

# Conference Book of Abstracts

22nd Annual CiCea / 16th Annual CitizED  
and 3rd joint CiCea ~ CitizED Conference 2020

*Children's Identity and Citizenship European Association and CitizED*  
in cooperation with  
The Centre for Research on Education and Social Justice  
(University of York, UK)

## *Young People's Citizenship and Education: Building Collaborations in Communities*

Thursday 14 - Saturday 16 May 2020  
University of York, United Kingdom



UNIVERSITY  
*of York*





CiCea, established in 2006, is the Association focusing on citizenship education and identity formation in young people in Europe and the world. It is a dynamic and fast-expanding group of academics from across Europe, all engaged in research and scholarship on young people's social learning and their construction of identities. It is a subscription-based organization, whose members enjoy a number of distinct advantages:

### **Copies of our Journal: *Citizenship Teaching and Learning***

*Citizenship Teaching and Learning* is our academic referred journal, with material of citizenship education from all over the world. Produced three times a year, and published by the academic publishers Intellect, this is the essential journal for all academics in the field! Online access is available to all our members either Individual or Institutional.

### **Use of our European Research Centres**

We have established eight European Research Centres across Europe - Association members can book individual study places, or group research meetings, with hosts who will help access your accommodation requirements and local education establishments for research purposes.

### **Access to our Research Support Grants**

We run a Research Support Grant scheme, where we make supplementary funding available to help groups of members in collaborative research projects.

### **Eligibility for our Best Annual Publications Awards**

We organise Best Publications Awards for the best research and practice publications of the year, authored by CiCea members.

### **Reduced rates to our Conferences**

Members are eligible for a substantial reduction in the fees for our annual conference. For more details, please visit the Association website: <http://www.cicea.eu/>



CitizED was originally funded by the Training and Development Agency for Schools (TDA), as a collaborative initiative within higher education for all providers of initial teacher education in England.

It focused principally on teacher education in primary, secondary, cross curricular, post 16 and community involvement contexts with outputs in the form of conferences, seminars, workshops, research papers and practical resources for teaching. Currently it publishes, in cooperation with CiCea, the journal of *Citizenship and Teaching and Learning* and hosts the annual *CitizED International Conference* held in alternate years in Europe and Asia.

## About the Conference Abstracts

It is our great pleasure to present the accepted abstracts for the joint CiCea/CitizED conference Young People's Citizenship and Education: Building Collaborations in Communities that will be held at the University of York, England, Thursday 14th to Saturday 16th May 2020. The conference is organised by two of the leading organisations promoting the teaching and research of Citizenship Education in Europe and the rest of the world.

The principal conference theme explores young people's citizenship and citizenship education within the context of collaborative communities. All abstracts submitted for consideration were double blind peer reviewed by members of the Conference Scientific Committee which was comprised of members of both CiCea and CitizED.

A truly international representation of work on the conference theme, the abstracts accepted examine how and in what ways citizenship education can encourage young people to relate to, engage with, and participate in their communities. Others encourage contributions which seek to analyse how citizenship education and educators develop community-based youth identities and forms of active citizenship. Other abstracts focus on all other aspects of citizenship education from around the world exploring curriculum design, pedagogy, youth identities, history education, and policy-making. The conference is supported by the journal *Citizenship Teaching and Learning*. Conference papers of good quality will be referred to the journal for consideration for publication.

As with previous CiCea and CitizED conferences, our intention is to host an international conference with insights and perspectives from around the world. We welcome individuals and groups (academic associations, professional bodies, charities, NGOs etc.) that represent a wide range of commitment to youth activism, engagement and education.

The Conference has as its' on the ground local chair and scientific committee member, Dr. Andrew Peterson from the CitizED Society will coordinate the local conference organization at the University of York, in York United Kingdom.

We have accepted abstracts for research papers, posters, symposium, and workshops that relate to this year's conference theme: "Young people's citizenship and education: Building collaborations in communities". Once again, we will also be offering interested presenters who would like to participate, but cannot physically be present, the opportunity to do a 'virtual paper'. All accepted and actualized papers, symposium, workshops, virtual papers and posters are eligible

for review for inclusion in the Conference General Proceedings and the Conference Selected Papers.

# Scientific and Organizing Committees

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Chris Gifford, University of Huddersfield, United Kingdom

# ABSTRACTS

Abstracts include title, authors names, affiliation and country

## *1. Educating for Active Citizenship Through the Social Ecologies*

Lucas Walsh and Roslyn Black, Monash University, Australia

**ABSTRACT:** While much is written about the role of schools in educating for active citizenship, NGOs and government agencies and other actors such as peers and family members, can play key roles. This paper critically explores the interplay of these actors in shaping the citizenship of young people in engaged in three non-school education programs. **Theory & Methodology:** A focus group method developed by the authors (Walsh & Black 2018) was employed with three different cohorts of young Australians (n=81), including: a local council youth volunteering initiative; a social entrepreneur program and an Indigenous leadership program. Each focus group explored issues of concern to young people, the barriers and enablers to their influence of such issues and degrees of feelings of empowerment. Results were then analyzed through a social ecological lens. The concept of a social ecology has been used in youth scholarship, education, health, justice and psychology (e.g., Eggleston 2012; Kemmis et al., 2014; Ungar 2001). There is concern, however, that ideas of social ecology serve to emphasise those ‘relatively static characteristics that are often outside the control of children, families, or providers...’ (Hamby et al. 2019, p. 1667). This overlooks certain malleable forces and relationships that may shape young people’s citizenship, which is the core focus of this presentation in relation to young people’s citizenship and education. **Results and Conclusions:** The results highlight the powerful ways that learnings can be harnessed through interactions with peer, family, and other organizational networks. Rather than thinking about discrete interventions, programs can benefit by engaging within the social ecologies in which young people live, taking into account how actors and practices work within specific spaces or sites and across time to foster youth participation in shaping their worlds.

## *2. Exploring the Role of The Family in Young People's Political Participation [WORKSHOP]*

Roy Smith, University of Huddersfield, United Kingdom

**ABSTRACT:** This workshop will use participative methods to explore the role of the family in political participation. It takes the position that interactions between family members play a crucial role in the development and shaping of political identity, whether through accepting, rejecting or reacting to the values of other

family members. By taking an ecological perspective, it will seek to develop an understanding of the political journeys people take as they navigate their way through life, which although ever evolving are rooted in childhood. The workshop will invite participants to explore how their experiences as children, parents and partners have impacted on their own politics and that of their family members. This exploration will be blended with insights into theory and research related to political participation, young people and family. By encouraging those interested in citizenship education to reflect on the relationship between family and political participation, the workshop hopes to support critical reflection and thought on how personal experiences can frame perspectives on citizenship education and inform teaching practice.

### ***3. Researching Young Peoples' Political Values: Some Notes on Inclusive and Respectful Methodologies***

Alistair Ross, London Metropolitan University (UK)

**ABSTRACT:** This paper arises from an analysis of the author's recent research processes. Conducting small group discussions about political values with young people (12 - 19), I realised that I was/had previously encountered a series of issues in my methodological approach. These related to • the problems arising from projecting potential identity categories to participants, thus possibly framing/limiting responses; • the apparent testing of young people's knowledge, triggering an assumption that there were 'correct' answers; • generating a narrative that develops respect and equity in the research interchange with young people, avoiding being patronising; and • countering the assumption that there is such an entity as a 'public opinion' about issues of socio-political identities. I adapted my methodology from the concept of the focus groups to a that of the deliberative discussion, in which questions became open-ended and dependent on the responses I was having, so that the young people participating appeared to feel less interrogated, and more in control of the topics of conversation. Drawing on Bourdieu's (1973) understanding of the nature of public opinion, and comparing my approach to that of Pickard (2019) and Archer et al (forthcoming), I propose an approach that offers respect to young people's views, and the construction of a more equitable relationship between the researcher and young people. This appears to allow the offering of insightful comments on political values, that suggest that young people of these ages have already the ability to reflect on abstract political ideas.

#### *4. Teaching methods for engaging students in national education: The perceptions of Hong Kong civics teachers*

Eric King-Man Chong, Ian Davies\*, Leung Yan Wing, Cheng Chi-keung Eric, Tan Hei-hang Hayes, Yuen Wai-wa Timothy, & Hung Chung Fun Steven, Education University of Hong Kong (HK) and \*University of York (UK)

**ABSTRACT:** In Hong Kong, teaching and learning about China is controversial and contested. We present empirical findings regarding Hong Kong teachers' views on how to engage students in learning about topics related to their nation. The main theories that this study draws on are different typologies of nationalism. A territory-wide survey of Hong Kong secondary school civics teachers was conducted between July 2018 and August 2019. In order to gather data about teaching methods relevant to national education, the research team delivered a paper-and-pencil, self-administered survey and completed a series of interviews. 601 teachers from 198 schools completed the questionnaire (33.1% of the target population). Group discussion received the highest mean score, followed by affective approaches which include arousing patriotic sentiment, encouraging reflection and developing responsibility. Teachers perceived that these teaching methods are connected with particular types of national education. Group discussions are more likely to be used by teachers who characterize national education as civic and local nationalism, cosmopolitan nationalism, and cultural nationalism. Affective approaches are more likely to be used by teachers who perceive national education as forms of cultural, unification, and cosmopolitan nationalism. Interviews revealed varied teaching methods on engaging students in national education with effectiveness depends on students learning styles, such as current news discussions, video analyses, quizzes or competitions, and organizing study tours to China. These findings contribute to academic and professional debates about the nature and purpose of students' learning about their nation.

#### *5. Cosmopolitan Education and Inclusion: Human Engagement and the Self*

Yusef Waghid, Faiq Waghid\* & Zayd Waghid\*, Stellenbosch University, \*Cape Peninsula University of Technology, South Africa

**ABSTRACT:** Considering that cosmopolitan education already involves an education that connects with otherness, it might not be implausible to argue that those who are not other would invariably be excluded from human engagement. For instance, sameness would imply that there might be no otherness and, consequently, the idea of cosmopolitanism might not be in the present. However, sameness or being similar does not necessarily imply a lack of otherness. One can be exposed to similar teaching methods but this does not mean that one's learning would not be different to that of others. The point is that otherness cannot be wished away on the grounds of similarities with which people are confronted. There might

also be the element of difference in learning irrespective of how similar teaching might have occurred. What follows, is that those who might learn differently – irrespective of having been taught in the same manner – will therefore not necessarily be excluded from an educational encounter. Hence, those who are other might not have to be excluded from an educational encounter. For this reason, cosmopolitan education does not have to be delinked from inclusion. The argument in this paper is that cosmopolitan education engenders pedagogical spaces for encounters to be inclusive despite its emphasis on difference and otherness. We contend that at least three practices of cosmopolitan education can enhance inclusion: firstly, teachers and students ought to engage can self-reflexively about that which is indigenous to them; secondly, they (teachers and students) have to show a reflexive openness to that which is still in becoming; and thirdly, education ought to be about cultivating socially just human relations. Without the aforementioned, and in reference to teaching and learning at (South) African universities it would not be possible to cultivate inclusive educational encounters. Through cosmopolitan education it is possible to include.

## ***6. A constructivist approach to cultural identity and democratic citizenship. A case study for international schools and teachers***

Marcel Haagsma & Thomas Gitopoulos, NHL Stenden University of Applied Sciences, The Netherlands

**ABSTRACT:** The demands of international education present new challenges to international teacher education but also from the wider context of a globalised and cross-cultural interpretation of citizenship. A need to identify common themes of interpretation, provides us with an opportunity to put democracy and democratic values at the core of this interpretation. The aim of this paper is to investigate possible connotations between cultural identity, the idea of global citizenship, and the role that democracy can play as a binding factor to international education both from a teacher's point of view but also as a framework of accepting and incorporating cultural diversity to the core of a global citizenship concept. A constructivist approach will be used as theoretical tool to establish a unified theme of an educational approach to cultural identity and democracy. The aim of this paper is to provide a teaching platform for international education with a cosmopolitan value. The project rests on an interpretative paradigm, more precisely on complexity theory, since it is viewed that the concepts mentioned are open to multiple interpretations and subject to webs of complex influences. It is our aim to discover the variety of intersections between different viewpoints that exist among stakeholders in our course. Schools can be regarded as "complex adaptive systems" (Kaufmann, 1995, cited in Cohen, Manion and Morrison (2018, p.27). We want to have an eye for these complexities in our study. This case study will draw from mixed-methods research, where some quantitative and mainly qualitative baseline data will inform us to construct interview questions for investigating perceptions in

focus groups or pair interviews. It is viewed that doing case study research is best here because a case study enables “the study of (...) complexity of a single case (...)” (Stake, 1995, cited in Cohen, Manion and Morrison, 2018, p.375).

## ***7. The roles of Hong Kong's teacher organisations in civic education***

Thomas Kwan-Choi Tse, The Chinese University of Hong Kong, Hong Kong

**ABSTRACT:** The Gramscian perspective argues that the dynamics of hegemony are embedded in specific historical constellations of state-civil society, involving intricate group dynamics between state and civil society and between the fractions within civil society. Civil society organizations define the meanings of citizenship, represent and reproduce their own identities and values by offering political learning platforms for their members and clients. There are clashes and even conflicts between ideologically opposed organisations. Accordingly, there are contested notions of citizenship, in terms of both its meanings and in the weight attached to particular elements or values of citizenship. Drawing on newspaper reports, published reports on civic education, websites and documents of two teacher associations in Hong Kong: Hong Kong Professional Teachers' Union and Hong Kong Federation of Education Workers, this paper reviews and compares them along the dimensions: 1) social-political basis, 2) orientations of civic education and 3) works and strategies in civic education. Using these two largest teacher organisations with distinct ideological-political backgrounds and active in civic education in Hong Kong as illustrations, this paper shows that civic education led by the pro-democratic Union represents empowerment struggles for human rights and democracy vis-à-vis the domestication efforts of the Beijing and Hong Kong governments and the pro-Beijing Federation. Alliances between the various groups have shifted over the years. Sometimes they are friends and at other times, foes. Although they differ in their views on the notion of patriotism and its emphasis in civic education, their national identities share an “ethno-cultural” one. This paper elucidates the key factors that mediate the course and outcome of cultural politics, and the significant role of teacher organisations in defining and delivering citizenship and nationalism.

## ***8. Political judgement competency among upper secondary-school students***

Georg Weissenro & Simon Weissenro, University of Education Institute for Political Science, Germany

**ABSTRACT:** Within the discipline of political didactics, differing views exist on political judgement as the goal or content of classroom teaching. In the present study, political judgement is understood as a competency. It requires situational deliberation and decision-making, but must also take into account political values.

For this study, 401 upper secondary pupils in years 11/12 were presented with a 45-minute judgement test. The pupils were asked to adopt a personal position on a specific matter in an essay, using argumentative deliberation. As in the lens model, they were required to adduce and evaluate different aspects under conditions of uncertainty, since no definitive information was available. In the test, five levels were used to assess the 'complexity' of a judgement. All previous tasks had to be solved before a higher level of complexity could be reached. On the basis of the assumed interdependencies of levels (tasks) in a testlet, the test was scaled using a testlet model from item response theory. All the testlets show significantly higher variances than the test as a whole. The EAP/PV reliability is fairly low, at .61. However, the test was able to produce a good total variance of .78. The analyses of construct validity by means of fluid intelligence and subject knowledge are conform to expectations. The test evaluated with the testlet model indicates that this can be assumed to be a multilevel process.

### ***9. Democracy in troubling times and the challenges for citizenship education: European, Asian, and African Perspectives***

Kerry J, Kennedy, Beata Krzywosz-Rynkiewicz, Andrew Mycock, Ming Tak Hui, Jasmine Boon Yee Sim, & Yusef Waghid, The Education University of Hong Kong, University of Warmia and Mazury in Olsztyn (Poland), University of Huddersfield (UK), The Education University of Hong Kong, National Institute of Education, Nanyang Technological University (Singapore), Stellenbosch University (South Africa)

**ABSTRACT:** In different parts of the world over the past years radical forms of citizenship engagement have been used to forge democratic agendas. The issues range from independence, to climate change and democratic values and institutional governance. Governments have responded in different ways using repression, incentives and concessions. There is a message that conventional forms of engagement no longer achieve results so more radical forms are needed. Irrespective of government responses, civic education needs to take non-conventional forms of citizenship engagement more seriously. How can young people be best prepared to make judgements about engagement and how can their decision-making skills be directed so they remain within democratic frameworks. This Panel will consider views from Europe, Asia and Africa and make an assessment of what is needed in the future for both civic education and the societies it is meant to serve.

