



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**



Vol. 33-34

Jun-Aug, 2014

Message from the President

Dear all,

First, I would, on behalf of all, like to thank Beata Rynkiewicz Krzywosz and her co-workers for an outstanding organisation of the annual CiCe conference, this year hosted by the University of Warmia and Mazury in beautiful Olsztyn, Poland.

You are now reading the last newsletter before our summer holidays. As you have probably noticed over the year, an effort is made for each newsletter to have a distinct theme or topic accompanied by related links and short articles.

Again, we would like to encourage each member to send in short pieces to be included in the newsletter. Your contribution may also be e.g. a book review or useful information about upcoming conferences.

Once a year, every CiCea member has an opportunity to nominate candidates for a *CiCea outstanding publication award* and an outstanding achievement award. No nominations regarding Outstanding Publication Award were put forward by the membership for 2013-14.

The *Outstanding Achievement Award* this year went to our highly regarded member Hugo Verkest at Katho University College in Belgium for his unremitting and creative work in

the area of Citizenship Education. Congratulations Hugo!

This year's *Research Grant* went to Beata Rynkiewicz Krzywosz and colleagues in several countries. The project is titled "Young People's Citizenship Activity Profiles and the Underlying Psychological Characteristics – An International Perspective". Congratulations!

As was reported in Olsztyn our association fortunately has a balanced budget. However, the membership statistics show that the economic crisis has contributed to a decrease in both institutional and individual memberships. In order to reverse the downward trend the EC has decided to lower the fees for the institutions now paying the highest and second highest membership fees.

On June 16th the nominations for the seat of the next CiCea President opened. Nominations will close on September 1st. Election ballots will be sent to all members on September 8th and the balloting will close on Sept 30th, 2014. Election results will be announced on October 1st by simultaneously postings on: our website, (www.cicea.eu), our Twitter (@CiCeaNews), in our News Letter and by email.



New Executive proposals put forward during the AGA in Olsztyn were:

- To define different activities in order to increase the fundamental & applied research visibility of the Association
- To promote the activities of our Research Centres to not only academics but postgraduate students.
- To continue providing an annual award for one or two outstanding published paper(s).
- To introduce an annual award for one or two student outstanding published paper (s).

Whilst you are enjoying this year's summer holidays you may want to start to think about the 17th European Conference which will be held in the beautiful and sunny capital of Greece, Athens!

Best Regards,
Nanny Hartsmar

Elections for a new PRESIDENT-ELECT of CiCea



We are holding the election for our new President in September of this year. Nominations open on the 16th of June and close on September 1st.

Election papers will be emailed to all Association members soon after this as the voting opens on September 8th and closes September 30th. The President-elect will take office October 1st 2014, and become President in October 2016.

NOMINATION PAPERS are on the website: www.cicea.eu Here we leave a few notes on the process.

The person elected will serve on the CiCea Executive as follows:
 President Elect: from October 1st 2014 to September 30th 2016
 President: from October

1st 2016 to September 30th 2018
 Past President: from October 1st 2018 to September 30th 2020

Only members can stand for election. Candidates must email an election statement of no more than 450 words to the Association office.

This form must be completed and sent electronically, *a copy printed, signed and sent by post to the CiCea office.* The electronic copy must arrive by 12 midday London time 1st Sept. 2014.

The candidate must provide the name of two other CiCea members who are willing to nominate them. Proposers cannot be members of the Executive Committee. The proposers *must* be Association members

from *countries different* to your own and be fully paid members by June 15th 2014. The proposers will be contacted by the Association office to make sure that they are willing to nominate the candidate, but not until after the closing date. If the proposer indicates that they were not willing to nominate, then the nomination will be disqualified.

Nominations open on the 16th June and close on 1st September 2014 at noon (12 noon midday) London time. Voting will open on 8th September and close on 31st September 2014.

CiCea Occasional Working Papers Series

The *CiCea Occasional Working Papers* are our newly established academic peer-reviewed online publication. All members are eligible to submit their manuscripts for peer-review. It will be produced annually and may be increased to twice a year depending on sub-

mission volume. Manuscript preparation details are the same as those used for our journal and may be accessed through our website whereas all communication regarding the Working Papers are to be directed by email to the Working Papers Editor at: (cicea.eu@gmail.com).

