



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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**Think Citizenship
Change Societies**



CiCea Newsletter



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President's Message

I'd like to remind everyone that from the new fiscal year forward, subscriptions to our journal Citizenship Learning and Teaching will be available to members in electronic form only. We are presently working with the publishers to secure access to the online version for you through our website. More information will be available as soon as its finalized. Remember to renew your memberships (see cicea.eu)!

On another note, we will soon begin contacting members to ask if they would be interested in submitting versions of their York Conference presented papers for review to be included in our new online *CiCea Working Papers*. This new online publication will be double-blind peer reviewed, with the first issue out, we expect, by the end of this year. We hope you all will consider

sending your contributions for review!

One of the themes highlighted in this newsletter is that of teaching controversial issues. In his piece in teachablemoment.org Alan Shapiro (n.d.) states that, "A good citizen questions, informs himself or herself, thinks issues through, reaches conclusions, and participates in public life. A good teacher helps students to understand that controversy is the lifeblood of democracy, to learn how to inquire into past and current controversial issues that are meaningful to them, and to participate in public life." When we take that into consideration we would be hard pressed not to accept the premise Fiehn (2005) puts forth that, "Citizenship is controversial." As persons involved in and working with issues related to citizenship either within the realm of formal and/or informal education, the public or



private sector, we all would more than likely agree that the area clearly deals with issues about which many hold strong and differing feelings. I'd argue though that this adds spice to our jobs, since we're committed to finding ways to meet the challenges these strong and differing opinions bring with them and to do so in innovative ways, whether we're teaching others how to do it or involved at the praxis level.

Have a safe and good summer!
Julie Spithourakis,
CiCea President 2010-2012

Think Citizenship, Change Societies: our Motto!

In the last meeting of the Executive Committee we spent some time to create a motto for CiCea. Organizations express the meaning of their existence through their mission statements, symbols of identity, logos, anthems, slogans, mottos and a range of selected memories, which will be used in a variety of ways.

Creating our motto was challenging, but after an exciting brainstorming, we ended up with the motto "Think Citizenship - Change Societies". It is already publicized in this volume of our newsletter. The

motto highlights our main goals: to study and understand citizenship and to look for good ideas and methods to promote democratic citizenship, so that societies become more sustainable, fair, and inclusive.

Our motto is a front message to help us build our identity and it can be used by us in many contexts in order to draw attention and attract people to our activities. We hope that it will help us all to promote our association in local conferences, international congresses and many other activities of our members.





Democratic Educators Encyclopaedic Dictionary
 Demokratische Erziehung/Bildung Enzyklopädische Darstellung
 Dictionnaire Encyclopédique d'Éducation à la Démocratie
 Diccionario Enciclopedia de educación a la Democracia

CiCe 5: Working Groups

CiCe 5 has a new project, developed this year (to August 2012) that is now looking for your help.

CiCeDEED is the CiCe Democratic Educator's Encyclopedia and Dictionary. This is a multilingual project that attempts to describe how each European language constructs concepts about citizenship and identity, individuals and society, minorities and majorities - particularly as they are used in educational contexts. Each language will have its significant themes presented as a series of *encyclopaedia entries*, which introduces key words that are separately defined as *dictionary entries*. Because each language constructs ideas like nation, country, citizen and minority in different ways, each language's encyclopedia will be different. Each language also defines words like minority, tolerance, land, etc. in slightly different ways.

So far, we have constructed four sets of entries – for French, Spanish, German and English. Our innovation is that we have translated each of these into the terms and language of the

other three languages – so if you are a French speaker, you can read, in French, about how the Spanish, German and English languages each construct these terms.

So this is much more than simply a translation of a common set of terms, because it attempts to get into the way that each language works.

We now want volunteers to bring in new European languages: people to write a set of Encyclopedia entries, using their language's own constructions, introducing us to the words that are used in the language. Our typical set of encyclopedia entries are a total of about 3,000 words, split into eight to twelve short articles of 250 – 400 words; and the typical dictionary is of about 50 – 80 words.

You can see how it works at our temporary web-site (www.cicedeed.eu) – where the English and Spanish data are fully up, and the German and Spanish partly up. Look carefully – each language works in a surprisingly different way!

Can you do the same for your language? We can supply detailed guidelines for you to write your language entry in your own language. *We will do the translations, and check back with you that it's correct.* So all you need to do is write in your own language!

