Education, Citizenship and Social Justice: Innovation Practices and Research

Programme and abstract book

UNIVERSIDAD AUTÓNOMA DE MADRID

16 18 JUNIO

LISBOA MADRID BARCELONA DUBLIN LONDRES PARIS BRUSELAS AMSTERDAM BERNA ROMA LIUBLIANA ZAGREB SARAJEVO VIENA PRAGA BERLIN OSLO ESTOCOLMO HELSINKI RIGA TALLIN VILNA MINSK VARSOVIA KIEV BUDAPEST BUCAREST SOFIA BELGRADO TIRANA ATENAS

Facultad de Formación de Profesorado y Educación
Universidad Autónoma de Madrid, Spain
16-18 June 2016

PROGRAMME AND ABSTRACT BOOK

2016 CiCea / Jean Monnet CiCe Network Conference:

Education, Citizenship and Social Justice:
Innovation, Practices and Research

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.

Eligibility to submit manuscripts to our online Working Papers Series
CiCea Occasional Working Papers Series is our newly established academic peer-reviewed online publication. All members are eligible to submit their manuscripts for peer-review.

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.

Vote and stand for Election
Only association members can vote and stand for election. All members can stand for election to all the association offices - as President or Executive Members. Institutional members get a larger block vote. For more details, please visit the Association website: http://www.cicea.eu/

Jean Monnet CiCe (Children's Identity and Citizenship in Europe) Network is supported by the European Commission's Erasmus+ Programme.

Since 1998 CiCe has brought together people who share an interest in the way in which children and young people learn about citizenship in the European context, and how they construct their identities. Our partners are all affiliated to higher education and are concerned with curriculum and processes for students at all levels, from undergraduate to PhD level.

The CiCe Jean Monnet Network places emphasis on pre- and in-service education professionals, and new researchers in the multidisciplinary field of citizenship and identities. To this end, in addition to the exchange of knowledge and practice at conferences, we aim to guidelines on European Integration in pre-school and school education; and, in pre- and in-service teacher education; as well as run two doctoral student conferences

Many of our members also link together in research and pedagogic-practice projects and together with our Guidelines, presentations from our annual conferences CiCe has formed an impressive, and growing, data-base of over 1000 research and practice-based papers related to children's identity and citizenship in Europe and beyond. http://cice.londonmet.ac.uk and http://cicea.eu

CONFERENCE INTRODUCTION

At present, European societies are facing a number of challenges, not least how to respond responsibly to high levels of poverty, social exclusion, and inequalities generated by the economic and social crisis. Along with this, there is the urgent challenge posed by the current migration flows that has generated the refugee and migrant crisis in Europe, which needs to be analyzed in the context of the shared global responsibility of the EU. All these challenges raise questions of fairness and social justice and prompt reflection on notions related to human dignity, development of capabilities, citizenship, belonging, otherness, recognition of diversity, and active democratic participation at the personal, global and policy level. In this context, proposals concerned with constructs of identity, human dignity and capacities, participation and/or citizenship education in relation to issues of social justice in formal, in-formal or non-formal contexts were invited. We welcome the papers, posters and symposia from all academic disciplines and from academics and practitioners working both within and outside Europe.

CiCea and Jean Monnet CiCe Network would like to thank the Faculty of Teacher Training and Education, Universidad Autónoma de Madrid, for organizing and hosting the Conference

Conference Organizing Committee

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Antonio Maldonado, Universidad Autónoma de Madrid, Spain
Julia Spinthourakis, Panepistimio Patron, Greece

Conference Timetable
Thursday 16th June

Time	Session				
13.00 - 13.30	Conference Registration				
13.30 - 15.00	Welcome and Opening Plenary in Salón de Actos Welcome Address: Peter Cunningham, Jean Monnet CiCe Network Coordinator, London Metropolitan University, UK Manuel Alvaro, Dean, Faculty of Teacher Training and Education, Universidad Autónoma de Madrid Henry Maitles, CiCea President Liliana Jacott, Universidad Autónoma de Madrid **Keynote Lecture 1. Miquel Essomba.** Universitat Autònoma de Barcelona Presentation of Student Conference Awards				
15.00 - 15.30	Coffee break				
	Salón de Actos	**Room 1**	**Room 2**	**Room 3**	**Room 4**
15.30 - 16.30	Symposium: Education for social justice (part 1)	Education policy, curriculum, school (part 1)	Migration		
16.40 - 17.40	Symposium: Education for social justice (part 2)	Education policy, curriculum, school (part 2)	Intercultural education (part 1)		
17.40 - 18.10	Poster session				
18.10 onwards	Conference reception: Faculty of Teacher Training and Education, UAM.				

Friday 17th June

	Salón de Actos	Room 1	Room 2	Room 3	Room 4
10.00 - 11.00	Symposium: Citizenship oriented to social justice (part 1)	Education policy, curriculum, school (part 3)	Intercultural education (part 2)	Concepts of diversity	
11.00 - 11.30	Coffee break				
11.30 - 12.30	Symposium: Citizenship oriented to social justice (part 2)	Science and citizenship	Intercultural education (part 3)	Identity construction	
12.30 - 14.00	Lunch: Plaza Mayor UAM				
14.00 - 15.00	Symposium: Guides for Teacher Education. (JM working group)	Empathy and bullying	The research process: History, identities and citizenship	Education in a global world	Stereotyping and prejudice
15.00 - 16.00		Inclusion and exclusion	Trust, responsibility and morality		
16.00 - 16.30	Coffee break				
16.30 - 17.30	**Keynote Lecture 2: Alistair Ross** Jean Monnet *ad personam* Professor of Citizenship Education in Europe Emeritus Professor at London Metropolitan University				
17.30 - 18.30	JM Network Working groups meetings				
20.30	Conference dinner				

Saturday 18th June

	Salón de Actos	Room 1	Room 2	Room 3	Room 4
9.00 - 10. 15	CiCea Annual General Assembly (AGA)				
10.30 - 11.50	Symposium: Guides for School and Early years. (JM working group)	Family	Capacity building		
11.50 - 12.15	Coffee break				
12.15 - 13.30	Closing session: Peter Cunningham, Liliana Jacott, Henry Maitles **Keynote Lecture 3: Despina Karakatsani** University of the Peloponnese, Department of Social & Educational Policy				
13.30	Lunch: Plaza Mayor UAM				

Keynote Lectures

Thursday 16th June. Salón de Actos.

Prof. Miquel Àngel Essomba
Universitat Autònoma de Barcelona

Abstract: Migration, education and school governance. A literature review on assessment and monitoring education for success

The education of children with a migrant background is an issue that has been on the agenda of the EU in the last decades. Since the Council Directive on the education of the children of migrant workers was published in 1977, the EU has taken significant steps to promote the integration of migrant children. Nevertheless, the current situation on review and monitoring of migrant education in the EU requires further efforts and research.

In light of this situation, this lecture summarizes a research on the state of the art of monitoring and assessing immigrant children educational policies (MEMA) in Europe. Acknowledging that few efforts have been made in this direction, the study represents a first step for the introduction of MEMA in the political agenda of European countries. To do so, this study has counted on the support of national experts from most European countries, having been in charge of implementing a questionnaire designed to grasp how monitoring and assessment of such policies is carried out. This presentation aims to provide an overview of the state of the arts of the literature for this research.

Miquel Àngel Essomba Gelabert is a Prof. Dr. at the Universitat Autònoma de Barcelona (UAB). He is also the Director of the research team ERDISC (research on diversity and inclusion within complex societies) and the Director of the Chair on Community Education at UAB. He has given courses and lectures in universities across Europe, Latin America, and the Asia Pacific. He was the Director of the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) Center for Catalonia as well as President of the Linguapax Institute. He is the general coordinator of the SIRIUS European Policy Network on the education of children and young people with a migrant background.

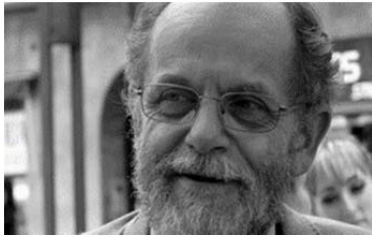## Friday 17th June. Salón de Actos.

Prof. Alistair Ross
Jean Monnet *ad personam* Professor of Citizenship Education in Europe
Emeritus Professor at London Metropolitan University

Abstract: Migrants, Identities and Nation-States: the implications for citizenship education

This lecture draws on some initial findings of my current study of young people's constructions of locational identities in Western Europe. I conducted some 165 focus groups with over 1000 young people aged between 11 and 19 in 52 places across 14 countries between September 2014 and January 2016. Many of these included discussion of the place of migrants and refugees within these states – set across a period that included the eruption of ISIS and the Syrian civil war in the Middle East, the Russian incursion into the Ukraine, the mass movement of refugees into Europe, and terrorist attacks in Europe in Paris, Brussels and Copenhagen.

I will discuss how these events are used by young people in their fabrication of local, state and European identities, and use this to suggest that the concept of the 'nation state' is no longer a useful

term in discussions of identities. I argue that citizenship – a 'notoriously polyvalent term' (Joppke, 2010) – is used in some contexts to define national identities as well a state membership, and this can cause confusion among both the traditional populations of our countries and newer settlers, and this in turn poses particular challenges for Citizenship Education.

Alistair Ross is a Jean Monnet *ad personam* professor, awarded by the European Commission. This is particularly linked to the study 'Young Europeans' constructions of identity and citizenship: crossing European borders'. His current study is of young people's constructions of identities in Europe, and he has carried out focus groups and interviews with over 2,000 13–19 year olds in 29 European countries. Some of this is reported on in his book Understanding the Construction of Identities by young new Europeans: Kaleidoscopic identities (Routledge, 2015). Alistair is also an emeritus professor at London Metropolitan University. His research interests centre around aspects of social justice within education.

Saturday 18th June. Salón de Actos.

Prof. Despina Karakatsani
University of the Peloponnese, Department of Social & Educational Policy

Abstract: Second Chance Schools in Prison: Civic Learning and Social Justice in the period of economic crisis

Recent literature shows that prisoners who attend educational programs while they are incarcerated are less likely to return to prison following their release, while other studies underline that recidivism rates have declined where inmates have received an appropriate education. Furthermore, the right kind of educational program leads to less violence by inmates involved in the programs and a more positive prison environment. Effective Education Programs through citizenship education, social literacy and art help prisoners develop social skills, acquire techniques and strategies to deal with their fears and emotions, overcome their difficult reality. In addition, these programs emphasize academic, vocational and social education. Second Chance Schools in Prisons give the students the opportunity not only to acquire education, but, most importantly, to discover their talents, believe in their abilities and regain self-confidence. Diversity in Second Chance Schools demands a new approach to education, citizenship and training. Even more, the existence of multiple identities, values and cultures within these schools challenges both teachers and learners to cultivate mutual understanding and promote democratic standards, civic skills, citizenship values and knowledge in class. The theoretical basis is transformative learning theory of Mezirow and Critical Pedagogy, more specifically Paulo Freire's and Jurgen Habermas' positions, such as the role of critical consciousness, emancipator knowledge and communicative act.

This lecture will be based on a literature review on this subject and on the results of a research about adult learners and educators' opinions in the field of one Second Chance School in a Prison situated in Athens, mostly concerning the role of this educational model for citizenship education, social justice and 'meaningfulness'.

Despina Karakatsani is a Professor and Chairperson of the Department of Educational and Social Policy in the University of the Peloponnese and President-elect of the Children's Identity and Citizenship European Association. She has taught at the University of Crete and the Democritus University of Thrace (1998-2000) and in 2000 she became Lecturer in History of Education at the University of Crete in the Department of Philosophical and Social Studies as well as a visiting faculty member at universities in Europe and other countries. An author of several books and numerous articles, her research interests are in: History of pedagogical theories, Citizenship-multiculturalism and education, Alternative educational systems, History of education sciences/pedagogy and Social history of health-history of Child welfare.

ABSTRACT BOOK

Symposia and parallel Paper Sessions

Thursday 16th June

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Friday 17th June

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14.00-15.00	*Symposium*	Guides for Teacher Education	*42*
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15.00-16.00	*Papers*	Inclusion and exclusion	*50*

Saturday 18th June

| Thursday 16th June | Salón de Actos | 14.00 to 15.00 |

Keynote Lecture 1: Miquel Àngel Essomba

Migration, education and school governance: assessment and monitoring education for success

| Thursday 16th June | Salón de Actos | 15.30 to 16.30 |

SYMPOSIUM: Education for social justice: New approaches of practices and research (part 1)

Convenor: Natalia Ruiz-López, Universidad Autónoma de Madrid, Spain

Abstract: This symposium is devoted to present different contributions carried out by a group of researchers from the Universidad Autónoma de Madrid to the study of Education for Social Justice. The GICE (Educational Change for Social Justice) research group, directed by Javier Murillo, is composed of professors and researchers from different areas who try to develop a theoretical framework about education for social justice, from the perspective of each of their disciplines. Several lines of work and research of GICE provide this interdisciplinarity in every study carried out. At the moment we launched the project "Schools in Socio-Economic Challenging Context: An Approach from Education for Social Justice", funded through the state program for the promotion of scientific and technical research excellence (EDU2014-56118-P). At the present time GICE is structured around eight research lines: Social Justice and Education (core of GICE) , Citizenship Education and Social Justice, Leadership and Educational Improvement, Teaching for Social Justice , Service-Learning and Social Justice, Music for Social Justice, Experimental Sciences and Mathematics for Social Justice, Information Technology and Communication for Social Justice, Arts Education for Social Justice, Creativity for Educational Change and Social Justice, and Inclusive Education.

