



**CiCea is the academic  
association for the study  
of young people's  
citizenship education  
and identities**

with members in most  
European countries as well as in  
other parts of the World

<http://cicea.eu>



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Lindsay Melling,  
CiCea Administration

### **CiCea during summer time...**

Dear CiCea Membes,

As the summer is in place, time for relaxation has arrived or will soon!

In this July-August issue, some elements focusing on religions can be found to be of interest to all, and it shows how open-minded CiCea is...

The summer is also the perfect time to start thinking about the new competition which will soon open for the best paper publications, fundamental researched and/or applied research; the best papers need to be published, in the form of an article in an academic journal, a book chapter or a book. The main requisite is that, for this year's competition, the publication date needs to be 2010 (more on this later in this issue of CiCea's Newsletter).

As the summer break is also sometimes used to plan the coming year, why don't you start planning a visit to one of our eight research centers? (Go to CiCea's webpage for more on this!)

While you are at it, you can also, after agreement with one of the host in your chosen center, apply for travel grant (more on this in the next issue of CiCea's Newsletter). In case you are interested, a research project is necessary.

And, mentioning research projects, the summer could also be the perfect time to prepare a research project to submit for our grant competition (go to CiCea's webpage for more on this!).

Now that you all have a busy program for the summer, let me conclude this message by wishing you all the best!

Christine Roland-Lévy (President)

## Useful links:

**RELIGIOUS  
TOLERANCE &  
INTER FAITH  
DIALOGUE**



ARTICLE 18  
United Nations Universal  
Declaration of Human  
Rights, 1948

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

## The CiCea awards for the best publications of the year

### Purposes

An annual award is made by CiCea for the best publication of the year in the field of citizenship education and identity related to children and young people. Two categories of papers are accepted:

1. the best research publication and
2. the best practice publication of the year

The purposes are to identify and promote excellence in publication in the field and to note and commend the quality of publication by members of the Association.

### Eligibility

Publications submitted must have an imprint date of the year for which the award is being made, must be either authored or co-authored by a member or members of the Association and be in either print or e-format, as a journal article, book, chapter, or any other form of publication.

### Nomination process

Nominations must be made on the appropriate form, by any member of the Association, including the authors of the nominated work. An anonymised version of the work submitted must be submitted in an electronic copy format, care being taken to remove any indication of the authorship of the work, as far as is practically possible.

### The Publications award Process

The Executive Committee will nominate a publications award committee, which may contain some or all members of the Executive Committee. The publications award committee shall prepare and announce a shortlist of works in each category (not exceeding six). The publications award committee will decide on which work will be given the award in each category, by such a date that the winner(s) can be announced at the Association's Annual General Assembly.

For more details and further information please see the Association's website: [www.cicea.eu](http://www.cicea.eu)

## In brief: CiCea EC Meetings

The Executive Committee had a meeting last June 17th in Warsaw. Among other topics, two new projects – the Outstanding publication award and the Competition for travel grants – have been discussed and structured. Earlier in this issue we outlined the procedural details of the first of these executive proposals. The competition for travel grants will be launched in the NL October-September, after the next EC meeting, to be held in Berlin, next October.

## Useful links:

**RELIGIOUS  
TOLERANCE &  
INTER FAITH  
DIALOGUE**



ARTICLE 9  
The European  
Convention on Human  
Rights, 1950

1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.
2. Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or the protection of the rights and freedoms of others.

