying the range of conceptions held by the cohort interviewed rather than focusing analysis on individual students. While the two groups of students demonstrated some common, superficial, understandings of ethnic diversity, such as being able to identify some practices and beliefs as "cultural," their conceptions differed in important ways. We argue that differences in curriculum direction and support for teaching for and about the complexity of Canadian diversity between the two provinces contributed to these differences.

## **Paper 3: Cultural Studies and the teaching of citizenship: analysing posters about the Aegean refugee drama**

*Aspasia Papadima, Cyprus University of Technology, Cyprus, Ifigenia Vamvakidou, University of Western Macedonia, Greece, and Kostis Tsioumis, Aristotle University of Thessaloniki, Greece*

In this study three posters made by the graphic artist and Ass. Professor Aspasia Papadima (2016) are analysed in the context of modern and postmodern historical literacy. The trilogy

of posters deals with the refugee drama that takes place in the Aegean as the result of the war in Syria and the human need for survival. The aim is to use the posters as an aid to teach our students the current concept of citizenship through the specific material for the immigrants in Aegean Sea, within the interdisciplinary field of cultural studies which draws from many different subject areas, including sociology, anthropology, political science, and history. Although it is sometimes misunderstood as being the study of popular culture, cultural studies are, in fact, the study of the ways in which culture is constructed and organized and the ways in which it evolves and changes over time. More specifically, our project focuses on the need of the artist to communicate through graphic pictorials, events that she considers to be of focal point in modern history of mankind. Analysis draws on Marshall's classic social-democratic agenda, the aim of which was to reduce class inequality. The growing concern with cultural citizenship and identity reflects, to some extent, how issues that were once considered 'social' came increasingly to be thought of as 'cultural'. Questions of identity and belonging have superseded questions of material entitlement in much social and cultural theory as well as in public policy and cultural politics (McGuigan 2004, 34). Following Raymond Williams's (1984) distinction between cultural policy 'proper' (public patronage of the arts, media regulation, and construction of cultural identity), and cultural policy as display (national aggrandisement and economic reductionism) and the specifics of the Aegean refugee drama, lead us to consider cultural policy-making among the members of the European Union.

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Friday 9<sup>th</sup> June

Room 3

11.00 to 12.00

**SESSION: Crossing cultural borders (1)**

**Paper 1: How Religious Education Promotes Dialogue in Education: A Finnish Approach**

*Heidi Rautionmaa and Arto Kallioniemi, University of Helsinki, Finland*

The paper explores the possibilities of religious education (hereafter RE) to promote dialogue in education. RE has over the last few years been a much discussed and debated school subject both in European countries and internationally. Increasing migration, religious pluralism, changes in religious landscapes and secularization created a need to profile RE anew throughout the European countries and internationally. Religions, worldviews, education, dialogue and their relationship have become important issues of societal discussion in the 21st century and RE has a great deal of potential to increase people's mutual understanding and dialogue. The need for tools to promote mutual understanding and worldview dialogue are the key issues in current RE. By using inter-worldview[i] dialogue in school education pupils can critically reflect on their own thoughts and experiences concerning matters linked to religious and worldview issues and they can interact with others on these matters. The paper presents how in religious education can be promoted dialogue. The presentation is divided in two different parts: 1. general education and 2. vocational education in polytechnic university. In both parts there are opened the approaches for dialogue in education and presents practical procedures

## **Paper 2: Intuition of change in citizenship education**

*Sandra Chistolini, Università degli Studi Roma Tre, Italy*

Intuition is the first act of human understanding, it is the inner movement that takes us to see the world with new eyes and helps us to go deeper to discover the living reality behind the objects. The external appearance hides something that can assume important meaning to our existence. The change is the challenge that lies ahead, beyond the uncertainty. From citizenship education emerges a new process which leads from abstract intuition to the discovery of the appropriate action to overcome cultural barriers. The young teachers show their intuition in the sense that they grasp how and why from the citizenship education arises the impulse for change which our societies have today a vital need. The intuition becomes the talent of the young people free from the prejudices of history, by financial constraints, by the narrowness of politics. From this point, it is possible to look to the future with a renewed global citizenship project. The research among students of Università degli Studi Roma Tre in Italy, as part of the European Network Jean Monnet, reveals the state of question and perspectives of teaching and learning of citizenship. Two levels of analysis represent the situation at university and in school life. From one hand the investigation concerns the knowledge of the academic curriculum and its impact in training on citizenship. From the other hand the students report about their experience of teaching citizenship in infant and primary schools and unfold the lack of human rights education. Brexit is behind us. Who decided to work for the unity of Europe underlines the urgency to educate, through this teaching, towards strong ideals in order to renew the profound values that animate the change. The young teachers are fully aware of their crucial role in this process.

## **Paper 3: Citizenship Education in kindergarten and primary school experiences and conclusions from the Greek environment**

*Konstantinos Tsioumis, Aristotle University of Thessaloniki, Greece*

Citizenship Education as a mean to approach the educational process is gaining significant ground in the Greek Education System too. Researches are developed, educational networks are built in order to leverage this approach as democracy education tool, social justice and multicultural classroom management approach. In this paper, we present data and conclusions from 5 dissertations prepared in a postgraduate program in the Pedagogical Faculty of Aristotle University of Thessaloniki. These tasks are action- researches from teachers, which brought important results for the management of the class and the professional development of teachers. In this framework, national holidays, historical events, education for social justice, the relationship of the crisis the problems of rural society and human rights were used as basic themes of teaching. The survey data, as derived from the attitude and actions of children showed that by utilizing the reflection dialogue and social action, through the approach to the problems of daily life, the children gained a clearer picture of the characteristics of the active citizen and active problem solving and teachers through reflection of their educational practice gained greater competence in relation to their role and to the management of social vulnerability.

**SESSION: Civic and political engagement (2)****Paper 1: Service learning – citizenship education through social engagement and cognitive experience**

*Elżbieta Wołodźko and Emilia Wasilewska, University of Warmia and Mazury, Olsztyn, Poland*

The article presents a research and educational project undertaken by students-members of the Scientific Circle of Educational Media at Faculty of Social Sciences, University of Warmia and Mazury in Olsztyn. The aims of the project are both activating and integrating members of local society (in the village near Olsztyn) around common activities and students' service to the community. Service learning is a "learning and teaching strategy which integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (Malone, 2012). Students develop their social, civic and cultural competences being engaged in resolving real problems of local society. The research data were gathered with participative observation and semi-structured interviews conducted with three members of the Circle. Their narrations and reflections were reconstructed to present meanings the students gave to such learning and the way they interpreted their personal, cognitive and social experiences achieved by them and by the members of local society.

**Paper 2: Estonian young peoples' motives of prosocial behavior: A descriptive analysis**

*Kristi Kõiv and Minni Aia, University of Tartu, Estonia*

Prosocial behaviour as a positive youth identity development construct is an influential part of the development of citizenship identity evoking an urgent need to understand how young people become effective citizens in the area of prosocial behaviour. The aim of the study was to determine general motives of prosocial behaviour assessed by students aged 12–17 (N=296) in Estonia using self-report questionnaire. Quantitative content analysis revealed six main motives of prosocial behaviour: egoistically motivated prosocial behaviour (31%), altruistically motivated prosocial behaviour (27%), reciprocal prosocial behaviour (11%), prosocial personality characteristics (16%), positive attitude towards helping people (8%), and the norm to behave prosocially (3%). Based on theories of prosocial behaviour we may conclude that adolescents differentiate between altruistic and selfish motives of prosocial behaviour giving responses that were connected mostly with emotionally aroused motives. Additionally, it was revealed that dominant emphatic motivation to help others was connected with prosocial personality traits and less dominant motives were related with empathy-related attitudes. The implication of the findings for the design of citizenship education in the area of social education in schools is discussed giving emphasis on the importance of pupil's helping behaviour to find a balance between other-focused and self-focused motives.