Keywords: *social justice, education, service-learning, teaching*

Paper 1: Education for Social Justice

Javier Murillo and Reyes Hernández-Castilla, Universidad Autónoma de Madrid, Spain

Education for Social Justice requires, first, to assume not to have a simple essential meaning: it is historically constructed and with ideological character conflict. Thus, we agree with the proposal with which Griffiths (2003) invites us to think of "Social Justice as a verb" (p.55); that is, a dynamic project, never complete, never finished or reached "once and for all", and that should always be subject reflection and improvement (Murillo & Hernández-Castilla, 2011). No doubt, the difficulty of definition is born of it´s clearly "political" character in the Freirean sense (conception surround the world and human beings). Let us start by saying what Social Justice is not: It is not human rights; neither is it equal opportunities nor equitable distribution of goods; or just within a nation-state. Coherent with the American philosopher Nancy Fraser (2008), we understand that Social justice in a multidimensional perspective consists of three dimensions (the three "R's"): Social Justice as Redistribution or economic justice; Social justice as Recognition or cultural justice; Social justice as participation and Representation, political justice. The conception of injustice as something structural is not

incompatible with the personal responsibility for justice; everyone in education with small or big decisions taken that are not always fair, and we witness unjust situations and allow indifference. Working for Social Justice begins from each one choices, and follows in the criticism and work to the nearest unfair situations, and projects the fight against structural injustice. If education wants to contribute to build a more just society it needs to address the three dimensions of justice (the three R's) in both, the design of educational policies and in the functioning and organization of schools and the curriculum implemented in classrooms.

Paper 2: Experimental Sciences and Mathematics Education for Social Justice

Natalia Ruiz, Araceli Calvo and Santiago Atrio, Universidad Autónoma de Madrid, Spain

This paper seeks to contribute to the development of an interdisciplinary framework for Sciences and Mathematics Education for social justice. Both, experimental sciences and mathematics, are considered school disciplines in which student success or failure has a big impact on his/her academic and professional future. These topics should be knowledge to empower students, future citizens with critical thinking, and not to provide knowledge for elites defending their privileges (Young, 2008). A group of professors in these areas has been working for three years in GICE trying to lead researches towards the social justice approach. We will present the studies in which we have participated and our contributions. We believe that researching and proposing a teacher training program specifically oriented to Social Justice Education is necessary, at least for those teachers who want to develop a Mathematics and Scientific Education for Social Justice. Therefore, our main challenge is currently the implementation of a new Master in Social Justice Education, working together with the research line of Arts Education. This Master will start the next course.

Paper 3: Inclusive education as the only way for reaching social justice

Marta Sandoval and Carmen Márquez, Universidad Autónoma de Madrid, Spain

The principle of inclusive education is a basic reference in the legislative guidance and management of both our education system and internationally (UNESCO, 2008,2009 2012, 2015), being a principle that is linked to the great goal of engaging school action the task of recognizing and valuing human diversity in all its dimensions. In order to help overcome situations of discrimination and injustice that, unfortunately, many children suffer as well as youth and adults for personal, social, cultural or economic reasons among many others. Inclusive education, therefore, is based a set of values and ethical principles, which seeks to promote changes and improvements in different levels (teachers' conceptions, methodologies, supports understanding, parent participation…), so that these values are embodied in cultures, policies and practices of schools. This task takes shape around the process to try to reinforce the existing resources and support, as well as remove barriers of various kinds that limit the presence, learning and participation of students in school life centered in school, with particular attention to the most vulnerable, especially, our work focuses on students at risk of exclusion. In this research line, we analyze the processes of inclusion-exclusion educational living of different groups of students from disadvantaged or most at risk of exclusion situations, with particular emphasis on groups with disabilities or ethnic minority students. From inclusive education, our improvement proposals are systemic and tend to reduce or eliminate barriers to presence, learning and participation of these students similarly to others students.

Paper 4: Citizenship and key skills for learning throughout the working and social life.

Estella Acosta Pérez, Universidad Autónoma de Madrid, Spain

In the present and the immediate future, it is necessary to educate for change, to learn to live in uncertain times. These requirements urge us to promote an active and rapid adaptation to the new challenges of economic and social life. Our experience (Acosta 1999, 2015) and some research shows us that this path does not always fulfill the criteria or goals of the official institutions. Instead of

this, these criteria are based solely on the productive development and human development is forgetting too easily. We are interested in radically noting that the training needs of citizens from an economic perspective also must match the human, social perspective view of citizens. As a way to assess the role of work, construction of knowledge, creativity, social capital means specifically recognizing the human role in scientific and technological creation. To avoid falling into the hands of the overvaluation of the information and communication, robotics or scanning, which have been created by the human mind and are part of the cultural capital that must meet citizenship criteria in its development. Moreover, the objectives of civic integration and social justice show us very clear criteria for the education and training for lifelong learning, through the acquisition of flexible, generic, key capabilities, as the only guarantee equity and human development. The finding of what some of these capabilities and the prospect of deepening its features will be a part of the contributions to be made in this communication.

Thursday 16th June	Room 1	15.30 to 16.30

SESSION: Education policy, curriculum, school (part 1)

Paper 1: Eurovisions, imaginings and rites of passage: 'European values' and scripting the curriculum

David Blundell and Peter Cunningham, London Metropolitan University, UK

Professional and academic discussions concerning what children and young people should learn about their citizenship in Europe have been lent impetus by growing popular discourse surrounding putative European values. This follows publication of the Paris Declaration (EU education Ministers, March, 2015) that was the latest in a line of attempts to express a common voice and promote shared values. This paper explores some of the implications and likely effects of this discourse on schooling and curriculum. We explore the legitimacy of this scripting in relation to lived spaces and experiences of many people.

Keywords: curriculum, European values, rites of passage, belonging and othering

Paper 2: How political should teachers for Civic Education be - A review to the Beutelsbacher Consensus

Andreas Brunold, University of Augsburg, Germany

How political should teachers for Civic Education be - A review to the "Beutelsbacher Consensus". The so-called "Beutelsbach Consensus" is one of the main theories in German civic education didactics. Its three points were given in 1976, and since then its meaning and interpretation became of outstanding importance. 1. Prohibition against Overwhelming the Pupil: It is not permissible to catch pupils unprepared or unawares - by whatever means - for the sake of imparting desirable opinions and to hinder them from `forming an independent judgement'. It is precisely at this point that the dividing line runs between political education and indoctrination. Indoctrination is incompatible with the role of a teacher in a democratic society and the universally accepted objective of making pupils capable of independent judgement (Mündigkeit). 2. Treating Controversial Subjects as Controversial: Matters which are controversial in intellectual and political affairs must also be taught as controversial in educational instruction. This demand is very closely linked with the first point above, for if differing points of view are lost sight of, options suppressed, and alternatives remain undiscussed, then the path to indoctrination is being trodden. We have to ask whether teachers have in fact a corrective role

to play, that is, whether they should or should not specially set out such points of view and alternatives which are foreign to the social and political origins of pupils (and other participants in programs of political education). In affirming this second basic principle, it becomes clear why the personal standpoint of teachers, the intellectual and theoretical views they represent and their political opinions are relatively uninteresting. To repeat an example that has already been given: their understanding of democracy presents no problems, for opinions contrary to theirs are also being taken into account. 3. Giving Weight to the Personal Interests of Pupils: Pupils must be put in a position to analyse a political situation and to assess how their own personal interests are affected as well as to seek means and ways to influence the political situation they have identified according to their personal interests. Such an objective brings a strong emphasis on the acquisition of the necessary operational skills, which is in turn a logical consequence of the first two principles set out above. In this connection the reproach is sometimes made that this is a `return to formalism', so that teachers do not have to correct the content of their own beliefs. This paper argues that this is not the case since what is involved here is not a search for a maximum consensus, but the search for a minimal consensus.

Paper 3: Educational ontological paradigms: a decolonial-anthropological approach

Carlos Moreno Romero, Universidad Autónoma de Madrid, Spain

This paper aims at analysing some relevant issues in contemporary educational interdisciplinary research. Firstly, decolonial theory will be introduced in order to critically discuss the ways in which modernity has shaped notions of pedagogy, science, development, and valid knowledge. This will include a critical analysis of the multiple -centrisms (eurocentrism, adultcentrism, logocentrism, etc.) present in globalized educational practices - including the commodification of schooling. Secondly, attention will be drawn to ethnographic examples of the multiple ways "traditional" educational philosophy, narratives, practices, roles and structures foster certain kinds of citizen and social roles. From a comparative perspective, examples of "subaltern" educational philosophies and practices - including democratic, free and active schooling - will be presented to examine ways in which alternative teaching/learning environments, structures and practices foster social justice, conflict resolution and equality. Thirdly, departing from my own ethnographic research on democratic education in Spain, I will argue that discussions about education have focused more on ontological dualisms - such as public/private, school/home, exclusion/inclusion, and traditional/innovative - than on the ideological foundations of educational reform in our societies. In other words, an in-depth analysis of the ontological nature of discourses and narratives that influence public opinion and educational agendas will take place. Finally, the paper will end with a historical analysis of the ways social sciences - and especially anthropology - have constructed "the other" as its object of study. This approach will include contemporary critiques to anthropological studies - in relation to the production of "valid knowledge" - and how an anthropological research of education could benefit from such critiques in order to promote a more holistic overview of the various actors, roles, practices, and structures that shape public understanding of educational practices.

SESSION: Migration

Paper 1: Educational services for refugee children: a case study from a humanitarian non-profit association

Maria-Theodora Giannopoulou, Antonia Katrimpouza and Georgios Nikolaou. University of Patras, Greece

In recent years, societies have been overwhelmed by the global economic crisis, which is deemed to have negative impacts on most if not all social affairs. Within this context, the current refugee crisis has been generated creating and highlighting new challenges concerning the issues of human rights. Therefore, the European Community is struggling to cope with this urgent reality both in formal and non-formal ways. Greece has been the entry point for a flow of refugees migrating through Western and Southern Asia to European countries. The outbreak of the migrant crisis in Greece has caused some cracks in the general framework of our social system. Considerable efforts have been made by NGOs with the purpose of serving the resultant refugee needs. Based on the assumption that education is both a fundamental human right and a powerful tool by which children can fully participate as citizens and taking into consideration that many migrant children remain deprived of educational opportunities, in this study we try to describe the educational programmes, activities and missions, which are implemented by a humanitarian non-profit association named PRAKSIS (Programmes of Development of Social Support and Medical Co-operation). Examining the role of Greek language learning in refugee children's integration in Greek society, structured interviews were conducted with volunteer tutors and Greek lessons with cross-cultural orientation were carried out at Children's Home, located in Patras, Greece. Finally, the paper goes on to illustrate the educational services' significance in the campaign against the social exclusion of susceptible individuals, such as refugee children, in a world that appreciates and acknowledges otherness as well as human dignity.

Keywords: migrant crisis, refugee children, non-governmental organization, educational activities

Paper 2: Immigrants – Refugees': A didactic proposition based on the cross curricular project approach

Chrysafo Fili, University of Ioannina and Georgios Nikolaou, University of Patras. Greece

"Immigrants – Refugees'": A didactic proposition based on the cross curricular project approach. The present study presents a teaching approach regarding the "immigrant – Refugees" module, based on the intercultural education principles and cross curricular approach to teaching, according to which the school becomes a setting of creativity and experimental learning. The "Immigrants – Refugees" project was implemented within my post – graduate training at the university and carried out in the city of Ioannina by 18 fourth grade students, including students of multicultural background. The purpose of the project was, on the one hand, to help students develop feelings of empathy for people who are forced to abandon their homeland, and on the other, to comprehend the causes that force refugees to be uprooted from their homes in contrast with the causes of conventional immigration. The key pillars in this attempt were the theory of cooperative method as well as the project approach. The first remarkable results of this practice have proved promising, since the children seemed to express feelings of solidarity and empathy for people away from their homes experiencing isolation. To conclude, the potential of materializing similar practices in the future seems quite promising.