**European Forum for teachers  
of Religious Education**

Tri-annual conference  
**The contribution of RE to active citizenship**  
The Lutheran University, Budapest, August 23rd – 26th, 2007

The conference is for all those involved in the teaching of religious education: classroom teachers, teacher educators and academics involved with religious education and / or citizenship. More details about the conference including costs, accommodation and travel and an application form can be found on the website at [www.eftre.net](http://www.eftre.net)

**Useful links:**

**RELIGIOUS  
TOLERANCE &  
INTER FAITH  
DIALOGUE**

**The Parliamentary  
Assembly of the  
Council of Europe:  
Recommendation  
1805 (2007):  
Blasphemy, religious  
insults and hate  
speech against  
persons on grounds  
of their religion**  
<http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/t/a07/erec1805.htm>

**UNESCO  
declaration on the  
role of religion in the  
promotion of a  
culture of peace: the  
contribution by  
religions to the  
Culture of Peace**  
[www.unesco.org/cpp/uk/declarations/religion.pdf](http://www.unesco.org/cpp/uk/declarations/religion.pdf)

**Religious Education  
Association: An  
Association of  
Professors,  
Practitioners, and  
Researchers in  
Religious Education**  
[www.religiouseducation.net/](http://www.religiouseducation.net/)

**Citizenship Education – The development of inter-culturalism in university teacher training**

Edited by Sandra Chistolini (Available in Italian)

**Pedagogia della Cittadinanza  
Lo sviluppo dell'intercultura nella formazione universitaria  
degli insegnanti**

A cura di Sandra Chistolini

Citizenship is currently at the forefront of teacher training in Europe and the rest of the world. Schools are witnessing bullying, violence, alienation and exclusion. The pedagogical antidote par excellence lies in the development of the person living in a society that is civilized and based upon the principles of mutual respect and peace. A citizen who knows the fundamental principles of community life and understands the limits and resources of his or her own liberty always acts with the highest social good in mind. Citizenship springs from the school of inter-culturalism as an internal act of democracy that spreads into the larger social context.

The following authors have contributed to this volume: Sandra Chistolini, Maria Pia Biagini, Francesco Paolo Calvaruso, Giovanna Fuxa, Paolo Impara, Vincenzo Antonio Piccione, Giorgio Vuoso, Margarete Durst and Gabriella Giani Di Raimondo.

The first part of this book is based on the scientific research and experience at Università Roma Tre. It shows the evolution of Citizenship Education from issue to university discipline in its own rights, enriched by international exchange programmes such as Erasmus, Socrates and with the Thematic Network Cice.

In the second part of the book, the theme of citizenship is seen from the perspective of the work organization, from the individual and collective memory of a pedagogy that, together with the sciences of education, aspires to its own inexhaustible cultural identity.

Finally, in the third part, the educational ideal is confirmed, in light of a Europe of human rights, based on the social commitment to sharing common values.

The pedagogy that Mauro Laeng defined as “art, as well as science of this art and philosophy of this science”, acts as a backdrop to the three parts that compose this book and accompany child and adult, pupil and teacher, towards the understanding of their being in the world, through the analysis of citizenship, so that it can be taught, exercised and recognised.

A contribution by Diana Pallotta



## CoE new resolution on Education for Democratic Citizenship and Human Rights Education

The Council of Europe agreed an important resolution on Education for Democratic Citizenship and Human Rights Education. The full resolution and recommendations can be found at:

[https://wcd.coe.int/ViewDoc.jsp?Ref=CM/Rec\(2010\)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383](https://wcd.coe.int/ViewDoc.jsp?Ref=CM/Rec(2010)7&Language=lanEnglish&Ver=original&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383)

The principal policies that all Council of Europe countries are recommended to implement include:

- education for democratic citizenship and human rights education in the curricula for formal education at pre-primary, primary and secondary school level as well as in general and vocational education and training.
- the inclusion of education for democratic citizenship and human rights education in higher education institutions, in particular for future education professionals.
- democratic governance in all educational institutions both as a desirable and beneficial method of governance in its own right and as a practical means of learning and experiencing democracy and respect for human rights.
- training for teachers, other educational staff, youth leaders and trainers with the necessary initial and ongoing training and development in education for democratic citizenship and human rights education.
- encouraging non-governmental organisations and youth organisations in education for democratic citizenship and human rights education, especially in non-formal education.
- developing criteria for the evaluation of the effectiveness of programmes on education for democratic citizenship and human rights education.
- initiate and promote research on education for democratic citizenship and human rights education to take stock of the current situation, increase their effectiveness and efficiency and improve their practices.
- promote educational approaches and teaching methods which aim at learning to live together in a democratic and multicultural society and at enabling learners to acquire the knowledge and skills to promote social cohesion, value diversity and equality, appreciate differences – particularly between different faith and ethnic groups – and settle disagreements and conflicts in a non-violent manner with respect for each others' rights, as well as to combat all forms of discrimination and violence, especially bullying and harassment.