**Paper 3: Can schools engage students? A multiple perspective, multidimensional school climate research in England and Ireland.**

*Dorien Sampermans, KU.Leuven, Belgium*

This paper unravels how relations between school characteristics as part of the school climate can influence students' political engagement. Until now, multiple researchers found evidence for a relation between specific dimensions in school and students' participation levels. According to Quintelier (2010) for example, active learning strategies can engage students. Or, as Pianta and his colleagues emphasize (2012), a good student-teacher relationship can motivate students to become more engaged. Although these researches focus on a specific dimension within the school climate, the school climate is mostly described as a concept of multiple dimensions which are often related to each other (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013; Wang & Degol, 2016). Therefore, this paper focusses on multiple dimensions comparable to the analyses in the work of Konold (2014) and Lenzi (2014). In response to the advice formulated by these researchers, this paper also builds further on school climate analyses by including multiple perspectives (student and teacher perspectives). This paper relies on the English and Irish ICCS 2009 data to include both the multiple perspectives and the multiple dimensions of the school climate. We construct a multilevel second order school climate model using structural equation analysis in Mplus. We estimate the school climate model by including both student and aggregated teacher data for each dimension. Next, we include participatory variables as independent variables to observe how this school climate can influence students' participation. This paper contributes to the civic education research by pointing out the importance of the school climate on engaging students. In order to engage students, schools should focus not only on the formal curriculum, but also on the school climate.

Friday 9<sup>th</sup> June

Room 2

12.05 to 13.05

**SESSION: Values**

**Paper 1: The perception of diversity and intercultural understanding by the English Language Teachers in the Greek State Elementary Schools.**

*Athina Sevi, University of Ioannina, Georgios Nikolaou, University of Patras and Theodoros Vavitsas, University of Ioannina, Greece*

Multicultural classrooms have always been a great challenge for teachers, let alone English Language Teachers who know that English as L2 or even L3 promotes successful communication not only in the classroom but also among people worldwide. The teacher's role, among others, is to inspire and socially educate children instilling values. This paper presents the results of a qualitative research on the English Language Teachers' perception of diversity and their intercultural understanding. The semi-structured interview was applied as the most appropriate implement to collect data. Thirteen English Language Teachers employed in the Greek State Elementary Schools were interviewed in autumn 2016. The conclusions drawn after the completion of content analysis are clear. To begin with, English

Language teachers are aware of all the guises of diversity and are handling them, rejecting racist attitudes. Furthermore, they take advantage of the fact that English can be used as a medium of intercultural communication in an Elementary School classroom and put emphasis on the teachers' essential role. Finally, teachers realise their mission and are trying hard to ensure the development and cultivation of intercultural understanding, with a view to fostering respect to the person's unique nature and its contribution to the multicultural mosaic.

## **Paper 2: Defining Local Identity of the Inhabitants of Timisoara: Civic Values, Attitudes and Intergenerational Transmission**

*Simona Adam, West University of Timisoara, Romania*

This paper analysis various ways in which the inhabitants of Timisoara are integrating civic values in the process of defining their local identity. The study is based on the qualitative analysis of over 100 life-stories and semi-structured interviews with inhabitants of Timisoara belonging to different generations, ethnic groups and social backgrounds. The theoretical background of the study relies on a constructivist perspective, which acknowledges the role of social interactions in the process of identity construction. It also analyses the impact of collective events on collective identity. The interviews reveal the role of informal citizenship education in the formation of civic conscience and the role of political and historical contexts in civic participation. The orientation towards European values is a local identity marker for the inhabitants of Timisoara and over the last hundred years these values were reaffirmed in many key contexts. Timisoara is the city where the Romanian Revolution started in December 1989. It was also one of the cities which, during the post-communist years, had one of the most proactive attitudes towards democratic and civic manifestation. The interviews describe educational strategies and intergenerational transmission patterns which had a positive influence on the civic dimension of local identity.

## **Paper 3: The Humanitarian Model of Education as the Basis for the Development of Citizenship in Senior Secondary School Students in Latvia**

*Zoja Chehlova, University of Latvia, Latvia **WITHDRAWN***

The topicality of the issue of citizenship remains high since it is the basic condition for the development of the contemporary European civilization. The experts of the Council of Europe and the European Union believe that the formation of a new type of personality is its key precondition. It has to be an active citizen with high moral principles. The social situation in Latvia also brings the issue of citizenship to the foreground. The population in Latvia has shrunk by one third in the period of twenty-five years. And now it constitutes just 1.9 million. A lot of young people are leaving the country due to unemployment, insufficient standard of living, willingness to live in countries with a highly-developed welfare system and better opportunities to obtain higher education. The economic difficulties make the development of citizenship even more complicated. However, there is one more reason - the low level of civic responsibility among young people. Besides, there can be observed a certain de-humanization of education, at the center of which there is the cognitive model of education focused on the development of knowledge and skills. The development of citizenship is possible on the basis of the humanitarian model of education developed in

recent years with value-oriented relationships in its center. The aim of the paper is to analyze the content and structure of citizenship as an integrative personality feature: to analyze the content and structure of citizenship as an integrative personality feature, as well as the organization of the process of learning based on the humanitarian model of education.

Research methodology: the study is based on the axiological approach where a human being is regarded as the highest value. There has been used activity approach – the development of citizenship is achieved by means of creative activity. The methods used in the present study include: the analysis of the process of education in Latvia, observation, a survey and an experiment.

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Friday 9<sup>th</sup> June

Room 3

12.05 to 13.05

**SESSION: Crossing cultural borders (2)**

**Paper 1: The heart of citizenship education and the revival of New Schools in Europe**

*Sandra Chistolini, Università degli Studi Roma Tre, Italy and Hugo Verkest, VIVES University College, Belgium*

Our present time is characterised by many contradictions and the atmosphere of uncertainty gives a sense of our deep loss of values. Education is the traditional space in which generations create meanings and the adults prefigure the future. During our study trip in Flanders we investigated the reality of method schools in this region and in its capital city, Brussels. We could experience how these method schools are successful in developing a closely-knit community. Dalton, Jenaplan, Decroly and Freinet Schools are still alive and they create a new message of citizenship education coherent with the impulse of their founders. Citizenship education yearns to overcome the separations and borders between people and points out the road for peace and harmony. Circle time in the classroom is the genesis of democratic thinking. It is not just a coincidence that these Reform Schools reaffirm the original impulses. They are transforming the contradictions of our postmodern society into a flexible management of daily education. Headmasters and teachers are seriously opting for movement and variety of the curriculum instead of school stereotypes of disciplines. Children become protagonists of the reformation using the methodology of dialogue, development and discovery. Teachers and parents appear to be fundamental actors amid this learning process. Democracy at school starts with the practice of a council of pupils based on interactive methods, such as discussing, deciding and doing. The external world is investigated in an active and critical way. Citizenship education is composed by the biographies of senior citizens, mainly grandparents. The customs and narrative stories are cherished with proud, not at least by children with a migrant background. My research is based on social constructivist theories. Consequently, I analyze the role of collective narratives in the construction of identity and the importance of memory and history in shaping the young generation's citizenship.