Keywords: immigrants, refugees, intercultural education, cross curricular approach, empathy, cooperative method

Paper 3: "Refugees: Their journey towards the Greek land" - A Project with fifth grade pupils of primary education

Theodoros Vavitsas and Athina Sevi, University of Ioannina, and Georgios Nikolaou, University of Patras, Greece.

This paper presents a Project teaching method applied to fifth grade pupils of primary education in the region of Ioannina, Greece. This Project was part of the author's internship required by the postgraduate program of the Department of Primary Education of the University of Ioannina. The aim of the Project was to bring students into contact with the refugee issue and to develop their empathic ability, as well as an intercultural way of thinking. The final product, after completing the various "phases" of the Project, was an Album - Calendar, which consists of written stories composed by each pupil individually. In their stories, they are recounting, using their imagination, the distance refugees have to cover on their way from their country to Greece. Finally, the students' stories were assessed technically with the use of a non-weighted test named "essay". The evaluation results were extremely encouraging.

Keywords: refugees, project, empathic ability, intercultural way of thinking

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Thursday 16th June	Salón de Actos	16.40 to 17.40

SYMPOSIUM: Education for social justice: New approaches of practices and research (part 2)

Convenor: Natalia Ruiz-López, Universidad Autónoma de Madrid, Spain

Abstract: This symposium is devoted to presenting different contributions carried out by a group of researchers from the Universidad Autónoma de Madrid to the study of Education for Social Justice. The GICE (Educational Change for Social Justice) research group, directed by Javier Murillo, is composed of professors and researchers from different areas who try to develop a theoretical framework about education for social justice, from the perspective of each of their disciplines. Several lines of work and research of GICE provide this interdisciplinarity in every study carried out. At the moment we launched the project "Schools in Socio-Economic Challenging Context: An Approach from Education for Social Justice", funded through the state program for the promotion of scientific and technical research excellence (EDU2014-56118-P). At the present time GICE is structured around eight research lines: Social Justice and Education (core of GICE) , Citizenship Education and Social Justice , Leadership and Educational Improvement, Teaching for Social Justice , Service-Learning and Social Justice , Music for Social Justice, Experimental Sciences and Mathematics for Social Justice, Information Technology and Communication for Social Justice, Arts Education for Social Justice, Creativity for Educational Change and Social Justice, and Inclusive Education.

Keywords: *social justice, education, service-learning, teaching*

Paper 1: Creativity for Educational Change and Social Justice

Jessica Cabrera and Audrey Palacios Universidad Autónoma de Madrid, Spain

Creativity -as a complex and global phenomena- remains vital in current and future challenges facing humanity: social, economic, educational and lifestyle. A fairer society demands from authorities and stakeholders' greater responsibility for guiding megatrends towards strengthening human values and virtues. Creative knowledge and self-knowledge have been integrated into higher levels of consciousness and complexity, proposing the person as a multidimensional being integrating collective, social and sustainable development. Those methods limiting human potential and not preparing for uncertainty, adversity and the current revolution must evolve. They must include socio-affective and creative competencies, attitudes and skills, emotional and spiritual intelligence, dealing with ambiguity, among others. Creativity is the raw material, the seed of innovation. The proposal is to encourage innovative approaches aiming at the evolution of consciousness thus improving human relationships, sustainable development, quality of life, social justice and a culture of peace. The idea is to involve different stakeholders, academics and collaborators interested in addressing issues of creativity for educational change and social justice. Proposed approaches:

Creativity for Educational Change: From the 'Modelo de Creatividad con Conciencia y Complejidad, CCC' (based on the research work of the 'Grupo Investigación y Asesoramiento Didáctico' GIAD University of Barcelona and the 'Red Internacional de Escuelas Creativas, RIEC).

- Creativity and Evolution of Consciousness: Creativity as a transversal value; to promote a culture of innovation; to educate in personal, social and environmental values.
- Creativity and Human Potential: Motivating leadership; creative faculties; communication and human relationships; entrepreneurial spirit.
- Creativity as a force for change. Strategic plan: Adaptive Curriculum; diversified methodologies and strategies: innovative and technological resources: emerging and formative evaluation.

Creativity for Social Justice: Creativity and social diversity; creativity and art with social consciousness; creativity and collaborative economics; creativity and ethics; creativity and USR through generic skills; creativity and the environment; creativity and networks.

Paper 2: The guidance counselor in Service-Learning

Lourdes García López, Pilar Aramburuzabala Higuera and Rosario Cerrillo Martín, Universidad Autónoma de Madrid, Spain

In recent years, the way of conceiving the role of guidance counselors has experienced a major change. Literature on school change points out their role in the processes of supporting and counseling centers on plans for improvement and innovation. The conceptualization of service-learning (S-L) as an original combination of two known elements, experience-based learning and community service (Puig, Martin & Batlle, 2008), makes it an interesting content in Counseling. Within this framework, it is particularly relevant to know the roles of the guidance counselor in service-learning. This is the objective of the case study that is being carried out at a High School of Madrid that is considered a reference in the use of this methodology. Results of the study allow us to consider S-L as a way to look at the counselor´s work, ("S-L look") from a social approach, seeking its usefulness in and for its social context. This approach underlies the counselors´ fields of activity, establishing a connection between S-L and the development of the person, coexistence, educational inclusion as well as the development of tutorial action, the process of teaching-learning and making academic and professional decisions. On the other hand, it implies a connection with their role, showing the pedagogical leadership of these professionals, who can act as promoters, coordinators, consultants, developers and ambassadors of S-L in their centers. Also, the study reveals a psychoeducational intervention through collaboration and teamwork, and a number of key

determinants in their actions (culture of the center and the environment, support by the management team, and characteristics of their job and the person). Therefore, the study shows evidence of the relationship between the counselor and proposals for improvement at the schools, such as S-L.

Paper 3: "Dreams of future" exhibition; artistic research for social justice

Ángeles Saura y Cristina Moreno, Universidad Autónoma de Madrid, Spain

The universal character of the image is a communication tool that allows you to interact with people from different cultures, gender, age or social status. Visual arts, arts education and social justice share a wide range of job opportunities that go beyond the learning discipline. It cannot unlink feeling and emotions from the learning process for social justice. This implies a critical pedagogy that fosters in student's values built sympathetically, as the struggle for a more just society. The end goal of Social Justice is the achievement of human dignity, transcending the negative view of overcoming inequalities. We work to get gender equality and from a multicultural approach, achieving intercultural education and respect for citizenship built by and for everyone (Apple and Beane, 1997). "Every art work that really moves us is to some degree a revelation: it changes us" (Harris, 2014). Artistic Education for Social Justice can move us. We present an example of the educational experience titled "Dreams of the future". It is a collective and international exhibition developed at the Autonomous University of Madrid. Action artistic research, approached from the perspective of tripartite Redistribution, Recognition and Participation, aims to develop in every person his own identity and enhance their own capabilities (Nussbaum, 2012). The images speak for themselves about the future dreams of a group of girls from an orphanage in Nepal, at risk of social exclusion. These images have been retouched by inserting our professors working in art with those girls. Redistribution of material and cultural resources or commodities, cultural Recognition and respect for every single person on the existence of fair relations in society; and Participation in decisions affecting their own lives. We ensure that people are able to have an active and equal participation in society.

Paper 4: Effects of OLPC Programs in Daily Lives of People Excluded from the Community

Inmaculada Tello Díaz-Maroto and Joaquín Paredes Labra, Universidad Autónoma de Madrid, Spain

In the XXI century, social and economic inequalities have increased worldwide and rural areas are not well equipped to fight underdevelopment. In this sense, education is one of the policies implemented to improve this situation. In addition to education, Information and Communication Technologies (ICT) are essential for economic success, connecting abroad, sociability. In recent years, OLPC (One Laptop per Child) policies are being implemented as a way to improve teaching and educational outcomes (Passarelli, Straubhaar and Cuevas-Cervero, 2016). These programs are successful also in helping families (Fullan, Watson and Anderson, 2013), because children take their laptops home for work with them. Thus, the daily lives of people excluded from the community could change. With these programs, students acquire computer skills, families have the opportunity to use laptops at home, families and students share knowledge with the rest of the educational community. Rural communities are then knowledge generators. Through this study we try to understand how schools help communities and families to face exclusion and poverty, how an OLPC program provides opportunities for children to help parents in Spain and Latin America. The methodology of this study is qualitative with in-depth interviews and focus groups with teachers, principals, parents and students from various schools in five countries. Among the results, we see that OLPC programs help people to overcome exclusion. Some guidelines could be offered to improve OLPC programs and achieve this goal of inclusion through ICT. In addition, some activities could be proposed to support links schools with families.

SESSION: Education policy, curriculum, school (part 2)

Paper 1: Promoting Intercultural values through the multicultural Olympic Games

Athina Sevi, University of Ioannina, Georgios Nikolaou and Julia – Athena Spinthourakis. University of Patras, Greece

Diversity, in our societies and in particular our classrooms, challenges us to identify and employ different yet unifying strategies and techniques to promote the development of intercultural values in our students. In this paper, we explore the design, use and evaluation of a collaborative learning project to illustrate how a class of young students, aged ten, engaged themselves in the phases of developing the project entitled "Promoting Intercultural values through the multicultural Olympic Games". The intent was to enable students to understand that multiculturalism is representative of the societies around the world and thus develop an active multicultural perspective. Being aware of the benefits of collaborative learning and the ability that project learning offers students to explore challenges, gain knowledge and develop their personalities, the researchers adopted this approach. The paper includes descriptions of all the tasks undertaken by students throughout the process, including visual material, examples of thematic teaching employed, and the primary project output, a knowledge board game, and some sub-products designed and developed by children themselves. We present these in combination with the evaluation of the qualitative research results.

Keywords: intercultural values, multiculturalism, the Olympic Games, collaborative learning/ project learning.

Paper 2: The development of children's understanding of power

Lee Jerome, Middlesex University and John Lalor, Dublin City University. UK

Some commentators have observed that 'citizenship is a subject and more than a subject' but without an adequate account of the knowledge at the core of citizenship education, citizenship appears as somewhat less than a subject in a school curriculum full of other subjects which have long traditions and clear boundaries. In comparable curriculum areas researchers have established ways of describing the conceptual knowledge at the heart of their subject and the complex ways in which children engage with that content and build their own knowledge base, but this is relatively undeveloped in citizenship education. This research aims to address this gap and to contribute to the development of a richer professional discourse about the nature of citizenship learning in schools. This paper reports on our findings in relation to the core concept of power and demonstrates how we have used an inductive qualitative analysis of student work to devise a provisional model for thinking about how students understand the concept. Whilst we are careful to describe the levels we have outlined as a heuristic device, rather than an account of individual's conceptual development, we believe this is useful because it offers teachers an example of how they can plan for progression in conceptual development, and how they might approach the task of providing diagnostic feedback to students. Whilst we have arranged the categories into numbered levels, and thus imply some linear form of progression, we also recognise that in some regards these simply represent different aspects of thinking about power or rights. The challenge for the teacher is to understand the characteristics of a student's thinking and to help them extend their understanding by prompting them to consider alternative or additional perspectives. In devising tools to achieve this, this project demonstrates that there is some benefit in starting with students' own work and reflecting on this, as a complementary approach to more established ways of thinking about these concepts, for example by borrowing from

social and political theory, where such concepts are well developed. The data for this project includes the work of children and young people aged 10, 14, 16 and 18 in Belfast and Dublin.

Paper 3: How Hungarian Citizens perceive and experience the justness of competition in the Hungarian society?

Márta Fülöp, Institute of Cognitive Neuroscience and Psychology, Hungarian Academy of Sciences and Institute of Psychology, Eötvös Loránd University, Budapest and Balázs Varga, Institute of Psychology, Eötvös Loránd University, Budapest

Previous research showed that Hungarian young respondents, teachers, business people had a very negative view of the morality of competitive processes in the Hungarian society (Fülöp, 1998, 2001; Fülöp & Orosz, 2008). In the present representative study (age, education level, gender, location in Hungary) with 1000 Hungarian citizens above the age of 18 we studied the perception and personal experiences of just and unjust competitive processes and being cheated and cheating in competition. A semantic differential scale was applied both in case of perception and memories of the justice of competitive processes with 8 adjective pairs (e.g. just-unjust; corrupt-not corrupt etc.) on a 9-point scale. In case of cheating the respondents were asked about the frequency of experiencing being cheated and cheating in competition and also about the intensity of its emotional impact. The statistical analysis was carried our along the demographic variables and also in connection with competitive attitudes. The Multiple Competitive Attitude Scale (Orosz, Fülöp et al, 2015) was applied and the perception and experiences of unjust competition was examined among those who showed extreme high or extreme low scores along the different competitive attitudes. It was found that those who perceived and experienced more unjust competitions had higher scores in competition avoidance (fear of losing and anxiety) and in indifference towards competition indicating that negative social experiences may have an impact on attitudes towards competition or vice versa.