### *Useful links:*

#### RELIGIOUS TOLERANCE & INTER FAITH DIALOGUE

Ontario Consultants on  
Religious Tolerance

[www.religioustolerance.org/](http://www.religioustolerance.org/)

EMuseum (Minnesota  
State University)

[www.mnsu.edu/emuseum/cultural/religion/](http://www.mnsu.edu/emuseum/cultural/religion/)

Religious forums

[www.religiousforums.com/forum/](http://www.religiousforums.com/forum/)

The Council of Societies  
for the Study of Religion

[www.cssr.org](http://www.cssr.org)

CrossCurrents

[www.crosscurrents.org](http://www.crosscurrents.org)

Ecumene.org

[www.ecumene.org](http://www.ecumene.org)

The Global Dialogue  
Institute

[www.global-dialogue.com](http://www.global-dialogue.com)

The Pluralism Project

[www.pluralism.org](http://www.pluralism.org)

BBC Religion and Ethics  
<http://www.bbc.co.uk/religion/>

[www.bbc.co.uk/ethics/](http://www.bbc.co.uk/ethics/)

To your agenda!

LICE-2010  
International  
Conference

**London  
International  
Conference on  
Education**

6-8 September, 2010,  
London, UK

Conference website:

<http://www.liceducation.org/>

## Invitation for articles

*Citizenship  
Teaching and  
Learning*

*The Association's  
Journal*

Citizenship Teaching and Learning is published twice each year. The journal will publish scholarly and research-based articles on a wide range of citizenship topics.

For submission guidelines please contact: Ian Davies:  
[id5@york.ac.uk](mailto:id5@york.ac.uk)

## *CiCea Members research*

### **Teacher's Professional Competence as a Key Factor in the Humanization of Education in Latvia**

By

Mihail Chehlov and Zoja Chehlova, University of Latvia

Teacher's professional competence is one of the key issues in psychology and pedagogy. Due to the changing historical conditions and the content of education, teacher's professional competence acquires a new meaning. In the present-day socio-educational situation, the issue of teacher's professional competence becomes particularly important in view of the humanization and humanitarianism processes taking place in education, which sets new demands for teacher's professional competence.

We consider teacher's professional competence as a systemic formation which manifests itself as a unity of professional and personal culture based on the system of values and ensuring the effectiveness of the pedagogic activity. Based on the content structure of the professional competence, we consider the development of this competence as the harmonization of teacher's attitudes, which imparts the sense of values to these attitudes. An attitude is dynamic, contradictory, and variable concept; it has many aspects. Most importantly, this attitude lacks completeness; thus, it is subjected to influences and changes.

We treat the humanization of education not only as the broadening and deepening of the human factor in the content of education, teaching methodologies, and the style of communication, but, first and foremost, as the self-transformation of a teacher. It is more and more obvious in modern education that no changes are possible in education without radical transformations in the professional conscience of a teacher. The experiment was carried out in several schools in Latvia. Its participants comprised 250 teachers and 1000 learners.

The purpose of the article is to determine the structure of teacher's professional competence and its role in the humanization of education in Latvia.

Key words: teacher's professional competence, attitudinal value, psychological and pedagogic culture, didactic culture, the culture of education, the humanization of education.