A separate page in our website is currently under development on the Association website where the *CiCea Occasional Papers Series* will be hosted.

Images from our conference



Souvenirs from
Olsztyn
All in a good mood

Olsztyn conference— Key note speeches online



This year in our annual conference we had four key note speeches, which can now be seen online. Here we provide the links:

Alistair Ross – Kaleidoscopic Identities: Young people ten years into the European Union: <http://www.uwm.tv.pionier.net.pl/Default.aspx?id=3270>

Chris Gifford – Cosmopolitans and Eurosceptics: Europe’s new civic divide and its implications for citizenship education: <http://www.uwm.tv.pionier.net.pl/Default.aspx?id=3271>

Students’ Voices Session: <http://www.uwm.tv.pionier.net.pl/Default.aspx?id=3272>

Anna Lewicka – On the significance of place: <http://www.uwm.tv.pionier.net.pl/Default.aspx?id=3274>

Kerry Kennedy – The “citizenship industry” and student identities: Is there an alternative to state-focused citizenship education? : <http://www.uwm.tv.pionier.net.pl/Default.aspx?id=3273>

CiCea Outstanding Achievement Award... and the winner is... HUGO VERKEST



Hugo in Greece, on the way to a CiCe/CiCea meeting in Patras, showing his constant good mood (photographed by Susana Gonçalves)

Hugo Verkest
University College
VIVES,

Teacher Training

*College campus
Torhout*

The award has been given for his work as a practitioner, spreading the ideals, principles and concerns of CiCe and CiCea as a teacher and a true democratic citizen.

His role as a youth trainer and his active presence in European projects for democratic citizenship, his joy of life and good friendship merited such a well deserved recognition.

Congratulations Hugo!

CiCe PhD Summer School: impressions from two students

*Tara Jones and Hannah James, PhD students
University of the West of Scotland*

The University of Warmia and Mazury Poland was the venue for the 2014 CiCe Summer School and Conference and, not only were we treated to glorious weather, we also experienced the wonderful hospitality of CiCe and the University. There was a supportive and friendly atmosphere amongst academics and students from all over Europe and further afield and this was one of the many positive aspects that made the week so worthwhile and enjoyable. Whilst the Summer School was small, with only 9 students (but representing 6 different countries), we had the freedom to question each other, our five mentors and the six invited speakers thoroughly. It should be noted that this supportive atmosphere is continuing and several of the students have been in touch since we have returned home, and we plan to help each other with our futures where we can, from a place to stay, translations of our work, or support with methodology. The experience will stay with us; academics work hard but we also know the value of building relationships and some of the highlights of the week included the barbecue and the conference dinner which were a welcome opportunity to relax and socialise after some long and intense school days.

The Summer School began with welcomes and introductions and, following this, our first task was to put pen to paper and describe our re-

search autobiography. This was an innovative way to introduce ourselves to each other and enabled us to clarify our own thoughts as to what we really wanted from a PhD, and indeed the summer school. The subsequent seminars and workshops covered a wide range of topics with something for everyone; ethics, methodology, how to present, an educational film about citizenship, developing a research proposal and applying for research funding are just some examples of the useful and stimulating areas opened up for further exploration. In addition, we had the opportunity to work collaboratively over the course of the week, in small groups, to consider and develop ideas for future cross-cultural research projects investigating citizenship and/or identity. Outcomes of this work were fed back to the group throughout the week but also included group presentations on the final morning of the Summer School.

The summer school had its own keynote speakers, some of whom delivered keynotes and presentations at the main conference. This was of great benefit as it provided students increased opportunity, within a smaller forum, to engage with the speaker about their research, explore their theories and methods and discuss important areas for further research. One of the most well received sessions by the students was the session on how to publish your research, presented by Prof. Marta Fülöp and Prof. Carla Peck. Here we received practical, real life advice from their experiences both trying to get their work published, as well

as Carla's experiences as an editor of a journal. It was also lovely to be introduced to people who had taken part in the summer school in previous years. We were fortunate enough to have a session with Prof. Lisa Fortlouis-Wood, a professor who in the past participated in these student conferences, as part of the audience, and hear her approach to relational ethics in qualitative research.

