



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



Vol. 25

Jan-Feb, 2013

President's Message

Dear CiCe and CiCea colleagues,

In about four months, 13-15 June it is time for our Fifteenth Annual CiCe Network Conference at University of Lisbon, Portugal. The conference theme is *Identities and citizenship education: Controversy, crisis and challenges*. This year's reception will be framed in a new way that we hope you will find stimulating. A very fruitful first annual board meeting has just been held in stormy Ayr and the conference proposals were discussed. Responses will be sent out shortly. 137 proposals were submitted and it is with pleasure we can note that clearer instructions, combined with increased demands have markedly improved quality over time.

As you can see below there is now a call for nominations for Best Publication Award. We are looking forward to your suggestions. We also have the pleasure to inform our CiCea members that a small research grant is again possible within our budget. A report has been required from those who have received a grant. Can we do more? The EC has discussed how to make the research carried out more visible. From this year we will try something new. Our board member and marketing officer Beata Krzywosz-Rynkiewicz will get in contact with those who get the grant in order to discuss some new ideas.

In Ayr we also discussed if and how we can change the institutional CiCea fees. Several countries suffer from financial crisis and find it hard to prioritize the membership cost. A new suggestion will be sent to all

members before the AGA to be held in Lisbon. Let us all remember that the Association is its members. All ideas you have regarding how to improve our work and how to make the Association more attractive are welcome.



See you all in Lisbon!
Nanny Hartsmar

News from Brussels?

31/01/2013 - 12:00 noon (CET):

The deadlines for the major centralised actions under the LLP programme (2007-2013) (Comenius, Erasmus, Grundtvig, Leonardo da Vinci, Multilateral Projects, Networks, Accompanying

Measures) are behind us, we can again concentrate on thefuture? What will it bring us? Money? A vision? Strategies? A comprehensive set of guidelines, money... ?

Read about these on page 7,

Cooperation in CiCea: good practice!



EUROPEAN CO-OPERATION
ITALY AND SPAIN

As a continuation of the very good collaboration The seminars were about at the CiCe working “Conflict Resolution and group “Conflict Resolu- Peace Education” and were tion”, Prof. Dr. Claudia presented to 2 groups of Messina (Universidad students of Infant and Ele- Autónoma de Madrid, mentary Education, during Spain) gave 4 seminars the classes of Citizenship (Oct-Nov 2012) at the Education (third year) and Universitá Roma Tre, General Pedagogy (first invited by the Depart- year) conducted by Prof. ment of Science Educa- Dr. Sandra Chistolini. tion of this University.

CiCe/Cicea's activities

Call for Nominations: Best Publication Award

The Association recognizes the best publications of the year in the field of citizenship education and identity related to children and young people that has been written by CiCea members.

The Awards identify and promote excellence in publication in the field and to commend the quality of publication by members of the Association. Publications submitted must be published in the previous year (2012), and must be either authored or co-authored by a member or members of the Association. Nominations *must be made on the form available at our website (cicea.eu)*, by any member of the Association, including the authors of the nominat-

ed work. An anonymised version of the work submitted must be submitted in an electronic copy format. The deadline for nominations for 2012 will open on February 28th and close with all submissions received by May 5th 2013, sent to the CiCea office (address on the home page) and electronically to ciceassociation@gmail.com

The Executive Committee will nominate a publications award committee, which may contain some or all members of the Executive Committee. The publications award committee will make a shortlist of works, and then announce the

winners at the Association's Annual General Assembly (June 2013).

CiCe :Appointment of an external evaluator re-open

During its first annual meeting (Ayr, Scotland, 4-6 January, 2013) the EC analyzed the applications received for the role of External Evaluator (EE) to the CiCe Network project.

Unfortunately none of them fully met the criteria, so the candidates have been rejected and the place is still open.

Therefore, we are re-opening the call for an external evaluator, a person who will act as a 'critical friend' to the network, giving honest, informative and constructive feedback to the Executive Committee (EC).

