



**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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Good news

Dear CiCea Members,

Being time to rest from a busy academic year, our newsletter is this times a very light one. So, this editorial is dedicated to just a few positive messages for the coming year:

Farewell to Anne-Marie as Treasurer

Anne-Marie Van DEN DRIES is SAINT (Senior Advisor Internationalisation) of European Association for International Education (EAIE) and former (retired) Head of International Office of KATHO University College in Belgium. She has been an active member of the Executive of Cice and CiCea. Will she retire from us? Knowing her as we do, we guess not! To begin, she already committed to share with us, through this newsletter the special issue on mobility (to be continued). Thank you so much Anne-Marie, for all you have done and are doing for us.



Chris Gifford, CiCea Treasurer from September 2011

Chris is Head of Department of Behavioural and Social Sciences at the University of Huddersfield. He is a political sociologist and completed his doctorate at the London School of Economics on the subject of Britain and European Integration and has published in the area. He has been an active group member of CiCe 3 Strand 1. Welcome Chris!



CiCe 5, also a CiCea great victory

Our Erasmus network, CiCe 5, has been approved for funding by the European Commission. A victory! Didn't you all breathe of relief? Didn't you all fear that CiCe 5 was a mirage, that the EC would stop supporting us after 13 years? (Yes, CiCe is that old!). Quality and effort compensates! The bid was strong, the ideas are innovative, what is to be done is worthy! And so it has been recognized as one of the eight best projects. Special thanks to Peter Cunningham, the CiCe coordinator and to the team in London Met for the work done.

Cice 5 conference: York waiting for us

CiCe 5 first conference (June 2012) to be held in York, UK, jointly with the Cited team, directed by Ian Davies. More details on this will be given in the next NL.

And now, time to appreciate holidays or, for some of you, to start the new academic year full of joy and stimulating projects.

Susana Gonçalves

Previous Cicea's Newsletters available online:

<http://www.cicea.eu/Publications.html>

Download grant regulations and application forms, research centers booklet, CiCea leaflets and Posters from <http://www.cicea.eu>

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Students' Mobility

By mid-2011, practically 2.5 million students will have experienced what it means to do an ERASMUS.

Erasmus?

A renaissance humanist: http://en.wikipedia.org/wiki/Desiderius_Erasmus, who travelled extensively in Europe and met and worked with the leading philosophers and politicians of that time and wrote among many other works 'In Praise of Folly'

Acronym for European Community Action Scheme for the Mobility of University Students: a European Union student exchange programme existing since 1987: http://ec.europa.eu/education/lifelong-learning-programme/doc80_en.htm

Student exchanges

Talks between two over proud mothers: "my son is doing his Erasmus in St-Petersburg", and the response "my daughter is doing her Erasmus in Johannesburg"The Erasmus programme is indeed the best known programme worldwide concerning students studying abroad, but strictly spoken it applies only to exchanges **Within the European Union**.

Which countries? All the EU countries and also Norway, Liechtenstein, Iceland, Turkey, Republic of Croatia, Switzerland (= 33)

Who can benefit? - Students registered at a higher education institution holding an **ERASMUS University Charter**:

http://ec.europa.eu/education/erasmus/doc890_en.htm

and the exchanges can only take place between higher education institutions holding a bilateral exchange contract. (= an inter-institutional agreement between home and host institution, both of which must be holder of and Erasmus University Charter) . See list of institutions updated on 18-04-2011:

http://eacea.ec.europa.eu/llp/erasmus/erasmus_university_charter_en.php

What are the benefits? - Students can study between 3 to 12 months abroad or at least a full academic trimester/term. They don't have to pay fees in the host institution, only in their home institution. So no fees to the host institution for tuition, registration, examinations, access to laboratory and library facilities during the Erasmus studies.

