



**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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Executive Board (2008-2011)

Beata Krywosz-Rynkiewicz  
Executive Board (2008-2011)

Peter Cunningham  
Co-opted member (CICE  
Coordinator)

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Teresa Carbajo Garcia,  
CiCea Administration

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## Time for Elections...

Dear CiCea Members,

You might be thinking, "Didn't we just have an election?", and you would be partially right, but that was a year ago for the seat of President-elect when Nanny Hartsmar was elected. Now it's time for a different sort of elections. Every three years we hold an election for three Board of Director/Trustee seats in line with the CiCe bid application since our board serves both CiCea and CiCe. Elsewhere in this issue and on our website ([cicea.eu](http://cicea.eu)) you will find the details of the election process.

I would like to take this opportunity to thank the three Directors who have worked so diligently on the affairs and concerns of both the Association and the Erasmus Academic Network over the course of the last three years and in different capacities over many more years. These hard working and diligent Directors are, Dr. Márta Fülöp, Head of the Comparative Cultural Psychology Group, Professor, Senior Research Fellow, Scientific Vice-Director of the Institute for Psychology, Hungarian Academy of Sciences and Eötvös Loránd University, Hungary, Dr. Beata Krzywosz-Rynkiewicz, a psychologist and faculty member of Warmia & Mazury University's Department of Special Needs and Psychology in Olsztyn, Poland and Dr. Riitta Korhonen, a Senior lecturer at the University of Turku's Department of Teacher Education in Rauma, Finland. Each in their own right has provided invaluable guidance and hard work in promoting and ensuring that the Association standards are kept high.

Márta's work has been critical as the CiCea Research and Publications Officer, and as the Board member responsible for the CiCe Network Research Strand which coordinates all the details of the annual Student Research Conference and as Deputy Editor of our journal Citizenship Teaching and Learning. Beata's work has been instrumental with respect to the special issue of our journal as book review editor and responsible for the CiCe Network National Coordinator's Strand (with 5 Regional Conferences and cooperation with NGOs) which among other things, coordinates all the details of the annual survey's fundamental to our being able to have as complete a picture as possible of how issues of children's identity and citizenship are being expressed in the respective member states. And Riitta's work in both CiCea and the CiCe project, where she has chaired a Data Group, shepherded nine Working Groups, and has focused her efforts towards fostering the members' initiatives and comments.

If the contributions of these outstanding board members provide some inspiration to you, consider submitting your nomination in for one of the Board seats up for election. The deadline is February 28 to get your nomination form in. *Julie Spinthourakis*

**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>**

Disclaimer: the CiCea NL editors don't accept responsibility for the ideas and opinions expressed by the contributors to this newsletter. Contributors are seen as responsible for their claims and statements.



### **In brief: CiCea EC Meetings**

The last EC meeting was held in Helsinki on the 5<sup>th</sup> February. A decision related with the travel grants has been made and unfortunately it will not be offered for the present year 2011, due to financial restrictions related to the strategic measure of increasing the journal CTL issues from 2 to 3.

On what regards the Outstanding Publication Award the process for 2010 has been extended for one month and the new deadline will be 15<sup>th</sup> March, 2011. This extended date is justified with the fact that the deadline was only announced online.

The publications award committee has been nominated and the winner(s) will be announced at the next Association's Annual General Assembly in June.

## **News about our Journal *Citizenship Teaching and Learning***

*By Julie Spinthourakis*

In an effort to help each of you in turn raise interest in and increase the visibility of our Association, I'd like to share with you information about our journal, *Citizenship Teaching and Learning*. Association affiliation to a reputable journal is considered by many to be a primary reason to join an association. Several months ago, Professor Murray Print of the University of Sydney informed us that 'The Great Southland' (Australia for those of you who might not have known what the Great Southland was) went through an Excellence in Research for Australia (ERA) Initiative.