One of the final tasks of the summer school was to present our research in a student symposium, alongside the main conference. There was advice and support about how to produce and deliver a good presentation and the symposium was also a useful attempt to integrate the summer school into the main conference. Students and interested participants from the main conference were able to hear about our research as well as provide critical but supportive feedback.

Despite the Summer School being intense and exhausting, probably more so for those whose first language was not English, there continued to be a friendly and supportive atmosphere and a feeling of real camaraderie, especially amongst the students. We ate together, walked to school and back to our residence together and socialised with each other at the end of the day. Our fellow students from Poland also helped us with communication and language. We'd like to say a big thank you to all the members of CiCe for their hospitality and support and, of course, our supervisors and tutors whose time and hard work we very much appreciated. Finally we'd also like to say thank you to our fellow student Emilia who tirelessly, on her own time, helped us with our accommodation, housekeeping issues and organized extra-curricular activities which helped us to relax and make our stay even better.



As CiCe ends, an interview with Alistair Ross

An interview with Alistair Ross: Founder of Cice and Cicea



Question 1: - Alistair, you are CiCe/CiCea's most well-known member and you can be considered both the network's and the association's *founder*. You had a vision and high expectations for this academic European joint venture. Did the project turn out to be what you had envisioned 16 years ago?

Alistair: "Well, I think I was but one of a group of very dedicated people who thought that a network would be both useful and interesting. But I don't think we expected that it would still be operating, and so vigorously, sixteen years later! In the first year I thought we'd be lucky if we continued into year two – and it wasn't till after four or five years that we realized it could be seen as more permanent. But the reason for this was not just the – very welcome and insightful – help of the European Commission, but

also the energy and enthusiasm (and plain hard work) of so many people in so many institutions and countries. Networks, if successful, can only be the result of collective action. But I'd like to make special mention of the talented presidents and executive group members that network members have elected in carrying the network forward – and the work of Peter Cunningham and the administrative teams at London Met.

Is it what we expected? It's hard to recall exactly what we did expect. It has allowed such a fruitful dialogue and exchange that I suppose it has fulfilled the expectation that it would be both a springboard for members to plan and develop their own collaborative projects and partnerships, and also have a dynamic of its own, in the network activities such as the conferences, publications, working groups, and so on."

Question 2: - You have earned a well-deserved *ad personam* Jean Monnet professorship, which you are devoting to a comprehensive international research about European's youth identities. The first book has been published and more may be forthcoming. If you could summarize your main findings in a few sentences, which ones would that be? And the most surprising, unexpected ones?

Alistair: "I think I've shown more how young people in these countries go about the business of constructing an identity of location than I have what that construction actually is. There are many different ways of constructing one's sense of belonging to a 'place', and these young people have all done so in different ways. But I think that they do this in ways that have a degree of pattern, of similarity of process, if not of end result. And, of course, these identities are flexible, contingent of time, place, experiences. In these countries in particular, there is a clear sense – I think – of a generation change: they seem to understand and respect their parents' and grandparents' responses to the historical experience they have been through, and the sense of national identities that ensued – but they, on the whole, see things rather differently, with new possibilities – and these new possibilities include the European.

What was surprising? Well, some readers may be surprised by the articulacy of these young people, by the cogency of their arguments. I thought I'd find this – it's a matter of how you talk to young people. So my surprise was more at how so many young people said that they wouldn't talk about these sort of things with their teachers, or in school – they thought teachers would not or could not discuss such issues with them. This is, I think, really sad – school would seem the obvious place to discuss issues of identity and citizenship."

Continued on the next page

Interview with Alistair Ross – continued

Question 3 - How do you feel about Europe and the Europeans nowadays? And what are your expectations for this region of the world in the near future?

Alistair: "I'm always an optimist. Europe is an exciting place, and I think genuinely a 'good' place to be – mostly at peace, with a reasonable and improving record on human rights, a prohibition on the death penalty, the possibility of appealing to a superior body on the way that your state treats you, an area of the world that gives support to the third world more than other advanced economies (though still not enough) – despite the crisis, it's a better place to live than most other places. Of course, I'd like changes – an abandonment of the neo-liberal fantasies, a greater sense of community, a radical plan to reverse the growing social inequities. But I'm a great believer in the dynamism, aspiration and radicalism of the younger generations – there's a whole cohort out there that want to take over and make a better job of it than we have done – and that's great!"