Paper 4: Comparative research about teacher's professional identity between Japan and Finland

Noboru Tanaka, Gifu University, Japan, Riitta Korhonen and Tapio Heino, University of Turku, Finland

It has been revealed that there are various approaches to educational research in different communities and countries. Particularly, the relationship with classroom practice, teacher education and social service could influence the research to a great extent. It is important to understand various contexts of research in order to promote more international exchange and comparative studies. The purpose of this study is to examine the diverse disciplinary, social, cultural, institutional and historical contexts underpinning educational research, through comparison of the data, which will be collected from interviews of educational researchers working in different communities and countries. At the end of the study, we will explain the similarities and differences of the roles, responsibilities and aims of educational researchers as well as the reasons for these differences. This study focuses on characteristics and differences of educational researchers in the case of Japan and Finland. The methodology of this research is as following methodology. First, we research the researcher's life based on interviews for week plan. This makes clear the relations and balance of work and life in weeks and the priority point of working. This is spatial approach. Second, we ask the research interest in past and present chronologically to extract the transition and development of research. Third, we analyze the research philosophy based on the date of interviews, research publication, background, career and other information. The outcome of this research is show at conference.

Keywords: Identity, comparative research, qualitative, teacher's responsibility

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SESSION: Intercultural education (part 1)

Paper 1: Teaching citizenship by using literature

Vasiliki Resvani, 6th Public Elementary School of Patras and Ioannis Dimakos, University of Patras, Greece

The purpose of the proposed presentation is to introduce a programme for teaching citizenship to elementary school students through contemporary Greek and foreign literature for children works. The programme lasted one academic year and was implemented twice a week. In the present presentation citizenship refers not only to the notion of "being a member of society", but also introducing ideas closely related to alterity, multiculturality, diversity, social support for minorities and other social groups. Selected excerpts, as well as entire stories were introduced during regular school time and various elements of citizenship were identified. Each session was initiated with the teacher introducing the topic the class would work on that particular occasion. Students were asked if they were familiar with the topic, if they had experienced, observed or otherwise noted examples in their neighborhoods. The session proceeded with the introduction of the literary piece and the students reacting to it. Students' reactions included the creation of team posters with examples of the topic in question or theatrical plays acted upon by the students and the creation of more teaching materials for use in future opportunities. Early data from students suggested an increased interest in socially sensitive matters and the desire to further explore other citizenship-related issues. The implications of such a programme are considered in light of recent socio-political developments in Greece amid an influx of refugees and suggestions are offered for future citizenship curricular activities.

Keywords: citizenship, teaching, alterity, literature

Paper 2: Preserving minority identity in vulnerable/ isolated Greek regions by investing on training. The paradigm of children' belonging to the Muslim minority of Eastern Macedonia & Thrace

Anna Missirian-Tzouma, Evangelia Papaloi, and Panagiotis Koutsoumpelis, MOHA Research Center, Greece

This study depicts the challenges faced by the Muslim minority in the region of Eastern Macedonia & Thrace and emphasizes the necessity for raising students' identity awareness through innovative training tools.   According to the Bologna Process and the Lisbon Strategy, education should give the opportunity to students –even those belonging to sensitive social groups- to develop their socio-emotional and cognitive abilities in socially constructive ways. This is fertile ground for researchers given that societal harmony and people's symbiosis should constitute the main scope of our society and a challenge against social stereotypes and prejudices which raise obstacles in our understanding and management of diversity. To be more specific, enriched curricula as well as interactive and experiential activities are proposed as a means of promoting equity and social cohesion, strengthening active citizenship, and equipping young people belonging to sensitive social groups with competences and tools to cope with everyday complexity.   Expected outputs - Advance our understanding about this minority's identity - Create a dynamic dialogue with new complex & diverse society - Encourage young students to be aware of their identity as well as their cultural and religious beliefs and heritage - Invite policy makers and teachers to understand that diverse heritage can act as

a bridge between communities, thereby increasing domestic social cohesion and inter-cultural respect. Note: This study has been conducted by MOHA. Founded in 2006 in Kavala, Greece MOHA/The IMARET Project Initiative is a Greek Research Center supervised by General Secretariat for Research and Technology (GSRT) of the Greek Ministry of Culture, Education and Religious Affair. Under the guidance of the Scientific Committee, MOHA conducts research on scientific and cultural issues related to the co-existence, tolerance and dialogue in diverse societies.

Keywords: minority identity, inter-cultural dialogue, diverse society, citizenship.

Paper 3: Identity Issues in Language Learning Contexts

Monica Oprescu, West University of Timisoara, Romania

Departing from the traditional applied linguistics view on identity, which regarded it as fixed, unique, unchanging, many researchers (Joseph, 2004, Hall, 2012, Block,2013) emphasizing the socio-cultural perspective which views identity issues in learning acquisition and language learning as reflexive, dynamic, a product of the social, cultural, historical context. Learning a new language, a second or a foreign one, has consequences in terms of identity development. The factors that contribute to this change are the language, the cultural dimension and the social one, which have been analysed by Byram, 1997, Kramsch, 2001, Norton, 2006, Byram, 2013. These issues are of extreme importance in nowadays world which is constantly changing, in which different cultures coexist and intercultural competences are highly valued. Regarding English language teaching, the implications are challenging, focusing on the "social and historical conditions of teaching intercultural communication through English" (Kramsch 2001) having become of utmost importance in the context of 21st century skills. The paper sets out to review the research related to the topics of identities in language teaching and learning, with the focus on intercultural factors, of great importance for the global world.

Keywords: identity, language learning, intercultural competences, responsibility, education

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SYMPOSIUM: A framework for citizenship oriented to social justice: Reflections and research analysis (part 1)

Convenors: *Liliana Jacott and Antonio Maldonado. Universidad Autónoma de Madrid, Spain.*

Abstract: This symposium is devoted to present different contributions carried out mainly by a group of researchers from the Universidad Autónoma de Madrid (GICE), Universidad de Buenos Aires, Universidad Autónoma de Chiapas and Universidad Complutense de Madrid to the study of the relationship between citizenship and social justice. Some of the work presented here are part of a research project that is being carried out by our interdisciplinary research group (GICE: Educational Change for Social Justice) "Schools in socio-economically challenging contexts: An approach from Education for Social Justice" (EDU2014-56118-P), funded by the Spanish Ministry of Economy and Competitiveness through the State Program for the Promotion of Scientific and Technical Research Excellence.

The studies presented here share a common theoretical framework of social justice based on the three dimensions proposed by Fraser (2008): Redistribution, Recognition and Participation, and also in the work developed by Amartya Sen (1999) and Martha Nussbaum (2003, 2011) in relation to the capabilities approach. Our main objective is to contribute to the development of a theoretical

discussion based also on empirical research for the analysis and development of this approach to social justice in education. Along with this, from our point of view is essential to discuss the importance of developing social justice oriented citizens, understood as those citizens who participate actively and critically as agents of change in the system that is causing and reproducing inequalities and injustices in the world we live today (Westheimer, 2015). The papers presented in this symposium include a theoretical analysis about this social justice framework and different reflections on citizenship issues. We also include some studies of the representations of citizenship and social justice by primary and secondary students, and training and expert teachers, using different methodologies such as specific questionnaires based on dilemmas and interviews.

Keywords: social justice, citizenship education, inequalities, redistribution, recognition, participation, capabilities approach

Paper 1: Social justice in education: Capabilities, well-being, and social justice-oriented citizens

Liliana Jacott, Antonio Maldonado, Everardo Pérez-Manjarrez, Vanesa Sainz, Tatiana García-Vélez, Almudena Juanes, Antonio Fernández, Santiago Agustín, Universidad Autónoma de Madrid, Spain, and Martin Plascencia, Universidad Autónoma de Chiapas, México

In this presentation we will show and discuss a general framework in relation with the study, understanding, and promotion of social justice in education from developmental and contextual views. For us, the three dimensions of social justice proposed by Fraser (2008), redistribution, recognition, and representation, could be seen as means to accomplish the minimum achievement of all the capabilities described by Nussbaum (20013) in order to reach the fulfillment of human dignity. In addition, we also include in our model two more important elements: a social well-being dimension (Prilleltensky, 2014) that is constructed in specific social and cultural contexts and a basic approach in education towards social justice-oriented citizens (Westheimer, 2015). We will show the main results of a series of studies about the representations of social justice in primary, secondary and undergraduate students, and also of teachers. In these, we use semi-structured interviews, questionnaires and focus-groups. We will try to show the main characteristics of this view in the design and development of educative activities and good practices.

Paper 2: Psychometric properties of the Social Justice Representations (SJR) scale

Edgardo Etchezahar and Alicia Barreiro Universidad de Buenos Aires- CONICET, Argentina, Liliana Jacott and Antonio Maldonado, Universidad Autónoma de Madrid, Spain

The aim of this presentation is to discuss the psychometric properties of the Social Justice Representations (SJR) scale in the adult population, that it is current developing. To achieve this aim, first we test several affirmations about the three main dimensions of Social Justice: Representation (or participation of people in important decisions that concern their own lives), Redistribution (of material and cultural resources or primary goods), and Recognition (and cultural respect of all people in a just relationship). Second we ask two expert judges to evaluate the item's validity. We work with a sample of 350 adults from Buenos Aires and 350 from Madrid. The main results were analyzed, taking into account the descriptive analysis of the items, mean, standard deviation, item-total correlation and Cronbach's alpha if an item was deleted. Therefore, the validity and internal consistency of the scale will be tested, by analysing the relations between the three dimensions of Social Justice with variables that evaluate the justification of social relations: right-wing authoritarianism, social dominance orientation and sense of community.

Paper 3: Education, political participation and citizenship

Luis Alegre Zahonero, Universidad Complutense de Madrid, Spain

"Education for citizenship" has two essential conditions relatively independent: there must be education and there must be citizenship. The idea of citizenship is inseparable from political participation: it implies the possibility of occupying the dignity of the legislature; you do not have to obey any other laws than those that may have been enacted by yourself. And, in order to make sense, it is necessary that the sphere of politics is not a mere mirage. If the real power flows through some channels other than democratic, it is logical that "citizenship" is dissolved and each one tries to deal exclusively their private affairs and their particular interest. And this problem is not solved with a subject in the curriculum, but achieving a citizen mobilization able to re-politicize the country's life (as it was managed by the 15M movement) and building tools able to recover the role (and power) that correspond by law to institutions of citizen representation. Moreover, education is crucial for those individuals who will have to decide laws for everyone (and not just for members of their tribe, their family or themselves individually) precisely because of the ability of settling in universal points of view (freeing us from the straitjacket of our tribal limitations, our family determinations or our purely private points of view). However, in order to introduce citizens into an impersonal point of view (so important for building a democratic state) it can be much more effective to strengthen the study of mathematics, chemistry, history or philosophy instead of replacing them for subjects without specific discipline profile.

Paper 4: Educational policy and Education for Citizenship in Spain: what has changed in the last ten years?

Luis Cifuentes, IUCE, Universidad Autónoma de Madrid, Spain

The aim of this paper is to discuss some of the main changes which have taken place in educational policy in in the last ten years with respect Education for Citizenship in Spain. From the Organic Act of Education (LOE, 2006) to current Act on the Improvement of the Quality of Education (LOMCE, 2013), the educational Spanish system has experienced many changes with respect the Civic and Ethical Education. Also, in our country currently there is not a basic educational agreement among different political parties and this political context is not good for the improvement of education.

In LOE (2006), Ethic and Civic Education is approached as a specific subject entitled "Education for Citizenship and Human Rights", which must be studied in two school years of Secondary School, for students from 12 to 16 years old. This subject should be taught mainly be teachers of Philosophy. Contents of this civic education are connected to moral current problems in different issues (global citizenship, sexual diversity, moral values, family diversity, features of the democracy, peace and war, feminism, ecology, etc.). In LOMCE (2013), the Education for Citizenship and Human Rights has been eliminated and this subject is named now "Social and Ethical Values". This subject is to be taught in Secondary School in four school years for students from 12 to 16 years old. According to this law the status of this academic discipline is optional because students must choose between Religion or Ethics and Social values. Generally, this subject is taught by teachers of Philosophy. This subject is considered as a cross curricular subject that should be taught in all academic disciplines. In summary, we can say that the principal change in the new Educative Act (LOMCE, 2013) is the status of Civic Education which becomes an optional subject opposed to Catholic Religion. Nevertheless, this change is a very important transformation from an epistemological and political point of view.