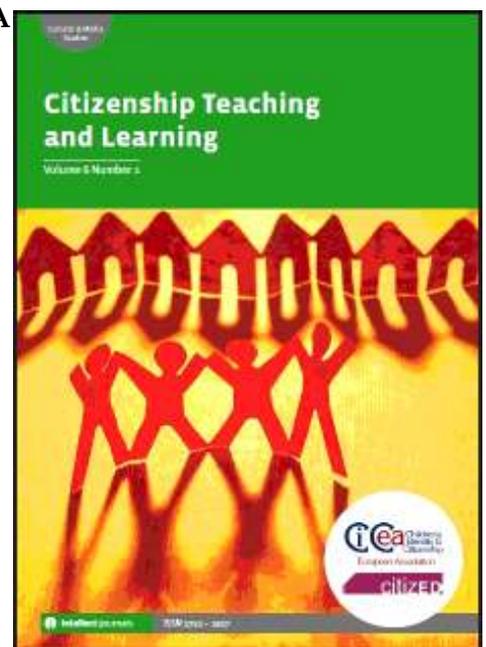
As part of ERA the major journals that academics use across all disciplines were evaluated - more than 20,000, to be exact. In Australia and other countries, academic publishing affects university's assessment by the national government and tends to have a direct impact on a university's funding. All the assessed journals met specific entry criteria such as peer review. The journals making the first cut were then rated on a four point scale and then a second rating was completed. The scale is A+, A, B, C. Obviously the higher the rating the better, with the top journals accounting for approximately 10% in the A+ group, the next 15% in A, 25% in B and 50% in C groups within each discipline.

The really good news is that our journal *Citizenship Teaching and Learning* was rated as B; not too shabby for a fledgling journal – and this pre Intellect Press involvement. Journals with the same B rating include the *Curriculum Journal*; *European Journal of Education*; *Journal of Moral Education*; *Education, Citizenship & Social Justice* and many others. Relatively, journals that may be of interest were -

**British Journal of Educational Studies - A**  
**American Journal of Education - A+**  
**Cambridge Journal of Education - A+**  
**Canadian Journal of Education - C**  
**Educational Research - B**  
**Educational Researcher -A+;**  
**Harvard Education Review - A+**

For more details you can go to the Australian Research Council website which can be found at [http://www.arc.gov.au/era/key\\_docs10.htm](http://www.arc.gov.au/era/key_docs10.htm) under the title of: 'ERA 2010 Ranked Journal List'

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



**CiCea Executive committee ELECTIONS 2011****Vote and stand for Election**

Executive Committee Elections will be held for three Executive Committee positions for a term of October 2011 - September 2014. Those elected will hold office only if the bid to the European Commission for CiCe5 is successful. All members can stand for election as Executive Members. Institutional members get a larger block vote. Our next election for new Executive Committee are about to begin, the three positions available: Research & Publications officer (2011-2014) and two Executive Board positions (2011-2014).

Only Association members can stand and can vote. All members will be notified on the nomination and voting procedures.

**Dates:**

- Nominations open February 28<sup>th</sup> and close on the 31<sup>st</sup> March
- Elections will take place from April 11<sup>th</sup> to May 9<sup>th</sup>

Details of the process will be announced soon at the Association website: <http://www.cicea.eu/Organisation.html>

### VANJA LOZIC WINS MALMÖ UNIVERSITY BEST DISSERTATION AWARD

Vanja Lozic, participated in CiCe's 4<sup>th</sup> European Research Student Conference in Malmö University, 2009 and was awarded the **Best Student Paper Award** for his paper called *What about history-teaching in hybrid societies? The profile, structure and context of history in multicultural schools.*

This paper also received the Best Dissertation Award at the Malmö University in September, 2010. The justification for the prize was: "The dissertation is about the consequences of the emergence of the so-called multicultural society in Sweden on teaching of the subject of history. Through interviews with high school students, teachers and authors of history textbook, and through analysis of textbooks Vanja Lozic has praiseworthy analyzed and described the relationship between ethnic identities among youth and their views on the subject of history. In this manner, new theories have been integrated into central themes of teacher education."