The role of the EE will be to review and evaluate our:

Networking structures: management structures (EC/NC/IC/WG); network communication channels

Quality assurance measures: conference QA (including selection of papers); EC quality control mechanisms

Dissemination strategy: e-dissemination kit; newsletters; *website/ twitter/ Facebook, targeted dissemination*

Sustainability initiatives: *relationship with CiCea; hub activities*

Products: *two items per*

year



In doing so the EE is expected to attend:

- ⇒ New year EC Meeting to observe quality management of conference proposals selection;
- ⇒ Seminar Meeting to observe planning and Working Group processes;
- ⇒ Conference to observe one of our major networking events;
- ⇒ Student research event to observe our work with doctoral students.

The EE shall provide a confidential report to the EC (summer 2013) and a final report for the Network and Commission (June 2014).

To-Gather: film scene

Dear CiCe-Brothers and Sisters,

After years of thinking, talking, reading, hesitating, writing and trying, we created the scene 'World War One' of the film 'Hard to become who you are', including a booklet of 25 pages to use this film scene in and outside education. Duration 17 minutes (The total film with 7 scenes will last about 60 minutes). The scene about WWI will be used separately during the 100-years celebration of the First World War.

This film scene is about 6 young people who are going to a museum about WWI. Through a war game they suddenly get involved in the battle of Passchendaele in 1917.

Essentially it's about the youth of today who try to find a way in these turbulent times to become an active citizen. For pictures of 'the making of' and information go to Facebook: **To Gather**

The price of the DVD plus booklet is €7.50 plus forwarding costs (between 9-12 euro). If you are interested send a mail to w.kratsborn@planet.nl with your address. After the payment, I will send the DVD.

Friendly greetings,
Wim Kratsborn, Director of To-Gather and the film 'Hard to become who you are'

Journal “Contemporaneity on Arts Education”: Special issue

EDUCAÇÃO
SOCIEDADE & CULTURAS

Call for papers

Manuscripts due: March 11, 2013

Editors

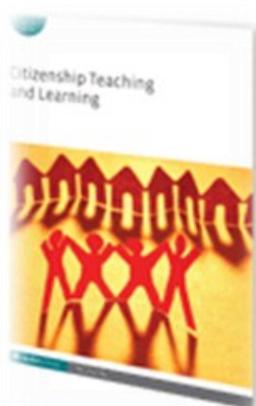
Fernando Hernández, University of Barcelona, Spain
José Paiva, University of Porto & Manuela Terrasêca, University of Porto, Portugal

The journal ESC – Educação, Sociedade & Culturas [Education, Society and Cultures] will dedicate a special edition to Contemporaneity on Arts Education. Thinking about the place of artistic practices in education implies a political position engaged with the possibility of generating spaces of resistance that go against naturalized modes of being, seeing and acting in

Arts Education practices and research. This special edition of the journal provides an opportunity for questioning, enlargement, and renovation of further perspectives of action and research in Arts Education, in its intimate relations with the contemporary. The discourse of the presence of the arts in education can not continue to be based on a supposed need of the arts, which converges in narratives of ‘salvation through art’. But also, the methodologies taken in research have to be under scrutiny. It is the complexity and specificity of artistic practices that provide the arguments that surround the field of Arts Educa-

tion as a field of knowledge production, not closed within the disciplinary arenas of education or art. Our aim it is not to construct a safe land for arts education, but rather to assume that only in transgressing comfortable practices we can go beyond the evidences. This call for papers encourages the production of theoretical reflections in which a special attention is given to the contemporary world and the places of difference that Arts Education open. The intention is, in short, to open a space for discussion, and to publish papers relevant to the field of research in arts education, enhancing the possibility of new political strategies and narratives in this field.

CTL Special issue: call for proposals— a reminder



Citizenship Teaching and Learning: call for papers April 2014 Special Issue

Proposal for a Special Issue in April 2014 (Vol. 9, No 2)

Minorities, Immigrants and Citizenship Education

Guest editor: Alistair Ross, IPSE, London Metropolitan University, UK

Proposals are invited for papers of between 6,000 and 8,000 words for this issue. At the preliminary stage, synopses for proposed articles should be sent, of about 250 words, outlining the subject, argument and research that will be included in the article, should it be selected.