Question 4 - Diversity, hybridity and multiple identities will characterize more and more multi-cultural societies. Which possibilities and threats do you see that are associated to that?

Alistair: "These changes give us the opportunities to consider ourselves and who we are in a new way. And by 'we' I mean all of us – the inhabitants of these lands – not just the indigenous 'traditional' populations. Because our society is all of us who live here – there are no aboriginals in Europe, we're all the descendants of migrants who moved into Europe after the last ice age. So our society, our cultures, and the ones that all of us create, all of us make and live in. It's not a threat, nor is it a challenge – it's just one more opportunity to work out how to organize life to be more

harmoniously, more fair."

Question 5 - Having now years of experience researching identities and citizenship what commonalities and what values do you believe might be a common platform of understanding and cooperation for the future of Europe?

Alistair: "It's a challenge, but all life is a challenge. We have so much more to get if we stick together, if we can make society more equitable and fair, and iron out the growing differences in wealth that are making us all the poorer in so many ways. The European project has had many successes – to have kept the main European powers at peace for nearly seventy years is an unprecedented achievement. We are also all materially better off that was the case then – but we do seem to have developed a more individualistic and competitive society, based on a meritocratic notion that seeks to create a desire for ranking and superiority over others. This is not helpful, and works against a common harmony. We do have values – the codification and extension of human rights over the years, their extension into social, cultural and economic spheres, the development of powers to ensure that they are met – these are enormous advances and show that we can work together

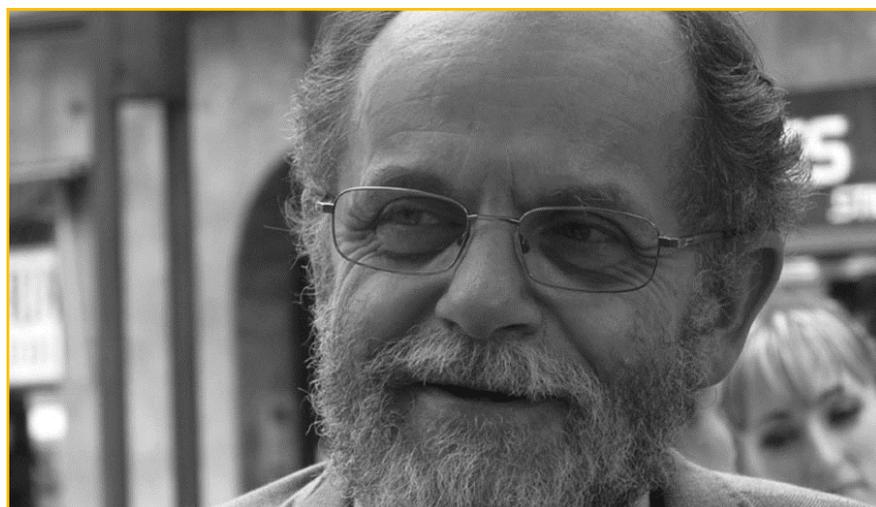
to consolidate and advance our values."

Question 6 - We often hear people speaking about European shared values and culture. From your experience and research do you see more commonalities or more differences in terms of culture and values? Can we still talk about Europe as a cultural project?

Alistair: "I think that both the commonalities and the differences are intriguing, and the ability to explore them in an atmosphere of security is one of the great achievements of the European project. We can discuss our differences and similarities in a non-confrontational way, and genuinely revel in and celebrate our diversity. To me – and I hope to all Europeans – this diversity is exciting, interesting, enriching – and that we can regard it as such actually 'is' the European cultural project."

Question 7 - In which direction do you think we should direct our efforts as an European network of researchers and practitioners in the field of citizenship and citizenship education?

Alistair: "No, I can't give an answer to this. Not because I don't have ideas, but because of my answer to the previous question. We have, each of us, to decide our own priorities, our own (diverse) approaches, to explore. Robert Louis Stevenson once wrote 'It is better to travel hopefully than to arrive'. Researchers and practitioners should be travelling full of hope. My personal hopes and direction I think you will be able to deduce from my answers to the earlier questions!"