The overall aim of the dissertation is to problematise the teaching of history as a subject, based on the relationship between students' own (ethnic) identification and their views of the teaching of history as a subject as well as the affects of history teaching on the students' identification. Lozic examines the aim of history teaching in so-called multicultural societies, as perceived by the interviewed individuals, discussing the kind of historical knowledge they regard as relevant and studying processes of identification.

*Continues on page 5*

**Useful links:****INCLUSIVE  
SOCIETY****Ethnic Minority  
Foundation:**

[www.ethnicminorityfund.org.uk](http://www.ethnicminorityfund.org.uk)

**Equality and Diversity  
Forum:** [www.edf.org.uk](http://www.edf.org.uk)**Equality and Human  
Rights Commission:**

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

**European Commission  
Against Racism:**

[www.coe.int](http://www.coe.int)

**Benefits of Inclusive  
Education (US based):**

<http://www.kidstogether.org/inclusion/benefitsofinclusion.htm>

**For Diversity against  
Discrimination:**

[http://ec.europa.eu/employment\\_social/fdad/cms/stopdiscrimination/diversity\\_in\\_the\\_eu/?langid=en](http://ec.europa.eu/employment_social/fdad/cms/stopdiscrimination/diversity_in_the_eu/?langid=en)

**Discrimination in the EU  
2009 report and fact sheets  
(Euro-barometer):**

[http://ec.europa.eu/public\\_opinion/archives/eb\\_special\\_320\\_300\\_en.htm](http://ec.europa.eu/public_opinion/archives/eb_special_320_300_en.htm)

**Useful links:****INCLUSIVE SOCIETY****Inclusive Society for Inclusive Education:**

<http://www.inclusive-education-in-action.org/iea/index.php?menuid=1>

**Creating an Inclusive Society: Practical Strategies to Promote Social Integration**

<http://www.un.org/esa/socdev/egms/docs/2009/Ghana/inclusive-society.pdf>

**'Race', Difference and the Inclusive Society**

<http://www2.warwick.ac.uk/services/library/mrc/modules/noncurrent/race/>

**Inclusive Education, Inclusive Curriculum and Inclusive Teachers (Teacher Education for Inclusion), by Renato Operti:**

[http://www.ibe.unesco.org/fileadmin/user\\_upload/COPs/News\\_documents/2009/0909Dublin/Teacher\\_Ed\\_Inclusive\\_Curriculum.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/COPs/News_documents/2009/0909Dublin/Teacher_Ed_Inclusive_Curriculum.pdf)

**RESEARCH 2010-2011**

*Albanian immigrants in Greece: investigating ethnolinguistic vitality perceptions and their correlation with social incorporation and social mobility.*

Albanian migration to Greece has been studied extensively during the last decade. Most studies have shown Albanian immigrants to have achieved a dynamic socio-economic integration in the country despite being one of the most stigmatized migrant groups. Recent developments seem to have a positive influence on Albanian immigrants' socio-economic and political lives: (a) the law 3838 providing for the first time immigrants with an opportunity to acquire Greek citizenship and political rights (b) as of December 2010 Albanian citizens can travel to Schengen countries visa-free. At the same time, the dire economic crisis in Greece leads many migrants back to the illegal status due to a shortage in jobs. What will all of the above developments mean for the significant number of (1<sup>st</sup> and 2<sup>nd</sup>) generation of Albanian immigrants in the country?

The present study explores Albanian immigrants' beliefs of their current socio-economic situation in Greece as well as their aspirations and future prospects following a combined (quantitative and qualitative) methodology.

The quantitative part of the study follows the social psychological construct of Ethnolinguistic Vitality. According to Giles, Bourhis, and Taylor (1977, 308), Ethnolinguistic Vitality (EV) 'is that which makes a group likely to behave as a distinctive and active collective entity in intergroup relations'. That is, the higher the vitality of an ethnolinguistic group, the higher its chances of survival; the lower its vitality, the higher the risk of its ceasing to exist (1977, 308). According to Giles, Bourhis, and Taylor (1977) status, demographic, institutional support and control factors combine to make up the vitality of ethnolinguistic groups.