Paper 5: Moral development and its relationship with Education for Citizenship and social justice

Tatiana García-Vélez, Everardo Pérez Manjarrez, Liliana Jacott and Antonio Maldonado, Universidad Autónoma de Madrid, Spain

The debate on moral development in schools can be seen as divided into two approaches. On the one hand we found morality focusing on the cultivation of virtue and good citizens and on the other hand those who argue that this is ultimately a function of the judgments made in context (Nucci and Narváez, 2008). The first perspective is very close to traditional citizenship education. It emphasizes the importance of the development of virtues, stressing the influence of the social group and focusing on developing "good citizens" (i.e. obey the law, pay taxes, show concern for others, respectful of others, etc.). These virtue-based educative approaches incorporate an emphasis on attachment to groups and in the role society has in the formation of young people. The second perspective emphasizes the role of reasons and judgments. Focusing on grounds of ethical rationalism with emphasis on the autonomous justification for moral actions based on ethical principles of justice and equity (Rawls, 2001). This educative approach is more related to cosmopolitan citizenship issues. From our point of view, this second dimension shall be consistent with what can be taught through Citizenship Education, especially from a cosmopolitan view linked to a social justice perspective. Perhaps if we take into account the importance of developing this educative approach in children and adolescents, focusing on the development and critical construction of ethical values such as the importance of recognizing diversity, minority representation, democratic values, active participation, universal justice, etc. we can come to develop cosmopolitan citizenship in students, making them to become active and critical citizens in the pursuit of social justice.

Friday 17th June	Room 1	10.00 to 11.00

SESSION: Education policy, curriculum, school (part 3)

Paper 1: The Role of Sport Education and Training in Addressing Issues of Social Inclusion and Development in South East Turkey

Gary Crippen, Bilkent University, Turkey, and Ilayda Demir, Sakarya University, Turkey

The EC's White Paper on Sport published in 2007, subsequently adopted by the Lisbon Agreement of 2009, defined a new role for sport as an important tool in addressing social and developmental problems while articulating a vision that this European model could have an important role to play in countries outside the EU area. This paper will first examine, using a comparative method, how this new vision for sport has developed in Turkey during the last few years. Special attention will then be given to two current projects. The first is International Inspiration a legacy project of the London 2012 Olympic and Paralympic Games which is backed by a series of external partners in conjunction with the newly reorganized Turkish Ministry of Youth and Sport and by the Turkish Ministry of Education. The second project is a new EU funded project again with Turkish leadership which aims at addressing critical issues of social inclusion as well as gender and disability issues in south eastern Turkey using sport education and training as the fundamental approach.

The conclusion of this paper is that the model embodied by these two projects, while facing serious challenges and impediments, represents a successful implementation of the vision put forth in the

White Paper of 2007 and illustrates the potential of sport education and training as an important tool along with other approaches to build a capacity for change and development while at the same time.

Paper 2: Changes in Upper Secondary School in Sweden during the 1960s.

Magnus Grahn, Lund University, Sweden

The Upper Secondary School in Sweden has changed dramatically during the decades, especially during the 1960s after the World War 2, both quantitative and qualitative. This paper is about these changes and the reasons behind the changes. In the beginning of the 1960s the Upper Secondary School in Sweden had about 60 000 pupils. Ten years later, the amount had increased to 180 000. Why this change? One explanation is the rapid economic growth after World War 2. The GDP increased yearly and gave the children of new social classes, among them the labour class, the possibility to continue studies after Primary School. Another explanation is the demographic change. The population of Sweden grew fast and the birth-rate between 1944 and 1949 was very high. These children were ready to start Upper Secondary School in the beginning of the 60s. The infrastructure in Sweden developed after World War 2. Better roads and new bridges made it easier for young people from the countryside to commute to the towns where the schools were located. Furthermore, Sweden experienced a strong urbanisation and a lot of people moved to towns and cities with Upper Secondary Schools. So, infrastructure and urbanisation influenced in different directions. The pedagogic changed a lot in the national curriculum during the 60s from more teacher-led education to self-independence education. It meant that the students got more freedom and power to influence the learning process. Why this change? One explanation is that the Social Democratic Party thought that this was more democratic and wanted to create a school for all groups in the society. The Social democrats were also influenced by the progressive ideas, mainly John Dewey, who put focus on a self-independent education. My theory behind all this is modernity based on liberty, rationality, progress and contingence.

Paper 3: Practice and research about citizenship education in teacher education: a survey in Italy and Latvia

Sandra Chistolini, Università degli Studi Roma Tre, Italy

The paper presents the results about the survey conducted in two European Universities where there is a different offer of Citizenship Education inside the curriculum aimed to form primary school teachers. Through an online questionnaire and the interviews conducted with a focus group we investigate the experience and expectations of students in Italy and Latvia. The sample consists of almost 750 students who are studying to become teachers in primary school. The survey is part of the European CiCe Jean Monnet Network reflection about three areas of interest: trust in national and European institutions, goals of education, citizenship, and human rights. We are facing a significant variety of definitions of what we mean by Citizenship Education. Some universities have Citizenship Education in the curriculum as a defined course, others just include elements of Citizenship Education such as: democracy, human rights values, ethics, gender issues, ethnicity issues, questions of identity, interculturality, migration, refugees, tolerance, social justice, as well as responsibility. The recognition of the state of the art, existence, contents and quality of Citizenship Education in educating primary trainees, although hypothetically different, is part of this study and the results show a realistic perspective of the local situations which appear to be very critical for some respects.

SESSION: Intercultural education (part 2)

Paper 1: Young generation towards conception of national minority – worldview picture

Dorota Misiejuk, University of Bialystok, Poland

The output of the research is discussing the conception of national minority in the frame of students' worldview. Research is grounded in the theory of the cultural standard done by Jarosław Brozi and the conception of the model of intercultural awareness done by Milton Bennett. The aim of the research is observation and diagnosis of intercultural awareness of the students, their reception of culturally framed conception and declaration of the action. The research is grounded in the qualitative approach, and data has been collected through the focus group method. Worldview mentioned in the title on the basis of cited theories can be understood as mental horizon, which became a basis for undertaken decisions and construct ground for competency for intercultural communication.

Keywords: intercultural communication, competency for intercultural communication, worldview, attitude toward other

Paper 2: Inclusion of the third state citizens into Latvian education environment: characteristics of the situation and development tendencies

Inese Jurgena, Anna Liduma and Sandra Rone, Riga Teacher Training and Educational Management Academy, Latvia

Since Latvia joined the European Union a pressing question has been about the third state citizens' integration into Latvia's community/ society. Schools have to be ready to accept learners of other nationalities and help them to integrate into the country but research shows that immigrant children (including the third state citizen children) are especially unprotected in the education environment in Latvia, as their skills and success levels are lower than those provided state's children. The paper argues that inter-cultural experience within education programmes serves as a significant factor for the learners to be able integrate into the new state and its society/community. Within this it aims to analyse the education situation (the researches accomplished) and measures of good practice for inclusion of the children of the third state citizens into school and Latvia's multicultural communities/society. The research highlights that it is important to assess bilingual, intercultural and inclusive education potential for education, paying especial attention to the training of teachers and development of appropriate methodical aids in order to facilitate opportunities for the third state citizens to be enriched by Latvia's culture, economic and social capital.

Keywords: third states citizens, inter-cultural experience, education environment, integration.

Paper 3: Cooperative Learning promotes Intercultural Education and Social Justice: a teaching proposal based on project method

Glykeria Goula, University of Ioannina and Georgios Nikolaou, University of Patras, Greece

This paper presents a teaching proposal aiming at promoting social justice based on the principles of Intercultural Education. The project entitled "Travelling around Continents" was materialized in Ioannina city (Greece) with 19 third grade students in a primary school, which is attended by several ethno-cultural different students. It must be noted that the project was part of the Postgraduate studies program "Intercultural Education" at the University of Ioannina. The specific purpose of this project was for students to understand human beings' diversity and at the same time to realize that we are all equal and indiscriminately deserve acceptance and respect. The entire planning is based on the theory of cooperative learning and the project method. The final evaluation reveals some encouraging data regarding the young students' and future citizens' awareness. It also reveals optimistic prospects for a broader and long-term implementation of similar teaching practices.

Keywords: cooperative learning, intercultural education, social justice, project method

Friday 17th June	Room 3	10.00 to 11.00

SESSION: Concepts of diversity

Paper 1: Which gender, class and ethnicity is a citizen? A comparative study between English and Swedish secondary school students' and teachers' view on citizenship and citizenship education

Ralph Leighton, Canterbury Christ Church University, UK and Laila Nielsen, Jönköping University, Sweden

Recent public debate and research have drawn attention to the need to interpret and understand formal citizenship rights and responsibilities in relation to individuals' social and cultural conditions as characterised by gender, ethnicity and social class shown in order to understand the meaning of citizenship. In recent years, both public debate and published research have shown that, in order to understand the real meanings of citizenship (as opposed to the merely formal), it is necessary to understand and interpret rights and responsibilities from individuals' social and cultural conditions as characterised by gender, ethnicity and social class. The purpose of this paper is to examine and compare how the ethnicity, gender and social class conditions of citizenship are understood by secondary school students and their teachers in England and Sweden. Our discussion is informed by T.H. Marshall's (1949) thesis that citizenship in Western industrialized countries may be divided into three forms: Civil, Political, and Social. Feminist scholars have criticized Marshall's position in that he fails to discuss the issues of gender and racial hierarchies within society. We accept this criticism and believe that class, ethnic and gender perspective must all be included in the meaning of citizenship. Recent research has shown that socio-economic and political changes and cultural conditions in Sweden have a significant impact on the extent to which students succeed in school. Both the changes and their effects appear different in England. Where Sweden has widening gaps between rich and poor, the increased inequality in England is more marked between the rich and the 'comfortable'. PISA measurements indicate that students of non-Swedish background and those living in poor socio-economic conditions are particularly affected. In England the student group which has the greatest difficulties in achieving passing grades in school is working-class white males. Gender differences, while not identical between the countries, are comparable. Building on data collected in 2015, this paper seeks to identify whether – and, if so, to what extent – these inequalities are addressed in the teaching and learning of Citizenship Education in these two countries.

Keywords: ethnicity, gender, social class, images of citizenship

Paper 2: "Don't Even Think About Bringing That to School": Canadian Students' Understandings of Ethnic Diversity

Alan Sears, University of New Brunswick, Lyle Hamm, University of New Brunswick and Carla Peck, University of Alberta

In this paper, we report on a qualitative study of how elementary students in Canada understand the concept of ethnic diversity. Very little research on the prior knowledge of topics related to multiculturalism or diversity, in Canada or internationally, exists. The research reported in this presentation part of a national study, and seeks to address this gap in the literature by mapping students' conceptions of ethnic diversity. Following the traditions of phenomenographic research methodology (Marton, 1981), 25 grade 6 students in each of four provinces were shown 12 stimuli focused on various aspects of diversity in Canada and interviewed about them. This presentation will focus on the findings in one Canadian province which demonstrate a range of conceptions of diversity including: culture as generic with no particular features related to ethnicity, nationality, etc.; a belief that ethno-cultural differences are superficial and 'people are people'; culture is a part of private rather than civic life; language is primarily a vehicle for pragmatic communication, not for cultural preservation; and, finally, in learning about culture personal experience trumps school knowledge. These findings will be set in the context of previous research on student conceptions of ethnic diversity and particularly what that research says about accommodation of difference in civic society.

Keywords: diversity, multicultural education, social studies education, citizenship education

Friday 17th June	Salón de Actos	11.30 to 12.30

SYMPOSIUM: A framework for citizenship oriented to social justice: Reflections and research analysis (part 2)

Convenors: *Liliana Jacott and Antonio Maldonado. Universidad Autónoma de Madrid, Spain*

Abstract: This symposium is devoted to present different contributions carried out mainly by a group of researchers from the Universidad Autónoma de Madrid (GICE), Universidad de Buenos Aires, Universidad Autónoma de Chiapas and Universidad Complutense de Madrid to the study of the relationship between citizenship and social justice. Some of the work presented here are part of a research project that is being carried out by our interdisciplinary research group (GICE: Educational Change for Social Justice) "Schools in socio-economically challenging contexts: An approach from Education for Social Justice" (EDU2014-56118-P), funded by the Spanish Ministry of Economy and Competitiveness through the State Program for the Promotion of Scientific and Technical Research Excellence.

The studies presented here share a common theoretical framework of social justice based on the three dimensions proposed by Fraser (2008): Redistribution, Recognition and Participation, and also in the work developed by Amartya Sen (1999) and Martha Nussbaum (2003, 2011) in relation to the capabilities approach. Our main objective is to contribute to the development of a theoretical

discussion based also on empirical research for the analysis and development of this approach to social justice in education. Along with this, from our point of view is essential to discuss the importance of developing social justice oriented citizens, understood as those citizens who participate actively and critically as agents of change in the system that is causing and reproducing inequalities and injustices in the world we live today (Westheimer, 2015). The papers presented in this symposium include a theoretical analysis about this social justice framework and different reflections on citizenship issues. We also include some studies of the representations of citizenship and social justice by primary and secondary students, and training and expert teachers, using different methodologies such as specific questionnaires based on dilemmas and interviews.