## ***10. Outdoor School and Forest School Preliminary analysis in three municipal Pre-primary Schools in Rome***

Sandra Chistolini, University Roma Tre, Italy

**ABSTRACT:** The growing interest in outdoor education, as an educational model in Italian schools, is a call to make in-depth studies and research on forms for achieving a renewed teaching proposal. Teachers and parents are choosing a path, along which children learn in an outdoor milieu in direct contact with nature, animals and daily life outside the classroom. The idea, according to which this way of educating is truly respectful of the growth needs of infancy, is becoming a widespread conviction. Reflecting on some empirical data leads us to rethink the pedagogical and didactic soundness of educating on the lawn, in the forest and at sea. We are presenting the initial results that relate the advancements of children who have spent a scholastic year in a school without walls and we question the cultural impact of this model.

## ***11. Successful mentoring model approaches to support vulnerable parents for more community collaboration and better learning outcomes of children***

Eszter Salamon, Luca László, & Luminita Todea, Parents International, The Netherlands, Romania

**ABSTRACT:** Disadvantaged parents tend to be less engaged in local learning communities for multiple social and economic reasons. Parental example is an important factor in the inclusion of children in local communities, and also provides a role model for future practices of these children. Programmes supporting parents have a proven positive effect on both parents and their children. Mentoring programmes are especially positive given the approach that treats mentees as active equal partners, a good basis for participatory behaviour. Our holistic approach is interconnecting family, school and community related factors in order to increase children's well-being and bonding with local communities based on the assumption that children who have support from their parents show higher level of social competence among other factors. This paper summarizes the outcomes of desk research, user needs analysis and outcomes of piloting of tools in the framework of the Parent'r'us initiative, including approaches to and successful examples of engagement of vulnerable parents, an overview of successful methodologies and examples of mentoring targeting vulnerable people. To this end literature resources and inspiring practices have been collected and then analysed, and a mentoring programme has been developed and tested with primarily parents mentoring other parents as well as professional. A unique literature review has been done to draw a clear picture of the state-of-art research around parental engagement and involvement with those parents in focus who traditionally are more difficult to reach for the school and other community players and/or considered less successful in

their parenting. The mentoring model was developed after assessing mentoring models that have proven to be successful in similar contexts. The work also elaborated on practices that combine parental engagement practices with mentoring in order to work towards social inclusion and provision of equitable opportunities.

## ***12. Civility and Incivility in Citizenship Education***

Li-Ching Ho & Keith Barton, University of Wisconsin, USA

**ABSTRACT:** This paper highlights the role of both civility and incivility as important elements of citizenship education. Scholars in the field have long emphasized the important of protest and dissent, and the current focus on controversial issues follows in this tradition of prioritizing adversarial political engagement. However, civility – in the form of ritual propriety (礼 li) –has long been a part of East Asian philosophy and culture, and its role in public deliberation has recently received sustained attention by Western political theorists. Civility is more than politeness; it is necessary for democratic dialogue because it requires, among other things, the exercise of self-restraint and a commitment to the common good. As Calhoun argues, it also allows individuals to communicate their respect, tolerance, or considerateness and conveys a willingness to participate in political and social practices such as engaging in open-minded discussion and consideration of other perspectives. Crucially, however, norms of civility are not fixed or unchanging. Many have pointed to how civility can serve to blunt criticism, and as Angle points out, discretion (权 quan) is needed to judge when and how rules of civility should be modified or suspended. In some circumstances, incivility that challenges, contests, and revises the status quo may be required. This paper will focus on the situationally specific uses of civility and incivility, highlighting the role of each in different forms of civic engagement and in different cultural contexts. This will include the use of civility in public discussions among members of differing racial, ethnic, and religious groups in a variety of national contexts; the use of incivility by groups such as the AIDS Coalition to Unleash Power (ACT UP) and Black Lives Matter in the United States; and a combination of the two approaches as part of mass protests in Hong Kong.

## ***13. Global Citizenship Education in China: Comparing Grade 7-9 Civics Textbooks, 1997-2016***

Xi Wu, China

**ABSTRACT:** Global Citizenship Education in China: Comparing Grade 7-9 Civics Textbooks, 1997-2016 In China, Education Internationalization and Education Modernization have become the emerging orientation in education reform as a reflection of the interests of the state. This tendency leads to an expanded emphasis on the global dimensions in the national curriculum in China (Tse, 2011; Qi & Shen,

2015). However, when China moves into the global market further, there is an urgency to consider global citizenship education (GCE) by whom and for whom (Pashby, 2012). This study seeks to find out how does GCE is constructed in the three versions of moral education textbooks, what has changed, and what remains unchanged. The result of this study could be significant to make the invisible contested area of GCE visible and provide suggestions to ease the tensions and develop critical GCE. Situated within the broader literature in postcolonial critiques, Andreotti (2014) presents a framework of soft/critical GCE as an instrument for reflection and analysis. The postcolonial perspectives and Andreotti's framework guide the inquiries in this research. This study applies a qualitative approach to critical discourse analysis (CDA), enabling a rich description, as well as an in-depth explanation. The data sources include the textbooks – Ideology and Politics published in 1997, Ideology and Character published in 2003, and Morality and Rule of Law published in 2016 – and relevant policy documents. The analysis shows multiple global issues have been gradually raised and highlighted in the textbooks, while the tension between nationalism and cosmopolitanism still underneath these contents. Besides, this study finds the GCE in China follows a trend from “critical” to “soft”, which is strongly related to the social context in the past two decades. This study also points out there are some distinctions between the critical GCE in China and Andreotti's.

#### ***14. What do Algerian EFL University Teachers and their Students Understand by Global Citizenship Education?***

Sihem Salem, University of York, United Kingdom

**ABSTRACT:** To make our current world a better place for humankind, then the places from where changes ought to be started are the educational institutions including higher education. However, the vast majority of these sites are concerned with improving students' subject knowledge to prepare them for the workplace neglecting their position in the broader society. Just like students who need an education and a training to become, for example, medical doctors who cure patients' diseases. Human beings also require an education and a training to become global citizens who participate in solving world problems. Since all humans (doctors, engineers, teachers) are citizens living in a global community regardless of their position, Global Citizenship Education (GCE) needs to be embedded in all fields involving English as a Foreign language (EFL) classrooms. Oxfam (2006) states that every subject of the curriculum has a significant contribution to GCE. It would not be erroneous, then, to say that EFL is one area of the curriculum where GCE can be integrated. Many scholars (Brown & Brown, 2003; Cates, 2009; Diaz, 2017; Guilherme, 2002; Hosack, 2011; Porto, Houghton & Byram, 2018; Starkey & Osler, 2003) advocate the momentous role of EFL in GCE. However, very few studies have been conducted to investigate what EFL teachers and their students say about this role. This paper, therefore, explores Algerian EFL University teachers' and their

students' understanding of GCE. Qualitative research methods (semi-structured interviews and focus-groups interviewing) were employed to generate data from participants. NVivo software was utilised to organise the data analysis which was carried out thematically. The results demonstrate a limited understanding of GCE due to the lack of exposure to such concept within the classrooms. Recommendations are, therefore, for the Algerian ministry of higher education to integrate GCE in teacher education programs and the EFL curriculum.

### ***15. Young adults' perception their citizenship behaviour: Estonian example***

Kristi Kõiv, University of Tartu, Estonia

**ABSTRACT:** The problems in Estonia are similar at many levels (an ageing population, low birth rate, changing family structures, youth migration), but the rapid transition from one economic system to another and change of social problems puts Estonia in a different situation compared to older EU member states reflecting also young peoples' challenges in the area of citizenship activities and attitudes (Kõiv, 2018; Krzywosz-Rynkiewicz, Zelewska, Kõiv, Zuzevičiūtė, & Vidnere, 2018). The aim of the study was to examine citizenship behavior dimensions among young adults in Estonia. The modified Citizenship Activity Questionnaire (Zalewska & Krzywosz-Rynkiewicz, 2011) allow to measure basic dimensions of citizenship behavior (passive, semi-active, and active) including eight dimensions of citizenship behavior among university students aged 18-30 years (N=385) from Estonia. Results of the study showed that young adults presented relatively high level of passive citizenship – patriotism, respect for national symbols and loyalty to their country, and semi-active citizenships declaring loyalty to the laws and rules, respect for public institutions, whereby the lowest ratings were revealed in the area of conventional political issues. Current study is in the line of previous studies among adolescents (Kõiv, 2018) that Estonian young adults show higher readiness to develop personal goals – developing skills, interests and finance independence, through citizenship activities. Challenges for nowadays Estonian young adults in the area of development of multiple identities are related with the balance between national and global identity, and readiness to develop active citizenships in the area of political participation.

### ***16. Building Youth Identity and Respect for Government: Influences of Protests, Parents and School Activities***

Koon Lin, Linnie Wong, Ming Ming Chui, & Chi Fung Wilton Chau, The Education University of Hong Kong, Hong Kong

**ABSTRACT:** Students perceive “good citizenship” differently across regions: (a) conservative and conforming to authority (mainland China) versus (b) democratic

and constructive, including legal or illegal protests (Hong Kong). While the attitudes of students in Hong Kong and mainland China reflected dominant societal views of citizenship in each region, Hong Kong youth reported more resistance and less positive attitudes toward their country than mainland China students did. We adopted a mixed-methods design of a survey followed by interviews to examine how specific parental influences and school activities were linked to national identity and government legitimacy. Our study of 420 university students in Hong Kong in 2018 (before the anti-extradition protests) showed that both school activities and parent influence were linked to stronger Chinese identities among students. Students with either meager pride or great pride in their Chinese identity highly respected the Hong Kong government. The 283 university students in Guangzhou showed similar results except that school activities were not significant, and students with greater pride in their Chinese identity showed greater respect for the Chinese government. These results are consistent with past studies showing that national identity building through schools and their effects differ across local values in Hong Kong and in mainland China.

### *17. Supporting Primary Pupils to Engage with Their Political Representatives* [WORKSHOP]

Ruth Le Breton, Young Citizens, United Kingdom

**ABSTRACT:** Despite primary teachers in the UK becoming increasingly aware of the benefits of running active citizenship projects in their schools, the majority of projects tend to involve non-political activities. This is often because teachers do not feel confident in their own knowledge of our democratic systems, or in the types of political actions that individuals might take to make a difference to an issue they feel passionate about. Some teachers are also concerned about being accused of encouraging their pupils to adopt their own personal beliefs, so avoid any activities that might be deemed too 'political' in their active citizenship projects. However, whilst teachers' concerns are understandable, by sticking with the familiar territory of fundraising for charitable causes, rich opportunities to teach children about how citizens can influence government actions in a democracy, an important aspect of fundamental British values, are missed. This workshop, including case studies from primary schools across the UK, will show how active citizenship projects undertaken with primary-aged children can include meaningful and age-appropriate political activities that build pupils' understanding of how to make contact with their political representatives, and how to present their concerns in a persuasive but respectful way. The workshop will also demonstrate how pupils don't just develop important 'civic' knowledge and communication skills, but grow in confidence as they recognise the power of their voices when heard and amplified by those in positions of influence, to bring about positive changes in their community.

## ***18. Project H20: Fostering Student Civic Engagement Thru Research***

Joseph Haw, The Education University of Hong Kong, Hong Kong

**ABSTRACT:** In 2012, Senior High School education in the Philippines was introduced in the Philippine Basic Education Program. A major focus of the Senior High School curriculum for pre-tertiary education track is research. The implementation of research, however, is generally focused on knowledge, skills, and output. Ateneo de Iloilo – Santa Maria Catholic School, a Catholic School in the Philippines, is one of the schools that implemented a research curriculum that fosters social awareness and involvement with participatory problem-solving using service-learning theory as framework. H20 Project is one of the successful outcomes of the curriculum. A group of Senior High School students conducted a field study in a community of local indigenous people and found out that the community has no access to clean and potable water. Aside from applying their research skills, they were encouraged to engage the community to find a solution to their pressing community problem. The school, under the term of this proponent as School President, strongly encouraged and supported the students in finding means to provide clean water to the community. The students research have been supported by other stakeholders, first by the indigenous community, then the parents, alumni, and other NGOs, thus making the research project a participatory problem solving effort. This type of learning engagement was underpinned by a paradigm that sees social and civic involvement as integral, and not added, to a meaningful curriculum. Service-learning provided motivation for students to become agents of their own learning and also agents of change in their community.

## ***19. Teaching critical thinking and democratic citizenship through community of philosophical enquiry in higher education: Reflections from Thai educators***

Vachararutai Boontinand, Mahidol University, Thailand

**ABSTRACT:** The last decades have seen critical thinking being widely promoted in the world of education. Despite the term being variously defined, this skill set is believed to be important for life in the 21st Century especially for citizenship in pluralistic societies and globally interdependent world. Community of Philosophical Enquiry (CoPE), based on the tradition of ‘Philosophy for Children’ (P4C) is recognized as a pedagogical approach which enables young people to become more competent in critical thinking skill and more engaged as citizens. Recently, Community of Philosophical Enquiry has been introduced to a group of teachers in higher education in Thailand as an approach for teaching critical thinking and democratic citizenship. This paper discusses the understanding and practice of CoPE of selected teachers who participate in this ongoing project. It is argued that teachers in Thai higher education see CoPE as a tool for active learning

which enables students to participate and express their opinions more effectively, something that has been lacking in the Thai education tradition based on rote learning. Although the teachers reflected positively on changes on the students' part, they have limited understanding of the characterizations and expression of critical thinking and the role of philosophy in fostering it. The teachers' narrow perceptions of CoPE also hinder the potential for it to be used to bolster democratic citizenship and critical thinking in the context of Thai higher education

## ***20. Teaching the EU in a Sustainable Way – The Didactical Potential of the Topical Area Plastic for EU-related Learning and Education for Sustainable Development***

Andreas Brunold & Ulrich Kerscher, University of Augsburg, Germany

**ABSTRACT:** The paper introduces impulses for Teaching the EU at School and Education for Sustainable Development (ESD). The main premise is that the topical area plastic and plastic waste offers the didactical potential of combining EU-related learning and ESD at institutions of secondary and tertiary education. The paper starts off with a pilot study of the Chair for Civic Education at the University of Augsburg implicating that the knowledge of German citizens about the EU is not even adequate and that topics concerning climate change offer a high motivational potential for learning processes. Following these findings, the paper depicts a competence model sketching the cognitive and non-cognitive target dimensions combining EU-related learning and ESD. Concerning Teaching the EU at School the cognitive competence dimension is constituted by knowledge about the EU and the affective one includes attitudes towards the EU and the disposition to participate politically on EU-level. Concerning ESD the cognitive competence dimension contains the knowledge regarding critical consumption patterns and the affective one focuses on the sustainability awareness of individuals. On this basis, the paper outlines the legislation of the European Commission concerning plastic and plastic waste and analyses its didactical potential for EU-related learning and ESD. Concluding, the paper will introduce didactical methods for institutions of secondary and tertiary learning. On the one hand, a model game covering the export of plastic waste by the EU constitutes a long-serving method of civic education. On the other hand, the production of explanatory videos is depicted as a possibility for civic education not to miss the boat to digital learning.

## ***21. European Identity - A Success Story? - The Depiction of The Eu In European Election Posters in Germany 1979/1984 And the European Identity In 2019 [WORKSHOP]***

Andreas Brunold & Ulrich Kerscher, University of Augsburg, Germany

**ABSTRACT:** Targeting at a critical discourse analysis, the first part of the workshop focuses on the interactive analysis of six election posters published by German political parties during their election campaigns for the European Elections of 1979 and 1984. The election poster analysis generally aims at the evaluation of the EU conveyed by the political parties in the posters. The workshop also pays special attention to the design media used to either construct a European or national identity, the historical context of the election posters and the aesthetics of reception on the part of the casual beholder. Against this background, the second part of the workshop draws on the didactical potential of these election posters for civic education in general and more particularly for EU-related learning beyond the analysis of the posters itself. As an example, the workshop introduces a questionnaire evaluating the cognitive and affective assessment of the European Union by citizens in the present. The election posters function as visual impulses and thematic anchor points for the questionnaire. The third part encompasses the presentation and discussion of a study based on the election posters and the questionnaire introduced before. The study was conducted by the chair for Civic Education of the University of Augsburg in the run-up to the European Election 2019. Generally speaking, forty years after the first European elections, the study points to a decreasing European identity concerning people younger than thirty years among others.