**Paper 2: Intersectionality and Identity in an Asian Context: The Case of Pakistani Youth in Hong Kong**

*Kerry Kennedy, Ming Tak Hue, Miron Bhowmik, and, Hoi Yu Ng, The Education University of Hong Kong, Hong Kong*

Minorities always struggle to assert their cultural priorities and values in societies where dominant cultural groups, either purposely or inadvertently, assume that all groups in society will adopt the values of the majority. Hong Kong is no exception to this process. Yet for some minorities such as Pakistanis the situation is more problematic than for others. Poverty, religion and class interact with Pakistani ethnicity creating a complex interplay of influences on identity and citizenship. The issue explored in this study was how these interactions affected identity development. Intersectionality provided the theoretical framework for the study since the focus was on multiple influences on identity all of which were assumed to influence identity formation. Using an interpretive approach, interviews were conducted with a sample of Hong Kong cultural minority youth among whom there was a sub-sample of Pakistanis. Growing up in a multicultural society that does not recognize multicultural values can pose a threat to cultural minorities. Yet there was a particular resilience about the interviewees who, while recognizing the context and its potential for racism and exclusion, found ways to overcome alienation and feelings of being 'outsiders'. Local language acquisition helped them to integrate with the local society while pan ethnic identity and religion contributed to a distinctive identity. These young people also saw themselves as 'Hongkongers', a local term that itself signals distinctiveness. Yet by adopting it, Pakistani youth signaled identification with local values. While none of this posed a direct challenge to the dominant culture, it did show the agentic nature of acculturation processes in a society that barely recognizes cultural diversity.

### **Paper 3: Dialogue in education- theoretical perspectives and good practice examples**

*Elżbieta Wesolowska, Warmia and Mazury University, Poland and Iwona Kozięja-Grabowska, Polish Academy of Sciences, Poland*

In this article, the idea of dialogue (as originated in Martin Buber's works and elaborated by Bill Isaacs) applied to education is presented. Dialog is defined as communicative interaction in which the participants openly present their views, treat each with respect, actively listen to each other trying to temporarily suspend their convictions and try to create a common space of meaning. Such interactions not only increase understanding, mutual respect and trust but also encourage problem solving. The authors believe that the idea of dialogue conceived both as philosophical underpinnings of school organization and a teaching technique, can be a way of meeting challenges of teaching and learning in the rapidly changing, uncertain world. Introducing dialogue in education seems promising as it challenges hierarchical, traditional models and one-way communication. At the same time, it provides a favourable context and practical tools for handling modern controversies of social and cultural diversity, inequality and active citizenship. The paper advances the thesis that introducing dialog on all levels of educational interactions is both desirable and feasible. In order to prove it the good practice examples from Poland will be presented. They include introduction of dialog between pupils, pupils and teachers, teachers and school administration, teachers and parents, school and local community.

**SESSION: Social Justice (1)****Paper 1: The politics of Controversy. Narratives and discourses in the explanation of cultural discrimination**

*Everardo Perez-Manjarrez and Liliana Jacott, Autonomous University of Madrid, Spain*

There is a strong reluctance in several social, political and educational contexts, to consider controversial issues as part of everyday life interaction and a core element in citizens' instruction. From a different perspective, recent research has shown that controversial issues are a significant element in social development, and that social discussion and schooling centered on socio-political issues are effective means for democratic education and human flourishing (Chen & Berger, 2013; Haste, 2004; Hess, 2009; Hess & McAvoy, 2015; Westheimer & Kahne, 2004). However, not many studies undertaken so far have set controversy at the center of the civic education inquiry. In this regard, the present paper inquires as to how people make sense of controversies, and the identity processes experienced at cultural and individual levels. The study reports findings of qualitative and quantitative analyses of a task based on a situation of cultural discrimination involving Mexico, Spain and the United States of America. The study was conducted using an open questionnaire and two hundred students participated identifying the narratives they consider salient in the event. The findings show strong cultural differences in framing the controversy, whether there is or there is not discrimination, but also interesting similarities in the common discourses students use to explain the controversial event. The above suggests complex processes of discursive negotiation in the justification or assignation of blame in socio-political controversies. Finally, implications of findings in citizenship education are discussed.

**Paper 2: Bringing Children's Rights Alive through the Creative Arts and Holocaust History**

*Paula Cowan, University of the West of Scotland, UK and Graham Duffy, Bridge of Weir Primary School, UK.*

When the Holocaust was first introduced into the primary classroom in the UK in the 1980s, the principal resource was the Anne Frank narrative, but today there is a wide range of resources, approaches and pedagogies. One of these is the book *Hana's Suitcase* (Levine, 2003) which tells the true story of Hana Brady, a Jewish girl who was born in Prague in 1931, sent to the Theresienstadt ghetto and concentration camp, and murdered in Auschwitz. This paper investigates how this book, which tells of her and her brother, George's experiences, can be used appropriately to develop students' understanding of human rights.

This paper investigates the practice of one primary teacher who taught the Holocaust over a period of eight weeks to primary 7 students (aged 10-11 years). Evidence is based on teacher's notes and students' written work and topic evaluations. This paper demonstrates the application of interdisciplinary learning, an integrated approach to learning where a number of disciplines are used to develop student understanding of a subject or topic by students making connections between these disciplines (Boyle and McKinstry, 2014). In this study, History, English Literature and the Creative Arts of Poetry, Art and Music are integrated.

This paper reflects on students' learning of individual civil rights, and the importance of teacher roles that Robinson(2016) identifies as 'engaging , enabling, expecting and empowering' students. It concludes that the combination of Holocaust history and Creative Arts is an effective approach to teach Human Rights Education.

### **Paper 3: Do citizens have the same chance to be successfully competitive?**

*Marta Fulop and Balázs Varga, Eötvös Loránd University, Hungary*

It is highly significant how equally citizens of a society are able to cope with competition in job market and in the different realms of their life. In a 1000 participant representative study for gender, age, place of residence and educational level in Hungary we studied the competitive attitudes and coping with winning and losing of different sub-groups of the Hungarian society. We applied the Multiple Competitive Attitude Scale (Orosz & Fülöp et al., 2016) and the Coping with Winning and Losing Questionnaire (Fülöp & Berkics, 2007). The statistical analysis of our results show that citizens living in the capital, younger people and more highly educated people are much more comfortable with competition, have more constructive competitive attitude and are also able to cope with winning and losing in a more adaptive way. The presentation will discuss the implication of these data from the aspect of equal opportunities in competition of citizens of a given society. The research was supported by a grant to the first author (OTKA-K-111 789)

### **Paper 3: Changes in Social Justice Representations in different age groups: a transversal study.**

*Antonio Maldonado, Liliانا Jacott, Vanesa Sainz, and Almudena Juanes, Universidad Autónoma de Madrid, Spain*

This research is concerned about the three dimensions of Social Justice proposed by Fraser (2008): Redistribution, Recognition and Representation. Previous studies have shown that there are relevant differences between these dimensions in order to solve dilemmas (or trilemmas) about Social Justice (Jacott, Maldonado et al 2016; Juanes et al, 2016, Sainz et al 2016) in different age groups. It has been found that for young children it is easier to think about problem-tasks or issues about recognition than about redistribution ones. By contrast, in adults we found the opposite tendency. In this study we analyze the differences between seven age groups (from 9-10 years old to adults) in the way they use and construct Social Representations on Social justice in educational and broader social and political contexts. We use data from more than 3000 participants, analyzing their responses facing 12 Social Justice Dilemmas, four in each of the three Social Justice dimensions. The results will be discussed in relation with cognitive development and contextual knowledge about social justice, with special remarks concerning citizenship education and curriculum.