Keywords: social justice, citizenship education, inequalities, redistribution, recognition, participation, capabilities approach

Paper 1: Social justice representations in primary school students. A comparative study between Spain and Argentina

Almudena Juanes García, Vanesa Sainz, Vanesa Seguro, Antonio Maldonado and Liliana Jacott, Universidad Autónoma de Madrid, Spain

The present study explores ideas of Primary school students about Social Justice in Madrid and Buenos Aires, analyzing possible differences between the responses by gender, grade or country. Specifically, we have studied these ideas in students of 4th (9-10 years old) and 6th grade (11-12 years old) of four public schools of Primary education in Madrid and Buenos Aires. The instruments used had been a questionnaire and an interview, which consisted of a set of dilemmas about hypothetical situations. The participants had to make a decision between three possible alternatives (in the questionnaire), or proposed a solution for the raised dilemma (interview). The main results obtained in the questionnaires indicate statistically significant differences by gender, grade and country of participants with respect the dimensions of recognition and representation as well as in the global index of social justice. These results show that girls, students of 11-12 years old, and participants of Madrid have ideas that are closer to social justice than boys, students of 9-10 years old, and participants of Buenos Aires, respectively. At present, the answers given by children in the interviews are being analyzed in order to deepen in the development of students' thinking about these social.

Paper 2: Social Justice Representation of trainee and in-service teachers in Spain

Vanesa Sainz López, Almudena Juanes, Vanesa Seguro, Antonio Maldonado and Liliana Jacott, Universidad Autónoma de Madrid, Spain

In this empirical research, we have analysed the representations that trainees and in-service teachers have about Social Justice in a sample of 890 participants (207 in-service teachers and 683 pre-service teachers) in Spain. In order to know and analyse their understanding about Social Justice, we have designed and applied a specific instrument: "Social Justice Questionnaire for teachers" (SJQT). It includes 30 dilemmas about different issues related to the three main dimensions of Social Justice (Redistribution, Recognition and Representation) and 9 specific dilemmas about Social Justice in Education. The results show a good reliability of our instrument and significant differences in the Redistribution and in the Social Justice Education Scale between trainees and in-service teachers. Also there are significant differences by gender in the group of trainee teachers but not on in-service teachers group.

Paper 3: Approaches to social vulnerability in Villaflores, Chiapas: a perspective of institutions and actors

Martín Plascencia González, Universidad Autónoma de Chiapas and Moisés Hussein Chávez Hernández, Universidad de Ciencias y Artes de Chiapas, México

Social vulnerability in small communities in the municipality of Villaflores, Chiapas, is the subject of our study, particularly of groups of displaced, migrant, indigenous, of childhoods and disabled, who for various conditions such as territorial dispersion, language, poor urbanization and identifying characteristics, have been historically marginalized, denied or forgotten. The municipality of Villaflores, through the System for the Integral Development of the Family (DIF in its abbreviations in Spanish), has selected stragglers to propose a diagnosis and a plan of action to promote the welfare and quality of life communities. Our study is aimed to analyze the concepts of vulnerability from the point of view of public policy and federal, state and municipal institutions, as well as analysing how vulnerability is seen by those actors classified as vulnerable by these institutions. This allows us to understand the context and meaning of welfare for these people. The methodology consists of analyzing documents and databases, surveys and in-depth interviews. The results are discussed around concepts of individual and collective well-being; the actor's self-reflexive processes and the role of institutions in conceptualizing and social vulnerabilities' care strategies.

Paper 4: Visual guide activities in education for social justice, citizenship and coexistence in Infant and Primary schools of the Community of Madrid

Antonio Fernández, Tatiana García-Vélez, Eva Muñoz Campos, Santiago Agustín and Vanesa Seguro, Universidad Autónoma de Madrid, Spain

Schooling processes are crucial to the development of psychosocial paths of individuals: they play a cultural role on the process of socialization and determined by dynamics of teaching and learning in formal aspects the future positioning of students in the educational system and finally in the economic and social structure. This paper reviews from a broad and current perspective, some innovative practices of Education for Social Justice in the daily life of Infant and Primary Schools. These activities relate to a way of being school in a more comprehensive and inclusive way, relating to concepts of citizenship education, coexistence and even of emotional education. All of these areas need to be worked at schools from a more comprehensive approach of education. We reflect on the active role that people have who are parts of the educational community: students, teachers, families. Finally, the need to integrate and globalize educational activities with non-academic activities, achieving synergies, and establishing a real coordination between all actors' involved and shared resources is emphasized. Educating for emotional well-being, social justice and citizenship is shown as the basis of a new way of being school.

Paper 5: Changing Social Justice Representations in Primary Education

Miguel Albalá and Jesús Guerra, Universidad Autónoma de Madrid, Spain

Based on the three dimensional model of Social Justice in Education: Redistribution, Recognition and Representation, an instructional pilot project was designed in order to improve the social justice representations of sixth grade primary students (11-12 years old). At this age, children are beginning to develop their beliefs and values as citizens. The main objective of this project was to promote knowledge and skills to behave in their daily life through mechanisms of social justice. The methodology is based on participatory and cooperative children´s workshops from a constructivist view of learning. In fact, this methodology generates a process of empowerment that allows them to create a group and collaborative concept of social justice that encourages critical thinking. After an

initial evaluation of the participant´s representation of the concept of social justice, the pilot project was conducted. The project consisted in 3 modules: 1) Discovering the concept of social justice; 2) Skills training to prevent and solve social injustices; 3) Consensus guidelines of coexistence in the classroom based on a common concept of social justice. At the end of the modules, the changes in the representations of the concept of social justice were evaluated. The results show improvements in both social justice levels of participants and in the identification and resolution of social injustices dilemmas, while showing high levels of satisfaction with the learning methodology used in this study.

Friday 17th June	Room 1	11.30 to 12.30

SESSION: Science and citizenship

Paper 1: How do science teachers develop secondary pupils' citizenship skills? The case for socio-scientific discussion

Stephen Day, University of the West of Scotland, UK

Science teachers are aware of the need to develop pupils' citizenship skills using pedagogies such as cooperative learning and the discussion of socio-scientific issues such climate change. However, implementing such pedagogies is not without difficulty. The aims of this research is (1) to identify issues arising from the implementation of socio-scientific discussion; (2) to characterise science and humanities teachers' perceptions of cooperative learning; and (3) to explore pupils' views regarding a climate change discussion. Using semi-structured interviews, three groups each of six teachers (experienced science teachers, experienced humanities teachers, and newly qualified science teachers) were interviewed in-depth to characterise their perceptions of cooperative learning with the science teachers being asked to discuss their experiences of teaching a series of lessons on climate change using cooperative learning. Twenty-six S2 pupil groups were also interviewed. Each interview was audio-taped, transcribed and analysed using the constant comparison approach of grounded theory. The science teachers reported that the discussion lessons took longer to enact than planned, with these lessons over-running on average by 43% over the three rounds of action research. Science teachers were generally positive about the usefulness of the cooperative learning approach to such discussions but felt that some aspects of the discussion (analysing greenhouse gas data) required greater scaffolding for this S2 year group. Pupils indicated that these lessons were very different from normal (detecting a change in their teachers' approach to learning) but liked working in groups. Some pupils reported that they did not like working with some of their fellow students for personal or social reasons. Humanities teachers viewed cooperative learning more negatively than science teachers and saw it as a tool that they could dip into depending on context. Further research is required to investigate the effect of group dynamics on the quality of socio-scientific discussion.

Keywords: science Education, socio-scientific issues, cooperative learning, citizenship.

Paper 2: Citizenship Education for a Sustainable Future: An Exploration of Young People's Attitudes towards Sustainable Citizenship in Northern Ireland

Jenny Wren River Banks, Queen's University Belfast, UK

This paper discusses the extent to which young people in Northern Ireland exhibit features of sustainable citizenship and how this is influenced by education and other factors. A sustainable citizen thinks about how their behaviour affects the environmental, social, and economic parts of the world and the people in it. They are critical of how life is lived in order to change the systems that

perpetuate unsustainable behaviour. Similarly, critical theory, the theoretical framework used, is concerned not merely with how things are, but how they might be and should be. Contemporary critical theory advocates methodological dualism. This is a progression from observation and prediction to the simultaneous use of interpretation; hence both quantitative and qualitative methods were used. The attitudes of 1136 14-15 year-old students towards citizenship and sustainability were explored with an online survey in 26 schools in Northern Ireland using stratified random sampling. This study drew on a children's rights based approach by working with ten young co-researchers in a Peer Advisory Group throughout the research, including survey design, creation of focus group questions and interpreting results from open ended survey questions and focus group responses (including drawings of future visualisations) using thematic analysis. Focus groups and interviews were carried out with young people and teachers in seven schools where survey analysis showed different levels of 'sustainable citizenship'. Analysis of the survey and thematic coding of focus groups and interviews ascertains how sustainable citizenship varies at different levels and how this is influenced by education and other factors.

Keywords: citizenship, sustainability, methodological dualism, young people

Paper 3: Encouraging Citizenship through the Discussion of Socio-Scientific Issues: Impact of Primary Education Students Scientific Experience on the Development of Scientific Reasoning through a Case-Based Discussion

Hannah James, Henry Maitles and Stephen Day, The University of the West of Scotland, UK

Scotland's Science curriculum aims to (i) develop scientifically literate citizens; and (ii) prepare the next generation of scientists. Research suggests that discussion of a socio-scientific issue facilitates students' development towards functional scientific literacy. Socio-scientific discussion is used as a pedagogy which promotes the development of students' moral and ethical reasoning; communication and argumentation skills and helps to promote the development of active participation within the democratic process through the practice of skills associated with democratic citizenship. This research aims to investigate how primary education students negotiate a case-based socio-scientific discussion in the classroom, and what impact students' scientific experience has on how they negotiate a case-based socio-scientific discussion. Sixteen primary education students studying a second year option module, Science in Society as part of their initial teacher education programme consented to being observed during class time. Twelve of the sixteen students took part in a semi-structured interview which lasted on average 26 minutes. This study is ongoing, round 1 of data collection was completed last year and round 2 of data collection will commence in early 2016. Students did not use the science knowledge that they had gained in previous learning (83% of students at least one or more Higher in Biology/Chemistry/Physics). Nor did students consider the discussion to be scientific, and believed they should reason using their 'feelings' and opinions. Two thirds of students stated they were not aware of learning science during the module, suggesting that that the development of scientific literacy was not dominant in students thinking, and that explicit awareness was not critical to negotiating the socio-scientific issue from multiple perspectives. Students' enactment of practical reasoning altered their perception towards science, from an objective universal knowledge, to one where science is more aligned with Vision II scientific literacy; where science can be value laden.

Keywords: science education for citizenship, primary education students, controversial socio-scientific issues, scientific reasoning

SESSION: Intercultural education (part 3)

Paper 1: Fostering cultural heritage and living tradition in children' minorities of Eastern Macedonia & Thrace as a means of unity in cultural diversity and social harmony

Anna Missirian-Tzouma, Aspasia Papaloi and Panagiotis Koutsoumpelis, Moha Research Center, Greece

When viewing history free of preconceptions, we realize that the characters that played some important role in building our culture, art and civilization that we enjoy today are broader than what we have been taught. Thus, our society should play a dynamic role in linking the multi-cultural heritage, balancing unity with diversity and contributing to the defense of universal values of human rights and fundamental freedoms. Furthermore, emphasis should be given on the invaluable role of the oral and intangible cultural heritage as a factor in bringing human beings closer together and ensuring exchange and understanding among them. In this point, according to the UNESCO, the intangible cultural heritage is manifested in the following domains: oral traditions and expressions, performing arts, social practices, knowledge & practices regarding nature and, traditional craftsmanship. This study underlines the importance of intangible cultural heritage of the Muslim minority of the Eastern Macedonia & Thrace through its oral history and interactions focusing on the respect of cultural diversity. To be more specific, we propose activities and tools in order to encourage students and young people to participate fully, preserve and promote the minority living life.   Expected outputs - Encourage the respect of cultural diversity - Open the dialogue, raise awareness and foster the importance of cultural expression for dialogue and social cohesion - Unite people by highlighting the importance of common cultural paths - Mobilize young people for the protection and safeguard of the intangible cultural heritage   Note: This study has been conducted by MOHA. Founded in 2006 in Kavala, Greece MOHA/The IMARET Project Initiative is a Greek Research Center supervised by General Secretariat for Research and Technology (GSRT) of the Greek Ministry of Culture, Education and Religious Affair. Under the guidance of the Scientific Committee, MOHA conducts research on scientific and cultural issues related to the co-existence, tolerance and dialogue in diverse societies.