Financial support? - Students **may be awarded** an ERASMUS grant to help cover the travel and subsistence costs incurred in connection with their study period abroad. The Erasmus grant consists mainly of European money, often topped up by a sum by the national or regional ministry of education. This means referring to the National Agency managing the European programmes: http://ec.europa.eu/education/lifelong-learning-programme/doc1208_en.htm

Useful Readings:

STUDENTS' MOBILITY

"travelling is education"

"The Impact of ERASMUS on European Higher Education: Quality, Openness and Internationalisation"
<http://ec.europa.eu/education/erasmus/doc/publ/impact08.pdf>

Grants:

http://ec.europa.eu/education/study-in-europe/scholarships_grants_en.html

Facts, figures and trends:

http://ec.europa.eu/education/pub/pdf/higher/erasmus0910_en.pdf

Bologna process

<http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf>

<http://www.ehea.info/>

http://ec.europa.eu/education/pub/pdf/higher/ehea_en.pdf

ECTS

http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf

"What's in it for me?" EU opportunities in education, culture and youth":

http://ec.europa.eu/dgs/education_culture/publ/eac_en.html#PDF

Students' Mobility: Erasmus made easy

How to proceed? Suggestions for your students

- ✓ Talk to yourself! Why are you interested in Erasmus? A wrong answer could be: I want to go to Spain because of the weather...
- ✓ Locate your departmental head of studies: mind yourself if he/she has no "international feeling" (this happens...)
- ✓ Locate your own international office: all websites of higher education institutions have a link with "international" or a "small uk-flag". Here you find the head and his/her assistants.
- ✓ Locate then the international office of your choice university.
- ✓ Then start to make plans, linked with your study programme, of course!
- ✓ But don't forget to talk to your sponsor/sponsors.

Traps to be avoided!

Going to a country without knowing the main language: see if an ERASMUS Intensive Language Course is on offer in the host country before the study period, for which a grant may also be awarded. See: http://ec.europa.eu/education/erasmus/doc902_en.htm

Contact also the local ESN branch of the International Exchange Student Network : <http://www.esn.org/content/section-information>

Make sure when travelling to your host institution you have checked and rechecked all your travel arrangements. Round up the documents that are required for travel, such as government-issued identification, study visas, proof of vaccination or passports. Don't wait until the last minute to gather these critical documents. For Europe see:

http://europa.eu/travel/index_en.htm. Look up also on the Schengen rules: http://en.wikipedia.org/wiki/Schengen_Area

Study cross-cultural differences between your home country and your temporary host country : <http://www.kwintessential.co.uk/resources/country-profiles.html> , also interesting <http://www.labourmobility.com/working-abroad/> and for fun: http://www.1000ventures.com/fun/fun_ccd_j.html

Make sure you have a bed and a roof upon arrival! If your host institution does not provide this service (it happens!) look up e.g. <http://www.hostelineurope.com/>

Although covered by the insurance of your home institution and your own health insurance, it is to be recommended to have a full insurance cover for health, personal liability and accidents: see the numerous websites on students' insurances.

This newsletter special issue on Students' Mobility

is a contribution by

Anne-Marie Van den dries, EAIE - SAINT

Useful Links:

STUDENTS' MOBILITY

Assistantships grants –
Future teachers spend 3 to 10 months in a school abroad to assist in teaching:

http://ec.europa.eu/education/programmes/llp/guide/fiches/comenius4_en.html

Intensive programme:

http://ec.europa.eu/education/erasmus/doc900_en.htm

Marie Curie actions:

<http://ec.europa.eu/research/mariecurieactions/>.

National contact points:

http://cordis.europa.eu/fp7/ncp_en.html

Erasmus Mundus:

http://eacea.ec.europa.eu/erasmus_mundus/funding/scholarships_students_academics_en.php

Erasmus placement for internship:

http://ec.europa.eu/education/erasmus/doc894_en.htm

Europass mobility documents:

<http://www.europass.ie/europass/index.html>

Leonardo grant for recently graduates "**People in the labour market**" ('PLM'):

http://ec.europa.eu/education/leonardo-da-vinci/doc1029_en.htm

Upcoming seminars and conferences = tips to broaden your international network

STUDENTS' MOBILITY

EAIE: European Association for International Education – Conference Copenhagen 13-16 September 2011 – Theme “Cooperate – Innovate – Participate”:
<http://www.eaie.org/>