### **Paper 4: Differences in the Social Justice Representations of Primary Students: Correlational variables.**

*Miguel Albalá and Jesús Guerra, Universidad Autónoma de Madrid, Spain*

Based on the three-dimensional Model of Social Justice in Education: Redistribution, Recognition and Representation (Fraser, 2008), an instructional project was designed to

improve the social justice representations of sixth grade primary students (11-12 years old). Some works tend to show that representation of Social Justice is significantly different among some groups of students. At this age, children are beginning to develop their beliefs and values as citizens. The main objective of this project was to promote knowledge and skills to behave in their daily life through mechanisms of social justice. The sample of the project is 81 children of different types of schools (publics and privates). The results show improvements in both Social Justice levels of participants and in the identification and resolution of social injustices dilemmas, while showing high levels of satisfaction with the learning methodology used in this study. During and after the project, the children's Social Justice Representation was evaluated. The representations that children had of each R were not always similar. In this study, we analyze some variables that could influence the differences in representation of each R. Taking as a reference these previous results, will be analyzed the possible correlations that Primary Student's Representation of Social Justice and some variables such as: Gender; Type of educational center (public or private); The kind of tutor-teacher involvement (or not involvement) in Education for Social Justice; etc. These variables were evaluated using quantitative procedures and some items from the Social Justice Questionnaire in Primary (GICE, 2014). This Questionnaire will be used in order to obtain the quantitative Representation of Social Justice (with specify scales of each R). We believe works like this are essential to know the factors that may be related with greater or lower representations of Social Justice in children. The main hypothesis of this work is: Concerning each "R" of Children's Social Justice Representation is not determined by the same variables in the same way. From research like this work, these variables may be considered to improve Education for Social Justice and contribute to develop Social Justice Representations. Unfortunately, nowadays there aren't significant empirical researches focused in to analyze which variables might be influence in these representations. In conclusion, we must say that working from a multidisciplinary and applied perspective is crucial to knowing and promoting changes in social justice and educational actions. This kind of researches and applied projects could be useful to construct fairer societies in the future since childhood.

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Friday 9<sup>th</sup> June

Room 2

14.15 to 15.30

### **SESSION: European Identities**

#### **Paper 1: Developing attitudes towards ethnic minorities, migrants, asylum seekers, and refugees in the context of future police officers' education**

*Laima Ruibyte, Vilma Narkeviciene, Evelina Viduoliene, and Vaiva Zuzeviciute, Mykolas Romeris University, Lithuania*

The essence of European identity seems to be mainly determined by the values and traditions that define the European Union (EU), such as freedom, human rights, democracy, tolerance and the Enlightenment. In addition, the basis for the identity of Europe indicates the cultural diversity of European nations. Every EU country meets the challenges for Citizenship education how to raise and educate children and young people in the spirit of tolerance, combating racism and xenophobia, respect for human rights, and an

understanding of common cultural heritage. Surveys in Lithuania show that Lithuanians are not psychologically prepared to accept refugees and asylum-seekers and have quite negative attitudes towards them as well as attitudes toward some ethnic minorities. This paper presents the results of research which explore and assess changes in the future police officer's attitudes towards migrants, asylum-seekers, refugees and ethnic minorities. The role of Citizenship Education in University in shaping such attitudes is analyzed.

### **Paper 2: Youngsters' sense of belonging to Estonia, Greece and Latvia**

*Kristi Kõiv, University of Tartu, Estonia, Anna Liduma, Riga Teacher Training and Educational Management Academy, Latvia, Evi Papaloi, Hellenic Open University, Greece, and Despina Karakatsani, University of Peloponnese, Greece*

The study investigated young peoples' sense of belonging to home country among Estonian (N= N=207), Greek (N=176), and Latvian (N= 200) young people. The first aspect of belonging to home country – identity fusion, was measured through the pictorial fusion scale (Inclusion of Other in Self Scale: Aron, Aron, & Smollan, 1992), and results indicated that participants were relatively strongly fused with their own country, but Greek and Latvian youngsters were more fused than Estonian. Second aspect of belonging to country - affective commitment was defined as the extent to which persons feel emotionally involved with their own country and was measured by a seven-item scale for assessment of feelings (anger, contempt, disgust, fear, happiness, sadness, and surprise) to the country. It was revealed that young people felt most often positive emotions toward their home country, whereby Latvian young peoples' feelings were more often connected with happiness and surprise compared with Estonian and Greek youngster's feelings. On the other hand, anger, fear and sadness were more frequently expressed feelings in connection with the home country among Greek young peoples, and disgust was more dominant feeling among Estonian young people. The third aspect of the sense of belonging to the country – colours representing country, was measured by six-item scale consisting colours (blue, green, orange, red, violet, and yellow) associations with the country. Results showed that colour ranked as the most representative of Estonia and Greece was blue, and red colour for Latvia, whereby green colour ranked thirdly as symbol of home country for all three samples. The article argues that nowadays changes that have taken place with respect to the concept of European citizenship and identity in different countries can influence young peoples' sense of belonging to their country as component of national identity.

### **Paper 3: The Civic Self-Determination of Senior Secondary School Students in Latvia in the Context of Humanitarian Education**

*Zoja Chehlova, Ingrida Kevisha, and Mihail Chehlov, Latvian University, Latvia*

The topicality of the study concerning the civic self-determination of senior secondary school students is underpinned by the fact that civic self-determination, which an integrative property of a person, manifests itself as the relationship of value-based and procedural components, and it is the foundation for the acceptance and awareness of national and universal values. These are fundamental national and universal values: the homeland, civil society, citizenship, civic responsibility. The self-determination of senior secondary school students implies finding one's values and sense of unity, and its realization in life i.e., the definition of oneself in the world, one's place in the world. The aim of the study is to consider the characteristics of the value-based content of self-determination of senior secondary

school students and determine the way of its implementation in the process of humanitarian education. The methodological basis for the research: the study is based on the axiological approach, dialogical approach, activity approach. Research methods: 1. The methods used at the theoretical stage: theoretical analysis, the essence of civic self-determination, the generalization of pedagogical experience, scientific observation. 2. The methods used at the experimental pilot phase: modelling, pedagogical experiment, questionnaire, interview, mathematical statistics. 3. The methods used at the summary stage: comparison, synthesis, interpretation. Results: theoretical significance - civic self-determination is treated by using a value-based approach; there has been determined the structure of civic self-determination. Practical significance is represented by the organization of humanitarian education for the development of the civic self-determination of senior secondary school students.

#### **Paper 4: We Are Europe: An Online Educational Game for Promoting European Citizenship Ideas to Elementary School Students**

*Vasiliki Resvani, University of Patras, Greece, Marianna Bartzakli, 6th Primary School of Patras, Greece, Tharreno Bratitsis, University of Western Macedonia, Greece, Goncalo Meireles, Advancis Business Services, Greece*

The paper reports on the development and implementation of “We Are Europe”, which is both a theoretical framework and an online educational game aimed at promoting citizenship and fostering good practices for elementary school students. Based on a KA2 Erasmus+ Action, the paper provides information on the design and development of the online game and the activities it contains. It is the content (i.e., the activities) that introduce core European Union ideas to students. The activities were selected by teachers from various schools participating in the Action and aimed at enhancing students’ knowledge on issues related to the European Union and fostering pro-European citizenship ideals and ideas. The topics covered by the game include learning about EU and its member states, learning about the idea of being an EU citizen, learning about the European diversity and, learning about the need to master necessary skills in order to be a successful European citizen. The game is based around the concept of time travel: students go back in time and must cross various periods in European History in order to reach present time. Through this passage, they solve various tasks, riddles, puzzles, and problems. We report on the implementation of the game in a Greek sample of elementary school students and offer their experiences. Ideas about future applications and other instructional activities which also raise pro-European values are also considered.