## ***22. From the classroom to real world action: how students from Mountain Ash Community School changed their community through the First Give programme***

Louise Searle & David Church, First Give, United Kingdom

**ABSTRACT:** This paper explores how educational programmes can inspire young people in secondary schools across England and Wales to affect real world, positive change through community based social action. The authors will outline recent policy developments in Character Education, the recent Ofsted framework and the new Welsh curriculum. They will detail the opportunities and challenges these presents given the lack of resource currently available within the state school system. They will then outline First Give's unique approach which works in partnership with schools through the provision of a framework and resources which support teachers to inspire students to engage in social action for the benefit of their communities. The second part of the paper is a case study detailing the impact of the First Give programme at Mountain Ash Comprehensive School (MACS) which is situated near the village of Penrhiwceiber, South Wales. The ward of

Penrhiwceiber has the highest official rate of child poverty in Wales at 49%. Decades ago, the local mining community funded the construction and running of a micro-community venture, Lee Gardens Pool. With the closure of the minefields, the pool fell into disrepair and was closed down. In 2019, a group of students at MACS represented Lee Gardens Pool while on the First Give programme. Inspired by the lessons learned on First Give, the students eventually raised over £3,000 for this hyper-local cause through social action, transforming the local community and developing their own confidence and skills. The paper will be co-presented by the Director of First Give, Louisa Searle as well as representatives from MACS including the students themselves and their teacher David Church. Together, the authors will reflect on the unique ways in which educators, charities and young people can affect transformative change in our communities.

### ***23. Better life needs and community identity: Exploration of Chinese Civic Education***

Yan Liu, Peking University, China

**ABSTRACT:** According to demand theory, community identity is based on meeting the inherent needs of individuals. In contemporary China, this is categorized as the need for a better life. As president Xi Jinping says, as socialism with Chinese characteristics has entered a new era, the principal contradiction facing Chinese society has evolved. What we now face is the contradiction between unbalanced and inadequate development and the people's ever-growing needs for a better life. Better life needs have provided ideas and clues for Chinese civic education in terms of constructing a community identity and cultivating active citizens. Community not only provide individuals with material conditions, but also create emotional and spiritual belongings. Better life needs mainly refer to spiritual life. Promoting social values transformed into individual values is an important aspect of community identity, which depends on the satisfaction of spiritual life needs. Civic education has the responsibility to meet individual's spiritual life needs, so individual's better life needs can be satisfied and community identity can be achieved. This process contains: constructing identity, cultivating individual's spiritual character, fostering social common ideals and promoting people's all-round development. These four aspects are important contents in training modern active citizens too. Civic education should not only meet individual's better life needs, but also guide their better life needs to a higher level. More importantly, civic education needs to help individuals realize that only better spiritual life and all-round development can truly achieve a better life. Better life is not only community's commitment to citizens but also individual's contribution to society. Therefore, civic education should encourage individuals to create their better lives through continuous efforts. In this case, the need of cultivating modern active citizens can be achieved at the same time.

## ***24. Learning the principles of European citizenship to combat discrimination and racism***

Asimina Bouchagier, University of Patras, Greece

**ABSTRACT:** The cooperation between the Member States of the European Union clearly indicates that complex social and economic problems, the states might face, can eventually be solved. Cooperation does not constitute the elimination of the unique cultural and linguistic identity of each country. On the contrary, many policies of the European Union highlight the various regional characteristics and richness of European traditions and cultures. Teachers in modern Greek schools are required to teach pupils about the definition of citizenship and its extent at every level from local to European and global since the citizen of a member state of EU also has European citizenship. European citizenship awards the citizens with two (among others) main benefits, the freedom of movement and residence and protection from discrimination on any grounds including nationality, principles which are connected with the value of solidarity on the grounds of social justice which is a basic foundation of EU. So, taking all these factors into account, in late fall 2019, an intervention project was conducted in the suburbs of Patras Greece and primary school pupils of 5th and 6th grade, participated. Our intervention was conducted following Action Research principles. Our tool was group experiential exercises, which aimed to educate students about the basic principles of the European citizenship. Through these principles, students become aware of discrimination and racism and become members of a society such as the European, which respects and accepts diversity. The experiential activities were adapted to the age and level of the students. In this presentation our findings will be presented and discussed with the hope that we can contribute to the academic discussion about how pupils in the future will become great European citizens showing respect to diversity issues. Samples of the students' work and dialogues will be also presented.

## ***25. Measurability of democracy awareness, participation and education for sustainable development in the subject "political education" - a questionnaire for all German schools abroad***

Andreas Brunold & Sophie Helminger, University of Augsburg, Germany

**ABSTRACT:** The qualitative questionnaire presented in this paper was developed as part of a research project investigating the practical implementation of the subject "political education" at 140 recognised German schools abroad. In the course of this survey, the subject-specific teachers who are employed at the German schools located all over the world are questioned with the help of various items with regard to their self-efficacy as well as the content and design of their teaching and everyday school life in general. The aim of this survey is on the one hand to find out to what extent current teaching practice is designed to promote values such as democracy, participation and education for sustainable development of pupils. On the other

hand, it will be examined whether the locations of the schools abroad have a direct influence on the content to be conveyed and thus on teaching practice. The paper will explain the structure of the questionnaire survey and selected scientific findings on which it is based. Since the schools abroad are advised by the Federal Republic of Germany, supported by qualified teachers from Germany and financially supported, they must ensure that they promote in their curricula values such as democracy, participation and education for sustainable development in favour of their pupils.

## ***26. An Inquiry into the Theoretical Forms of Intercultural Citizenship and the Empirical Evidence in CLIL Contexts***

Monica Oprea, West University of Timișoara, Romania

**ABSTRACT:** The paper proposes an account into the concept of intercultural citizenship, its theoretical development in connection to CLIL (Content and Language Integrated Learning) contexts and the empirical evidence brought in favour of developing it into the classroom. Why CLIL? Because these are types of programmes which have proved their efficacy in the teaching of English. Because they focus on content and language at the same time and offer many opportunities for exploring a diversity of topics. Because the exploration of topics related to other cultures brings about the development of intercultural competences. Byram (2008, 2014) proposes the introduction of the concept of intercultural citizenship into the English language classrooms as well, insisting on the aspects connected to the development of citizenship, the focus on critical skills, the study of social topics and the connection / involvement into the real world. Mayer et al. (2015) also contributes with what he calls “the pluriliterate citizen” in CLIL, the aims being linguistic and intercultural. Regarding the empirical studies inquiring into intercultural citizenship in the English classroom there are only a few examples: a CLIL project carried out and researched by Porto (2018), some projects by the same researcher in EFL (English as a foreign language) contexts (2014, 2016), Porto et al. (2017) and some relating it to ELF (English as lingua franca), Baker (2011, 2015). The empirical part of the paper proposes the discovery of intercultural citizenship elements (intercultural awareness, ICC - intercultural communicative competence) in a CLIL classroom in a school in Vienna, students aged 15/16. The approach will be a qualitative one, involving document analysis (the syllabus, textbooks), class observations, discussions with teachers and a focus group, all followed by qualitative content analysis.

## ***27. Social Innovation Education: Evaluating the impact on student's emotional, cognitive, behavioural and agentic engagement***

Irene Kalemaki, Ioanna Garefi, Ivan Diego, & Catherine Brentall, Stimuli for Social Change Greece; Ready Unlimited, UK

**ABSTRACT:** This paper presents the findings of the H2020 NEMESIS project that aims to design, test and validate a consolidated approach for embedding Social Innovation in Education. Social Innovation Education (SIE) is a new approach that aims to empower students for a more democratic and sustainable society. Conceptually wise, it is situated in the intersection of Enterprise Education and Citizenship Education as it combines action with activism, personal development with collective efficacy, entrepreneurial mindsets with democratic values and individual competences with collective competences. During academic year 2018-19, eight schools from five countries participated in NEMESIS by involving 56 teachers, 1030 students and 69 community members in a variety of SIE approaches. This paper reports on these attempts and discusses the educational philosophy underlying them with a focus on analyzing their impact on students. Data were extracted through focus groups, interviews, classroom observations and students written narratives. Research findings suggested that SIE enforces personal and community development by uniting students, teachers, parents and community members on a new basis of collective problem-solving towards influencing positive change. This has generated positive outcomes for students in terms of emotional, cognitive, behavioural and agentic engagement. Emotional engagement was increased because student's voice was heard, valued and acted upon. Cognitive engagement was improved as SIE enabled students to take ownership of their ideas to drive their projects forward. Behavioral engagement was also improved as a result of the collective relationships that were built between students, teachers and community. Finally, students increased their agentic engagement and became proactive which was connected to the strong sense of ownership and enthusiasm developed during collective efforts to achieve change.

## *28. Developing a framework to analyse how teachers conceptualize citizenship and human rights: a comparative analysis of citizenship education and human rights education*

Chika Hosoda, University of York, United Kingdom

**ABSTRACT:** This study aims to illustrate teachers' perception of citizenship and human rights. The thesis will offer an insight about how citizenship and human rights are conceptualized and related to their teaching practice. The aim of this study is to identify shared aspects as well as differences between citizenship education and human rights education. The findings will lead to a development of the methodology for the thesis. With a cosmopolitan perspective, citizenship education is about learning to be a citizen of world community who can contribute to democracy and justice at national, local, and global levels. In this sense, citizenship education is informed by provisions of human rights. However, citizenship and human rights could be conceptually distinct and possibly incompatible. One could argue, as Crick and Kiwan, that citizenship education is about learning and

acquiring political literacy for democracy as a national in a state rather than as a member of global community.

### ***29. Artistic practices, community and citizenship: comparative study***

Susana Gonçalves, Andri Savva & Riitta Korhonen, Polytechnic of Coimbra, University of Cyprus, University of Turku, Portugal, Cyprus and Finland

**ABSTRACT:** The premise that art can play a role in shaping a more sustainable society is commonly accepted nowadays. But is this role mainly in the cultural dimension or is it spread also through the other dimensions of sustainability (the social, the economical and the ecological)? With a range of case studies, our paper presents a research aimed at bringing some comprehensibility to this question and a more intelligible approach to the role of art in today's society. The comparative study presented in this paper departs from a theoretical approach to the specificity of the connections of art with culture and worldviews and relevant dimensions of social life such as politics, business and education, ethics and citizenship, as well. The rationale for this research shifts from the view of art as form to a more social perspective of art as experience in context, thus, emphasising human actions and democratic processes and communication. This framework values the power of representation, the formation of identities, society structures and the diverse cultural contexts including artistic tangible and intangible patrimony. A selection of case studies, mostly European (Portuguese, Cypriot and Finnish) which have been picked up from community (involving groups like refugees, minorities, at risk women, children or youth...), social organizations and schools enables us to understand the role that art is playing today in society and diverse social settings. The study cases chosen will lead to a discussion of the basic qualities of art in today's society, and the value that art can play as a mean for social transformation, the development of critical minds, deliberation and active citizenship.

### ***30. A study of critical thinking of citizens from the perspective of human nature and its educational enlightenment***

Ning Li, Peking University, China

**ABSTRACT:** Critical thinking is a kind of thinking that determines what to believe and what to do through understanding, questioning, verification, reasoning and other inquiry activities. In order to evaluate the educational function of critical thinking reasonably, it is necessary to examine it from different perspectives, including the perspective of human nature. People are rational, critical thinking is the concentrated embodiment of rationality, and helps people to form the virtue related to rationality; people are not completely rational, critical thinking helps to overcome the weakness of human cognition; rationality itself is also "incomplete", which means that critical thinking itself has limitations. The cultivation of critical

thinking can promote people's rationality and bring about a moving all-round development; overemphasis on critical thinking may lead to some biases, and the development of critical thinking must be carried out in coordination with the cultivation of other aspects of people's quality.

### ***31. The Development of the Digital Citizenship through Education***

Anastasia Koutsandrea, University of Patras, Greece

**ABSTRACT:** The concept of Citizenship is a socio-political term which, depending on the circumstances and social developments, acquires a different meaning. Starting from Greek philosophy, Aristotle defines man as a political being, by nature destined to transmit a form of legal social coexistence and organization, with the aim of welfare of himself and of the city. Later, the concept of Citizenship is perceived as a status given by the state to independent individuals who act rationally in pursuit of their personal goals, with the latter securing equal rights before the law (Jones & Gaventa, 2002). It is sometimes described as an identity linked to a sense of belonging and the network of relationships that develop between members of a community (Jochun et al., 2005). In the context of Globalization and rapid technological developments, modern society is coming to differentiate the traditional concept of Citizenship by introducing the term "Digital Citizenship". In particular, Hobbs and Jensen (2009) define digital citizenship as those skills and knowledge that are necessary for the individual to be able to function effectively in an increasingly demanding social media environment, in which the separation of the public from the private sphere remains invisible, highlighting new ethical challenges and at the same time a diverse array of opportunities across the population that is in the immediate and daily contact with new technologies. Future research would be interesting to investigate to what extent teachers and curricula in Greece, help young people acquire these skills by making them active citizens of the digital age

### ***32. Shared experiences of migration in social media-based communities***

Emma Hall, University of Malmö, Sweden

**ABSTRACT:** In my ongoing PhD-project I explore how "unaccompanied" youth narrate their experiences of being in migration. In the study, social media-based communities stand out as important sites for the struggle for political and social rights for and with "unaccompanied" minors in Sweden. Social media is thus regarded as an arena for communicating experiences that are not visible elsewhere, in line with the concept of digital democracy. Social media is also an arena where an interplay between the individual experience and the inherent social aspects of migration is made possible. Mediated witnessing is regarded as a key concept in the study, understood as a dialogical practice between different actors. The aim of the

study is to explore the social movement for and with “unaccompanied” minors, by investigating three social media-sites using oral history and netnography as combined methods. The study’s main objectives are to explore how individual experiences of being in migration are shared and used in three social media-based communities and how this produce, reproduce and challenge existing subjectivities. The analysis suggests that when individual experiences are shared on social media, they can receive recognition by others and make up important ingredients in the political and social movement for and with the “unaccompanied” minors. The analysis further suggests that the social media-based communities provide a democratic arena where “unaccompanied” minors can draw upon their experiences to challenge the prevailing migration policies and existing identities.

### ***33. The accreditation of citizenship in Greece: comparison with other European countries***

Stavroula Lampropoulou & Giorgos Nikolaou, University of Patras, Greece

**ABSTRACT:** The timeless presence of the migratory phenomenon is an integral part of any organized society. In the Greek reality of the 21st century, immigration is a social phenomenon with a significant impact on the social, economic, political and cultural life. The management of the aforementioned social phenomenon concerns largely the European Union, with the ultimate goal of finding a common policy regarding the integration of immigrants into society. However, it is a field in which it cannot be heavily involved. Citizenship constitutes a field of debate, which falls exclusively within the competence of the Member States. This paper attempts a critical overview of the criteria that were used to impart Greek citizenship during the 21st century. For a fuller understanding of the status of the Greek citizen it is advisable to cite the policies adopted by other European countries. Each state adopts different citizenship strategies, which are related to its ideological background, its law, as well as its long-standing practices. In any case, citizenship is inextricably linked with the sense of exclusion. It constitutes an indispensable tool, which the state utilizes it, sometimes to include it and sometimes to exclude from the community. In particular, people who do not meet certain criteria are excluded from citizenship of the state. The study of the legislative texts reveals the criteria which were selected for the accreditation of citizenship in Greece during the course of history. Criteria such as language, religion, locality, belief, origin are some examples of legislative tools used in the Greek reality so far. The undisputed commitment to the criterion of origin and the law of blood for the accreditation of citizenship raises vital problems in the Greek reality. An exception are the 2010 and 2015 legislative reforms that reveal the Greek society's attempt to modernize the Greek accreditation of citizenship.