ACA: Academic Cooperation Association – Seminar - Brussels 14 October 2011 – Theme “The social dimension in European higher education”:
<http://www.aca-secretariat.be/>

EUA: European University Association – Forum – Antwerp 17-19 November 2011 - Theme “Quality and Trust: at the heart of what we do”:
<http://www.eua.be/eua-work-and-policy-area.aspx>

EURASHE: European Association of Institutions in Higher Education – with an overview of 2011 activities and themes: See:
<http://www.eurashe.eu/RunScript.asp?page=106&p=ASP/Pg106.asp>



International Journal of Progressive Education October 2012 Vol 8 - No 3 : Special Issue

<http://www.inased.org/ijpe.htm>

Topic: Education for Active Citizenship

Guest Editor: Prof Alistair Ross, London Metropolitan University

The *International Journal of Progressive Education* will publish a special issue in October 2012 on the theme of 'Education for Active Citizenship'.

We invite proposals for articles that

- discuss the development of active citizenship education
- analyse policies and/or practices that promote active citizenship education
- are drawn from/relate to a range of educational settings, from pre-school to higher education
- analyse active citizenship with reference to social class or gender

Articles may be theoretical, empirical or a mixture of the two; may draw on qualitative or quantitative analysis, or a combination. The editors welcome articles from a variety of perspectives; a range of countries within and beyond Europe; issues that affect students of different ages.

Submission of proposals for articles: January 15th 2012

Invitation to submit full article: February 6th 2012

First submission by selected authors: April 22nd 2012

Feedback and requests for revisions: May 15th 2012

Final submission of selected articles: June 20th 2012

Final copy to press: July 15th 2012

Submission Guidelines

All manuscripts should be prepared in accordance with the form and style as outlined in the American Psychological Association Publication Manual (5th ed.). Manuscripts should be double-spaced, including references, notes, abstracts, quotations, and tables. The title page should include, for each author, name, institutional affiliation, mailing address, telephone number, e-mail address and a brief biographical statement. The title page should be followed by an abstract of max 200 words. Tables and references should follow APA style and be double-spaced. Manuscripts should not exceed 35 pages (double-spaced), including tables, figures, and references. Manuscripts should not be simultaneously submitted to another journal, nor should they have been published elsewhere in considerably similar form or with considerably similar content.

The submissions should be written using MS- DOS or compatible word processors and sent to the e-mail of the guest editor: a.ross@londonmet.ac.uk

**AFTER FIVE YEARS
OF DESIGNING AND PRACTISING AND EIGHT FESTIVALS
THE TO-GATHER PROJECT PROUDLY PRESENTS**

1. An in-service course for teachers : ‘Teaching for the future’

Dates: 19-23 March 2012

Place: Groenhove, Bosdreef 5, Torhout. Belgium

Optional places in 2012: Riga, Groningen, Koper and Istanbul

Course fee (for all 5 days): 900 EUR

Some topics:

- Identity development of young people
- Aesthetics and creative learning
- Real life learning and lifelong learning
- Five minds for the future

Overview: Step by step we go from your own starting point to the implementation at your own school. Furthermore you design and present a learning route with material for your own school

2. Intensive programme for students ‘Create your future’

Dates: own request in 2012 and 2013

Optional places: Groningen, Riga, Istanbul, Coimbra, Torhout or at the spot

Course fee per student for 10 days: 600 EUR (exclusive travel)

Some topics: Identity development of young people

Real life learning

Social media

Aesthetics, music, film and creative learning

Thinking out of the box

Lifelong learning

Overview: How may young people in a good way be prepared for the future? It’s about transferring learning strategies in to action.