Please send 250 word proposals and your contact details to:

a.ross@londonmet.ac.uk

by March 1st 2013.



REVISTA INTERNACIONAL DE EDUCACIÓN PARA LA JUSTICIA SOCIAL INTERNATIONAL JOURNAL OF EDUCATION FOR SOCIAL JUSTICE

VOLUMEN 2, NÚMERO 1,
2013. THEME SECTION:

EDUCATION FOR CITI-
ZENSHIP: CHALLENGES
AND PERSPECTIVES FROM
A SOCIAL JUSTICE APPRO-
ACH

Since the beginning of XXI century there is an intense debate around the world (e.g. Latin America, Europe, Asia, Africa, USA, Canada, Australia...) with respect a number of important issues related to education for citizenship and social justice from different perspectives. Following this discussion what emerges is the need to develop a multidisciplinary approach to help us establish and develop innovative linkages and interconnections between citizenship and social jus-

tice, from contributions made in various areas such as educational research, educational policy and practice, and political philosophy. This would allow us to address some of the tensions and conflicts that are arising as a result of the current conditions of increasing social inequality and injustice among citizens of the world today.

The processes of globalization, diversity, migration and the growing interdependence among nations and people around the world are making these inequalities become a very complex problem to tackle. In fact, this situation is causing a very intense debate on some important issues such as citizenship, gender, social class, cultur-

al identity, language, ability and sexual orientation from very different perspectives.

There is a need to develop theoretical discussion and empirical research in this area from a new approach that takes into account not only the recognition of inequalities and differences, but will consider the importance of participation and the proactive processes for improving the conditions of access to resources and redistribution. All these issues should be part of the current political and social agenda, which focuses on the importance of developing an education oriented towards social justice and citizenship in this era of global connection.

Liliana Jacott and Antonio Maldonado,
Guest Editors (UAM, Spain)

Call for papers

Interpersonal Dynamics in Childhood and Adolescence

The Workshop provides an excellent opportunity for doctoral students and early career researchers from Bulgaria, Croatia, Czech Republic, Hungary, Poland, Romania, Serbia, Slovakia, Slovenia to listen to plenary talks given by leading scholars in the field to present papers to an audience of fellow young scholars and get peer feedback to discuss their ongoing work with experi-

enced senior researchers to learn about publication from the chief editor of the *International Journal of Behavioral Development* to help develop a network of contacts to learn about and join ISSBD's activities to participate in different social events *Participation is FREE and accommodation will be provided!*

The workshop aims at promoting communications and discussions between

leading experts in the field and young scholars from different countries of East and Central Europe. The workshop will focus on recent theories and research findings about children's, adolescents' and young adults' social development, with particular attention to the dynamics of different kinds of interpersonal relationships (parent-child, siblings, friends, peers, social dynamics of peer groups etc.). *For further information, please see our website:*

www.issbd2013budapest.com

www.issbd2013budapest.com

Remembering the Holocaust in Greece



We learn for the future by recognizing the past. While the Holocaust is part of the school curriculum, a day formally recognizing and remembering the Holocaust in Greece was officially established in 2004 (Law 3218, ΦΕΚ 10/27-1-2004). On Sunday, February 10, 2013, Thessaloniki commemorated the "Memorial Day of Greek Jewish Martyrs and Heroes of the Holocaust". The Romaniotes or Greek Jews (the indigenous Greek Jewish communities) represent the longest continuous Jewish presence in Europe dating back more than 2000

years. The Romaniote communities, along with the Sephardic (those who settled in Greece after their expulsion from Spain), were almost completely destroyed in the Holocaust. The Holocaust would claim six million Jews, among them over 67,000 Greek Jews or 87% of the Jewish population of Greece, allocating to Greek Jews, statistically the highest percentage of Jewish loss of any officially occupied country (<http://www.kkjsm.org/holocaust/HolocaustInGreece.html>). And yet, the story of the Holocaust in Greece is one of the