### ***34. Drama education in citizenship/social studies education in Japan: Case study on social studies unit in third grade of elementary school***

Norio Ikeno, Hiroshima University, Japan

**ABSTRACT:** In citizenship/social studies education in Japan usually the drama education is not used. Indeed, it is sometimes. But broadly interpreting it as drama method, citizenship/social studies education uses on many times. The unit of social studies education performed in Tsukuba University Elementary School, Tokyo by Ken Yuizono in 2018. Yuizono gave the title of the Unit “Koizumi Bokujo (pasture)” (Yuizono 2019). Students in his class went to Bokujo on four different times, researched and made and played the drama “Koizumi Bokujo (pasture).” In this unit, we examine what learning was performed in this unit given by Yuizono and discuss and play what learning spaces existed during the learning.

### ***35. Building collaborations in communities for citizenship education of youth at risks***

Sun Young Park, Korea National Sport University, South Korea

**ABSTRACT:** There are more than 200 numbers of specialized youth centres for young people who dropped out from formal schooling and the numbers of dropped out young people are getting increased in South Korea. Further, young people who are not in education or in training have higher possibilities of becoming youth at risks. In order to protect youth at risk and promote social inclusion, the government fully support management of the specialized youth centres. However, most of the programmes in the youth centres are mainly about career education as well as alternative academic classes. Even though each young person should learn and practice one’s rights and responsibilities as a citizen, youth at risk have seldom opportunities for development of their citizenship. Therefore, the aims of this study were firstly to find out the realities of youth at risks to meet their needs in terms of citizenship. Secondly, this study looks for the effective ways of collaborations with communities for the provision of citizenship education for youth at risks. As conclusion, this study will suggest how to develop citizenship education policy for the collaborations of citizenship provision especially youth at risks.

### ***36. Moderated Mediation of Ethnicity on the Relationship between Online Participation, Civic Engagement and Identity of Hong Kong Ethnic Minority Students - A Mixed Methods Approach***

Ki Keith Chan & Kerry J. Kennedy, The Educational University of Hong Kong, (HK)

**ABSTRACT:** Context: This study examines the moderated mediation of ethnicity on the relationship among online participation, civic engagement and identity of ethnic minority (EM) students in Hong Kong secondary schools. The study aims to

investigate the citizenship issues related to EM students in the new online environment, and what are the moderated mediation effects of ethnicity on the relationship. Theory and Methodology: A mixed methods study with exploratory sequential approach was applied to address the research question in depth. This approach was able to further exploring the relationship between the three dimensions by analyzing the results of survey and interview sequentially. The purposeful stratified method had been applied as sampling strategy to collect data (n=430) from five selected secondary schools and two community centres which had EM students. In addition, there were also 12 focus group interviews to be conducted in four community centres for qualitative data collection. Results and Conclusions: The results of moderated mediation effects for ethnicity is consistent with the recent phenomenon of increasing EM population in Hong Kong. The effects of being ethnic minority on the relationship between online participation, civic engagement and identity are positive, both directly and indirectly via ethnicity by gender, age, education level, and internet exposure. Developed themes are compared, and contrasted, and linked to theories by the mixed methods to draw the findings that have implications for policy and practice in connection with EM students, their citizenship engagement, identity and role of online participation.

### ***37. Cosmopolitan education in South African schools and its impact on teaching and learning***

Hortense Frances Smuts, Stellenbosch University, South Africa

ABSTRACT: South Africa became a democratic state in 1994 after years of racial segregation and discrimination. Although freedom, equality and justice have been accentuated through the Constitution and Bill of Rights, it seems as if higher education is being mandated to ensure greater equality, liberty and a move towards just pedagogical practices. In order to contribute to enhancing the pedagogical actions within higher education, it is my contention that our students gaining access to universities in the country, should be educated already in schools towards democratic action. In other words, we should not only educate our learners to be free, responsible and active citizens of South Africa, but also to form part of the universe of all human beings. Cosmopolitanism generally rests on the common premise that the individual human being is the ultimate free unit of moral concern and is “owed equal concern and respect” (Wiens, 2017: 95). This paper explores how cosmopolitan education effects teaching and learning, through a post-structuralist lens. The argument is that being free and open minded will have an influence on people’s identity, perspectives and citizenship. But this is only possible once the individual is established and comfortable in him/herself. Dewey describes cosmopolitanism as the “readiness to learn from life” (Dewey in Hansen. 2009: 126). Freely exploring the unknown can lead to new possibilities, empowering us to see the world in a new way and to become part of the community; as Nussbaum describes it, ‘the city of the world’. In this paper, we examine the implications of

cosmopolitanism on democratic practices in schools. In the main, this paper examines how a notion of cosmopolitan education in schools in South Africa can cultivate learners in schools who present themselves as reflexive beings able to respond to major political challenges in a post-apartheid South Africa.

***38. An initial study of how schools become Vision Schools: The links between Holocaust education and responsible citizenship***

Paula Cowan, Yonah Matemba, Andrew Killen, Catriona Oates, Susan Henderson-Bone & Henry Maitles, University of the West of Scotland, United Kingdom

**ABSTRACT:** Launched in 2017, Vision Schools Scotland is a unique national schools' initiative that accredits schools that embed the principles of Scotland's curriculum, whose priorities include responsible citizenship, in its encouragement of effective and sustained school-based Holocaust Education (Cowan and Jones, 2019). The purpose of this paper is to further understand how schools become Vision Schools in Holocaust Education, with a particular focus on responsible citizenship.

**39-41 SYMPOSIUM TITLE:**

Citizenship education in the context of countering violent extremism (CVE) in schools.

***39. Policy makers in England have different understandings about the role of Citizenship education in countering extremism and building communities. Does it matter?***

Liz Moore, Association for Citizenship Teaching, United Kingdom

**ABSTRACT:** Since the Stephen Lawrence Inquiry in the late 1990's, the role of Citizenship education has been discussed as part of the education policy response to countering discrimination, violence and extremism in the UK and building more inclusive communities. Twenty years on, we find reports of hate crime are on the rise and the spotlight is back on highly public incidents of racism and discrimination in society. Following the most recent developments under the Prevent Policy Agenda and the apparent 'policy pause' following publication of the Integrated Communities Strategy, there appears to be different and competing takes among policy makers about the role of Citizenship education in supporting the development of inclusive communities and countering extremism through education. The current government has focused resources on youth 'social mixing', and building digital literacy to stay safe and be resilient to extremist narratives, rather than building essential knowledge and skills to think critically and understand democracy, equality, rights and diversity in communities. This paper

considers whether these apparently disparate views have hindered the effect of Citizenship education, causing confusion and uncertainty about the purpose and nature of the subject or whether the simple fact that government departments are engaged again, is a positive. This paper:

- Briefly considers how education policy for Citizenship education has developed over time
- Discusses the current context for Citizenship education in schools and its role in countering extremism and building communities using learning from recent ACT government funded projects
- Considers specific examples of how current government policy priorities may have confused and hindered the impact of Citizenship education in schools. As such it considers CVE Education policy from a government perspective. Subsequent papers in this symposium consider other aspects of policy enactment (Ball et al., 2012).

#### ***40. What resources does the UK government promote for CVE in schools?***

Hans Svennevig & Alex Elwick, University College London, United Kingdom

**ABSTRACT:** The Educate Against Hate (EAH) website (DfE on-line) has been developed by the Department for Education and the Home Office ‘to provide practical advice, support and resources to protect children from extremism and radicalisation.’ Taking our cue from the work of Davies et al. (2019) examining how political literacy is presented in textbooks and from Ford (2019) who examined how textbooks discuss terrorism and extremism, this paper examines a range of resources available on the EAH website. Our primary objective was to examine the materials promoted by the government to consider how they interpreted the Prevent duty and enacted this policy. We considered the balance they struck between ‘casework’ and ‘awareness-raising’ (Ragazzi and Walmsley, 2019); and the extent to which they engaged with the kinds of issues highlighted by school students themselves (as discussed in Jerome and Elwick, 2018). Our analysis reveals a tendency towards simplistic counter-narratives, which sometimes adopt propagandistic strategies to influence young people. Resources also reflect unconscious biases towards ‘suspect communities’ and often avoid explicit engagement with the core issues of terrorism or extremism. We argue that these resources are unlikely to meet the needs of students, and may well be counter-productive if used in the classroom. This paper makes a contribution to our understanding of how policy is enacted by national government, through the construction of ‘good practice’ and ‘expertise’ (Lundie, 2017).

## ***41. Promoting or deliberating the fundamental British values?***

Lee Jerome & Anna Liddle, Middlesex University, University of York, United Kingdom

**ABSTRACT:** Deliberative talk is at the heart of citizenship theory and practice. Democracies thrive with vibrant and diverse public spaces where ideas can be discussed and tested; and this means citizens should be willing and able to engage in various forms of political talk. A recent government funded initiative, The Deliberative Classroom, seeks to promote deliberative forms of talk in classrooms, so that young people can develop the skills and knowledge to enable them to engage in sustained exploration of the fundamental British values (FBV) – democracy, liberty, the rule of law and toleration. This paper will examine the extent to which the programme encourages deliberation and the ways in which young people understand and use the conceptual knowledge which underpins the FBVs. Transcripts of classroom talk have been analysed in two distinct ways: (i) we employ methods from Mercer (1995) to consider the nature of individual utterances, the ways in which students take turns, and the types of thinking evident in chains of utterances; (ii) we consider the ways in which students have understood and used the substantive concepts of rights, freedom and toleration. This paper makes a further contribution to our understanding of policy in this area by exploring some of the ways in which policy is enacted in the classroom, and starts to examine some of the impacts of policy on young people.

## ***42. Measuring the Impact of Social Innovation Education on Student's Competence Development***

Erini Kalemaki, Sofia Kantsiou, & Jennifer Wall, Stimuli for Social Change, Greece

**ABSTRACT:** Harnessing students' competences for becoming socially proactive, empowered, responsible and engaged citizens is of the essence for building the next generation of changemakers. Through this paper abstract, the work of the H2020 NEMESIS project is presented. This work focuses on co-creating, testing and validating, together with schools, an educational model that seeks to embed Social Innovation Education (SIE) in European primary and secondary schools. During the previous academic year, 8 schools from 5 European countries involving 56 teachers, 1030 students and 69 external stakeholders, experimented with different approaches for applying SIE in their settings. As a result, the impact of their efforts towards the cultivation and progression of students' social innovation (SI) competences is briefly captured herein. The evaluation strategy followed was informed by a realist approach going beyond synthesizing "what happened" and towards understanding "why it happened". Focus groups with 80 people from 5 EU countries, an online survey to 206 students, students' narratives including short stories and drawings generated rich and useful insights for measuring the impact of SIE on the development and progression of students' competences. Research findings showed

that students progressed in all 14 SI competences through their involvement in the different activities, a fact that is attributed to the model's three underpinning principles:1) the student-centered approach; rendering students active and self-determined producers of their own learning,2) the co-creation process; fostering intergenerational interactions and also,3) the transformative social action whereby students are able to witness the impact they are bringing about with their projects. These initial findings have the potential to raise the profile and dynamics of the under investigated field of SIE and encourage its embeddedness in more schools around Europe.

#### ***43. Review of Greek legislation on intercultural education***

Nefeli Kikira, Aikaterina Kangia & Giorgos Nikolaou, University of Patras, Greece

**ABSTRACT:** This paper studies the legislation on intercultural education in Greece, from its inception until 2019. Initially, laws, circulars, presidential decrees and ministerial decisions from 1985 to date are listed in chronological order in order to highlight the evolution of intercultural education and the perspective of the government on this issue. The first report relates to repatriated Greek and foreign students, but with the aim of one-sided and assimilated education. Finally, with a view to adapting Greek legislation to the European Council Directives, refugees are explicitly referred to and education is being transformed into intercultural.

#### ***44. Religious Education in the Modern Greek Multicultural School***

Alexia Falseta, University of Patras, Greece

**ABSTRACT:** Schools at a Crossroads: Religious Education in the modern Greek multicultural school Greek schools are clearly at a crossroads given the intense socio-political changes in Greece in recent decades have led to a change in the composition of the population of society and hence of the school class. The school is now characterized as multicultural, as it is heterogeneous in every field and especially in the field of religion. Religious diversity is strongly displayed daily in the classroom, making it clear that the Religious Education in its old form has no place in modern school, as it does not correspond to the social and educational circumstances. The Religious Education acquires an intercultural dimension and is directly related to intercultural education as it can sensitize the student to issues such as: diversity of cultures, acceptance and respect for the religion of others. In this presentation we will present the issues that led to the curriculum reform as well as its ability to be taught interculturally as well as diathematically. The new curriculum of Religious Education that was piloted in 2011 and has been implemented thereafter aims at enhancing intercultural awareness and respect for "others".

#### ***45. Political Literacy in Citizenship Education: A comparative Analysis of Curriculum in Japan and England [POSTER]***

Maria Matsuda, University of Tsukuba, Japan

**ABSTRACT:** One of the most recent advances Japan has performed, from a policy perspective, to promote “Citizenship Education” to high school students was the enactment of the amendment law to lower the minimum voting age to 18 years old in 2015. Now policymakers in Japan are fighting for further advancement by depoliticizing its school education curriculum (Kodama, 2016). England is a prime example for Japan to approach citizenship education. Citizenship education has been a part of the national curriculum in England since 2002. This curriculum was based on the Crick Report published in 1998, which highlighted the importance of political literacy (Crick, 1998).

This study investigates the forms of political literacy found in Japan and England, and clarifies how each country has made efforts in promoting political literacy as a learning process. In this presentation, political literacy is defined as understanding controversial issues and how to make a decision in public life at any context through knowledge, skills and values based on the Crick Report (Crick, 1998). Comparative analysis is applied to the national curriculum for 2007 and 2014 in England. Additionally, two national curriculums of Japan are also referred. The focused age group is the upper secondary level.

Through the analysis, it is found that Japan focuses not only on learning the political system, such as voting, but also the process of consensus forming through knowledge and skills. Similarly, England puts emphasis on knowledge of the political system and skills. However, its learning process of consensus forming, through the use of research and persuasion skills to enable joint problem solving, is different from Japan. In conclusion, it is evident that political literacy is necessary to become a member of society, but the method of cultivation is not clearly defined in the national curriculums of both countries.

#### ***46. Do "Liberal Studies" encourage Hong Kong youth's political movements participation? A research based on textbook content analysis and interview***

Xingxing Wang, The Education University of Hong Kong, Hong Kong

**ABSTRACT:** Since June this year, Hong Kong people have launched series ongoing protests for more than half a year to oppose the establishment of an extradition agreement with China. These movements are more directly aimed at the Hong Kong SAR government and the Chinese central government than ever before. The youth group in Hong Kong is still the main force of this movement. As a result, the long-controversial civic education curriculum, "Liberal Studies", has once again been pushed to the forefront, accused of encouraging Hong Kong young students to take

part in political movements. The purpose of this study is to analyze whether and to what extent this accusation is true. First of all, this study deploys grounded theory to analyze the contents of the textbooks of "Liberal Studies" published by the education authorities and non-official commercial publishers in Hong Kong. Then makes an in-depth comparative analysis of the two kinds of teaching materials in order to examine their different narrative of the mainland China, the Chinese government, mainlanders, Sino-Hong Kong relations and political participation, and to explore the differences between official and unofficial narratives. Secondly, this study also interviews Hong Kong students who have experienced Liberal Studies to analyze the impact of it on their political attitude and political participation. This study will contribute to an objective and in-depth understanding of the differences between official and unofficial political attitudes reflected by the Liberal Studies, as well as its impact on young students' political participation.

#### ***47. Using a literary text to encourage cross-cultural dialogue about citizenship among young people: an ethical perspective***

Amanda Naylor, Ghazal Syed, Nicholas McGuinn, Hege Emma Rimmereide, & Zoltan Varga, University of York, University of Sindh (Pakistan), Western Norway University of Applied Sciences

**ABSTRACT:** Using William Golding's *Lord of the Flies* as a stimulus, researchers from Norway, Pakistan and the United Kingdom explored the potential of a literary text to encourage intercultural dialogue about citizenship. The research question answered in this study was, "How do students in different contexts connect, respond to and discuss *Lord of the Flies* through an online exchange?" Literature Circles in the classrooms and Google Document Groups online with peers from other partnering countries were used to provide a platform for asynchronous online exchange over a literary text between three cohorts of students in higher education. The students' chats on the Google Documents were analysed thematically. Our analysis of the data suggests that students made explicit connections to the need of rules in society connecting the novel to their own society. It was further observed that students made ethical interpretations of the novel. We contend that this research can contribute original and significant insights to the literature on teaching citizenship through literary texts such as the relationship between text choice and context, models of international collaboration at higher education level and contrasting approaches towards citizenship and reading.