Understanding the Constructions of Identities by Young New Europeans: Kaleidoscopic selves

By Alistair Ross

Publisher: Routledge

(22 July 2014)

How do young people construct their identities in the complexity of their own country, belonging to the European Union, and being part of global society? This book is based on a unique empirical study of a thousand young people, aged between eleven and nineteen, from fifteen European countries. Covering East European states that joined the EU between 2004 and 2008, and the candidate states of Macedonia, Turkey, Iceland and Croatia, the complex interwoven

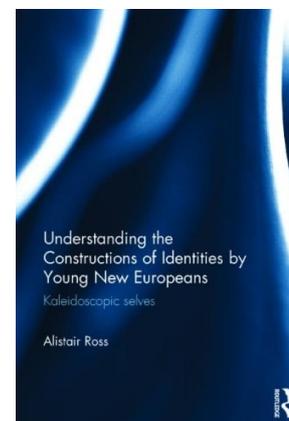
narratives of young Europeans present an intricate and intriguing analysis of how identities are constructed.

Alistair Ross offers a significant original contribution to the literature on identities, providing a wealth of cross-national data and a wide range of significant theoretical possibilities across a group of related disciplinary areas.

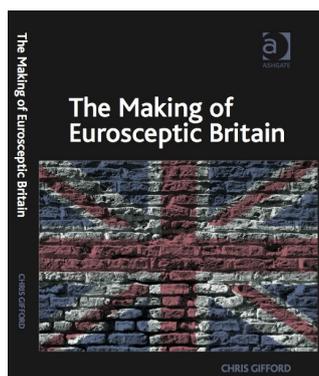
This book explains how young people frame their identities, drawing on discourses of culture and society and constructing them through interchanges with friends, family and the media. It will be of interest to academics and researchers in the fields of political sociology, edu-

cation, European studies, and ethnicity and identity studies.

For more details, or to request a copy for review please contact:
Ms Radostina Christova, Marketing Assistant
Radostina.Christova@tandf.co.uk



The making of Eurosceptic Britain: *Identity and economy in a post-imperial state*



By Chris Gifford,

Imprint: Ashgate

Published:
 November 2014
 Second Edition

What has been the political impact of the Euro-zone Debt Crisis in the UK? To what extent have the bank collapses and bailouts reinforced Britain's Eurosceptic trajectory? In this revised and updated second edition Chris Gifford addresses these key questions reflecting on the Labour government's approach to Europe while exploring the extensive mobilisation of Eurosceptic forces in opposition to the Conservative-led coalition government.

The book examines the extent to which Euroscepticism has become dominant within both the Conservative leadership and the bulk of its parliamentary party and how this has affected the relationship of the coalition government with the European Union. By placing current attitudes to Europe in relation to the wider history of Britain's post war interaction with its continental neighbours the author shows how British Euroscepticism is structural in nature and a persistent and

Binding: ebook ePUB (Also available in ebook PDF)

Other editions:

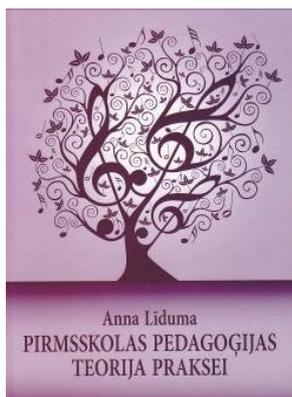
[Hardback](#)

ISBN: 978-1-4724-0457-2

ISBN Short: 9781472404572

Preschool Pedagogy: Theory and Practice

By Anaa Liduma
Pirmsskolas Pedagoģijas Teorija Prakseī
Publisher: LIBRUM, 2013



Reviewers: Ausma Špona (Professor. Latvia) Vaiva Zuzevičiūte (Professor. Lithuania.)

Collected papers about Preschool education. This extensive educational content is the author's research trait, which has been presented in Latvia, Europe, Malaysia, China, and Australia.

The papers present the author's research about Latvian identity, citizenship,

succession, inheritance and topics in social education. Not of less importance are such personality qualities as creativity and abilities' development, musicality and emotional responsiveness and the investigation of complex pedagogical phenomena.