All entries are peer-reviewed, and all authors are credited. We expect this to be a very well used and cited resource, so if you contribute your citations index will shoot up!

The CiCer team coordinating this are:
 Melinda Dooly, Spanish Editor
 Richard Etienne and Andreea Ernst-Vintilla, French Editors
 Wolfgang Berg, German Editor
 Alistair Ross, English Editor

If you are interested in discussing this, please e-mail a.ross@londonmet.ac.uk.

We want this to include every European language over the next few years – and we need you to volunteer right now!

A busy year for our National Coordinators!

Over the years National Coordinators (NCs) have been central to the success of CiCe and have a particularly important role in CiCe5. We were lucky enough to have a full day at York at which to discuss the roles and activities of NCs. What quickly became apparent were the various ways in which NCs are disseminating the network in their own countries and keeping track of the various CiCe related events and activities going on. York was also a great opportunity for new NCs to learn from our more established NCs and generally to share good practice. Since then, NCs have been working on their National Reports which have been filling up my inbox over the last week or so. Below are just a few of the highlights from the Reports:

In Romania the CiCe network has been used to facilitate

research collaboration, staff exchanges, information exchange, and other activities among the HEI members of the network. In Greece, the University of Patras is preparing to host the fourth CiCe/CiCea regional Conference in 2013. Latvian CiCe members are particularly engaged in building links with secondary schools with a focus upon profile and self-determination education.

In the UK we saw the book launch of Paula Cowan and Henry Maitles' (ed) *Teaching Controversial Issues in the Classroom* that included contributions from many CiCe members

In Finland, there is planned meeting of institutional coordinators in October – what a great idea!!

A regional conference held in Coimbra in Portugal in January last year resulted in an e-book to be published by the Institute of Education of the University of Lisbon.

I look forward to sharing with your further updates from the National Coordinators over the next year. We will also be working on our new CiCe5 task which will be to survey the state of citizenship education across Europe – you can't say we're not ambitious!

Finally just to say that it is through our NCs that we get an idea of how extensive and influential our Network is and I would like to thank them for all their hard work. Needless to say I am very excited by having this role for CiCe!!

Chris Gifford
Member of the Executive with responsibility for National Coordinators

Citizenship Education in Europe, Eurydice report published

This new Eurydice report shows that all European countries now have introduced central regulations to promote student participation in school governance and boost real-life democratic practices within schools. Specifically it reports on citizenship education and student voice in school, across 31 countries (the EU member states plus Iceland, Norway,

Croatia and Turkey) with focus on five themes: curriculum aims and organisation; student and parent participation in schools; school culture and student participation in society; assessment and evaluation and support for teachers and school heads.

The full report is available at: [http://eacea.ec.europa.eu/](http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/139EN.pdf)

education/eurydice/documents/thematic_reports/139EN.pdf



Best papers awards for young researchers



Future for CiCe...
young
researchers!

**New Researchers for
the New Europe:
Creating
Communities: Local,
National and Global
CiCe Seventh
Annual Research
Student
Conference
University of York,
England,
24 -26 May 2012**

The annual research student conference accepts each year 12 students to present their papers, give and get feed-back to and from fellow students and receive comments from experienced tutors in doctoral research.

This year the selected students represented universities of six countries. The biggest number of participants carry out their doctoral research in UK universities, but we had students

from Spain, France, Portugal, Turkey and Poland. In terms of their country of origin we had students who come from Colombia, Slovakia, Bangladesh.

The Scientific Committee of the student conference consisted of Luigi Cajani, University of Rome 'La Sapienza', Italy; Penelope Harnett, University of West England, UK; Roger Johansson, Lund University and Malmö University, Sweden; and was chaired by Márta Fülöp, Eötvös Loránd University, Hungary.

All of the students presented highly interesting research therefore it was not easy to choose the best works. One important criterion the committee applied was the originality of the submitted work, either in terms of its theoretical background or its methodology. The commit-

tee awarded 3 Best Paper Awards.

The winners were:

Rosie Bosse Chitty, University of the West of England, Bristol, UK. Understanding children's citizenship, participation and agency in the primary school: an English ethnographic study.

Camilo Tamayo, University of Huddersfield, UK.

The instrumentalisation of the communicative citizenship field in the context of armed conflict; the case of the Association of the Organised Women of Eastern Antioquia in Colombia.