#### ***48. Subject Teaching in the Social Sciences and Literacy Practices in Multilingual Classrooms - Challenges for Active Citizenship among Young People today***

Cecilia Axelsson Yngveus & Bodil Liljefors Persson, University of Malmö, Sweden

**ABSTRACT:** This research project aims to study how the disciplinary literacy of the social-science subjects of history, religious education, civics and geography can be identified and employed for developing effective teaching strategies in multilingual classrooms to strengthen the student's subject knowledge. It is part of a Research Program at Malmö University that started in 2018. This project will also impact on the student's possibilities to interact both in school, and outside in their everyday life in society, and thus is of importance for active citizenship among young people of today. Theoretical perspectives from disciplinary literacy as well as the theoretical concepts of teaching-learning circles, scaffolding and translanguaging are central in this research project. The project is also focusing on subject-specific linguistic patterns that organize and communicate subject knowledge. These patterns reflect the modes of thinking and epistemology of the subjects. (Goldman et al 2016, Shanahan and Shanahan 2012, 2008, Creese and Blackledge 2010, Haijer and Mestringa 2014). One important question is: -What specific literacy challenges can be identified in subject teaching in the social sciences-field in multilingual classrooms? The project also includes teachings for newly arrived young people in preparatory education. The project uses multiple methods such as workshops with teachers, classroom observations and questionnaires and interviews with teacher students during their education. In this paper some of the results from these studies will be presented. In the coming year we will also start a research circle that joins researchers, teachers and teacher students around questions of how to transform subject literacy into teaching practices. We expect that results from the project will have an impact on how teachers can support each student from their starting point, developing their subject knowledge regardless of linguistic background.

#### ***49. Education in Values by Persona Dolls Method [POSTER]***

Šárka Popelková, Czech Republic

**ABSTRACT:** It is important to follow up education in values in elementary school. Values have huge meaning in education of young children (Barlow, 2007). The poster deals with the Persona Dolls method (Azun, Enßlin, Krause, & Wagner, 2009). This method is introduced to enable teachers to work with prejudices of young children. The poster firstly describes the main characteristics of the Persona Dolls method. The research of using the Persona dolls method is explained in the second part of the poster. It is based on the action research according to the Korthagen cycle ALACT. The research was realised for two years at Czech school with one class (30 pupils). The results of the research will be introduced in the final part of the poster. It turned out that children look forward for visit of my Persona Doll Sarah. It was

very easy for children to create relationship with my Persona Doll. It was difficult for children to be concentrate all the time of the interview with Sarah. It was researched a few ways how to improve children's concentration. Research results show us that Persona Dolls method can be an effective tool for the development of attitudes and values education at elementary school.

## ***50. Sustainability as a lever for innovative approaches to social development***

Aikaterini Moschopoulou & Despina Karakatsani, University of the Peloponnese, Greece

**ABSTRACT:** By recognizing humans as part of the ecosystem, establishing their harmonious coexistence with nature and ensuring the necessary environmental protection measures as essential conditions for social development (Adetunji, 2003), it is reasonable supported that Sustainability contributes not only to addressing environmental problems and reinforcing social transformations (Paraskevopoulos & Korfiatis, 2003) but also to the approach of "wicked problems" ("W.P.") which are included in the social sciences. The term "W.P." has been used by other investigators to describe problems that result in a high degree of uncertainty and are characterized by a high level of endogenous ambiguity, regulatory conflict and ambiguity with multiple criteria for evaluating the proposed solutions (Jonassen, 1997a cited in Lönngren & Svanström, 2015: 1- 2). In this context, systems science in recent literature is disputed, according to Turner, R., J. & Baker, M., R. (2019), as inadequate for current research and practice requirements, thus it is adopted the complexity theory. In the present paper is differentiated the general systems theory from the complexity theory (Turner & Baker, 2019: 1), it is developed the content of the second theory, based on the literature review conducted, and it is emerged as the most suitable for the management of "W.P.". Consequently, Sustainability, as a system that connects nature with human beings, is increasingly understood by the theory of complex adaptive systems that respond to systemic feedback, emphasizes non-linear, causal and systemic feedbacks and it is characterized by a temporary, dynamically evolving and variously pursued, systemic balance without a priori assumptions and definitive answers (Duit & Galaz, 2008: 312).

## ***51. Do teachers of civics support students' critical thinking?***

Michaela Dvořáková, Charles University, Czech Republic

**ABSTRACT:** The paper is based on the results of a multiple case study of four civics teachers. Central research questions were: how four civics teachers conceptualize notions of good citizenship, what values are at its base and how it affects instruction? How teachers promote critical thinking of students, often cited as an important objective. Observation of lessons and interviews with teachers were analysed. The

ways in which such notions manifest in their teaching were explored and compared with civic education ideology. The outcomes showed great agreement in teachers' conceptualizations with liberal education ideology and indicate the uncertainty of teachers in promoting a critical approach.

## ***52. Global Citizenship Education Principles and Themes in Training Programmes of Future Teachers [POSTER]***

Jana Stará & Blanka Zemanová. Charles University, Czech Republic

**ABSTRACT:** Global citizenship education principles and themes implemented into training programmes of future teachers were explored by designed assessment tool and multiple methods. Content analysis of teacher training course syllabus, questionnaire survey and semi-structured interview with university teachers preparing future teachers were conducted to gather data describing which factors determine good and effective teaching contributing to social and environmental responsibility locally and globally. We verified the main influencing factor of teaching potentially contributing to global responsibility of future teachers were teaching methods and strategies empowering future teachers to take action, safe environment enabling open discussions and effective cooperation and participation of future teachers in process of their own learning.

## ***53. Disaster Volunteering and University Students' Empowerment as an Active Citizen CURRICULUM MODELS TO STUDENT VOICE***

Mayumi Hasegawa, Japan

**ABSTRACT:** After the 1995 East Hyogo Earthquake (Hanshin Awaji Earthquake), many volunteers rushed to the disaster site and this is called Volunteer Emergence Year in Japan. Since then, Japan has suffered from severe natural disasters, which lead to the systematization of disaster volunteering. The 2011 Tohoku Earthquake's damage was so great that the Ministry of Education, Culture and Sports announced all universities to make reasonable accommodation for students to do disaster volunteering. However, it is necessary to make various efforts to enable university students to participate in volunteer activities continuously. Repeated big natural disasters made a very unique support system of student disaster volunteering in Japan. Students are free to participate in any way but the participation of university students into disaster volunteering is very well organized by some NPOs and the collaborative networks of universities. Now there are several NPOs targeting students' disaster volunteering and institutions in higher education have made several networks to support each other once the big natural disaster occurs. Japan is a country with many natural disasters and it is predicted that natural disasters will increase further in the future due to climate changes. Citizenship for living in Japan requires to obtain the attitude to contribute towards the reconstruction from the

disaster. In this sense, promoting disaster volunteering contributes to empowering students to act as an active citizen and participating to disaster volunteering itself is the citizenship education.

#### ***54. Designing change: The shift in learning and research to overcome past failures***

Vanja Lozic, University of Malmö, Sweden

**ABSTRACT:** In spite of over three decades of constant transformation of education, the promises of better school results in international school surveys, educational equity and equality, school discipline, and the improvement in school leadership, teacher training and education research have not realised. The 'old school' is criticized for being out of sync with the needs of contemporary complex societies. There is an international critique of 'traditional', centralised and silo-organized education and the lack of inquiry-based analysis of 'real' problems and coherent and cooperative action-plans. In literature review and fieldworks conducted in Malmö (2018-2019), a shift in attitudes, mentality and doing things is called upon in order to overcome past failures. The argument is that schools themselves are best placed to collaboratively identify areas for improvement, and plan for and implement changes that bring about better outcomes for students. Teachers, school leaders, researchers, school-developers and teacher education are prompted to establish a culture of collaboration and a commit themselves to evaluation and improvement of their own and institutional failure. As policy-debates and practices together with educational research are increasingly moving towards change the paper contributes with knowledge on how discourses of change, mobilise schools, districts, universities and systems to rethink and de facto transform their practices and understandings. The focus is on mutual influences between discursive and performative level. The aim is to analyse the performative effects of the semantics of the shift, revolving around failure. How is the semantics of the shift utilized to leverage a redesign of teachers' practices, research and teacher education?

#### ***55. Youth Political Literacy Through Live Theatre Performance***

Miranda Duffy, University of Leeds, United Kingdom

**ABSTRACT:** Using live theatre performance to inspire confident questioning and promote youth political literacy for 9-12year olds Live theatre performance and arts-based workshops offer a rich platform to engage young people (specifically, 9-12year olds) in politics and citizenship education. My proposal is to present my creative and research work on embedding the fundamental British Value concepts of democracy and mutual respect through live theatre performances, and the rule of law through in-school workshops. I will outline how I use humour at the heart of my pedagogical approach to break down the barriers to engagement and take the P

out of 'politics'. After all, what does 'trump' mean to most 9-year olds? I will bring this work to life by discussing Rox Paper and The Scissors as a case study. Rox Paper and The Scissors is a one-hour play about democracy for 9+ year olds. In it, three candidates - autocratic school bully, Rox, head girl (rule of law) Paper, and disruptive class clown The Scissors - battle to become School President but find out the hard way that not all elections are fought fairly. At the climax of the show, the audiences are asked to vote for their preferred candidate in a process that shadows a general election. The pilot show toured to theatres and schools in Yorkshire in March 2019 and nearly 700 votes were cast. Audience feedback included: "It was interesting that they made democracy seem really fun, as I thought it was boring." My Practice Research doctoral enquiry at the University of Leeds examines the extent to which youth political literacy - specifically, basic knowledge and increased confidence in questioning skills about democracy and the rule of law - can be augmented by live theatre performance for 9-12-year-olds.

### ***56. Competing in a fair or an unfair way as a citizenship issue***

Marta Fülöp & Olena Olena Shklyaiyeva, Eötvös Loránd University, Hungary

**ABSTRACT:** There are very few studies that examine systematically how competitors cope with winning and losing, what winning and losing mean to them, how they react emotionally and behaviorally (Fülöp, 2015). The behavior of the competitors can be rule-abiding and rule breaking (cheating). There are even less studies that aimed at understanding how the experience of winning and losing differ in these cases (Fülöp, 2009). Citizens encounter a number of fair and unfair competitions in their own life and they perceive a number of such competitions in the political and business life. Our study examined how Hungarian and Chinese university students perceive these situations. The participants were presented with two scenarios describing a fair (behaving according to the rules) and unfair (cheating) competition at the workplace and asked to identify what does the winner and loser in the scenarios feel (emotional), think (cognitive), what do they do (behavioural) and what will happen with them in the future (long term effect). The respondents gave free descriptive answers. The answers were content analysed to define the differences in coping with fair and unfair competition. Based on the results the unfair situation turns the competitors against each other and makes them disengaged while the fair competition rather invokes self-related reactions and keeps the competitors engaged with each other. Implications for citizenship will be discussed: how perceived immoral/unfair competition in the society may lead to a split and disengagement among social groups.

## ***57. Active citizenship and educational strategies in Social and Political Education in Greek Primary School***

Vassiliki Pliogou & Despina Karakatsani, University of the Peloponnese, Greece

**ABSTRACT:** The school as a means of providing knowledge and as an educational area is a key factor in shaping and developing the personality of its pupils. At classroom level, democratic disagreements can be useful and educational opportunities for community building, for redesigning and building citizenship through political processes and practices. The functioning and effectiveness of the educational framework are mainly characterized by the quality, competences and skills of the executives leading the educational unit, as well as the rest of the teaching staff. Therefore, it is evident that the teachers' role is important in the process of building citizenship, in promoting democratic knowledge through active, participatory approaches as advisors and leaders. In this presentation we will focus on the analysis of the results of a qualitative research through 16 semi-structured interviews by fifth and sixth-grade primary school teachers in the urban centers of Thessaloniki and Corinth regarding the role and goals of the Social and Political Education course, their needs and their educational strategies in teaching. The study demonstrates that teachers consider the role of the Social and Political Education course very important in encouraging the active citizenship of pupils, acquiring critical thinking and democratic consciousness, developing a sense of individual responsibility and social solidarity and understanding rights and obligations of students actively involved as citizens in social processes. The following issues are going to be further analysed: The role of teachers in teaching Social and Political Education, their impact on students' perceptions and ideas as well as their educational needs and the most effective educational methods and materials.

## ***58. Greek students' perception on refugees', representation in mass media, a visual literacy educational proposal***

Eleni Sotiropoulou, Kostis Tsioumis, Ifigenia Vamvakidou, & Nikolaos Tamoutselis, Aristotle University of Thessaloniki, University of Western Macedonia, Greece

**ABSTRACT:** There are two types of theory on citizenship: normative theories that try to set out the rights and duties citizens ought to have, and empirical theories that aim to describe and explain how citizens came to possess those rights and duties. These latter types of theories aim to see current democratic, welfare states as partial manifestations and amalgamations of various aspects of the two dominant normative models. The research problem refers to preschool students' views on refugees' citizenship which should develop. The students are either of a) university level or b) of initial vocational training. The researching questions refer to (a) level of social acceptance or rejection of the refugees (b) perceived characteristics of refugee education; (c) development of social responsibility - respect for the diversity of cultures and religions; (d) development of the possibility of collective action with

refugees; e) the model of citizenship that could be developed - vertical and horizontal (Karakatsani, 2004) or passive, semi-active and active citizenship (Krzywosz-Rynkiewicz, 2018). To investigate the above issues, a mixed research method was chosen. Specifically, an optical questionnaire was developed that includes interviews with photo-elicitation interviewing techniques, as well as closed-ended Likert and classification questions. The results of the survey showed differences in the views of the two groups on the acceptance and education of refugees having to do with the different characteristics of their education and practicum and their different social experience.

### ***59. Exploring the Contextual Influence of School, Home and Community on the Development of Ethnic Minority Students' Sense of Belonging in Hong Kong***

Ming Tak Hue & Kerry J. Kennedy, The Education University of Hong Kong, HK

**ABSTRACT:** At the crossroads of globalization, international migration, diversity, multiculturalism and transnationalism, the study of the sense of belonging has become an essential research agenda in the societies of settlement. While the demographic realities differ enormously across the social contexts, various factors shape the sense of belonging among immigrants and ethnic minorities. By adopting the perspectives of social constructionism and symbolic interactionism, this study explored the contextual influences of school, home and community on the development of ethnic minority students' sense of belonging in Hong Kong. The study participants included non-Chinese students, their parents and teachers from two secondary schools that accommodate students from diverse cultural backgrounds. The qualitative data was collected through individual interviews, focus group discussions and observations. The in-depth analysis of the data revealed a host of both structural and socio-cultural factors that influenced the development of a sense of belonging among the students. While variations existed in perceiving and experiencing a sense of belonging across ethnicity and gender, the study findings highlighted the critical role of socialization contexts including school, family and community. It also underscored the importance of both the macro-level socio-political conditions and the micro-level socialization contexts that influence the development of a sense of belonging. These findings may have potential theoretical and research implications towards a comprehensive understanding of the phenomenon of sense of belonging as an essential dimension of multicultural education in the societies of settlement.