Keywords: cultural heritage, cultural diversity, co-existence of social groups, social harmony & cohesion

Paper 2: Perspectives of intercultural education and practical roadmaps for the classroom

Spyridoula Tatsi, University of Patras, Greece

This paper is a theoretical review concerning different aspects of intercultural education. It reflects on the utmost need to recognize, tolerate and understand cultures other than that of the state into which people are born. This need has never been more vital considering the current reality. Interculturalism is a way in which we can tackle modern reality and embrace diversity. It is also a key component at all educational levels. Interculturalism is rather a theme, perhaps the major theme, which needs to be incorporated in all teaching and learning subjects. If education is not intercultural it can be considered as the inculcation of national or religious fanaticism. The purpose of this paper is to reflect on interculturalism as it comes alive in the classroom by beginning with addressing the terms intercultural and multicultural education and the existing differentiation in their definition. The role and aim of intercultural education and training are being considered. It then turns to terms such as intercultural competence, criticality, tolerance and reflexibility concerning intercultural education. Then teachers' opinions and views of intercultural education are being presented and the need for intercultural skills, practices and strategies are discussed. Finally, in order to address the lack of appropriate and

sufficient implementation of intercultural practices in the classroom and at teachers' education, practices that can be implemented in schools and training strategies and skills for teachers' education are recommended and explained. These serve as practical roadmaps for the classroom in order to enhance intercultural education in the school system and develop the thinking of teachers' and students when it comes to these subjects.

Keywords: intercultural education, intercultural competence, reflexibility, intercultural practices

Paper 3: Smart technologies: Nanoeducation and nanothinking as triggering factors on the way to social justice

Tamara Lobanova-Shunina, Riga Technical University, Yuri Shunin and Victor Gopeyenko, ISMA University, Latvia

This paper explores significant trends in contemporary higher citizenship education, related to social justice from the perspective of smart technologies potentials. The purpose of this research is to bring together new and innovative interconnections between social justice and citizenship education based on theoretical debate, empirical research and the design of educational policies and practices at Riga Technical University, Faculty of Mechanical Engineering, Transport and Aeronautics (Riga, Latvia). The investigation looks at the attitude of Latvian students to the challenges posed by the current migration flows in the context of both the shared global liability of the EU and the amount of personal moral responsibility that we are ready to accept for ourselves. In this paper we address these issues both from a quantitative and qualitative standpoint. A questionnaire for the student survey based on Pike and Selby's theory of global education was completed by 150 respondents. The findings highlight a passive, neutral or even negative understanding of social justice in relation to refugees coming to Latvia. Resulting from this study is the emergent need for developing a multidisciplinary approach to educational policy and practice to help us establish and develop innovative bonds and interconnections between citizenship and social justice, from contributions based on the synergy of techno-sciences and human sciences. This would allow us to promote a counterbalance on the basis of which it is only possible to solve complex social, political, moral, ethical, business and other problems. The results stimulated the development of 'Global Citizenship Competence' model to provide the vision for educational change. It is a student-centered and world-minded approach from the perspective of social justice the implementation of which can contribute to the formation of a scientifically grounded concept for the efficient strategy of citizenship education for all concerned.

Keywords: nanoeducation and nanothinking, social justice and citizenship education, global citizenship competence, synergy of techno-sciences and human sciences

SESSION: Identity Construction

Paper 1: Citizenship and identity in parts of Eastern Europe

Alistair Ross, London Metropolitan University, UK.

This paper acts as an hors d'oeuvre for the keynote lecture later today. Identification with a particular place – such as a country - can refer to a citizenship identity, a national identity or a state identity. Although state and nation are often used as though they are synonyms, I argue that this is careless, and that states are rarely nations, nations are rarely states. I look in this paper particularly at instances from new states (or states currently re-created) in Eastern Europe that have resulted as the dismantlement of larger states – the three Baltic States, and some of the states that have been formed since the collapse of Yugoslavia. How do young citizens of these states with a nationality that is different from that of the majority regard their nationality? And how do young citizens of the majority national group construct these fellow-citizens?

Keywords: identity, nation, constructivism, Eastern Europe

Paper 2: Youngsters' sense of belonging to the country: Estonian case

Kristi Kõiv, University of Tartu, Estonia

The study investigated young peoples' sense of belonging to Estonia in 529 16-19 year-old (M=17.25, SD=1.13) students assessing identity fusion with the country, affective commitment to the country and colours as symbols of the country. Identity fusion was measured through the pictorial fusion scale as an adapted version of the Inclusion of Other in Self Scale (Aron, Aron, & Smollan, 1992), and results indicated that participants were strongly fused with their own country. Affective commitment was defined as the extent to which persons feel emotionally involved with their own country and was measured by a seven-item scale for assessment of feelings (anger, contempt, disgust, fear, happiness, sadness, and surprise) to the country. The research results found that there were mixed feelings among Estonian youngsters toward their homeland. On one hand, they felt happiness and surprise; on the other hand, feelings of fear and sadness, whereby fear was more dominant among girls than boys. The third aspect of the sense of belonging to the country - colours representing country, was measured by six-item scale consisting colours (blue, green, orange, red, violet, and yellow) associations with the country. Results showed that colours ranked as most representative of Estonia among youngsters were blue and green, whereby red colour ranked as last representative as symbol of home country. The article argues that nowadays changes, like globalization, that have taken place with respect to the concept of European citizenship and identity can influence young peoples' sense of belonging to their country as component of national identity; and results of the study can give new prospective for cross-cultural studies in this area.

Keywords: young people, identity fusion, sense of belonging to the country, Estonia

Paper 3: Partial Citizenship and Identity: Ethnic Minority Youth in Hong Kong

Kerry Kennedy, Hong Kong Institute of Education, HK.

Ethnic minorities have been a part of Hong Kong's dominant Chinese society since colonial times when their status was that of British subjects. Since Hong Kong's return to Chinese sovereignty, the status of ethnic minorities has been less clear. The Chinese government did not wish to offer them Chinese citizenship as they did for all Chinese residents and the departing British administration did not wish to provide British citizenship. Thus ethnic minorities have been left to either reclaim the citizenship of their parents' or even grandparents' original nationality and to be labelled as Permanent Residents without local citizenship status in Hong Kong. Against this background, this research investigated how a sample of Hong Kong ethnic minority youth constructed their identity. To pursue this issue, interviews were conducted with 15 ethnic minority youth who agreed to be involved in the study. The interviews were open ended in nature and participants were given opportunities to convey their feelings and ideas as freely as possible. The theoretical framework for this kind of interview was broadly interpretivist in nature allowing for the participants to construct their own stories concerning their identity. The results indicated that the participants were well aware of the tensions in their status as people whose citizenship was outside of Hong Kong but whose lives were integrated into the life of the city. This did not mean they wanted to become Chinese citizens but it did mean that they had a strong Hong Kong identity. They saw themselves as 'Hong Kongers', they did not wish to return to the countries of their citizenship and they were willing to put up with racism and in some cases rejection by the local Chinese community. They were content to be exiles since with they saw more benefits from living in Hong Kong.

Keywords: identity, citizenship, discrimination, belonging

Friday 17th June	Salón de Actos	14.00 to 15.00

SYMPOSIUM: Jean Monnet CiCe Network: Guides for Teacher Education

Convenor: Peter Cunningham, London Metropolitan University, UK

Abstract: This symposium presents progress reports from CiCe Jean Monnet Network Working Groups with regard to their work on teacher education guidelines to be published in summer 2017. Each Working Group has focus on a different aspect on the guidelines and is working towards identifying and outlining contemporary issues/problems/concerns in relation to the particular aspect of citizenship education that is being addressed; and, responses to these challenges with examples of practice form a range of countries. Presentations are not intended to be position statements or opinion pieces in relation to policy or practice within particular states/regions/schools/universities (though there is of course an element of this through the selection of examples of practice and this may inform discussion). Moreover, we are not in a position to evaluate the success of practice but are reliant on the evaluation of others and the professional judgement of Working Group members.

There will be three reports in this symposium with focus on the following aspects of the teacher education guidelines that the Network is developing:

Working Group 5: Curriculum design and delivery in Teacher Education Guides

Working Group 6: Inclusion of minorities in the education workforce in Teacher Education Guides

Working Group 7: Relationship between research and practice in Teacher Education Guides

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Friday 17th June	**Room 1**	**14.00 to 15.00**

SESSION: Empathy and bullying

Paper 1: The role of empathy in the different roles of cyberbullying

Eva Solera, Universidad Internacional de la Rioja, Roberto Ruiz-Barquín, Universidad Autónoma de Madrid and Juan Calmaestra, Universidad de Córdoba, Spain

Several investigations have analyzed the relationship between cyberbullying and the construct of empathy, obtaining contradictory results, being necessary to continue researching this line of study (Garaigordobil, 2011). For that, the current research objective is to establish possible differences in empathy in the function of possible cyberbullying roles (not involved, victims, bullies and bully/victim). The instruments used are the questionnaire of Cyberbullying ECIPQ (Del Rey, Casas and Ortega, 2012), and the Basic Empathy Scale (BES; Jolliffe y Farrington, 2006). The sample is composed of 25.935 students (12.513 boys and 13.422 girls), with a global age mean of 13.95 years (boys = 13.98, SD= 1.42; girls =13.91, SD=1.37) of the secondary schools from all Autonomous Communities of Spain. The statistical analyzes made have been frequency analysis, analysis of central tendency (averages and standard deviations), analysis of difference of averages for several independent samples (ANOVA), test of homogeneity of variances (Levene test) and post hoc tests (Games-Howell). After garnering the corresponding informed consent and the ethical and ethics normative, the evaluation was made during the year 2015. The design of the study is descriptive of populations through surveys with probabilistic samples of the transverse character (Montero y León, 2007). The analysis of difference of averages show significant differences in empathy, cognitive empathy and affective empathy (all with a $p<.001$). The post hoc analysis for the three measures show significant differences between "victims" and the others subgroups ($p<.001$), but not between "not involved" and "bullies", "not involved" and "bully/victims" and "bullies" and "bully/victims". These data reveal the importance of continuing to investigate the influence of the construct of empathy in the development of the associated behaviours to cyberbullying.

Keywords: cyberbullying, empathy, roles, secondary schools

Paper 2: Empathy as a Strategy for Working the Otherness in the Social Sciences Primary Classes

Montserrat Yuste Munté, Montserrat Oller Freixa, Universitat Autònoma de Barcelona and Eduard Mondéjar Torra, Universitat de Girona, Spai.

One of the main achievements of the education in the 21st century is to help create a more just and equal citizenry where, among other essential aspects, all social groups and all cultures respect their differences from a plane of equality. In this sense, the work of otherness in the school environment becomes a key for achieving this goal. Empathy - or the capacity for putting yourself in the place of the other - has been identified as one of the indicators of social and critical thinking, and its

development is closely linked to the concept of otherness and democratic participation, becoming an essential element to work in the classrooms. Based on this premise, in this paper we present the results of research conducted with 148 primary education students -79 boys and 69 girls, from schools in Catalonia. This research is focused on ascertaining their level of empathy with the current social problem posed by the massive influx of refugees to the European countries. More specifically, we looked at their ability to take the place of those who suffer situations of inequality, vulnerability and social injustice as well as their capacity to connect with the social problem of the situation we put before them. After a qualitative analysis of the data, we saw that little more than half were able to empathize and connect with the situation we pointed them. Thus, the results indicate the need for more emphasis on the development of empathy to help our students take the place of others and provide them with critical skills to understand the social problems of today.

Keywords: empathy, otherness, democratic citizenship, primary education

Paper 3: Opening Unexpected Spaces of Auschwitz: developing place-based pedagogical framework of responsibility/response-ability for Holocaust Education

Susan Henderson, University of the West of Scotland, UK

Every year, individuals visit Auschwitz-Birkenau State Museum, Poland, including via schools, to learn lessons about and from the Holocaust. Despite studies exploring students' historical knowledge following these excursions, few have explored how students learn at Holocaust sites (Feldman, 2008). Informed by Science and Technological Studies (STS), geography and performativity, this paper is based a recent PhD which aimed – amongst other things – to evaluate what an innovative sociomaterial analysis of Auschwitz-Birkenau might contribute to theorising Holocaust pedagogies. An 'onto-epistemological' model for analysing Holocaust education excursions was proposed to interrogate how pedagogy is performed relationally (Barad, 2007). An ethnographic-inspired design involved the researcher living on-site as a volunteer at Auschwitz-Birkenau. Field note-taking, photography and documentary mapping were deployed to gauge the visitors' learning. Three case studies of Scottish and Norwegian secondary school visits were analysed, attending to the social, material and bodily participations of students as they toured the site. Follow-up focus group 'interviews' enabled students to discuss their learning. Some salient empirical findings from the study suggest the prevalence of 'lively, (dead) pedagogical spaces' at the Museum. 'Lively, (dead) spaces' were places of disruption and transition that emerged through the multiple practices of the Museum tour. An intended pedagogy of authenticity was contested by students when the spaces of the Museum tour were more 'open' to intervening practices, including the unexpected appearance of animals, which encouraged students to live-within Auschwitz past and present. This finding challenged previous research which suggested that students and visitors have a narrow conceptualisation of the Holocaust following their visit to the Museum (Cowan and Maitles, 2011). Moreover, where there are 'openings' in the Museum landscape, there are also possibilities for spaces to choreograph new knowledges that encourage democratic learning. A new place-based pedagogical framework for responsibility/response-ability is thus proposed (Henderson, 2015).