Further contact: [kerprusov@one.lv](mailto:kerprusov@one.lv); [cehlova@inbox.lv](mailto:cehlova@inbox.lv)

### *The CiCea European Research Centres one by one*

We've set up eight European Research Centres scattered 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. Members get an illustrated catalogue of the Centres at the beginning of the year/when they join! Research Centers are to be located in **Malmo, Ankara, Patras, Reims, London, Coimbra, Budapest and Olsztyn**. For those who aren't yet familiar with the idea we will include in the NL a briefly of each one. In this issue we focus on **London**.

#### *Identity Card* *CiCea European Research Centre in London*



### **United Kingdom / London Metropolitan University**



#### **Your hosts**

will be the Institute for Policy Studies in Education (IPSE), one of the UK's leading research centres into educational policies for equality and social justice, in the London Metropolitan University. The University library holds unique collections in women's and girls education and in trade union studies. IPSE focuses on educational policy research into ethnicity, gender and social class diversities, and how these impact on equity and justice: many staff are involved in European projects.

#### **Facilities**

- desk space for an individual scholar (in a room shared with others)
- meeting room (up to 5 people)
- Wi-fi / • library / • CiCe/Cicea bookshelf
- list of local hotels (all within walking distance)

#### **Contact**

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Holloway Road, London N7 8DB – UK

### **About the CiCea Newsletter Topics**

For each number we elect a topic and we spread information about resources, journals, websites and organizations dealing with the chosen topic.

The themes chosen so far are:

- NL1: (not thematic)
- NL2: Citizenship
- NL3: Peace Studies
- NL4: Intercultural Issues
- NL5: Lifelong Learning
- NL6: Sustainable Societies
- NL7: Global Education: Gender issues
- NL8: Global Education: Poverty and Social Exclusion
- NL9: Intergenerational solidarity
- NL10: Religious tolerance & Inter Faith Dialogue
- NL11: your choice

We are looking forward to read your suggestions and to disseminate and share your list of resources, references, websites, organizations, quotes, etc. Contributions will be acknowledged and the links provided will be published.

## To your agenda!

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*The European  
Forum for  
Teachers  
of Religious  
Education (EFTRE)*

**EFTRE conference: Bruges  
2010**

### **Challenging Religious Education Poverty and Social Inclusion as European Issues**

25th to 28<sup>th</sup> August, 2010  
Bruges, Belgium

Conference website:  
[http://www.mmiweb.org.uk/eftre/conferences\\_pages/bruges\\_2010.html](http://www.mmiweb.org.uk/eftre/conferences_pages/bruges_2010.html)



## Good to know

### Annual Thematic Priorities 2010

The Europe for Citizens programme has a number of key priorities geared at fulfilling its mission to give the citizen an active role in the development of the European Union. In addition to these general priorities, the programme sets a number of shorter-term annual priorities to address changing circumstances.

#### **1. The future of the European Union and its basic values:**

**Focus 2010:** Celebrations of Europe Day on 9 May in the context of the 60th anniversary of the Schuman Declaration

#### **2. Active European citizenship: civic participation and democracy in Europe:**

**Focus 2010:** Role of civil society organisations and forms of civic participation in the democratic life of the EU; Equal opportunities in political life; Raise awareness about, and mobilise stakeholders towards, the European Year of Volunteering 2011

#### **3. Intercultural dialogue:**

**Focus 2010:** European Year for Combating Poverty and Social Exclusion 2010.

#### **4. People's well-being in Europe: employment, social cohesion and sustainable development:**

**Focus 2010:** Impact and consequences of the current economic situation: to involve citizens and civil society in developing locally adapted solutions and to exchange experience on these in the European context.

#### **5. Impact of EU policies in societies:**

**Focus 2010:** The beneficiary organisations of the Europe for Citizens programme present a valuable channel through which various audiences can be involved in awareness raising and reflections on the outcome of EU policies in their field of interest. They will be invited to participate and to influence the EU's current and future policies.

Taken from the EU website, at:  
[http://ec.europa.eu/citizenship/focus/focus1004\\_en.htm](http://ec.europa.eu/citizenship/focus/focus1004_en.htm)

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