### ***60. Engagement of ethnic minorities in Hong Kong's current protests***

Miron Kumar Bhowmik, Kerry J. Kennedy, & Jan Christian C. Gube, The Education University of Hong Kong, Hong Kong

**ABSTRACT:** Hong Kong has been going through a political and social turmoil since June 2019 characterized by both peaceful and violent protests. These are mainly triggered by a proposed extradition bill which would have allowed transfer of suspected criminals to the jurisdictions including Mainland China with which Hong Kong does not have an extradition arrangement. The bill was subsequently withdrawn in the face of strong protests; however, the protesters continue their actions up until now with few other demands including setting up an independent commission to investigate police brutality against protesters. This paper presents the engagement of ethnic minorities in the current protests who constitute about 8% of the total population in Hong Kong. Newspaper articles are analysed at this stage of a larger research project to gain a comprehensive understanding of how engagement of ethnic minorities in the protests are represented in popular media. The analysis of popular media articles reveals mixed findings. On the one hand, ethnic minority support for the protests is evident. On the other hand, there are reports that some ethnic minority groups were harassed and abused due to an unsubstantiated blame for their involvement in an attack on the protesters, commonly known as the Yuen Long attack, and attacking a frontline protest leader. The underlying reasons are discussed in light of their continuous experience of alienation and discrimination in a Chinese majoritarian society.

***61. Learning to Give: A critical, comprehensive, multi-disciplinary literature review about how children develop philanthropic behaviours***

Ali Body & Emily Lau, Canterbury Christ Church University, United Kingdom

**ABSTRACT:** Philanthropy, understood in its broadest sense of ‘voluntary action for social good’, plays an important role in contemporary society. Children are often perceived as both enthusiastic supporters and consumers of charity. However, to date, research and practice has overlooked how children learn to give in favour of adolescents and adult’s donor and volunteering behaviour, neglecting to pay significant attention to the role children play as donors and volunteers both in the present and the future. Defining ‘learning to give’ in the widest sense, including action to benefit others such as fundraising, gifting and volunteering for charities and causes to achieve social good, we seek to provide a multi-disciplinary, comprehensive overview of what literature and research has said to date about how children learn to give. Psychological literature suggests that children possess the intrinsic capacity to take the perspective of others, to experience complex moral emotions and to engage in prosocial behaviours during middle childhood (5-11 years old). Furthermore, psychological and education research both highlight key constructs, such as empathy, kindness, perspective taking and moral identity, how they develop and drivers that promote development. Meanwhile, education literature focuses on the practice of teaching moral, character and citizenship values within schools, and other educational settings. Exploring literature across multi-disciplinary fields, we discuss some of the principles and tensions behind different

educational approaches and how they attempt to teach values of giving alongside psychological theories of moral development and pro-social (giving) behaviours. As individual giving is in decline across the UK and many western societies, we conclude with a call to action, which seeks to re-prioritise and refocus attention in education on how children learn to give.

## ***62. Children's Decision Making through Moral Dilemmas***

Erini Vegiannis, University of Patras, Greece

**ABSTRACT:** Nowadays, education is orientated towards 21st century skills that people should have, in order to live in this world of diversity and multiculturalism and where collaboration is key. A 21st century course being argued for is collaboration, which involves interaction and people being responsible for their actions, such as learning, as well as respect for their peer's abilities and contributions. These skills form people's identity and can affect their citizenship status. One of these skills includes decision making, which is an important process that people face in their everyday life. It takes place within a specific context and is influenced by both personal perceptions and social constraints or prejudices. When talking about decision making, the person has to collect information on an issue, consider if it is individual or collaborative, identify available alternatives, values and preferences during the decision process. One of the ways researching decision making is through moral dilemmas. That refers to the way people decide between two choices that can lead to desirable or undesirable outcomes. Their significance has been noted when using them to children, as moral dilemmas help to explore the contribution of emotion, thinking and reasoning to behaviour in the decision-making process. This article presents a pilot study made in 80 students of Primary Schools of Western Greece District, who were given five moral dilemmas and were asked to choose one of the alternatives given. The results showed that gender, age and residence affect students' decisions

## ***63. Primary school teachers' perceptions of inclusion in Greek public school. The case of students with disabilities***

Panagiota Farmaki, Nikoletta Voulkoudi, & Despina Karakatsani, University of the Peloponnese, Greece

**ABSTRACT:** In recent years, the ratified Declarations of Salamanca (1994) and the UN Convention have promoted the idea of a school for all and the inclusion of students with and without disabilities, also known as inclusive education. Inclusive education aims to fully embrace the different abilities of children, to meet teachers' needs for all their learning needs, and to be treated in a non-discriminatory manner. The role of teachers in inclusive education is crucial. Teachers need to be adequately prepared so that they can manage the diversity of the classroom and respond to the

different needs of each child. The aim of this research is to explore the aims and the problems of the inclusive education of children with disabilities in Greece through the analysis of primary school teachers' ideas and perceptions. The key objective is to determine what are the teachers' attitudes and views on inclusive education and how their beliefs influence teaching strategies and students' ideas and reactions. We will present the results of our research conducted in primary schools of the Municipality of Patras and Athens using a questionnaire addressed to primary school teachers. We will distribute about 150 questionnaires and we will analyse the results of our research, the perceptions of 'inclusion and inclusive education' and especially how teachers put inclusion in practice, which are the problems and the obstacles they have in everyday school life. One of our results is that the majority of teachers seem to have a very positive idea towards inclusive education and they underline that interaction between students with and without disabilities has a very positive impact on students' performance and socialization.

#### ***64. Scholars' Conceptualization of Citizenship Education In Mainland China***

Hui Li & Ping Ren, Guangzhou University, China

**ABSTRACT:** Citizenship education only can be well understood in a specific social context. What is citizenship education in Mainland China? This paper analyzes the concept of citizenship education defined by thirty Mainland scholars from 2000 to 2020. It found that citizenship education is defined from three dimensions, and three issues are highlighted in the local conceptualization of citizenship education by Mainland China scholars: how to deal with the relationship between "national citizen" and "global citizen"; how to compatible Chinese social characteristics with world's advanced civilizations; and how to deal with the conflict between Political indoctrination and subjective education. Finally, it argued that a trinity concept of citizenship education should be constructed in Mainland China.

#### ***65. "Internet? That's an App you Can Download." Seven-Year-Old Children's Understanding of Internet and Digital Information***

Eva Wennås Brante & Robert Walldén, University of Malmö, Sweden

**ABSTRACT:** Young children in Sweden engage with media on the internet on a daily basis, both inside and outside school. Educators need to acknowledge this and support children in how to participate in digital communities but also foster children's critical awareness of the internet, including understanding that every piece of information has a sender with a specific intention. In order to establish a starting point for such education, we set out to explore children's perceptions of the internet and their understanding of the origins of information. For this purpose, we have interviewed seven-year-old children (n=23, boys=8, girls=15). The interviews

were performed in groups of three during the school day. Building on phenomenological and linguistic theories of meaning-making, we have made two different analyses of the transcripts: a content analysis to find out perceptions of the internet and a linguistic analysis to find out how children speak of the functions of internet. Thus, linguistic and psychological theories of meaning-making are combined. Results from the content analysis shows that the children understand internet as an app, as electricity or as an affordance for amusement. How information land on the internet is neither questioned nor visible for them. Results from the linguistic analysis show a preponderance of verbs from everyday life – such as switch on, put, fetch, come, place, lay – which further preclude a critical understanding of for example publisher’s intention. A few of the children also hesitantly try to formulate more abstract thoughts: what the internet is and what is meant by internet. In the era of misinformation, disinformation and fake news, educators need to take action in raising children’s awareness of how the world wide web is organized and how to be critical citizens. However, such actions must build on children’s current understanding.

## ***66. (Re)Conceptualising Kindness in Primary Education***

Alison Body, University of Kent, United Kingdom

**ABSTRACT:** Wutherow (1995) states ‘that to have a kindlier society, we must first have community service that is based on kindness’. Twenty-five years on, and the concept of kindness appears to be experiencing somewhat of a resurgence. However, Carnegie United Kingdom Trust (2019) argue that ‘while the notion of kindness is becoming accepted, there is still much to do to understand what needs to be done to make kindness more commonly part of people’s experiences in communities and in their relationships.’ Indeed, with the importance of kindness being widely recognised in education and across society, it is receiving increased research attention, practice focus and debate. Numerous community service and social action type programmes have emerged, from across private, public and voluntary sector organisations, promising to foster kindness in young children, and thus cultivate generosity and philanthropic behaviours across society. However, whilst kindness is commonly discussed ubiquitously with regards to citizenship and character focused education, there is lack of consensus on the definition of this construct across actors, and a lack of agreement in how kindness should be fostered amongst children in primary education, and indeed, to what ends. Examining how these different actors conceptualise kindness, often in service of particular agendas and ideologies, this paper considers the tensions and similarities across approaches. Reflecting on the importance and prominence of kindness as central to a cohesive civil society, this paper concludes by suggesting future implications for kindness-based programmes and considers the possibility of what a shared conceptualisation could look like.

## ***67. The Vital Role for Citizenship Educators in the Development of an Alternative Paradigm for Teacher Education***

Marcus Bhargava & Rebecca Smith, Kingston University, United Kingdom

**ABSTRACT:** This paper explores the developing notion of a 3.0 paradigm of teacher education. Proponents suggest a radical re-conceptualisation of teacher education, seen as vital in confronting the major world challenges of our time including climate change, migration, inequality and rapid technological advances (Ellis et al, 2017). A new paradigm could transform the roles played by teacher educators as well as enabling the creation of a new epistemology of teacher education developed through relationships with organisations, community groups and parents, often absent in the process of educating new teachers (Kretchmar and Zeichner, 2016). Our paper will explore the literature which conceptualises a 3.0 paradigm, highlighting those areas of greatest significance for those involved in citizenship education. In particular, we draw attention to the concepts of horizontal expertise, boundary-zones and knotworking (Zeichner, Payne and Brayko, 2015) as tools in forming the kinds of relationships needed to ensure the paradigm's success. We also make use of the findings from our own prior research around the potential role of teacher educators in this new paradigm, highlighting the clear connections to the work already undertaken by citizenship educators and teacher educators. We argue that citizenship educators must make a vital contribution to the development of the 3.0 paradigm. They have a wealth of experience of forming partnerships with community groups, they have developed pedagogical tools to help explore key issues of equality, diversity and class and, crucially, are guided by educational aims beyond the confines of the subject discipline.

## ***68. Experiencing successful intercultural communication through the lens of innovative European Programmes***

Athina Sevi, Glykeria Goula, JA Spinthourakis, & Giorgos Nikolaou, University of Patras (Greece)

**ABSTRACT:** Effective communication is considered fundamental to the establishment of collaboration within communities. These communities are where partnerships can be forged and their members, active citizens of the 21st century, equipped with all the necessary social skills, can assure equity and inclusion. Schoolchildren are to be educated on their role in the communities and teachers have to foster values and offer them the opportunity to develop strong, independent personalities. The present paper is aiming at demonstrating the impact teachers' collaborative work can have on the school setting and on society. Emphasis is put not only on presenting the initiatives taken by the educators but also on disseminating the educational and learning outcomes. It is an empirical approach which portrays both the obstacles that teachers and students face while attempting to achieve communication in an Intercultural school and the action taken to improve

the situation. Participating in Erasmus+ European Programmes and implementing designed schemes based on contemporary pedagogic practices seem to be the answer to successful intercultural communication and inclusive education. All the elements that comprise our everyday reality have been reported so as to be understood how the unique identity of all students has been valorised and how we have all been engaged into a meaningful, collaborative and beneficial educational experience.

### ***69. School Curriculum and Dual National Identities***

Kazuya Taniguchi, Tohoku University, Japan

**ABSTRACT:** This study analyzes three cases of schools; China, North Korea in Japan and Mongolia. Nanjing Language School was established as a foreign language school and many of their students will live in foreign countries. The curriculum targets entrance examinations of foreign universities, not Chinese ones. The school also educates students as “global Chinese” citizens. But Chinese government demand the students to cultivate traditional Chinese identity. How these Chinese identities are balanced in students? On the other hand, students in North Korean school in Japan will live in Japanese society. Many of them will enter Japanese universities or will get jobs in Japan. Their curriculum follows Japanese National Curriculum and adds their national history and culture. Students, of course, have many information of North Korea from the views of Japanese side. How do they balance the identity as “Japanese today’s students” and homeland affection? Last one is Shine Mongol Academy, most successful Mongolian private school. The school introduces “Japanese style education.” The founder learned Japanese high school system; not only school curriculum, but also school uniform, school clubs and other extra-curricular activities. Many of students hope to study in Japanese and Western universities and they goal to be global businesspersons and stuffs of international authorities. But not few students will return to Mongolia and establish new business. Some of them contribute Mongolian governmental bodies. This case is rather different from above two cases. How do they highly balance Mongolian identity and global citizenship? This study concludes sharing school policies and designing extra-curricular activities characterize their dual citizenship.

### ***70. Future teacher education and their perception of social media use: the rapport to knowledge as a relation to the world***

JA Spinthourakis, Epameinondas Panagopoulos and Ioannis Kamarianos, University of Patras, Greece

**ABSTRACT:** Social media are increasingly becoming significant tools through which young adults interact on multiple levels and in some instances collaboratively. It has been argued that they are changing the landscape of education

both in terms of the way we learn and the way faculty teach as well as in terms of rights and responsibilities. Looking at the means of and actual interaction between users of computer-mediated technologies may allow us to better understand their effectiveness in developing communities of collaboration. This study investigated social media profiles of 110 students in Greece. The students completed a questionnaire based on 5 main axes referring to the specific use of social media. The results indicate that there is coherence between students' perceptions of social media use and learning outcomes. The investigation of the relationship to knowledge, and also the effort to understand and interpret the meaning given to the use of social media by prospective teachers, require the investigation of three parameters: the investigation of the digital experience, the conception of meaning and the investigation of practice. In the light of Charlot's theory, the question posed arises as particularly important for our study: 'what kind of relationship (rapport) to knowledge and to the world should the student as a social subject construct with the help of the social media?' In conclusion, this article argues that citizenship education must promote research and reflection on the use of digital media taking into account the social subjects' expectations and the important role that the social media have on the development of (future) teachers' identities.

## ***71. Market, Parental Strategies and Young People's Identities: A Political Issue***

Georgia Gouga & JA Spinthourakis, University of Patras, Greece

**ABSTRACT:** Family is not only as a social institution, but also a social process of common everyday life aiming to the development and reproduction of a social formation -in accordance with a fundamental political value- for young people's identities. As such, family and young people's identity are intrinsically interwoven. With an aim towards better understanding the role family strategies play in young people's identities, this paper explores the dominant ideological, political and economic narratives on the issue. The conception and analysis of these dominant narratives is important for understanding the noteworthy characteristics that indicate the ideological quality of the correlation between parental strategies on pupils' educational choices formation, social processes and their effect on identity. The investigation presented explores educational parental strategies in relation to educational choice as families and children increasingly face the tendency and resulting financial cost of the education system's privatization. Between 2012-2016 family education related expenditure increased becoming a virtually unbearable cost for parental strategies. Under this prism, our aim to explore the privatization phenomenon of the Greek primary and secondary education, providing a basis for understanding and analysis of the modern Greek parental strategies. The research findings underline that even under the economic limitations of the 'Greek Memorandum of Understanding of Specific Economic Policy Conditionality', the Greek family continued to spend huge sums on the acquisition of additional education goods and services, transforming the pupil-teacher relation into a

'consumer' choice and thus a political issue. As a result of the economic crisis, parental strategies and social processes develop young peoples' identities, not in accordance with a fundamental political value, but according to criteria based on market reason (i.e., costs and liability).

## ***72. A Critical Review of Policy for Promoting Youth Engagement in The Republic of Korea***

Kyoung-phil Joo, Korea National Open University, South Korea

**ABSTRACT:** The Korean government-initiated youth policy for promoting youth engagement since 1998. The second-term national youth policy (1998-2002) includes systematic plans to have young people participate in decision-making processes through which they could be more empowered in making decisions about issues that affect them, from relationships with friends and families to broader social issues such as politics, environment, and world peace. The Korean youth policy pursues the enhancement of youth rights and interests as well as voluntary participation in changing the society. Three specific organizations (i.e., special youth summit, youth engagement committee, and youth management committee have been implemented at different levels since 1998. This presentation intends to review and discuss the Korean youth policy that specifically focuses on promoting youth engagement from a critical standpoint. The Korean case would imply how an institutionalized approach to youth engagement has resulted in some inevitable challenges and limits.