The challenge of the group EV framework has been to provide subjective assessment of how members of ethnic groups construe societal conditions impinging on their own and relevant outgroups. For this purpose, Bourhis, Giles, and Rosenthal (1981) devised an instrument called the Subjective Vitality Questionnaire (SVQ) to assess EV perceptions of individuals in intercultural contexts. The SVQ has been proposed as a means of measuring group members' assessment both of their in-group vitality and of the vitality of out-groups. The questionnaire measures the three main factors which contribute to the Albanian group's overall vitality (demographic strength, status and institutional support) and it also elicits subjects' perceptions on the degree of contact between Albanians and Greeks.

Although the concept of subjective vitality relates specifically to ethnolinguistic groups and language-based behaviours, its foundation is in the social identity notion of "social belief systems" (Tajfel and Turner 1979) which relates to the entire spectrum of social groups and group behaviours. Thus, it is a goal of the present research to show, that subjective vitality influences a broader range of behaviours than just language behaviour. The specific focus is on the role of subjective vitality in social incorporation and social mobility - including the concepts of occupational aspiration and access to citizenship- as features of social adaptation in a multicultural context. Hence, the qualitative part of the study elicits Albanian immigrants' perceptions in issues of employment, social relations with the indigenous population as well as their attitudes to acquiring Greek citizenship.

Domna Michail, Lecturer of Social Anthropology ([dmihail@uowm.gr](mailto:dmihail@uowm.gr)): University of Western Macedonia

And Nikos Gogonas, Adjunct Lecturer ([nikgog@hotmail.com](mailto:nikgog@hotmail.com)): University of Athens

## ***CiCe Coimbra: it happened on the 18th January, 2011***

CiCe Coimbra was held on the 18th January, 2011 and it was combined with the To-Gather festival (18th January). It was very successful, with a huge participation of scholars, teachers and researches from 14 European countries.

Welcoming words to the audience were pronounced during the opening session by the Mayor of Coimbra, Dr. Barbosa de Melo, the President of the Polytechnic Institute of Coimbra, Prof. Rui Antunes, Prof. Florbela Sousa (in representation of the Director of the Institute of Education of the University of Lisbon), and the coordinator of CiCe, Peter Cunningham.

The day was structured in several sessions, including a key note speech by Isabel Meneses, a well-known researcher from the University of Porto, a symposium, six parallel paper sessions, 4 workshops, a dialogue café (*tertulia*) and, to finalize, some music from the students tuna of ESEC.

Many members of CiCe and Cicea were present for this scientific journey and some stayed for the next day and enjoyed all the cultural, pedagogical and festive activities organized for the To-gather Festival by a committed team from ESEC and other partner organizations. The proceeding will be available soon.

The programme can be seen and downloaded from the website: [www.esec.pt/cice2gather](http://www.esec.pt/cice2gather) and the you tube video can be seen here: <http://www.youtube.com/watch?v=bkVZgc1LUpk>

*Continued from page 3*

By analysing these issues he attempts to show how history, as a school-subject, is perceived. The study focuses on what appears to be demanded of the subject of history in order for it to be accepted as both applicable and significant within a so-called multicultural social context. The thesis is entitled *In the Shadow of a History Canon: History Taught as a Subject and Identification Formation in a 21st Century Multicultural Society*.

The majority of pupils point out that historical narratives often portray a simplified and West-Eurocentric view of history and reproduce the dichotomy between 'us' and 'them'. Many interviewed pupils point out that Euro-centricity is the most noticeable problem. A student concludes that "just because Europe is in the centre of the map of the World it doesn't mean that Europe should be in the centre of the interpretation of history". Thus the majority of the students think that there should be a shift in historical perspectives, namely, through the widening of the historical horizon.