This selection is scientifically significant not only for Latvia, but also for the European Union, as writings are in several languages and they have annotations in Latvian, English, Russian and Lithuanian. Why the monography was needed: for Erasmus exchange students, Preschool music teachers, and all who is interested in Latvia culture.

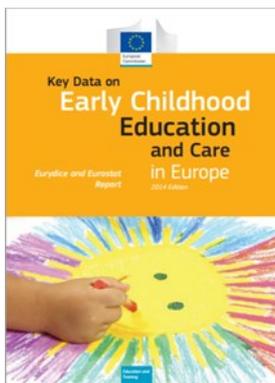
New book by a CiCea member



New Eurydice reports launched

Key Data on Early Childhood Education and Care in Europe – 2014 Edition

Through a variety of internationally comparable indicators, [Key Data on Early Childhood Education and Care in Europe – 2014 Edition](#) highlights crucial access and quality issues concerning education and care of the youngest children in 32 European countries (37 education systems). It combines national regulations and statistical data provided by Eurostat to analyse early childhood education and care (ECEC) structure, organisation and funding. Specific topics covered are the variation in enrolment ages across Europe, a persistent supply deficit for under three year olds and countries' efforts to tackle it, fees and availability of free provision, characteristics of home-based services and the remaining lack of educational guidelines among ECEC services for children under 3 years. Despite these challenges, the



report shows that many countries are gradually expanding place guarantees to lower age ranges and that ECEC is increasingly becoming an integral part of educational policies across Europe.



Recommended Annual Instruction Time in Full-time Compulsory Education in Europe 2013/14

This [report](#) shows the recommended annual instruction time in full-time compulsory education in public sector schools. The report covers 32 countries of the Eurydice network (reference year 2013-2014). National sheets are included. Diagrams allow the reader to easily access data on instruction time in general education according to country and according to subject. The report also provides additional information on specificities within countries. Joint data collection was undertaken by the Eurydice network and the OECD (the NESLI network).

Good to know

Call for papers

Second Call for Proposals for the International conference "Gender, Law and Institutions"

University of Cyprus, Nicosia, Cyprus, on 21-22 November 2014.

Proposals are welcomed from any academic discipline with respect to practice and/or research concerned with the main priorities of the Conference.

Proposal Form (by 1 September 2014) and further information: unes-coeq@ucy.ac.cy

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For more information, visit the official website of the journal www.ijbhtnet.com

Society LIBRUM
Publisher

Society „Librum” was founded in October 2006 by a small group of people with shared interests in order to promote the expansion of the humanities, exact sciences, art and culture in Latvia. The society creates educational and informative materials promoting and developing people's self-education interests, and it supports the publication of Latvian authors' research papers and other works. The society has published some books in the field of psychology and pedagogy, and one of them is Anna Liduma scientific papers' selection „Preschool pedagogy theory for practice” (see page 8)

New proposals for youth citizenship in the UK



As part of its on-going commitment to promoting political activism and democratic engagement, the UK Political Studies Association (PSA) is pleased to announce the publication of a new volume, 'Beyond the Youth Citizenship Commission: Young People and

Politics'. The publication is co-edited by CiCea member Dr Andy Mycock (University of Huddersfield) and Professor Jon Tonge (University of Liverpool). Between 2008 and 2009 they served on the independent [Youth Citizenship Commission](#) formed by the UK government. The volume builds on the work of the Youth Citizenship Commission in seeking to further energise debates about young people and democratic participation.

Youth citizenship specialists from the PSA draw on their academic research to en-

courage the development of democratic participation amongst young people. The volume includes short opinion pieces on a range of youth citizenship topics and offers policy proposals to encourage governments to adopt dynamic approaches to encouraging young people to get involved in politics. The volume also highlights a new campaign to encourage UK universities to become 'sites of democracy'.

The volume will be officially launched at an event in Westminster in the autumn. Chapters from the publication will also be hosted in a series of on-line debates on the [Democratic Audit](#) website, where leading politicians, academics, and youth organisations will respond to the policy proposals. An electronic copy of the *Beyond the Youth Citizenship Commission: Young People and Politics* volume can be downloaded [here](#). For further details of PSA youth citizenship events linked to the project, please contact [Dr Andy Mycock](#).