## ***73. Teacher Collaboration as An Integral Factor in Language Teachers' Professional Development***

Marianthi Kotadaki, Hellenic Ministry of Education, Prefecture of Achaia, Greece

**ABSTRACT:** As modern societies are facing the challenges of globalization, the need for new competences and skills is intensifying for both students and teachers. Preparation for co-existence and communication between diverse individuals and groups, who are nowadays brought together physically and virtually, is to a great extent part of the language teachers' responsibility. Developing the students' communication skills, but also their tolerance and respect of diversity, the language teachers need to update their pedagogical skills with an orientation to citizenship values. The nature and quality of their professional development is a key factor for the effectiveness of their work. The rise of new technologies has been establishing new trends in the language teachers' professional development, whose credibility is gradually reforming the teachers' pedagogical attitudes and practices. This paper discusses findings of a qualitative study on the perceptions and needs of English language teachers in Greece of their professional development and the impact ICT may have on it. Within the framework of a semi-structured interview, five teachers

of English with multidimensional skills, competences, working and training experiences evaluate mainstream and face-to-face and digitally mediated professional development schemes. In the qualitative data, the concept of collaboration is unanimously assessed as a significant factor in contemporary teacher training practices, both for its effect on their personal growth and also for its capacity to develop collaborative attitudes within their school contexts. Considering the challenges of the multiculturalism of contemporary educational contexts, the teachers' reflections reveal that enhancing teacher collaboration via professional development could foster the cultivation and transference of similar skills with a positive inclusive impact on student diversity.

#### ***74. Challenges in Promoting Students' Voice and Participation in School Community: A Case Study in Bangladesh***

Md Khairul Islam, Dhaka University, Bangladesh

**ABSTRACT:** Democratic citizenship education has been paid significant attention amongst policy makers and educators across the world. One of the central goals of democratic citizenship education is creating active and participatory citizens, and therefore student's voice and participation in the school community has significant implications. Aiming to practicing democratic values among students of secondary schools, the Government of Bangladesh enacted student cabinet. This study explores challenges in promoting students' voice and participation in the school community through the development of student cabinet. The research utilises a qualitative approach through the development of a case study with an action research component. One secondary school was selected as a case study and two teachers and the head teacher from the same school volunteered to participate in this study. Semi-structured interviews and Focus Group Discussion have been deployed to collect data from the head teacher, classroom teachers, students and parents. Teachers were engaged in reflections on their existing views on students' voice and participation in the school community, and then involved in action research to build new dimension of students' voice and participation through the development of student cabinet. The findings indicate that the examination-focused school education system was claimed as the main obstacle for developing students' voice and participation in the school community since the school was more concern to the completion of syllabus and a focus on students' examinations result rather than creating citizens who possess desired knowledge, skills and values. In addition, the head teacher, teachers, the students and parents having limited knowledge and understanding on the process of students' involvement in the school community through student cabinet was evident as a significant challenge.

## ***75. Inspiring Children as Agents of Change***

Sarah Whitehouse, University of the West of England, United Kingdom

**ABSTRACT:** While we often bemoan the seemingly non-stop rain, we overlook the consequences of local drought. Drawing on evidence-based research from across the UK, this session considers how geography lessons can bring these consequences into the classroom. A free, beautifully illustrated, bespoke children's book and associated teaching materials will be introduced that give teachers the tools to tackle this controversial issue.

## ***76. Building young people's citizenship through civic engagement in and outside school in Poland and Ontario/Canada***

Celina Czech-Włodarczyk, Adam Mickiewicz University in Poznań, Poland

**ABSTRACT:** Encouraging civic engagement is one of the most important goals of civic education in Poland and Ontario. In promoting civic attitudes among young people, the most important thing is the school's cooperation with non-governmental organizations and external institutions (public benefit foundations, churches and parish communities, party youths) thanks to which young people can participate in campaigns, courses and workshops. Unfortunately, the educational actions they carry out are only fragmentary, and the ranges of their activities are often very distant from each other. Particular interests obscure the higher goal, which could be cooperation in joint organization of social campaigns and celebrations of international "big dates". A serious social debate is needed, which can lead to a consensus on educational principles and separation from them of what is associated with a particular political / ideological option. Changes should be made especially in civic education programs so as to effectively promote civic involvement of young people. Firstly, every student should be given access to truly free and liberal learning, i.e., all theoretical concepts should be presented to students, whether they are widely accepted or condemned. Secondly, schools should ensure that during civic education classes, students' political commitment is encouraged and that they exercise their citizenship rights in public space. Thirdly, teachers play a big role in civic education, so it is important to change their attitudes and teaching. Fourthly, care should be taken about youth meetings with politicians, social workers, volunteers and others active for the benefit of the local community or a specific social group. Fifthly, all subjects taught at school should promote people who have had and have a major impact on the situation of their group, community, etc. It is important to make students aware that their social activities can have a positive effect and change the reality.

## *77. Looking at NGOs Role in Dealing with Refugee Cultural Diversity*

**[POSTER]**

Alexandros Mitsos, Greece

**ABSTRACT:** Various organizations, both public and private provide services to refugees and immigrants. However, in many cases the non-governmental organization takes on the role of primary service support provider in terms of refugee needs and their roles are, in many cases, to be the front-line actors dealing with refugees. They deal directly with the refugees as well as serving as their mediators when the refugee needs reach beyond those that the NGO can provide. However, do they collaborate with others to build a community, or do they act as lone agents? One would hope that they would, given that they have a role in serving a vulnerable population in need of support in benefitting from collaborative agreements. How they work with others may serve as a model for their service population and especially the young refugee. This poster presents the finding of a study that sought to classify and categorize the organizations providing their services to refugees in the city of Patras, a city that has been called the Gateway to Eldorado for refugees seeking to get to Western Europe. During the survey 12 such organizations located in Patras were interviewed. The research methodology included the use of semi-structured interviews with representatives of the organizations, which are organized in immigrant communities, institutionalized and non-institutionalized and in civil organizations. The results show that during the refugee crisis there are still organizations that are active in culture diversity and that their services display similarities and/or differences towards migrants and refugees.

## *78. Unity in the diversity of Europeans: how to build a European citizenship of different people?*

Isabel Baltazar, Nova University Lisbon, Portugal

**ABSTRACT:** Although the dimension of European citizenship is enshrined in the Maastricht Treaty (1992), which reads: "Citizenship of the Union is established" and "Citizens of the Union shall be any person who is a national of a Member State, member, "in fact it is a formal mechanism for asserting an undisputed right and, therefore, not lived by the citizens of the 28 member states. Although the implicit existence of a Citizenship in the European Union is consecrated, however, the balance is unsatisfactory, as shown by the results of the polls to the citizens of Europe on this subject, which reveal well the ignorance on the subject or, if they know it, tend to be negative. In spite of the forced attempts to include European citizenship in Europe, this citizenship, which is part of the treaties and is the subject of the most eloquent speeches of politicians, is not seen as an active citizenship, an essential objective to give it the necessary visibility. The way forward will be to make this citizenship in the Treaties a reality in the lives of European citizens, through

active citizenship and the involvement of citizens in the process of European integration.

### ***79. Ethnicity and educational achievement: the evolving communality of education in Greek society***

Michael Katsillis, University of Oxford, United Kingdom

**ABSTRACT:** Over the last three decades, Greece has evolved from an ethnically homogeneous to heterogeneous society. This change introduced upheaval on both the societal and governmental levels. Initially, the Greek educational system seemed unable to function equitably for Greek and Other Ethnicity students. The situation seems to have changed over the years.

In this paper we examine this change by comparing the educational achievement process in Greece using data collected from Greek students at the end of secondary education in 2003 and 2018, respectively. Educational achievement is among the strongest predictors of later educational and status attainment. Thus, the extent to which the educational achievement process operates in the same way for all students can be viewed as a measure of a society's equitable treatment of all its members –or the extent to which a given society is fundamentally treated as a single community rather than a group of disparate parts.

Employing multiple linear regression and path models, the statistical analysis suggests an evolution of the character of Greek society from disparate to communal. The apparent weakening or eradication of the association between Ethnic Otherness and Educational Achievement, which is observed, seem to indicate the diminished role ethnic differences play in impeding true citizenship on the institutional level.

### ***80. Pre-service teachers' perceptions regarding their efficacy to teach in multicultural classrooms***

Nikolitsa Angelopoulou and JA Spinthourakis, University of Patras, Greece

**ABSTRACT:** In recent years, fundamental values such as peace, equality, human rights, democracy, and freedom, appear to be under threat in Europe. One of the ways supported by some to deal with this has been refocusing efforts to promote teachers' multicultural efficacy and citizenship education. Various European countries are making changes to their policies in the area of citizenship education in order to more effectively foster the objectives of EU within a changing Europe. These objectives include developing an awareness that children and young people should acquire social, civic and intercultural competences, that critical thinking and media literacy should be enhanced, that the education of disadvantaged children and young people should be fostered and that intercultural dialogue should be promoted. At the same time, due to the migration and refugee flows, European

societies are becoming more diverse and culturally complex. Teachers, both individually and collaboratively in their learning communities, are expected to help all the students in the multicultural classroom, regardless of their cultural background, to develop the knowledge, skills, values and attitudes in the competence areas valued by the citizenship education. However, how efficacious do teachers feel about teaching and addressing these and other issues in the multicultural classroom? This was the main question of our research. In order to answer this question, 120 pre-service teachers' undergraduate students of a Department of Education in Western Greece, were asked to complete a questionnaire which was based on the Multicultural Efficacy Scale (Guyton & Wesche, 2005). The analysis of our research data is in progress. We anticipate that the findings will offer insight regarding the multicultural efficacy of pre-service teachers in Greece, a characteristic which, in our opinion, is important and essential for teachers to be effective in fostering citizenship skills while teaching in multicultural environments.

### ***81. Participatory action in early childhood sustainability education: newly arrived children's experiences in outdoor spaces in Sweden***

Birgitta Nordén, University of Malmo and Helen Avery, Lund University, Sweden

**ABSTRACT:** There are not necessarily pre-existing routines or competence, to interpret the curriculum's intentions for sustainability education in preschools. The present study is part of a participatory action research project in an urban multi-ethnic preschool, involving children, parents, preschool staff and management, and examines the collaborative work of the preschool staff and children to improve the preschool playground. The rich material collected during the process has been used as a background to inform the analysis of field-note excerpts. Findings suggest that unless environmental and sustainability education is understood by a majority of practitioners at a preschool to be an urgent concern, the potential of PAR processes will be underexploited. An alternative could be to invest in continuous training, involving groups of staff together with preschool leadership.

### ***82. Should I stay or should I go? The case of Greek postgraduate students in the Netherlands***

Georgia Dede, University of Utrecht, The Netherlands

**ABSTRACT:** Young people's life choices, including the 'communities' to which they belong and the identities which emerge, appear to be changing. In many countries over during the last decades, human capital, as indicated primarily by levels of formal education achieved, has increased. The phenomenon of "brain drain", referring to the flows of highly skilled individuals from less developed to more developed countries, is well-known in Greece. According to recent studies, the

“migration of expertise” from Greece is among the largest in the world (Theodoropoulos et al., 2014). The factors underlying this mobility, economic and non-economic, stem from a low level of financial development in Greece, the limited demand for a highly qualified workforce, which resulted in high levels of unemployment. At the same time, greater employment opportunities and higher salaries in developed countries have attracted young people (Christopoulos et al., 2014). The sense of relative deprivation resulting from the economic crisis, and the deep frustration with conditions in the home-country seem to “push” individuals to seek economic prosperity and career paths abroad (Triandafyllidou & Gropas, 2014). This research aims to contribute to a more comprehensive understanding of the motives and intentions of young people’s attitudes and economic, social, and other factors on return or ongoing migration. For our research purposes, we conducted interviews among senior postgraduate students in the Netherlands and examined to what extent they intend to return to Greece after the completion of their studies and why. Our research findings on high skilled individuals’ rationale regarding their decision on return migration may contribute to the critical discourse on the phenomenon of brain drain in Greece and conversely on remaining in their host country. In our presentation we will highlight the problem, the theoretical framework, our methods and results of our research.

### ***83. The emerging privatisation of public primary and secondary education in Greece: teacher unions’ political argumentation***

Ioannis Kamarianos, University of Patras; Argyris Kyrides Aristotle University of Thessaloniki; Nikos Fotopoulos, University of the Peloponnese, & Dimitris Chalkiotis, Institute of Educational Policy, Hellenic Ministry of Education, Greece

**ABSTRACT:** The discussion revolving around issues of how and who provides what type of education offered, whether private or public, can influence young people’s access and ultimately the completion of their schooling. Education spending is one of the most fundamental categories of public expenditure. However, compared to other EU member states, Greek public spending on education has declined considerably in recent years. Whilst there was an increase in spending on education between 2000-2010, due to the financial crisis, public funding for education substantially decreased between 2012-2016. Our study’s findings indicate that teachers are concerned about the “colonisation” of public education by privatisation processes and the State’s inability to safeguard public education’s role and mission. Through the analysis of the resolutions and policies of the Greek Primary Teachers’ Federation (DOE) and the Greek Federation of Secondary Education State School Teachers (OLME) concerning Greek public education privatisation, it becomes evident that the two leading trade unions in the field of public education have, over time, pointed out the significant weakening of the welfare state. The political arguments of both DOE and OLME, as recorded in their public texts and statements against the commercialisation and privatisation of

education, have as their objective safeguarding human and civil rights and, subsequently, at protecting social cohesion, considering the educational process as a fundamental human right and public good. The study captures teachers' views regarding the factors behind the rise of privatisation in public education. Teachers agree that one of the factors responsible for the privatisation of education is the lack of staff in public education. According to their views, other important factors are the lack of infrastructure, the distrust of parents towards public education and the underfunding of public education.

#### ***84. Teacher collaborations to promote the use of multicultural literature***

Vasiliki Resvani & JA Spinthourakis, University of Patras, Greece

**ABSTRACT:** The purpose of the present abstract is to present a project concerning teacher collaborations addressing issues of diversity in the classroom. The use of literature in order to promote a more culturally diverse classroom and to address issues of diversity has been well established in several studies spanning various educational systems and socio-economic contexts. In this project, teachers were invited to participate in a seminar which introduced a series of innovative methods of teaching multicultural literature and addressed issues of diversity. A total of eighty teachers participated in the seminar (which was repeated several times). The seminar consisted of a brief theoretical introduction to multicultural literature and diversity. Following, a suggested teaching plan for literature was presented. Selected excerpts from multicultural literary texts were also provided. Teachers were then divided into four smaller groups and brainstormed ideas and suggestions for using at least one of the provided excerpts. Finally, all groups presented their collaborative works in the plenary and a fruitful discussion ensued. It should also be noted that prior to the beginning of the seminar teachers completed a brief survey regarding their use of literature and their knowledge about diversity. Upon completion of the seminars, teachers completed another brief survey evaluating their attitude towards and their potential usage of multicultural literature in the future. Early results show that teachers shared a positive view towards diversity. In addition, and perhaps most importantly, teachers suggested that they were likely to use multicultural literary excerpts in their classrooms and to actively seek collaboration with other teachers (from their own or neighbouring schools) in order to address issues of diversity in everyday school life.

#### ***85. Promoting citizenship education by collaborative groups of school leaders***

Maria Karadimou & Kostis Tsioumis, Aristotle University of Thessaloniki, Greece

**ABSTRACT:** In this paper we will attempt to link the concepts of educational leadership and citizenship education, taking into consideration the up-to-date few

empirical data which link these two areas in Greek literature. According to the syllogism that a person who works in an environment where exist networks and collaboration groups of the school leader among with the teachers' association, the students, and the community, where their working relationships are based on respect, appreciation, and collective decision-making, they will be capable to deal and to indulge in children educational practices related to citizenship education. In other words, we will support the assumption that a person who lives and works within a framework of co-operative and respectful values, is capable of nurturing values at his students, which will help them to become critically thoughtful and active citizens. Earlier international and Greek researches have shown the link between educational leadership and teacher performance, which relies on their increased morale and their need for offering, since educational leadership that is based on respect and collective decision-making has helped to increase their profitability. For the purpose of this research will be used a questionnaire, which will examine the key concepts related to variable educational leadership, citizenship education, and school community collaboration groups. The results will be processed using a statistical analysis tool, where we will correlate the above variables to demonstrate whether the collaboration groups created by an educational leader in their school can contribute to promoting citizenship education by teachers.