The global economy, media's impact on the students' world-views, food-habits, common generational experiences, students' plans to travel and study abroad, trips and contact with parents' country of birth as well as parents' world-views, complex ethnic identifications, relations to friends, localities, and so on affect the interviewed students' views on the content and aim of history. Another explanation of the common views on the subject can be found in the fact that many students transcend narrow and essentialistic ethnic identifications, show signs of hybrid identifications and are affected by cross-cultural experiences.

### **Vanja talking about his research**

<http://www.videoteach.se/what-defines-a-swede-or-an-immigrant-vanja-lozic/>

### **Website about Vanja winning a price for best doctoral thesis**

<http://www.mah.se/Nyheter/Nyheter-2010/Arets-basta-avhandling-satte-ljus-pa-vem-som-ar-svensk--och-inte/>

## ***Useful links:***

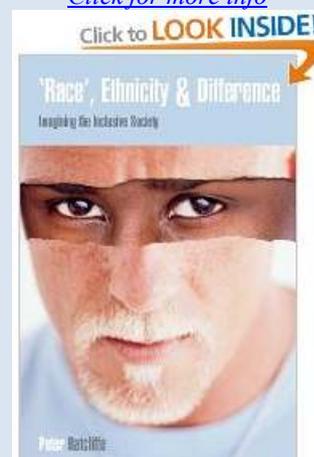
### **INCLUSIVE SOCIETY**

#### **'Race', Difference and the Inclusive Society (SO330)**

The Modern Records Centre holds nationally important collections for the study of political, social and economic history. Just a small selection of documents relevant to the course 'Race', Difference and the Inclusive Society' are shown below, divided into five sections:

- *Migration and Immigration*
- *Housing and Education*
- *Employment*
- *Policing, Racist Harassment and Urban Unrest*
- *Civil Rights, Community Activism and Improvement*

[Click for more info](#)



## *Call for Papers*



### **DPR10 - Changing Education: The Discourse, Power, Resistance conference**

University Plymouth, UK,

13th -15th April, 2011.

Second Call for Papers: 18 February 2011

<http://www.dprconference.com/>

### **IICE-2011 - Ireland International Conference on Education**

Dublin, Ireland, 3 to 5 October 2011.

Deadline for abstracts/proposals: 1 April 2011

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

**Ulearn11** – a professional learning conference that caters for educators from early years, primary, secondary and tertiary education

Christchurch, Canterbury, New Zealand

19 to 21 October 2011.

Deadline for abstracts/proposals: May 2011

<http://core-ed.org/ulearn/>

### **5th Annual Teaching and Learning Conference**

Durban, KwaZulu Natal, South Africa

26 to 28 September 2011

Deadline for abstracts/proposals: 15 May 2011

The theme of the 5th Annual T & L Conference comprises the three allied pillars of Postgraduate Teaching and Learning, African Scholarship and Curriculum Innovation in Higher Education

<http://www.tnlconference.co.za/home-site-frontpage.html>

### **Understanding the Social World**

Huddersfield, United Kingdom, 13 to 15 July 2011.

Deadline for abstracts/proposals: 18 March 2011

<http://www2.hud.ac.uk/hhs/research/conf/criss/index.php>

## *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 Malmö/ Sweden.

### *Identity Card* *CiCea European Research Centre in Malmö* **University of Malmö**



#### **Malmö**

is in southern Sweden, an ideal base for research in the most populated parts of the country and in Denmark, which is within easy reach. The city (pop c 290,000) is an historic trading and ship manufacturing city, now with biotech and InfoTech industries – and a large and growing University. The city has a diverse multi-ethnic population.

#### **Your hosts**

will be the Faculty of Education, in the modern Orkanen building, built on the quayside on the site of a former ship construction company.