least known; knowledge is power and the stories need to be told. An excellent short (22 pages) online booklet that provides information on the plight of the Jews in Greece during WW II is the United States Holocaust Memorial Museum publication entitled, *The Holocaust in Greece* and is available at the following website.. <http://www.ushmm.org/museum/exhibit/online/greece/greece.pdf>. Another excellent source document is Steven Bowman's piece, *The Jews in Greece* (2004) also available online: <http://www.umass.edu/judaic/anniversaryvolume/articles/30-F3-Bowman.pdf>.

Learning from the past to shape the future -- Holocaust Memorial Day in Scotland



Learning about the Holocaust can be an important part of education for citizenship. Since 2001, when the UK national Holocaust Memorial Day (HMD) was introduced, Scotland has held its separate national commemorative event every year.

Scotland has had a long relationship with Holocaust victims, with both pre-war Kindertransport and post war survivors settling here. Interestingly, HMD on 27 January falls two days after an important date on the Scottish calendar: the annual celebration of the life and works of Scotland's national poet, Robert Burns, with his message of human bondship. In addition to hosting a national Holocaust Memorial Day event, many areas across Scotland organise a smaller-scale commemorative event for their local communities each year. Holocaust Memorial Day has been an important stimulus that led to Holocaust teaching being more widely taught in

upper primary classes (students aged 11-12 years). More recently, the Scottish Government has funded teaching materials that focus on The White Rose resistance group and a photo-documentary exhibition called *Testimony*. In addition, Anne Frank Scotland, a branch of the Anne Frank Trust UK, displays its travelling exhibition in school and community venues across Scotland and uses it as a focus for challenging prejudice and racism.

One Scottish project that received a great deal of acclaim across the UK was the Anne Frank and You Festival. This was organised by a local authority that had not previously engaged with Holocaust Memorial Day and was inspired by students who had visited the Auschwitz-Birkenau Memorial and Museum (ABMM) This three-week festival involved Scottish secondary students aged 16 and 17 in planning, organising, and implementing workshops,

presentations and a range of activities that included a school community debate and a creative workshop programme; in total nearly 3000 school students participated. For more than a year, students worked collaboratively with their peers, teachers, and professionals from the community sector on planning this project and created a dynamic synergy. This project shows what can be achieved by integrating school-based Holocaust education, Holocaust Memorial Day, and school visits to ABMM.

What about the EU funding programmes?

Money ?

7-8/02/2013 - European Council President Herman van Rompuy has invited the EU's heads of state or government to a meeting on 7 and 8 February. The main purpose, he stated in his invitation letter, is « to agree on the next Multi-annual Financial Framework» <http://www.consilium.europa.eu/homepage/highlights/leaders-to-focus-on-the-budget-framework-and-on-trade?>

[lang=en](#). In that MFF is the budget included for Education : some € 19 billion over 7 years...

Vision?

The multilevel decision making system in the EU doesn't simplify matters to have a clear understanding how things are evolving and why it takes so long... European Commission's proposal: 23/11/2011: http://ec.europa.eu/education/erasmus-for-all/doc/legal_en.pdf

Council's partial approach: 10-11/05/2012: http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/130177.pdf European Parliament Committee position led by MEP Doris Pack : 27/11/2012 <http://www.eppgroup.eu/press/showpr.asp?prcontroldoc-typeid=1&prcontrolid=11553&prcontentid=19210&prcontentlg=en>



Strategies

Strategies ?

An interesting PPT by Helène Skikos, Policy Officer DG Education and Culture outlines the key strategies of the new programme for 2014-2020 : http://eacea.ec.europa.eu/tempus/events/documents/grant_holder_meeting_2012/15-helene-skikos-erasmus-for-all.pdf

Erasmus for All would

replace seven existing programmes with one: it brings together the existing Lifelong Learning Programme (Erasmus, Leonardo da Vinci, Comenius and Grundtvig), Youth in Action, and five international cooperation programmes (Erasmus Mundus, Tempus, Alfa, Edulink and the programme for cooperation with industrialised countries).