A new book forthcoming

'Beyond the Youth Citizenship Commission: Young People and Politics'

The sadder century (by Pablo Neruda, 1969)

The century of émigrés,
the book of homelessness--
gray century, black book.
This is what I ought to leave
written in the open book,
digging it out from the century,
tinting the pages with spilled
blood.

I lived the abundance
of those lost in the jungle:
I counted the cut off hands
and the mountains of ash
and the fragmented cries
and the without-eyes glasses
and the headless hair.

Then I searched the world
for those who lost their coun-
try,

pointlessly carrying
their defeated flags,
their Stars of David,
their miserable photographs.

I too knew homelessness.

But as a seasoned wanderer,
I returned empty-handed
to this sea that knows me
well.

But others remain
and are still at bay,
leaving behind their loved
ones, their errors
thinking maybe
but knowing never again
and this is how I ended up
sobbing
the dusty sob

intoned by the homeless.
This is the way I ended
celebrating
with my brothers (those
who remain)
the victorious building,
the harvest of new bread.

Pablo Neruda (1904 - 1973), Chile

Credit:

Excerpted from
The Poetry of Pablo Neruda
translated by
Ilan Stavans, New York:
Farrar, Strauss and Giroux,
2003.



**Two
outstanding
and inspiring
poems...**

Hiroshima (by Marie Luise Kaschnitz) A poem for remembrance

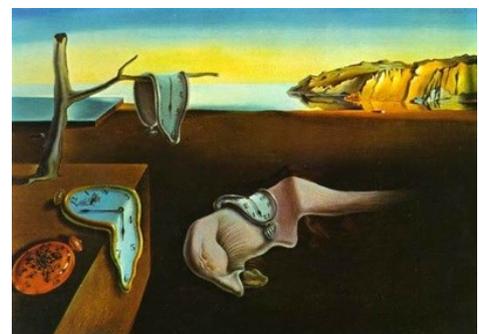
The man who dropped death
on Hiroshima
Rings bells in the cloister, has
taken vows.
The man who dropped death
on Hiroshima
Put his head in a noose and
hanged himself.
The man who dropped death
on Hiroshima

Is out of his mind, is battling
with risen souls
Made of atomic dust who are
out to attack him.
Every night. Hundreds and
thousands of them.
None of it's true.
In fact, I saw him the other
day
In his front garden, there in
the suburb—
With immature hedges and
dainty roses.
You need time to make a
Forest of Forgetting
Where someone can
hide. Plainly on view
Was the naked, suburban
house and the young wife

Standing beside him in her floral
dress
And the little girl attached to
her hand
And the boy hoisted up on his
back
And cracking a whip over his
head.
And he was easy to pick out
On all fours there on the lawn,
his face
Contorted with laughter, be-
cause the photographer
Stood
Behind the hedge, the seeing
eye of the world.

Translated by Eavan Boland
Taken from [http://
voiceseducation.org/content/marie-
luise-kaschnitz-
german#sthash.Jm5b0YFr.dpuf](http://voiceseducation.org/content/marie-luise-kaschnitz-german#sthash.Jm5b0YFr.dpuf)

**Marie Luise Kaschnitz, 1901
-1974, German poet**



***Persistence of Memory, oil on canvas, 1931
by Salvador Dali***



***The Disintegration of the Persistence of
Memory, oil on canvas, 1954, by Salvador Dali,
painted shortly after the tragedy of Nagasaki and
Hiroshima.***

Previous CiCea Newsletters available online: <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.

Cicea's Educational products

The game of **EUROPEAN CITIZENSHIP**

A kit includes 40 images for pedagogical use; a tool for discussion on the meaning and dimensions of European citizenship. The kit may be used with young people through a range of activities utilizing various group dynamics (*ice-breakers, storytelling, stimulating creativity, cooperative work...*). **Order your kit for 20€ from CiCea**

The card game '**STORIES FOR DEMOCRATIC SOCIETIES**'

This set of postcards is to be used with young people as a resource for teaching and learning Democratic and Active citizenship. The kit includes: 15 **Talking cards** (to promote debate about social/political/democratic values), 10 **Reflection cards** (for students to think about a topic and to write about it) and 5 **Action cards** (to help students develop social intervention). **Order your kit for 7€ from CiCea**

kits include a leaflet with instructions and suggestions for its use



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