Elsa Guedes Teixeira, University of Porto, Portugal. Breaking Women's Social Exclusion Cycle? Social and education professionals' perspectives on Social Insertion Income beneficiaries.

Congratulations to them!

Call for Papers: *Revista Profesorado* Monographic issue: Teacher training and competencies

Dear colleague,

You are invited you to submit an article to a monographic volume of the *Revista Profesorado* (<http://www.ugr.es/~recfpro/en/>), which is to be edited by Professor Miguel Pérez Ferra, from the Spanish University of Jaén and myself.

This volume, which is entitled *Formación del profesorado en competencias*. 17(2). (May-July, 2013) (*Teacher training and competencies*) is concerned with teacher's competencies and it concerns teachers from any content and level, from

primary school to the university.

The publication is a prestigious Spanish Quarterly scholar journal published by the research group FORCE, University of Granada, since 1997. It publishes articles in the field of Education and it has a good impact factor. The journal has a distinguished editorial board composed of leading education researchers from around the world.

The deadline for paper submission is the end of November, 2012.

The papers are to be pub-

lishing in Spanish language; costs with the translation of accepted papers will be funded by the journal.

Please do not hesitate to contact any of the editors if you have any questions.

Miguel Perez Ferra,
mpferra@gmail.com

Susana Gonçalves,
susana@esec.pt

Invitation to contribute for a research project: Impact of Policies for Plagiarism in Higher Education across Europe (IPPHEAE)

The IPPHEAE project team invites Higher Education Institutions throughout the European Union to contribute to a comparative survey about policies and procedures for student plagiarism.

This important project aims to capture how different universities and colleges are responding to student plagiarism by surveying students, teaching staff and senior management.

No individuals or institutions will be identifiable in the published

results. For more details and access to the on-line surveys in 14 different languages, please see the web site <http://ippheae.eu/surveys> or email ippheae.ec@coventry.ac.uk.

There is a prize draw and other incentives for institutions who participate.

The online surveys are available until December 2012. The IPPHEAE project runs 1/10/10 – 30/09/13 and is funded through the EU Lifelong Learning Programme, Modernisation of Higher Education.

Support and contributions to this project are most welcome.

Irene Glendinning
Coventry University, UK
ireneg@coventry.ac.uk





Do You Know Young People?

“Do You Know Young People?” Scientific-Practical Conference

“Do I know young people?” This research question will be discussed during the Scientific-Practical Conference (26-27 Sept. 2012, Vilnius) at the Chambers of the Parliament of Lithuanian Republic. The forthcoming conference is dedicated to the Year of Non-formal Education.

The Conference poses the question: ‘How well do we know young people?’ and invites scholars, researchers, youth organizations, governmental bodies and NGO to share their insights into what does it mean to be a young person in a globalized society.

Young people are inevitably placed in a position of personal and social tension very often in contemporary societies.

Youth’s natural need to mature, to find their own identities, to become established in society, and to win some sort of recognition often runs up against society’s expectations and established norms. There is often pressure on them to accept given values, and professionals are often tempted to think of young people only in terms of their being ‘the future of society’- without accepting them in the ‘here and now’ with their present needs, and immediate abilities rather than measuring them against some abstract potential.

Most of the times decisions directly affecting young people are made without even trying to ask them their opinions. Even policy decisions are frequently made on the basis of stereotypes and

supported by research, and academics sometimes seem to spend too little time reflecting on how the results of their research are related to issues of professional intervention. When we fail to recognize the realities young people face in their daily lives our opinions become clouded by theories, generalizations, unsupported conclusions... and statistics! Participants of the conference will discuss research questions on the aforementioned.

Some of the members of CiCea are invited to share their insights into Youth situation in the contemporary world.

Prof. dr.
Irena Zaleskiene

Lithuanian University of
Educational Sciences



NECE - Networking European Citizenship Education

**Citizenship Education
and Democracy in
Times of Change**

NECE Conference, November 2012, Córdoba, Spain

Participation is free!

21-24 November, 2012,
Córdoba, Spain

The organiser does not
pay for travel and accommodation.