The main actions of the existing programmes will continue learning mobility, cooperation projects and support for policy reform),

There are also a number of new innovative proposals, such as the Erasmus Master's degree student **loan** guarantee scheme.

This is an informative contribution by Anne-Marie van den Dries, our expert and advisor in the EU funding programmes

A comprehensive set of guidelines?

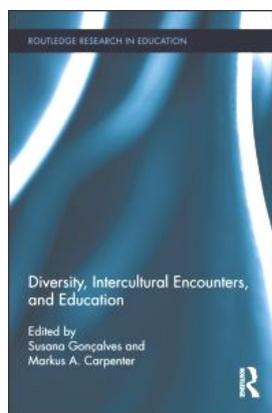
A single programme will result in simpler application rules and procedures, as well as avoiding fragmentation and duplication (= **dream-land** ?). Going from the existing programmes towards a single integrated programme will require more than an effort... Bearing in mind that the optimists believe the adoption of the new programme is expected under **IE Presidency by June 2013**, it is

essential to start brushing up now, at institutional level, all Memoranda of Understanding and the Bilateral Contracts, **worldwide** also including the European Neighbourhood Policy countries (http://ec.europa.eu/world/enp/index_en.htm). Best also to focus on Joint Degrees (or easier to handle: Double degrees), and the new buzz-thing : **Knowledge Alliances**, and of course also the "**post-crisis**" attitude.

Best also to follow discussions going on about the **U-ranking system** : http://europa.eu/rapid/press-release_IP-12-1373_en.htm and the reactions of the established ranking "houses": <http://www.timeshighereducation.co.uk/story.asp?sectioncode=26&storycode=422606&c=1>



New book by a CiCe member



Diversity, Intercultural Encounters, and Education

**Edited by
Susana Gonçalves and
Markus A. Carpenter**

Published Dec. 2012 by
Routledge

Series: [Routledge Research in Education](#)

<http://www.routledge.com/books/details/9780415638333/>

Among other authors, the book includes chapters by the following Cicea members: Chris Gifford, Susana Gonçalves and Alistair Ross

This book concerns the challenges and tensions rising from mass migration flows, unbalanced north-south and east-west relations and the increasing multicultural nature of society. The scope of the book's theme is global, addressing diversity and identity, intercultural en-

counters and conflict, and the interrogations of a new socio-political order or paradigm. Thus, it highlights some of the most poignant and challenging outcomes of cultural diversity faced more or less palpably by everyone everywhere in today's societies.

The book's theme of multi- and pluriculturalism is of particular current interest in the academic, socio-political, economic and entrepreneurial spheres. It covers Western and non-Western perspectives, representing a valuable resource in terms of international dialogue and experimentation. The chapters are complimentary, completing a rigorous theoretic

cal framework offering detailed presentation and analysis of the phenomenon of diversity as encountered in society and the educational setting and at large viewed in a multidisciplinary multiperspective fashion. Among the theories and concepts represented are those intrinsic to sociology, psychology, political science, economics, history, literature, pedagogy, communication and linguistics.

Categories: Sociology of Education, Theory of Education, Multicultural Education, Migration, Diaspora Studies, Postcolonialism

Time for poetry

The rights of woman

While Europe's eye is fix'd
on mighty things,
The fate of empires and the
fall of kings;
While quacks of state must
each produce his plan,
And even children lisp the
Rights of Man;
Amid this mighty fuss just let
me mention,
The Rights of Woman merit
some attention.

—Robert Burns (Scottish poet,
25 January 1759 – 21 July 1796)



Book "(INTER)CULTURAL DIALOGUE THROUGH ARTS AND MEDIA"

Susana Gonçalves & Nazan Haydari (Eds.)

Invitation for contributions

We invite submissions for an edited volume concerning with the role of art, literature, and the media in facilitating, promoting, and building (inter)cultural dialogue. The collection promotes the idea that dialogue is possible and perceive artists, media practitioners, educators, and any other knowledge producers as social agents for ensuring the possibility of such idea.