3. Workshop for teachers or students ‘Let’s do it to-gather’

Dates: during one day at own request in 2012 or 2013

Place: at the spot / own school

During the workshop you learn to work with the concept and the material of the project To-Gather (www.to-gather.org)

THE FILM

‘IT’S HARD TO BECOME

WHO YOU ARE’

By Wim Kratsborn

A beautiful young woman of 27 years is slaloming on red roller skates through her life and the streets of Istanbul. But her life is empty, superficial and full of paradoxes and extremes. Her name is ‘Europe’, the personification of the continent of Europe that was and is closely related to Northern Africa and the Arab world.

By train she is taken to five places that were important in her life such as the Agora/ the Pantheon, the Ummayad Mosque/ the Alhambra/ the Cathedral in Aachen, Amsterdam/Paris, Ypres/ Auschwitz, and finally Berlin/Brussels/To-Gatherland.

Each historical landscape tells his own story. There she meets Socrates, Charlemagne, Leonardo da Vinci, Napoleon, Hitler and other historical figures.

In the five compartments of the train she meets five different peer groups of young people and each peer group is linked to a specific historical place. It is a kind of synchronisation. For example the individualistic, hedonistic and knowledge based group is linked to the Greek/Roman identity. The mediaeval times are vitalised by a collectivistic, religious, lethargic and passive youth, while the renaissance and discoveries are personified by a materialistic, risky, irresponsible youth that is constantly searching for the unknown. The violent and bad peer group feels at home during the World Wars.

This is the life of the youth of today and Europe with many ups and downs, paradoxes, dreams and fears, happiness and sadness, arrogance and hesitation. They want to become a ‘multiple choice identity’, balancing the five minds for the future.

HOW TO USE THE FILM IN EDUCATION? Please email your answers to w.kratsborn@planet.nl

What?

- as a subject
- as a theme
- as a story
- as a scene
- for a discipline
- for Europe
- for the youth of today
- for culture

How?

- as a sense opener
- as a source of knowledge
- as a working form
- as an image
- as a problem-solver
- as a way of reflection
- as a way of action

Why?

- for the curriculum
- for the student
- for real life learning
- for lifelong learning

Condolences to the Norwegian people



The Executive
Committee of CiCea
expresses deepest
condolences to the
Norwegian people
and our Norwegian
partners for the
Oslo bombing and
the shootings on
Utøya on the 22nd
July 2011.

Psychological Portraits of young citizens

**Summary of the Keynote Speech given by
Beata Krzywosz-Rynkiewicz**

At the 13th CICE Conference 2011 (11th June 2011, Dublin City University)

Many modern studies on citizenship concentrate on various social conditions and mechanisms, which influence and shape citizenship. The role of individual resources in such behaviours has generally been omitted. It seems, however, that the role of individual traits might be important in shaping active citizenship. They can be treated as resources in facilitating new attitudes or can be barriers, hindering the gathering of necessary experiences and the formation of active citizenship attitudes.

In research carried-out in Poland, using Kery Kennedy's concept of citizenship, we identified three profiles of citizenship activity, namely: Rebels, Alienated and Engaged. Considering two types of individual resources, basic and specific personality traits, we draw up psychological portraits of young citizens. It is interesting that being assigned to one of these profiles is connected to specific and not basic personality traits. Responsibility, optimism, mental toughness and values are critical here:

Rebels have a low readiness to engage in personal and social activity and present a high level of political activity and activity aimed at change. They have low levels of specific resources – personal responsibility, essential optimism and mental toughness. They are only slightly oriented towards social values and power.

The Alienated manifest average levels of social and personal activity as well as low levels of political activity and activity aimed at change. Those teenagers have sufficient levels of specific resources (personal responsibility, essential optimism and mental toughness). They are rarely oriented towards social values and power but place great value in achievement.

The Engaged demonstrate high levels of all forms and types of activity have high levels of specific resources – responsibility, essential optimism pertaining to social problems and mental toughness. For them affiliative values and power values are central.