### ***86. The challenge in developing civic virtues in South African schools: exploring the phenomenon and influence of absent fatherhood***

Joseph Jinja Divala, University of Johannesburg, South Africa

**ABSTRACT:** Since the end of Apartheid and the introduction of democracy in 1994, the South African schooling system has seen tremendous changes in its policy framework. These include programmes to make schools the hub for the development of the democratic character and virtues. School charters and the bill of responsibilities for learners, among others, all attest to this. Despite the policy and curriculum changes that have been implemented, some South African schools, more especially among the majority black populations have become synonymous with gangsterism, crime, a total breakdown of the rule of law, thereby becoming unsafe zones. Arguably, a lot of these schools have become an antithesis of everything educational.

### ***87. The impact of parental expectations on pupils' educational choices: evidence from Greek vocational high school***

Nikos Theocharopoulos, Epameinondas Panagopoulos, Michael Katsillis\* & Ioannis Kamarianos, University of Patras Greece and \*University of Oxford, United Kingdom

**ABSTRACT:** The way and reasons young people make “career/occupations” choices, are queries that garner complex responses. A central facet of these career paths are the choices made and followed in relation to education and training (Swift & Fisher, 2012). In this paper we attempt to look at some of the influences behind these choices. This study investigated the impact of parental expectations amongst pupils from EPAL (Greek Vocational High School). In order to explore the relation between parents' and adolescents' educational choices, we looked at how EPAL schools engage with their communities. We sought to identify the key mechanisms promoting community engagement. More specifically, we sought to present important aspects of social capital among EPAL pupils. Social capital refers to institutions, relationships and norms that shape the quality and quantity of society's social interaction (Putman 1993). It also refers to the social cohesion of a community, and to the sense of belonging and level of involvement in community affairs. This definition adopts both a community focused and individual perspective on social capital. Parental aspirations and expectations are critical factors of pupils' social capital. Reconsidering the theory of social capital under the process of alignment between parents' and adolescents' conceptualizations, expectations and aspirations, the current quantitative survey focuses on the relation between parental expectations and the selection of a specific educational career. Through convenience sampling a total of 138 EPAL students were selected as a sample for this study. According to our data parental expectations and strategies are of significant importance to the pupil's educational choices. Moreover, the findings suggest that pupils consider parental expectations and parental strategies as key factors to their success within the wider social context. Finally, according to the analysis of our data the alignment of parents' and students' goals increases pupils' odds of succeeding in Panhellenic exams and enter university the year after vocational high school graduation. parental expectations, educational choice, vocational high school.

### ***88. Hindering democratic citizenship fulfilment: the case of online hate speech against Roma youth in Greece***

Nikolaos Mouratoglou, Aristotle University of Thessaloniki, Greece

**ABSTRACT:** In 2016, the European Commission launched an initiative concerning the formulation of an EU Code of Conduct, in order to prevent and counter the spread of illegal hate speech online. Even though, 72% percent of the flagged content is removed (European Commission, 2019), hate speech still remains a reality. Regarding online hate speech, a navigation in the most frequently used social media

in Greece such as Facebook and YouTube, showcases that the majority of the content refers to vulnerable social groups, in which Roma community is included. According to the reports of the European Union Agency for Fundamental Rights (2018) and Amnesty International (2018), Roma people still encounter severe obstacles regarding their social integration, which has been also acknowledged by the European Commission against Racism and Intolerance (ECRI). The aim of the paper is twofold; firstly, to record and analyse the content of online hate speech in Greece through Qualitative Content Analysis and secondly, to inquire the actions countering hate speech by conducting a literature review of contemporary national research attempts. The results of the present study show that the content of online hate speech covers various topics such as housing, health, employment, education, political participation as well as other cultural aspects. Reframing these topics, it becomes common sense that Roma's democratic citizenship is at risk. As for the actions combating hate speech, the majority of them is designed and delivered by privileged groups and adopt a horizontal approach that resonates with EU policies. The main conclusion refers to the necessity of promoting Roma youth empowerment through active engagement of the communities themselves, so as they become capable of countering hate speech, both online and offline, effectively. Therefore, it is rather critical to adopt a bottom-top approach, in which Roma youth will be the main levers of their own emancipation.

### ***89. Mechanisms of intergenerational transmission of political inequalities: the role of families***

Daniel Miranda, La Pontificia Universidad Católica de Chile, Chile

**ABSTRACT:** In spite of the importance of persistent political inequality and the low levels of youth citizen involvement, not much is known about how socialization processes reproduce and or socialize these inequalities from one generation to another. In this regard, although the importance of several agents of political socialization, such as the school, is undeniable, there is a broad consensus that the main socializing agent of this dimension of life is the family. However, there are still several elements necessary to deepen in order to better understand the role of the family in the development of the forms of citizen involvement of young people. First, it is not clear even if this transmission occurs in the same way with the different types of participation. Second, there is limited evidence about which mechanisms explain this transmission in the political sphere. This paper addresses the following research question: Which are the factors and mechanisms that explain the intergenerational transmission of political inequality? Using a representative sample from Chilean student that applied a questionnaire to students and their parents (n=5000 aprox.), will be analyzed the role of both socio-economic characteristics and family socialization practices on the socialization of different types of citizen participation expressed by young people, such as formal participation, activist participation and community participation. Results indicate that processes of

political socialization of citizen participation inside families present relevant differences, depending on the type of participation in question. For instance, formal participation is socialized mainly through socioeconomic reproduction while community participation through family practices. Implications for political socialization theories will be discussed.

### ***90. Building a World Wise Web for Citizenship: the N.E.C.I.'s proposal on gender and sexuality for Abelheira School in Viana do Castelo, Portugal***

Ana Catarina Cunha Passos da Costa, Universidade Fernando Pessoa and Sílvia Vilas, Silvia Vilas ~ Psicologia, Formação e Consultoria, Portugal

**ABSTRACT:** This paper explores contributions given by two (very) different classes of 9th year students from Abelheira School, in Viana do Castelo, Portugal, to the project of building a World Wise Web for Citizenship promoted by the European Network of European Citizenship and Identity (N.E.C.I.), while focusing on gender and sex(uality). N.E.C.I. accepted to carry out this specific project in the school because according to the EU Agency for Fundamental Rights and the EU Institute of Gender Equality Index of 2017, gender inequalities are the enabling context of discrimination and violence against women and girls in the EU. "This severely limits" females' ability to enjoy their rights and participate on an equal footing in society. It is a profound political challenge that requires tackling structurally entrenched inequalities in the power held by women and men; progress towards gender equality has been slow; and there is large room for improvement. However, the citizenship subject in this and, allegedly, in most Portuguese schools is not appropriately addressing the issue. And N.E.C.I., as na NGO that promotes active citizenship by creating dialogical conditions between different cultures and groups, feels it has a positive contribution to offer. Students attended 4 workshops carried out by N.E.C.I. this year concerning: creative translation of sexist song lyrics; differentiating between toxic and positive masculinity models in the web; understanding how they position themselves regarding sexual orientation and gender identity; and a wise use of the media to promote citizenship and identity rights. The results indicate that: 1) non-formal education has a prolific contribution when it comes to (in)forming schools and the involved community of teachers, parents and municipality on the subject of citizenship, and 2) that the Web that N.E.C.I. is building throughout its projects can render the World Wide Web into a Wiser Web.

## ***91. Active Citizenship learning and non-formal education activities of the “Network for Children’s Rights” in Greece***

Despina Karakatsani and Panagiota Poumpouridi, University of the Peloponnese, Greece

**ABSTRACT:** Our research focuses on the analysis of citizenship education through the activities carried out by the “Network for Children’s Rights” in Greece and the role of non-formal education in active citizenship. This network aims at upholding and disseminating the UN Convention on the Rights of the Child, which has been signed by Greece, together with another 191 countries. It also aims at informing children about the institutions that protect them at national, European and international level, fighting discrimination of any kind, campaigning for high quality education, encouraging minorities and socially excluded groups to demand access to education. It focusses on promoting active citizenship values, ideas and practices through non-formal education especially at enhancing education for active citizenship of children with an immigrant background. The network has a very dynamic activity in different multicultural groups and communities in Athens through various services and actions, such as legal support, psychosocial services, free access to its library, educational workshops and several visits in cultural centers. Our study is based on a qualitative research using the interview as the research tool. The interviewees are 10 employees and 10 volunteers of the “Network for Children’s Rights”, who will be asked to analyze their experience and their ideas about the work on active citizenship through the network and the non-formal practice and educational activities. In addition, we will analyze the newspaper “Migratory birds”, published by a group of teenagers through the Network. We are interested in analyzing the role of this journal in promoting ideas and opinions on local issues, problems of coexistence and intercultural dialogue. The “Migratory birds” is an initiative supported by UNICEF and funded by the European Commission, and it is including in an educational workshop conveying the values of journalism. The main purpose of this program is to promote cooperation and team work within the teenagers and in general the right to freedom of opinion and expression. The whole process that leads to the publicity of “Migratory birds” enriches the young journalists with the principles of active citizenship. All the above exercise basic rights of children and young people and contribute to active citizenship education through non-formal activities.

## ***92. Decoding screenagers. A research project in progress [WORKSHOP]***

Hugo Verkest, VIVES, Belgium

**ABSTRACT:** Decoding screenagers! A research project in progress. In a workshop we want to evaluate the slogan ‘Teenagers are screenagers’. How can we revision this quote in a positive and constructive approach in relation to citizenship & value education? Which media literacy do students and teachers need in times of crises?

We start with theoretical frames analyzing different kinds of media. We will even focus on the decoding of propaganda, iconic images and cartoons related with controversial issues. It will be an interactive workshop about the art of questioning and the questioning of arts. At the same time, we will present a partial result of a research project in our undergraduate courses on citizenship and value education based on 'decoding and screen thinking'.

### ***93. Democratic citizenship as a prerequisite of symmetrical intercultural interaction: Reflections of a critical-emancipatory action research with Roma youths***

Theodora Agapoglou, Aristotle University of Thessaloniki, Greece

**ABSTRACT:** Although modern societies are characterized by globalization and postmodern understandings of identity, hegemonic relations still exist within the intercultural interactions between privileged and vulnerable/minoritized social groups, raising key questions about the issue of equality and, at the same time, revealing various social injustices and crucial democratic deficits. The centripetal force of this critical-emancipatory action research, with a group of minoritized Roma youths of a ghetto in Greece as participants, was the ambition of their social empowerment in order to demand symmetrical intercultural interactions with the privileged 'Other', despite their limited social power, passive involvement in political life and lack of interest in intercultural interactions. The theoretical framework, which feeds the social practices of this action research derives from critical Intercultural Education and critical-democratic Citizenship Education. The paper focuses on the ways, in which building a learning community in a Roma ghetto in the context of non-formal education, implementing reflective pedagogical practices and organizing intercultural interactions with the 'Other', led the Roma adolescents to gradually realize that the demand of a symmetrical intercultural interaction is closely related with the awareness of their own duties as citizens of their local communities, their country and the world. In particular, the paper discusses the process of reconceptualization of their self-perception of identity, their motivation to start seeking the interaction with the 'Other', the transformation of the context and conditions of this interaction that they initiated, as well as the reasons behind the changes occurred in their sense of belonging and their conceptions of active citizenship.

### ***94. Youth activists in Hong Kong and Taiwan - communities and collaborations***

Christine Han, University College London, United Kingdom

**ABSTRACT:** Drawing on interviews conducted with student activists in Hong Kong and Taiwan between 2012 and 2018, the paper analyses the ways in which

these activists collaborate to learn from and support each other to promote a cause, where necessary, engage in protest, as well as the activities that are engendered. It looks in particular at the nature of the communities that result – both virtual and real life - and the ways these communities are formed, maintained and develop, as well as how they interact with each other. It will also look at the nature of learning that takes place in the communities. In this, the paper will revisit Lave and Wenger's (1991) idea of communities of practice and notion of 'old timers' and 'novices' to analyse the learning that takes place across different 'generations' of activists engaged in different causes, sometimes across different regions.

### ***95. Integration and education of refugees in Greece and abroad***

Konstantina Paidá, University of Patras, Greece

**ABSTRACT:** In this paper we will deal with the refugee issue, which has been increasing in recent years both in Greece and internationally and has been the focus of various scientific researches. In our case and as potential teachers, we will deal mainly with the educational context of the subject. Our presentation is based on the findings of a research study we undertook in 2018-19, that looked at: How do refugees integrate into Greek and foreign schools, what difficulties do they face, in what way are teachers helping them, what are classmate's reactions and how do others in the education system view them, how is their education evolving in the present country in line with trying to help them integrate as well as what more needs to be done? We also consider the question of what the teachers have to do to make for the most effective and smoothest education as possible. And finally based on our findings we discuss how difficult it is to integrate and work with their local classmates, given their cultural, religious, color or racial differences. For this research, we worked with teachers and students. More specifically the participants were n university professor, 5 primary school teachers and 20 university students.

### ***96. Lower secondary students' attitude towards war***

Karel Starý and Ms. Hana Urbanová, Charles University, Czech Republic

**ABSTRACT:** This study examined students' attitudes to war. The study was aimed at lower secondary school students in four European countries. The eTwinning platform was used for data collection. eTwinning is a project in which multiple schools from different European countries use digital technology to implement distance learning. Students were asked to prepare a presentation on the theme of celebrating the end of World War II in their country. Qualitative data was collected and analyzed and topics were extracted. Two findings have emerged: First, students' perceptions and attitudes vary to some extent in different countries. Second, students consider sharing information with their foreign classmates as rewarding.

This paper argues that it is appropriate to include international cooperation in citizenship/civic education.

***97. Participating on Erasmus community: an intercultural experience or a professional strategy? The case of Erasmus students and alumni of the University of Patras (Greece)***

Elena Karachontziti, Andreas Vassilopoulos, Giorgos Nikolaou & Ioannis Kamarianos, University of Patras, Greece

**ABSTRACT:** This study is negotiating the relationship between citizenship and academic studies and life. It highlights the University of Patras and those students and alumni who have experience of Erasmus mobility. Although Erasmus is the preeminent European Union policy program for the promotion of mobility within the European Space of Higher Education, the focus here is on the experience of the users (students). This is treated as a “biographical transition”, in other words as a universal life experience that may transform the Erasmus students’ future personal, social, educational and professional plans. The theoretical starting point of this research is that the individual’s identity is not a given one and that the individual is the key actor in the transformation of the self. So, it is in this way that Erasmus mobility is examined as a springboard for “biographical transitions”. So, we drew ideas from the narrative theories of identity of Dubar (1992), Bruner (2002), Martucelli (2002) and Hodkinson & Sparkes’ (1997) theory regarding decision making in professional life. The methodological approach is based on the use of qualitative methods and techniques (50 semi-structured interviews). The topic focuses on the following points: What were the motives that led the students to Erasmus mobility? Which were the criteria taken into consideration regarding the choice of the country and the host institution? How did the individual narratively reconstruct the motives for participation in Erasmus mobility? The findings reveal that decision making to participate in Erasmus mobility has as much to do with the students’ social background as it does with strategies that concern their professional career and development.

***98. Reflection on the project implementation of the learning-model around Community participation and collaboration in the rural parts of India***

Sachin Mohite, University of York and Namrata Rawat, University of Bonn, United Kingdom and Germany

**ABSTRACT:** In this paper, we will discuss how learning can be interwoven in community-participation and volunteering. This research took place in the context of an attempt for developing the learning model around Community participation and collaboration in the rural parts of India. Yearlong project implementation was

an extraordinary-effort to understand how learning can be based in the community and not just in the schools. The project engages with children across the day in various activities ranging from early morning active routines to late evening after-school learning centres. It was a volunteer effort by the organisation to develop a volunteering spirit and a sense of agency in the children through modelling and mentorship. One of the positive outcomes of this practice was the community festival celebration by children which not only added to the academic learning but also went ahead to develop the sense of responsibility and agency to solve the community problems at the local level using voluntary efforts. Children were the motivation to the entire community, and it was reflected in the increased participation of adults in all the activities. This paper uses interviews with representatives from the implementing organisation, participating children and community members as a source of data. We discuss various issues like the challenges during community engagement program implementation, hurdles in learning due to gender role, and the role of caste segregation in bringing the community together. In the end, recommendations are offered as to how community participation and volunteer-ship may be used to address identified challenges of the community.

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