Contributions range from theoretical to methodological approaches, thus in the chapters in the book can be seen as exemplary case studies, describing concrete intervention projects which use some form of art (photography, literature, poetry, music, drama, film...) or composed artistic expression (such as pop-art, street art, video-art...) as medium for intercultural communication in the contexts of school, social and professional organizations, public spaces or the community in general. The collection is intended to include a wide range of theoretical and methodological approaches highlighting a variety of conceptual, contextual and cultural issues. However, the chapters will be themed and connected around the common philosophical approaches that 1) cultural interventions and attempts of building dialogue are culture specific and defined by the historical, political

and social contexts; 2) historically enforced dichotomies (such as theory and practice; high and low culture, urban and rural, modern and secular; alternative and mainstream etc.) should be questioned, problematized and conceptualized; and 3) the concept of "intercultural" and the process of "dialogue" are far more complex than they appear.

Multiculturalism, the challenges of cultural diversity and dialogue between and among cultures, along with the tensions and contradictions of modern societies and the sense of life in times of economic crisis, social unrest and political turbulence are all subjects of concern for artists, art educators and those enrolled in art industry. Art and media do not only question, criticize, and represent the world; they also act as spaces of intervention, contest, and change. By using the language of emotions and transforming it into sensorial impacting stimulus that can be cognitively understood and interpreted, art fills the emotional space left untouched and unexplored by science, a more cold and structured form of understanding. As a complex and ambiguous product of culture and perception, art is part of the worldviews and mindsets from which it results.

Among others, these are examples of the questions this book will be discussing:

What purpose can art and media serve in multicultural societies?

What are some of the ways art and media can become a means of preventing/ overcoming violence, conflict, and misunderstanding?

What is the relation between the media and power(s), how to overcome manipulation and misuse of information regarding social and cultural groups?

What kind of relationships can we draw between the artistic expressions, media use, and social movements?

How can we theorize the tensions and relationship between institutional structures and specific interventions aiming towards building dialogue?

What roles do the institutional spaces of museums and art galleries play in the process of dialogue building?

What are the roles of technology and new social media (Facebook, twitter etc.) in facilitating dialogue?

How do certain forms of arts and media define their relationship to liberal economy, and the logic of capitalism in the process of dialogue building?

Call for contributions: edited book

Please send your biographical note (of approx.. 200 words), the title of your chapter and an abstract of 300 words by march 17th to both susana@esec.pt and nazan.haydari@yahoo.com. This will be the basis for the book project to be discussed with Routledge. Full papers (of approx.. 5000 words, including notes and references) will be due July 15th, 2013.

"Think Citizenship – Change Societies"

Previous CiCea's
Newsletters
available online:
[http://
www.cicea.eu/
Publications.html](http://www.cicea.eu/Publications.html)

Download grant
regulations and
application
forms, research
centres booklet,
CiCea leaflets
and Posters from
our website

www.cicea.eu

Disclaimer:

The CiCea Board of Directors/Charity Trustees and employees have done their best to ensure the accuracy and currency of all the information in this newsletter contributed by them; however, they accept no responsibility for any loss, injury, or damages sustained by anyone as a result of information or advice contained.

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

Add to your agenda

Fifteenth Annual CiCe Network Conference

University of Lisbon, Portugal, **13-15 June 2013**

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



Co
nfe
ren

Location

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

Proposals & booking

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

Travel and Accommodation

<http://www.golisbon.com>

[www.visitlisboa.com/
Lisbon.aspx](http://www.visitlisboa.com/Lisbon.aspx)

www.visitportugal.com/

@CiCeNetwork

Key dates

14 January 2013
Deadline for proposals

18 February 2013
The Scientific Committee will
notify proposers.

13-15 June 2013
Conference

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

[cice@londonmet.
ac.uk](mailto:cice@londonmet.ac.uk)

Twitter-



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Thematic Network

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Lifelong Learning Programme