Current research in the School includes

The Malmö University interdisciplinary research network: Childhood and Youth in Transition [http://www.mah.se/templates/Page\\_88585.aspx](http://www.mah.se/templates/Page_88585.aspx)

School of Teacher Education interdisciplinary research network: Childhood, Learning & Didactics, CLaD [http://www.mah.se/templates/Page\\_76269.aspx](http://www.mah.se/templates/Page_76269.aspx)

#### **Facilities**

- meeting room (up to 15 people)
- Wi-fi
- Library / CiCe/Cicea bookshelf
- list of local hotels (all within walking distance)

#### **Getting there**

Airport: Kastrup, Copenhagen (direct train to Malmö).

#### **Contact**

Nanny Hartsmar, [nanny.hartsmar@mah.se](mailto:nanny.hartsmar@mah.se)

Room E 404

☎ +46-(0)40-665 8330

📍 School of Teacher Education, Nordenskiöldsgatan 10,  
205 06 Malmö, Sweden

☎ (switchboard): +46-(40)-665 70 00



**MALMÖ UNIVERSITY**

## 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: 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

The theme for NL 14:  
Early Childhood Education

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

**WELCOME II  
Programme  
54 job vacancies**

<http://ec.europa.eu/euraxess/index.cfm/jobs/jobDetails/33651670>

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Open until March 14,  
2011

The programme addresses PHD holders with a nationality of one of the EU Member States/FP7 Associated Countries residing in any Third Country for at least the last three years.

The programme regards the career development of researchers and favors a bottom-up approach of the proposals.

Applicants must contact host institutions in Portugal in their research area in order to submit joint applications.

**Research Fields**  
All

**Benefits**  
3-year employment contracts

**Comment/web site for additional job details**  
All research fields. PhD holders, only.  
N.B. Researchers that have returned to Europe within the 9 months prior to the deadline of the call are eligible to apply.

**\*\*\* FIRST ANNOUNCEMENT \*\*\***

**Call for papers  
International Doctoral Summer School  
Identity and Interculturality: Research Methods**

**Roskilde University, Denmark, 4-8 July 2011**

The event is convened by Fred Dervin (University of Turku, Finland) and Karen Risager (Roskilde University, Denmark). It is initiated by the international research network Cultnet and is hosted by the doctoral programme Intercultural Studies at Roskilde University.

***Aims and Target Group of the Summer School***

- to help students grasp and critically engage with the notions of identity and interculturality and see how they are related
- to get to know various research methods that can help students to work within cultural and social complexity
- to discuss their own research topics and to get to test various research tools that can help them to move on in/improve their research

The Summer School is meant to be transdisciplinary, and the target group is PhD students from all disciplinary backgrounds who are especially interested in methodologies related to this field of study.

***Thematic Areas***

**Education:** identity and interculturality in education and learning

**Migration:** identity and interculturality in migration/ mobility

**Literature:** identity and interculturality in literary representation and practice

**Technologies:** identity and interculturality developed via digital technologies and media

Please send your **application** to secretary Tinna Kryger: [tkryger@ruc.dk](mailto:tkryger@ruc.dk)

Deadline for submission of abstract: **Monday 28 February 2011**

Answers to applicants: **Thursday 17 March 2011**

Deadline for submission of full papers (4000 words): **Monday 30 May 2011**

Deadline for essays after Summer School (1000 words): **Monday 15 August 2011**

**ECTS and Assessment:** Participation in the Summer School equals 8 ECTS.

**Fee:** 50 EUR

***Further information and registration:***

Tinna Kryger: [tkryger@ruc.dk](mailto:tkryger@ruc.dk)

**See also the website of the Summer School:**

[http://magenta.ruc.dk/cuid/uddannelser/phd\\_interkulturelle\\_studier/summer\\_school\\_2011/](http://magenta.ruc.dk/cuid/uddannelser/phd_interkulturelle_studier/summer_school_2011/)



University  
of Cyprus



## INTERNATIONAL CONFERENCE

### Human Rights and Violent Behaviour: The Social and Educational Perspective

University of Cyprus, Nicosia, Cyprus  
18-19<sup>th</sup> of NOVEMBER 2011

<http://www.ucy.ac.cy/goto/victims/en-US/conference2011.aspx>

*Deadline of Abstract Submission: 31 March 2011*

Scholars and practitioners are invited to submit competitive papers for presentation at the International Conference "Human Rights and Violent Behaviour: the Social and Educational Perspective, to be held at the University of Cyprus, in Nicosia, Cyprus.