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**Friday 9<sup>th</sup> June**

**Room 3**

**14.15 to 15.30**

**WORKSHOP: Multiple Choice Identity**

*Wim Kratsborn, To-Gather, The Netherlands*

The aims of the workshop are: 1. The debate from different perspectives about Europe. 2. History is important for youngsters because of its meaning in the present. 3. The central aim is to help young people to know what was, is and will be going on and to find solutions for 'the survival theses' or key questions. 4. How? 'It's education stupid' by passion driven, informal, digital, sustainable and creative learning styles... For 10 years we exchange innovative tools, methods and knowledge with students and educators in Europe and the Arab world. 5. It's a wake-up call for reconciliation, peace education, responsible citizenship, intercultural education and human rights education. 6. It's about innovative (history) teaching and learning by a book, a film, music and learning routes. 7. 'We feel and therefore we learn' (Mary Helen Immordino) about empathy, fairness and social justice.

The interactive elements are: 1. Fill your head on a poster with your own 'headlines' Sing, speak and share your hip hop song on the music of the song 'Generation What!' at the end of the workshop 2. Play a short role-play about the different roles during World War Two. 3. Discuss about the 'survival theses' or challenges 4. 'Feel and therefore you learn through humour, fiction, quotes, film and music. 5. Write your own plans for the future on post-it's and put them on the big poster 'The Butterfly Touch'. This is the reflection and prefection'. 6. They are experiencing passion driven, sustainable, informal, digital and creative learning styles.

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**Friday 9<sup>th</sup> June**

**Room 1**

**15.45 to 16.45**

**SESSION: Sustainable development, internationalisation and global citizenship**

**Paper 1: AIDGLOBAL: Education for a More Just and Sustainable World**

*Helena Pratas, ISEC Lisboa, Portugal, Susana Damasceno, AIDGLOBAL, Portugal*

After a voluntary experience at an orphanage in Mozambique (2005), Susana Damasceno, inspired by this experience, decided to found AIDGLOBAL. AIDGLOBAL is a Non-Governmental Organization for Development (since 2005) that educates for a more just and sustainable world. Through its educational development programs and projects, AIDGLOBAL provides sustainable solutions and creates opportunities for the underprivileged from Communities of Portuguese Language Countries (CPLC). AIDGLOBAL also promotes a global citizenship by engaging and educating people in Global Development issues in Portugal. The organization is characterized by its open and dynamic work environment, and is supported by private individual sponsors, private institutions and governmental institutions. It's vision and challenge is to make the world a more fair, equitable and sustainable place to live with high levels of literacy and education, creating active citizenship. AIDGLOBAL aims are to identify, design and implement strategies and actions towards access to education. Specifically, to fight illiteracy and promote the exercise of active citizenship in the Community of Portuguese Language Countries (CPLP), cooperating with the population and local authorities. AIDGLOBAL has been promoting activities with teachers and students from different schools through the "Educate to Cooperate" project, which has engaged so far over

3400 students in 17 learning institutions. The AIDGLOBAL work in the area of cooperation for the development has been focusing, since its foundation, in the fight against illiteracy, executing projects and initiatives always in partnership with local authorities. Particularly in Gaza Province, Mozambique; where the Organization has a delegation, since 2009. Under the program "Passport to Reading", the AIDGLOBAL already enabled, so far, the equipment of 3 public libraries, 27 school libraries and 11 mobile libraries, the "Bibliotchova", with about 40 thousand books and 129 computers. Promoted, complementary, training activities for teachers and dynamic activities on the reading with children and young adults.

## **Paper 2: Pupil Council Members' Conceptions of Citizenship Education**

*Mika Metsärinne, Riitta Korhonen, and Eeva-Maija Niinistö, University of Turku, Finland*

The aim of this paper is to describe pupils' and teachers' conceptions of citizenship education in Pupil Council in one comprehensive school. The case-study school's main goal is to educate active, independent learners who are engaged in both school and community life. In Finland's 2016 national curriculum, one new goal is to guide pupils in developing a sense of global citizenship, meaning that the case-study school's secondary goal is to encourage pupils to think about and understand their opportunities to influence citizenship activities and develop a global-level perspective. The theoretical framework for the main goals consists of influential, democratic and participatory citizenship education. The empirical research question is "What are Pupil Council members' conceptions of citizenship education at the school, community and global levels?" Qualitative research methods and theoretical content analyses were utilized. Pupils (n=36) answered questionnaires concerning their opinions regarding the levels and contents of citizenship education. Teachers were also interviewed (n=3) which was comprised of the same questions as the questionnaires, plus some additional questions. These were included to explore how pupils' conceptions differ across age groups. Results are described with regard to the theoretical framework, according to levels of citizenship education and age groups of the Council members. Global citizenship education proved to be a natural part of the Pupil Council members' citizenship conceptions. In contrast, defining the global themes they feel they should take consideration and ways to link the school and community levels of citizenship activities was difficult, because participants discussed a large number of opportunities.

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**Friday 9<sup>th</sup> June**

**Room 3**

**15.45 to 16.45**

## **WORKSHOP: Unschooling (practices and structures) and Education for Social Justice**

*Carlos Moreno Romero, Unniversidad Autónoma de Madrid, Spain*

It has been suggested that societies are striving to promote democratic attitudes in the most undemocratic environments (Hecht, 2012), which might prove that, in education, disruptions between theory and practice could be the norm. In contrast, unschooling (democratic, free, non-directive, active) pedagogical environments claim to provide children with meaningful experiences to participate in decision-making processes, organize their activities autonomously, and take charge of their own learning processes. These strategic steps are meant to help them become proactive and engaged citizens committed with democracy and

social justice. This presentation is based on a focalised study of a free and democratic school in Spain, and uses ethnographic tools (participant observation, non-directive interviews, and a structured survey) to gain insights into unschooling structures, and the narratives and attitudes of unschooled children and families. The analysis is also contrasted with a framework for education for social justice (redistribution, recognition, participation) suggested by Frazer (2008). The results indicate that un-empowering mechanisms and structures, self-directed learning, a methodology of free movement, and age desegregation not only count as relevant factors in promoting more democratic attitudes in children, teenagers, and families; but need also be considered as valuable ways to promote social justice in more conventional (educational) settings. The workshop will enable a discussion of the ways in which more structured settings can make use of such tools and identify the steps towards the consolidation of a learning community based on freedom, dialogue and trust.

This workshop will discuss the ways in which empowerment (redistribution of power), student-led activities (participation) and age desegregation (recognition of difference) could take place in more structured educational settings in order to promote more engaged attitudes and practices towards social justice and democracy.

This workshop is open to everyone: teachers, psychologists, administrators, policy makers. Participants need not to bring anything to the workshop. Instead of explaining the steps towards a redistribution of power, the benefits/implications of age desegregation, or democratic mechanisms/structures in pedagogical environments, participants will be encouraged to work in teams, discuss the various perspectives, and come out with their own views based on the local conditions that influence their work/practice. It aims to a) to promote participation and engagement in the promotion of more democratic attitudes/practices in pedagogical environments. b) to reflect about the power structures/roles in our schools that remain unchallenged. c) to encourage networking for the promotion and development of local/global initiatives intending to consolidate more democratic attitudes/structures in pedagogical environments.

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**Friday 9<sup>th</sup> June**

**Room 3**

**15.45 to 16.45**

### **CiCe History (Parts 4, 5, 6)**

*Alistair Ross, London Metropolitan University, UK; Julia Spinthourakis, University of Patras, Greece and Nanny Hartsmar, Malmö University, Sweden*

These papers are based on documents and recollections of CiCe members, and form part of a projected series of paper that trace the history of the various CiCe networks and its Association from 1996 to the present. The projected series have been initiated by Prof. Alistair Ross who will present from 1996-2007. Nanny Hartsmar will present from 2008 - 2011 followed by Julie Spinthourakis covering 2011 – 2014. A further paper will be prepared to cover 2014 - 17 for the conference in 2018, so that a single History of CiCe will be available covering the first twenty years of the Network.