This research is described in detail in the forthcoming book : Anna Zalewska and Beata Krzywosz-Rynkiewicz, *Psychologiczne portrety młodych obywateli* (Psychological Portraits of young citizens), Academica, Warszawa, 2011

The Jean Monnet Lecture Series

By Professor Alistair Ross, Jean Monnet ad personam Professor

This series of lectures by Alistair Ross in Citizenship Education in Europe, are continuing. CiCea members can see the second one on the identities project 'Young people in Turkey: constructions of identity' on Youtube:

<http://www.youtube.com/watch?v=ux0JoBbnMzQ>

Professor Ross gave a keynote in Berlin at a Heinrich Boll Stiftung Conference on Soziale Mobilität und die Aufstiegschancen von Migrant_innen. ie seen on Youtube:

<http://www.youtube.com/watch?v=onWYWitHoxU>



The CiCea European Research Centres one by one

CiCea runs eight European Research Centres across Europe. Association members can book individual study places, or group research meetings, with hosts who will help access accommodation requirements and local education establishments for research purposes. Research Centres are located in **Malmo, Ankara, Patras, Reims, London, Coimbra, Budapest and Olsztyn**. This time we focus on **Ankara**/Turkey.

Identity Card *CiCea European Research Centre in Ankara* **Bilkent Üniversitesi**



Ankara

is the capital and the second most populous city of Turkey with more than 5 million people. The city of Ankara lies in the centre of Anatolia at an altitude of 850 meters. It is the homeland of many civilisations, including the Hittites, Phrygians, Lydians, Persians, Galatians, Romans, Byzantines, and Seljuks. There are ten public and private (foundation) universities, giving the city a large student and academic population.

Your hosts

will be the Graduate School of Education on Main Campus at Bilkent University. The Bilkent campuses are located in a recently developed residential area with a shopping centre (with many stores, restaurants, and coffee shops). Established in 2000, the Graduate School is dedicated to preparing well qualified beginning high school teachers in six subject areas: biology, mathematics, Turkish language and literature, English, history, and computer and instructional technology. The School also offers MA programs for practicing teachers: MA in Curriculum and Instruction, MA in Management in Education, and MA in Teaching English as a Foreign Language.

Facilities

- ✓ a meeting room (up to 10 people) with a computer and internet access
- ✓ library (wi-fi available) with a large collection of books, (electronic) journals, and databases // CiCe/CiCea bookshelf
- ✓ list of local hotels
- ✓ help set up local contacts with partner schools, universities and scholars

Getting there

Airport: Esenboga

Contact

Necmi Aksit
Room G 267 e-mail: necmi@bilkent.edu.tr
☎ +90-(0)312-290 2977
Graduate School of Education, G 267, Bilkent University,
Bilkent, Ankara 06800, Turkey
website: <http://www.bilkent.edu.tr> // website: <http://www.gse.bilkent.edu.tr>



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:

- NL1: (not thematic)
- NL2: Citizenship
- NL3: Peace Studies
- NL4: Intercultural Issues
- NL5: Lifelong Learning
- NL6: Sustainable Societies
- NL7: Gender issues
- NL8: Poverty and Social Exclusion
- NL9: Intergenerational solidarity
- NL10: Religious tolerance & Inter Faith Dialogue
- NL11: Globallocal connections
- NL 12: (not thematic)
- NL 13: Inclusive Society
- NL 14: Early Childhood Education
- NL 15: Faces of Responsibility
- NL 16: Students' Mobility

We are looking forward to your suggestions on resources, references, websites, organizations, and quotes on the topic for the next newsletter. Contributions will be acknowledged and the links provided will be published.

Holiday Greetings

*Wishing
you all the
Pleasures of
the
Holidays*



CONGRATULATIONS CiCe 5 Children's Identity and Citizenship in Europe Funded!

2011-2014

One of Eight Erasmus Selected Networks
Applicant Organization: London Metropolitan University
Application number: 1 517961-LLP-1-2011-1-UK-ERASMUS-ENW



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Registered Office

Children's Identity and Citizenship European Association
Institute for Policy Studies in Education
London Metropolitan University
166-220 Holloway Road
London N7 8DB
UK