#### Conference Organizer

This conference is organised by the *UNESCO Chair in Gender Equality and Women's Empowerment* at the University of Cyprus, and the Daphne III Project (JLS/2008/CFP/DAP/2008-1) entitled V.I.C.T.I.M.S: "An indirect harmful effect of violence: Victimizing the child and Re-victimizing the woman-mother through her child's exposure to violence against herself, sensitizing and creating awareness through research-product material, both transnational and differential according to the partner-context".

POLIS Citizenship Association is co organising this event.

#### Conference Aims

The conference is intended to be a forum for reflection and discussion about contemporary research findings and key social and educational issues pertaining Human rights and violent behaviour. Academics, researchers, professionals, administrators and policy makers interested in the topic may share research findings and practices and create networks of collaboration. Contributions (papers, posters, symposia, workshops, a roundtable discussion and plenary addresses are welcomed in the following thematic tracks:

- Women's rights
- Child abuse
- Bullying
- Intercultural education and violent behaviour
- Media and human rights
- Children Literature and human rights
- Conflict resolution (in school, family and the community)
- Social and Emotional education for children victims of violence

Abstracts of **250 words maximum in English** must be submitted via email by **31 March 2011** to the following email address: [msavvides@shools.ac.cy](mailto:msavvides@shools.ac.cy)

**3rd International -  
Regional Conference:  
South European and  
Mediterranean CiCe/  
CiCea Citizenship  
Education Conference**

*Citizenship, Culture and  
Identity: Inclusive Society  
under Crisis*

University of  
Patras - Rio,  
Patras, Hellas  
6-7-8 May 2011

**PAPER/ POSTER  
SUBMISSION deadline  
extended to:**

28<sup>th</sup> February, 2011

#### Optional activities:

Participation at the  
Erasmus exchange  
programme

Use of the CiCea research  
center Patras (up to one  
week):

[3rdsemce@gmail.com](mailto:3rdsemce@gmail.com)

#### Registration fees:

Students: 10 €;

Teachers: 20 €;

All others: 40 €

#### Conference package:

All participants will receive  
conference packets,  
certification of conference  
attendance and/or as having  
presented as well as a CD of  
the proceedings. Past  
conference CD Proceedings  
will be available.

#### Paper submission and Request registration

form: [3rdsemce@gmail.com](mailto:3rdsemce@gmail.com)  
or [papoulia@upatras.gr](mailto:papoulia@upatras.gr)

**Good to know...**

**UNESCO  
International  
Bureau of Education  
(IBE)**

The IBE 's main mission is to act as UNESCO 's centre specialized in contents, methods and structure of education. It builds networks to share expertise on curriculum development in all regions of the world and aims to introduce modern approaches in curriculum design and implementation, improve practical skills and promote informed policy dialogue at national, regional and international levels.

<http://www.ibe.unesco.org/en.html>



***CiCe Academic Network Conference  
13<sup>th</sup> CICE Conference 2011***

***Theme: Europe's Future:  
citizenship in a changing world***

*Keynote speakers - Round table - Poster session -  
Paper presentations - Discussion sessions -  
'Special interest' group meetings -  
Introduction to CiCe/CiCea + 'meet the executive'*

***9<sup>th</sup> June - 11<sup>th</sup> June 2011  
Dublin City University  
Dublin, Ireland***



The **Children's Identity and Citizenship European Association** is a Company Limited by Guarantee, registered under the Companies Act of 1985 (England). Registration Number 6290058, 22 June 2007.

The **Children's Identity and Citizenship European Association** is a Registered Charity (Charities Act of 1993, England). Registration Number 1120176, 20 July 2007.

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