Friday 9<sup>th</sup> June

Room 3

16.50 to 18.00

**Jean Monnet Working Group reports**

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Saturday 10<sup>th</sup> June

Room 1

9.00 to 10.15

**SESSION: CiCea Annual General Assembly**

Saturday 10<sup>th</sup> June

Room 1

10.30 to 11.50

**SESSION: Social justice (2)**

**Paper 1: Cultural identity of different ethno-cultural students: primary school teachers' social representations.**

*Glykeria Goula, University of Ioannina, Greece and Giorgos Nikolaou, University of Patras, Greece*

This paper aims at exploring the social representations of cultural identities that different ethno-cultural students carry in the classroom. The research is based on the social representations' theory and investigates the representations that primary school teachers may have about students' cultural identity diversities in the classroom. Moreover, it is investigated whether teachers feel well informed and ready to handle the cultural diversity in the school classroom or not. We intend to find out stereotypical perceptions that teachers may have, concerning the strength of variant cultural groups. The findings resulted from qualitative research data and more specifically 16 semi – structured interviews that primary school education teachers gave to the researcher. The results indicate that teachers' representations about different cultural identities are positive. They acknowledge their value and the need for further cultivation. Teachers, however, seem unaware of how to take advantage of the cultural wealth that exists in a multicultural classroom.

**Paper 2: Perceived social justice through everyday life at school: just schools vs reality?**

*Angeliki Grivopoulou, Despina Karakatsani, University of the Peloponnese, Greece, and Evangelia Papaloi, Hellenic Open University, Greece*

As a social construction, school is subject to pressure from external and internal factors. Despite the rhetoric and attempts for achieving true social justice, educational units are strongly influenced by the forces of globalization, which seem to introduce a mix of

homogenising tendencies and contest the established values and norms (Stromquist & Monkman, 2000). Interestingly, in today's difficult and rapidly changing socio-economic context, the basic pillars shaping a more democratic society such as democracy, inclusion, social justice, citizenship and equal opportunities, (Marshall & Theoharis 2007) appear to be very important so as to remedy educational communities' malfunctioning and adapt school to social demands. Social justice is defined as the participation in a democratic society that allows the equal distribution of resources to all members, putting the emphasis on self-determination and interdependence (Bell, 1997). In the educational context, social justice mostly depends on educational leader's practices (Bogotch, 2002), teachers' perception of role, curricula as well as other activities which are designed to serve school's policy, vision and culture. The purpose of this research is to analyse the importance and the role of social justice within educational communities through the investigation of teachers' opinions. In particular, the scope of this research is to analyze teachers' perception of everyday life at school in order to promote social justice and citizenship issues within Greek schools. Therefore, through this research we attempt to explore and describe teachers' perceptions regarding: the general framework of school's function regarding social justice; leader's practices as far as social justice, equality, inclusion and citizenship are concerned; their role in order to establish and promote democratic practices in class; and, curricula 's and other activities' design and malfunctions. Students' behavior and participation at school as far as the above issues are concerned. Our sample consists of 162 primary and secondary school teachers. We have chosen the quantitative method and distributed questionnaires with closed- type questions. The results highlight that, currently, among the most important problems for teachers, are the lack of a cooperation culture as far as social justice and citizenship issues are concerned as well as the lack of an effective planning to address social problems of racism.

### **Paper 3: The role of social justice in the context of human development: towards an integrative framework for analysis.**

*Liliana Jacott, and Antonio Maldonado, Universidad Autónoma de Madrid, Spain*

In this paper, we try to design the main characteristics of a framework for analyzing the role of Social Justice in the context of Human Development. We think that in the last decades, a high relevant number of different studies and approaches from different disciplines and/ or perspectives [e.g., philosophical (Fraser, 2008), social and political (Sen, 2009, Nussbaum, 2011) economical (Pikkety, 2011, Stigliz, 2011), psychological (Prilleltensky, 2011), educational (Gewirtz, 2006) and citizenship (Westheimer, 2015)] are making significant contributions to a new perspective of human dignity: the main objective of Social Justice, in our view. But, some of these contributions remain, to some extent, isolated. For this reason, we think that it is urgent to try to articulate or connect these interdisciplinary studies and approaches in a more comprehensive view that necessarily must include other focuses of interest in relation to Social Justice, such as an emotional dimension, in personal and socio-educative contexts, (Zembylas and Chubbuck, 2009), as well as a linguistic analysis, in global and local contexts (Van Parijs, 2011). We will try to outline some of the nexus of these different approaches putting the focus in Human development. Following Sen (2009) we attempt to place Human dignity at the center of the discussion when we ask ourselves "Social Justice...for what?"

**SESSION: Civic and political engagement (3)****Paper 1: Curriculum for increasing civic engagement**

*Michaela Dvořáková, Charles University in Prague, Czech Republic*

In this paper results comparing adolescents' trust and civic participation are presented. Czech young people have one of the lowest senses of trust in a political system in Europe. The first part of the research investigated the curriculum of civic education in the Czech Republic, associated benchmarks and framework were then compared with the most contrasting European countries. The findings of this comparison were elaborated in supplementary curriculum. The second part of the research involved work with student teachers. Student teachers suggested lessons to promote the civic engagement of secondary school students using current or supplementary curriculum. Our experience found that large differences between the two cases and this presents challenges for didactic teacher training. Our findings reveal gaps in the Czech civic education curriculum and evaluate some ways to overcome them.

**Paper 2: Student engagement in the University of the Peloponnese: A case study in the framework of the IMEP Project**

*Youli Papadiamantaki and George Fragoulis, University of the Peloponnese, Greece*

The paper analyzes student participation in Greece and presents the specific case study from the University of the Peloponnese. We first present the institutional framework, which provides for student participation in university governance through participation of student representatives in all University decision making bodies. We present the results of student elections in Greece in the period 1982-2012 and discuss changes effected by two Acts (1268/82 and 4009/2011) and their results in promoting actual student engagement. We then present the findings of a recent case study regarding current student engagement issues, based on the analysis of two surveys, one among students (N=60) and one among academics (N=34) as well as 15 semi-structured interviews with students' representatives. Using Olsen's typology of universities, we trace a change from a vision of the university organised as "democratic community" towards a vision of the "enterprise university". The paper presents students' disengagement from ideologically charged and politicised forms of student engagement and a rising interest in forms of engagement that relate immediately to their everyday life and future careers, especially issues of employability and entrepreneurship.

**Paper 3: Is the dream still alive? What has happened to Citizenship Education in schools?**

*Henry Maitles, University of the West of Scotland, UK.*

There is paradox: never has citizenship education been more needed. The results of European elections, the growth of both populist and far-right parties, Brexit, the election of Trump, the developing fear of the 'other' and challenges to basic human rights have all begun to suggest society has fractured. Yet there is evidence that both the impact of citizenship education and indeed it's place in the curriculum has been downplayed over recent years as other school and education priorities have taken the focus away from citizenship. Across Europe and wider there is research evidence to suggest that much of the impetus on citizenship education has been side-tracked -- it remains on the agenda of the school, but much further down the list of priorities. However, the picture is not entirely gloomy. There is evidence that once teachers and student teachers are won to the idea of citizenship education, then the subject and more importantly the content of the subject continues to thrive. It is, though, a hard job for those of us committed to citizenship education to combat the imperatives of neoliberal education. Drawing on both large surveys and case study approaches, this paper looks at the dichotomy between the needs of a citizenship aware community, committed to human rights and the perceived needs of a competitive neoliberal economy.