**Pre-register right
now** by sending e-mail

with your personal data
to:
nece-spain@lab-
concepts.de

More information about
the programme available
at www.nece.eu

Teaching Controversial Issues

Teaching controversial issues: a European perspective
Berg, W., Graeffe, L. and Holden, C. (CiCe Publications, 2003)

The booklet makes explicit why controversial issues are central to citizenship education; it explores the nature of controversial issues through case studies from three European countries. This introductory paragraph gives a taste of style and content:

“The teaching of controversial issues requires the school to provide opportunities for truthful and honest discussions about points of conflict and agreement that are found in the real world. This means that schools must do more than provide a ‘safe haven’, as such an ethos may deny children the opportunities to explore relevant topical and political issues. Issues which frequently arise with children relate to the use of

ing and acts of violence or vandalism in the community. It follows that there will be an increased role for the child to express opinion, discuss, debate and develop ideas during lessons. However this can bring its own problems. Teachers are rightly concerned that their own contributions or those of pupils in their class may be biased and reflect strongly-held opinions which may be difficult to manage.”



This NL volume's special theme:

Controversial issues and citizenship

CiCe have produced a series of guidelines covering a range of aspects of citizenship and identities education.

All guidelines are freely available on our website in the Resources and Publications Area - see cice.londonmet.ac.uk

Controversial Issues in Research

Controversial Issues in Research
Näsman, E., Navarro, A., Cajani, L. Davies, I. & Fülöp, M. (London: CiCe, 2007)

Research on topics related to citizenship may require consideration of controversial issues. In this CiCe booklet which is in a series of guidelines for research students and supervisors,

the authors address the connection between research about citizenship and - by examples chosen from different disciplinary contexts and from several countries - the main obstacles and opportunities that controversial issues may produce in research. The guideline considers ways in which issues may be deemed controversial and reflect on the impact that

this may have in a research situation. It provides a selection of examples that illustrate some of the problems that may occur when research is controversial along with concluding questions based on these illustrations. Through this these guidelines provide different perspectives with the aim of stimulating research students to reflect on their own work.

A new book on controversial issues, by Cice/CiCea members

Cowan, P. & Maitles, H. (eds) (2012) *Teaching Controversial Issues in the Classroom: Key Issues and Debates*, London and New York: Continuum.

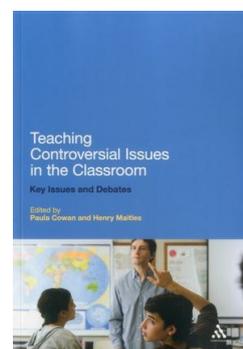
Edited by CiCe duo Paula Cowan and Henry Maitles, this book also includes chapters by other CiCe/CiCea members Ian Davies, Ross Deuchar, Alistair Ross. It draws together leading contributors to provide a thor-

ough exploration of current debates relating to the teaching and learning of controversial issues in primary and secondary schools. Topics covered include:

- * the 'right' age to teach controversial issues
- * the citizenship agenda
- * Homophobia
- * gang culture
- * teaching the Holocaust in the multicultural classroom

* Islamophobia

"This excellent book provides compelling and passionate arguments for the importance of introducing controversial issues in the classroom to pupils of all ages." Stuart Foster, Head of the Department of Arts and Humanities and Director of the Holocaust Education Development Programme, Institute of Education, University of London.



"Think Citizenship – Change Societies"

Previous CiCea's
Newsletters
available online:
[http://
www.cicea.eu/
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our website

www.cicea.eu

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 **Children's
Identity &
Citizenship**
European Association

Add to your agenda

Fifteenth Annual CiCe Network Conference

University of Lisbon, Portugal, **6-8 June 2013**

**Identities and citizenship education:
Controversy, crisis and challenges**



Conference General Information

Location

Institute of Education,
University of Lisbon, Portugal:
[http://www.york.ac.uk/np/
maps/](http://www.york.ac.uk/np/maps/).

**Travel and
Accommodation**

For information on Lisbon,
including accommodation op-
tions: <http://www.golisbon.com/>

Proposals and booking

Submit via: [http://
cice.londonmet.ac.uk/
conferences/main/
main_home.cfm](http://cice.londonmet.ac.uk/conferences/main/main_home.cfm).

Key dates

11 January 2013
Deadline for proposals
(submitted via the online
form on the CiCe website)

18 February 2013
The Scientific Committee will
notify proposers.

6-8 June 2013
Conference

8 July 2013
Deadline for submission of
papers for Conference
publication.

cice@londonmet.ac.uk



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