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Saturday 10<sup>th</sup> June

Room 1

12.15 to 13.30

**PLENARY SESSION: The CiCe Network: Past, Present and Future**

**Presentation 1: CiCe History (Parts 4, 5, 6)**

**Presentation 2: The CiCe Jean Monnet Network, 2014-17**

*Peter Cunningham, London Metropolitan University, UK*

The CiCe Jean Monnet Network places emphasis on pre- and in-service education professionals, and new researchers in the multidisciplinary field of citizenship and identities. To this end, in addition to the exchange of knowledge and practice at conferences, we are producing guidelines on European Integration in pre-school and school education; and, in pre- and in-service teacher education; as well as run two doctoral student conferences. This presentation provides an update on, and celebration of achievements.

**Presentation 3: The CiCe Jean Monnet Network, and CiCe Association**

Chris Gifford, University of Huddersfield, UK and Despina Karakatsani, University of the Peloponnese, Greece

This presentation discusses the future of the CiCe Association; our journal *Citizenship, Teaching and Learning*; and, outlines a grant application submitted to continue the CiCe Jean Monnet Network (2017-2020).

**Closing remarks:** *Peter Cunningham, London Metropolitan University, UK*

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## Posters

### **Poster 1: The attitudes and outlooks of teachers accepting refugees in Greek schools in uncertain times**

*Fotini Georgoulia, University of Patras, Greece*

Abstract: Even though we live in uncertain times, education has been one of the first basic rights given to refugees after covering the first basic needs during their stay in Greece. However, although the Greek schools opened their doors to refugee children, what has not been reported on and has to do reaffirming citizenship are the reactions of teachers and their willingness to integrate refugee children into their classroom. The aim of this study was to approach teachers of primary schools and to assess whether they are willing to accept the refugee students in their class. Furthermore, we sought to identify whether they consider that they have the appropriate cognitive and teaching skills needed in order to cope with the challenges integrating refugee children might bring to their teaching. Finally, we investigated what social and intercultural consequences they believe refugees will bring about both in a class and in the whole school. For the purposes of our research, a questionnaire was prepared and distributed to a sample of primary school teachers in Western Greece. The subsequent analysis of the data focuses on the intentions of teachers to integrate refugees at schools, their expectations for social acceptance of refugees by the other students, and the weaknesses that they believe they have in order to carry out an obviously more demanding teaching.

### **Poster 2: Multiple Choice Identity**

*Wim Kratsborn, To-Gather, The Netherlands*

Abstract: The poster is a visualisation of the practice at schools in the Netherlands and Belgium. The main aim is to learn youngsters (15-35 years) to become a good democratic citizen. How can they know and feel what was, is and will be going on? How can they make the right choices at the present turning points as a 'multiple choice identity' and do it. How can they keep standing on and between present turning points and solve 'survival theses' such as 'manipularia' (corruption), unemployment, music makes sense, 'weconomy', climate change, evil and 'it's education stupid'. It's a knowledge based (the book 'Multiple choice identity'), creative (music and film) and interactive ('informal learning') approach. Inspired by the poster the participants can make their own choices by writing their action(s) on a post-it and place it on the poster.

### **Poster 3: “Englarian” – the changing identity of the Hungarian immigrants in England**

*Anna Máté, Eötvös Loránd University, Hungary*

This study investigated the changing identity of the Hungarian young adults living and working England. Semi-structured interviews were made with emigrated young people in their twenties. The study presents how and to what extent their self-determination transformed. The results indicate that there is coherence between living in a foreign culture

and increasing national consciousness – even in political sense. The study shows the emigrants changed perception of the home country. The emigrated Hungarians integration into and relationship with the social majority can be multiform and largely determined by the place of work and the working relations. Most of them are working with other Hungarians or other immigrants from Eastern Europe. Typically, the nationality can also influence the private relationships. This is not typical that the acquisition of British citizenship would be the target, but deciding to move home could be as (or even more) difficult as to deciding to move abroad. In some cases, an interesting “Englarian” identity is emerging.

#### **Poster 4: Democratic Values and Fundamental Rights Transmitted Through the Study of French as a Foreign Language**

*Cosmina Simona Lungoci*

In the contemporary society, the study of foreign languages contributes, through its intercultural dimension, to the shaping of the learners' social identity. At the level of instruction and education, it is recommended that the education be learner – centered, in which the learner is seen as a social subject and his or her ability to acquire and reproduce social and cultural knowledge becomes secondary. As Beacco states (2011), intercultural education by means of foreign languages should assume responsibility to interfere upon ego- and ethno-centric attitudes, to develop a sense of tolerance, contributing to the personal development of the learners. Our paper sets to emphasis on the contribution of the process of studying French as a Foreign Language to the transmission and transfer of both democratic values and knowledge of fundamental rights among students from Romanian high schools. In this respect, our investigation looks first at policy frameworks – (official documents issued by the Ministry of Education), official government documents, national, local and European guidance. Therefore, we will analyze the syllabus and the textbooks used in upper secondary classes in order to identify topics and activities that lead to identifying and understanding the democratic values and fundamental rights. Apart from these activities, we shall exemplify a series of projects and non-formal activities which contribute alike, through the themes and topics they approach, to the development of civic and social competences among the youth.

#### **Poster 5: “Approaches to competency- based curriculum practice in South Korean context”**

*Eunhee Kwak and Ji Soo Lee, Yonsei University, Seoul, South Korea*

The purpose of this study is to discuss the emergence of a competency-based curriculum in Korea and examine theoretical and practical issues in that need to be further considered for a competency-based curriculum to produce positive results in practice. To achieve this goal, this study looks first at the policy frameworks in the national and local curriculum in South Korea including official government documents, national and local guidance about competency-based curriculum. On the national and local level, we focused on analyzing government documents, national and local guidance related to competency-based curriculum announced by the Ministry of Education and recently including local Ministry of Education. Then, we explored diverse scholarship materials in a competency-based curriculum in Korea. The number of scholarly papers, academic conferences, seminars and government-supported research dealing with the development of students' key competencies has proliferated since the 2000s. The second section in practical aspect takes

qualitative case study analysis of in-depth interviews with three teachers. With regard to the theoretical aspect, the research findings reveal that the obscured meaning of competencies, the process-centered versus product-centered view on key competencies, the vocational origin of interest in competency development. But in the practical aspect, the research participants had distinctive approaches to implementing the competency-based curriculum according to their teaching philosophies, local contexts, and subject areas. Both teachers were active in revising their instructional methods and evaluation tools to help students develop targeted competencies. However, there are main challenges remaining such as the lack of empirical studies on a competency-based curriculum in practice and the need to produce and provide curricular and instructional resources that are combined with competency development.

**Poster 6: Teachers' perceptions on the importance of refugee parents' bilingualism as an enhancing factor of parental involvement**

*Georgia Dede and Julia A. Spinthourakis, University of Patras, Greece*

The continued influx of refugees has changed both the demographic profile of Greek society and public school's profile, which now has to deal with the heterogeneity of students. At the same time, it must provide education to all, in order to increase students' academic achievement and enhance their social inclusion and thus to facilitate the development of their citizenship skills.

Research results reveal that school inclusion is associated with both social inclusion and parental involvement in the educational process. At the same time, the limited knowledge of the Greek language and the nature of the Greek monolingual educational system seem to pose a serious problem in regard to communication between teachers and parents. Moreover, many teachers underline that the limited or complete lack of knowledge of the Greek language on behalf of parents, marginalizes them to symbolic participation in the educational process, which often affects teachers' expectations of students' achievement. As a result, an important question arises as to the correlation between immigrant parents' Greek language knowledge with the enhancement of parental involvement in the school community and the improvement of students' achievement.

In this paper, we will present the rationale, framework and proposed methodology of a quantitative research study that examines primary education teachers' perceptions on the importance of parents' learning of the Greek language as a factor enhancing parental involvement in the educational process, which may have a long-term effect on students' achievement. Our findings are based on the data that will be collected through semi-structured questionnaires from teachers of Primary Schools in the Western Peloponnese. In our presentation, we will highlight the problem, the theoretical framework, our methods and results of our research as well as recommendations for effecting change in the communication between teachers and parents.

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## **Virtual Papers**

**Paper 1: Citizenship Education & Political socialization**

*Dalia Assem, Cairo University, Egypt*

Abstract: This is a theoretical part from a PhD thesis titled "citizenship education". It discusses why citizenship education emerged as a necessity for states after transitional stages of development. The paper presents a conceptual framework about citizenship education in general and its importance and different function according to the different needs of the development of the state, especially after times of change. In doing so it draws on examples from developing and developed countries. In a brief overview, it deals with the functions that cannot be done without the introduction of citizenship education. In conclusion, it argues that Citizenship education will help in building a more homogenous community and aware citizens who can help in reforming & building the state after the dramatic challenges it faced. Importantly, it has to emerge from the society itself and to be designed for it, and models cannot be transposed onto different countries. It is a must to ensure academic and civic engagement in the field of citizenship for building a strong cohesive state. Now virtual paper

## **Paper 2: Reaffirming Citizenship Education in an Uncertain World: The important role of school**

*Irini Vegiannis University of Patras, Greece*

Abstract: We live in a world whose major characteristics are quick changes and uncertainty. The large numbers of immigrants and refugees, economic crisis, increasing inequality and the infringement of human rights have raised global concern. People need to adapt to all these changes and make decisions about new situations in their everyday life, decisions seemingly not faced in the past.

Therefore, morality and moral development are considered as a very important issue because everyone has to rely on his/her personal moral values, in order to endure contemporary challenges. Each person forms his/her morality not only by his/her personal beliefs, based on what he/she feels and thinks about moral values, but also by rules that indicate what is morally accepted in the society. This system leads to some kinds of behavior, which may agree or disagree either with personal beliefs or external rules. The schools' changing cultural homogeneity has led to the need for multicultural education, which aims to the acceptance of different cultural backgrounds and to the development of co-operation and equality between people. Children need to be educated to communicate effectively with their fellow men, appreciate differences and manage them in creative ways. Schools must foster values of human rights, such as social justice, respect, empathy and freedom, while teachers should be children's exemplar by managing all students in an equal way granting everyone the same learning opportunities.

In this paper, we discuss the relevant literature as well as the parameters of an ongoing research study (N=1600) that examines the issues of morality and moral development in children and the role schools play. Many questions about students' morality and how can school cultivate it based on specific moral values are raised. Can morality be based on timeless moral values regardless of someone's origin? How do moral thinking and moral sentiments influence moral behavior? Upon which criteria do children consider actions as moral? Which is the school's contribution to citizenship education during these uncertain times?

Taking all this into consideration, it is easily understood that citizenship education has to be reaffirmed, in order to form citizens who respond to contemporary times and challenges. Schools need to educate children in a way fully adapted to the world's transformations.

### **Paper 3: I care and I act” – a school and community based program for developing volunteerism and active citizenship**

*Panagiotis Moustairas, 3rd elementary school of Argos, Greece*

Abstract: This paper presents the 3rd Primary School of Argos (Greece) activities from the school's participation of in the program "I care and I act". The program is aimed at developing a culture of active citizenship and volunteerism among children and youth. It seeks to do so by cultivating genuine and sustainable attitudes of active social contribution using a variety of experiential approaches. The program partners include DESMOS, ([www.desmos.org](http://www.desmos.org)), an NGO dedicated to the effective and long-term coverage of vulnerable group's needs, the Lambrakis Foundation ([www.lrf.gr](http://www.lrf.gr)), a foundation which operates in the fields of education, culture and development, as well as the Bodossaki Foundation (<http://www.bodossaki.gr>) and Stavros Niarchos (<http://www.snf.org>) which finance materials development, training instructors and program pilot-testing.

Specifically, we will present the school's "I care and I act" activities that have been taken place over the course of the past two school years. Contained in the presentation are examples of the involvement of the local groups, institutions and wider society that have participated in the project. Material to be presented and discussed includes photographs, videos and the views of the students themselves, their parents and teachers. These will be utilized to address issues related to the effectiveness of the program in terms of developing a positive attitude about the concepts of volunteering and active citizenship.

### **Paper 4: Community Education through visual arts: towards a visual ethnography of graffiti and street art for young people**

*Pere Grané Feliu, Universtitat Autònoma de Barcelona, Spain*

This paper is based on the hypothesis that graffiti and street art can promote community engagement and citizenship among young people. Although there is specialized literature in this field, it is difficult to find research that evaluates graffiti and street art based on educational experiences. Through visual ethnography, three case studies are presented, which were developed in Carmel (Barcelona) as well as Collblanc (L'Hospitalet de Llobregat) neighbourhoods' in 2014, 2015 and 2016. In particular, the analysis is focused on participation, the relation among processes and community agents and the influence of power relationships in these sorts of educational actions through visual arts. Although participatory processes based in graffiti and street art have been growing in the last ten years, it is important to analysis these issues to prevent biases in terms of diversity that restrict the participation of the agents of the community.

### **Paper 5: Approaches to the school sexuality education in South Korea: the non/ presence of the sexual diversity (LGBTQ) awareness**

*Ji Soo Lee, Yonsei University, South Korea*

This paper explores approaches to school sexuality education regarding sexual diversity in South Korean context. The study looks first at policy frameworks in the field of school sexuality education in South Korea including official government documents, national and local guidance. On the national level, we focused on analyzing the official guideline for school sexuality education announced by the Ministry of Education recently. On the local level, document analysis of the school sexuality and health education curriculum guideline published by local offices of education and the civic organizations for youth sexualities such as Sexuality education center for youth and Women's associations was implemented. The second section takes qualitative case study analysis of in-depth interviews with six school

sexuality educators by exploring the issues and challenges of school sexuality education via perspectives and experiences of children and teachers. The research findings reveal significant issues and difficulties at both policy and local levels. First, we found out that the official guideline for school sexuality education announced by the Ministry of Education and school sexuality and health education curriculum guideline published by local offices of education deleted identities of LGBTQ youth by describing sexual minorities as mentally unhealthy and heterosexual marriage as a 'natural' part of life. However, the document analysis and qualitative case studies on the civic- local level provide grounds for the possibility of the inclusion of LGBTQ identities in the school sexuality education. Since the official guideline of the Ministry of Education is not yet implemented compulsory in the field of schools, civic organizations such as Sexuality education center for youth and Women's associations and school sexuality educators are trying to improve the climate for sexual diversity in school by providing queer-inclusive sexuality education curriculum materials.

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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, training and events that develop research in citizenship education; and, provide a network resource for organisations and individuals in education and training for citizenship.

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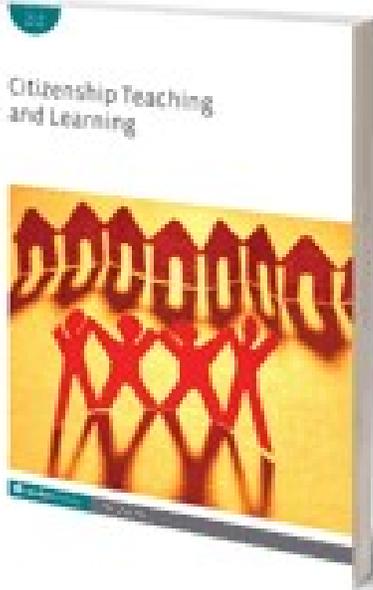
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