Keywords: holocaust education, democratic pedagogy, sociomaterialism, spatial methods

SESSION: The research process: History, identities and citizenship

Paper 1: Good Practices in Using Oral History as a Resource for Intercultural and Citizenship Education

Simona Adam, West University of Timisoara, Romania

The present paper is a reflection on the various practices that rely on the educative potential of oral history sources. As an active participant in oral history research for more than sixteen years and also as an educator, I soon became aware of the importance of these resources not only in enriching the Romanians' recent history knowledge, but also in discovering the mechanisms of shaping local and regional identity, of forming intercultural relations or developing civic conscience. Oral history is a valuable resource for researching the intergenerational transmission of values and for revealing collective beliefs and behaviors. The Oral History Archive of the Third Europe Foundation from Timişoara, Romania, is coordinated by Prof. Smaranda Vultur and comprises more than 500 life-story interviews with people from Timişoara and the Romanian Banat region. Our interviewees belong to various ethnic groups, religions or social backgrounds. We made this great resource available to young people through various projects that included *in extenso* publication of life-stories in several thematic volumes (covering important historical events – such as mass deporting during the communist period, the life of the Jewish minority and anti-Semitism, ethnic identity construction, etc.). We had also digitized the archive and made it available to a young audience through websites and various digital media. Moreover, we were partners in a series of educational projects for teenagers on topics related to citizenship education or intercultural communication. My paper will discuss the outcomes of all these projects, their impact on young beneficiaries, but also the challenges that we had to overcome over the years.

My research is based on social constructivist theories. Consequently, I analyze the role of collective narratives in the construction of identity and the importance of memory and history in shaping the young generation's citizenship.

Keywords: Oral History, citizenship education, Intercultural Education, identity

Paper 2: Visual Stigma and Marginalisation: A Historical Study

Christopher Holligan, University of the West of Scotland, UK

This enquiry utilises historical archival sources from the late Victorian-Edwardian period in Scotland that are no longer subject to Data Protection law. The focus of the investigation is the analysis of visual data, produced by the state authorities, consisting of images of citizens deemed to require surveillance following the termination of transportation to the British colonies c.1870 in Britain and in the light of their minor offending. The sample comes from Registers created by the authorities in Glasgow, Scotland, where the photographs and other identifying personal and biographical markers are recorded. It is argued that on the basis a European wide project to capture images, facilitated by the advent of mass photography, particular groups of citizens were subjected to stigmatization and stereotyping. Utilising the concepts of the sociologist Erving Goffman it is argued that citizens affected during that period may have transmitted stigma, through cultural processes, to subsequent

generations with whom they were associated through family or other close social ties. It is concluded that heightening an awareness of how stigma is manufactured and maintained over time is important to its amelioration through educational processes, including citizenship education. This study is relevant to issues affecting the mass movement of individuals throughout Europe as a result of the continuing conflict in Syria as well as to an understanding of the nature of social exclusion.

Keywords: mug-shot, class, prisoners, stigma

Friday 17th June	Room 3	14.00 to 15.00

SESSION: Education in a global world

Paper 1: The impact of Social Networking Sites on dealing with Diversity

Georgia Dede and Theodora Alexa, University of Patras, Greece

The social networking sites (SNSs) in the frame of globalization, ideally contribute to the cultivation of global identity and to the implementation of the idea of global village. The SNSs are basically a socialization form utilized by billions around the world who are connected and networked together to shape, collaborate and contribute their knowledge. In social media, people have the opportunity to participate in public conversations through a common virtual medium by revealing or concealing their identity. Cultural differences influence communication, due to differentiated perceptions of diversity, based on both national identity and gender, which are reflected within SNSs. In Greece, despite the fact that user age identification is required by the SNSs, with thirteen being the registration age threshold, an increasing number of primary school children have succeeded in creating SNSs accounts. Young children are espoused to uncensored role models and behavior patterns through their access to SNSs. The open and uninhibited access to sites, posts and comments may contribute to the adoption of stereotypes, racist attitudes and xenophobia. These behaviors may lead to emergence of racism, marginalization and bullying towards diverse populations in the Greek multicultural school. In this paper we will present the findings of a quantitative research study that examined primary education student's attitudes and perceptions on utilizing the SNSs and on dealing with diversity through the lens of social, economic and political crisis. Our findings are based on the data collected through structured questionnaires from students on 5th and 6th grade of Primary Schools in the Central Greece and the Peloponnese. In our presentation we will highlight the problem, the theoretical framework, our methods and results of our research as well as recommendations for effecting change in the use of SNSs.

Keywords: social network, multicultural classroom, stereotypes, primary school students

Paper 2: Global education as a part of Finnish curricula reform - Teachers' and students' views in practice

Mika Metsärinne, Riitta Korhonen and Eeva-Maija Niinistö, University of Turku, Finland

The purpose of this paper is to clarify pedagogical principles of Global Education (GE) in Finnish context. The task of this study it is to find out different learning contents of the GE, which teachers and students have mentioned to be meaningful. In 2016 new curricula are in use in primary education use in the national level and all schools have made their own curricula for their own, which are based

on the National Core Curriculum for Primary Education. The main point is to educate active, independent citizens and active learners in many areas in school students' life. Research method is qualitative and there are teachers and students who have been interviewed. Subjects are about 20, a half part is from grades 1-4 and the others are from grades 5-9. Part of the analyses based on theory and part are done by data based. It is focus to clarify, how the teachers and the students act in their classes and also how is the wholeness. The goals of results reflect on, how their opinions are different in the grades. After the results it is possible to consider what is the pedagogical reality of GE in school work.

Keywords: curriculum, global education, pedagogy

Paper 3: From Local Ties towards a Reflective Cosmopolitan Identity

Félix García-Moriyón, Universidad Autónoma de Madrid, Ignacio García Pedraza, Garúa Sociedad Cooperativa, Juan Carlos Lago Bornstein and Adolfo Agúndez Rodríguez, Centro de Filosofía Para Niños, Spain

We are living in a global world, with some basic cultural traits being shared across our differences. To the extent that our own personal identity is the center of a wider web, it's very important the way we internalize this web of relationships. Today our "circumstances" include being part of a global world. Multiculturalism and interculturalism are facts: in the normal flow of life we expect to meet people from very different countries and for people from very distinct cultural and religious backgrounds to be living together in mixed cultural environments (towns, cities). Yet the development of cosmopolitanism cannot be taken for granted, as the encounter with cultural difference can also result in isolationism, reification of cultural identities and the growth of conflicts. Based on the educational approach of Philosophy for Children and in tune with the theoretical analysis by Ulrich Beck "cosmopolitan vision" (2008), David Hansen's "educational cosmopolitanism" (Hansen, 2011) and Gerald Delanty's "critical cosmopolitanism" (Delanty, 2009), the PEACE consortium has been working for three years. Most of our work is published in our website http://peace.tugraz.at/ : a) Six short novels targeted to children in grade level from 3rd to 8th; b) a manual for teachers with leading ideas, discussion plans, exercises, activities to facilitate the discussion in their communities of philosophical dialogue. We have given educational formation to 60 teachers in different countries, working with children in formal and non-formal education and we have evaluated the quality of teachers' formation and of the implementation of the program.

Keywords: cosmopolitism, educational inclusion, Cooperative Learning, Philosophical Inquiry

Paper 4: Social atomisation of a personality under conditions of virtual communication

Marina Marchenoka, Rezekne Higher Education Institution, Latvia

Global informatisation of society is one of the dominating tendencies of civilization development in XXI century. Intensive development of informatisation of society resulted in emergence of a new sociocultural situation, when virtual communication becomes an integral component of the modern society's life. Basic individual's interests have shifted to the sphere of distant virtual interrelations and communication causing social atomisation of the personality, which is regarded as "the process of degradation and collapse of traditional social relations between people, isolation of the individual, when the individual divides life into two parts: the real life in virtual reality and the quasi life in reality, where reality becomes diffuse" (Greenfield, 2008). The Aims of the research is: to consider the problem of virtual communication, when the real, live communication is depreciating, the personal development and self-perception in the society is being impeded, resulting in loss of values and regress of the society; to define the level of social atomisation of teenagers in Latvia and to discover reasons of showing preference for virtual communication instead of real. The Methodology of the research are: The theoretical base of the research includes: theories of communication and social

communication (S. Vygotsky, A. Leontyev), theories of virtual communication and Internet technologies (J. Barlow, E. Uslaner), communicative theory of personality (E. Mounier). The empirical research includes: questionnaire, quantitative summarisation of the statistical data acquired in the questionnaire was done, using Microsoft Excel software. The results of the research are the following: theoretical analysis of the problem of the research, which enabled to define the level of social atomisation of teenagers in Latvia and to discover reasons of giving preference to the virtual communication instead of real communication.

Keywords: information society, personality, virtual communication, philosophical inquiry

Friday 17th June	Room 4	14.00 to 15.00

SESSION: Stereotyping and prejudice

Paper 1: Three Baltic countries university students' attitudes toward foreigners

Kristi Kõiv, University of Tartu, Estonia; Vaiva Zuzevičiūtė, Mykolas Romeris University, Lithuania; Anna Liduma and Sandra Rone, Riga Teacher Training and Educational Management Academy, Latvia

In times of growing globalization and immigration negative attitudes towards foreigners have considerable prevalence in western industrial democracies, also among young people (e.g. Gang et al., 2013). The present study examines similarities and differences between Estonian (N=118), Latvian (N=101) and Lithuanian (N=101) university students' attitudes towards foreigners. Open-ended questionnaire data results, using quantitative content analysis from a sample of 320 students, revealed that students' conceptual definitions of foreigners differ from the common elements of definitions of foreigners in a citizenship-based approach. Students in two Baltic countries have a more positive than negative view of foreigners, but their reasons differ: Lithuanians emphasise more sympathy and helping behaviour and Estonian more enlargement of knowledge's with an increase of tolerance. Latvians believed that moral values and culture were most important, they emphasised tolerance, openness to change and were ready to exchange experiences about Latvian social lifestyle with foreigners. Overall, foreigners were more accepted on a personal level and less accepted on a cultural level (violence, discrimination, religious extremism, aggression, chaos and endangering the public peace). In summary, the analysis suggested that in Baltic countries young people face a challenge in battling the ignorance and anti-foreigner trend that may give rise to prejudice and discrimination.

Keywords: attitudes towards foreigners, definitions of foreigners, three Baltic countries, university students

Paper 2: Fostering students' life skills development for active citizenship in diverse societies

Despoina Karakatsani, University of the Peloponnese and Evangelia Papaloi, Hellenic Open University, Greece

Although learning is a critical part of a journey to an active and productive life within society, however, often, within educational community, persons as well as social groups (especially the most sensitive ones) are stuck in a dominant discourse, which shapes their attitudes, identities and beliefs and which sets obstacles, stereotypes and prejudices and, thus, leads to feelings of disempowerment, closing the doors to socio-professional development opportunities of their members. In an era of rapid

demographic change, diversity and immigration, schools are required to provide democratic education fostering active citizenship and creating a European identity in increasingly diverse populations of different racial, ethnic, linguistic and religious background.   Thus, it is absolutely necessary for schools to support their students to build life skills (interpersonal and leadership skills such as self-awareness, communication, teamwork, critical thinking, empathy, etc.) so that they will be in a better position to tackle their multifaceted problems, develop their fullest potential and be able to become responsible, especially in this period of crisis.   It is our hypothesis that, fostering students' life skills development for active citizenship in our diverse society would be an investment for organizational growth and societal prosperity. More specifically, we posit that life skills development is reflected in the capacity of a school community to identify, analyze, collaborate and solve pressing needs and, at the same time, to increase active participation and effectiveness.   Thus, the overall goal of this study is to reveal the necessity for students' empowerment through creative activities and curricula, so that they'll be able to develop life skills and civic engagement in socially constructive ways.

Keywords: life skills, active citizenship, educational leadership for social justice, diversity

Paper 3: Subtle and blatant prejudice towards indigenous in Argentina.

Joaquín Ungaretti, Edgardo Etchezahar, and Alicia Barreiro, Universidad de Buenos Aires, Argentina

This study investigated subtle and blatant prejudice toward indigenous people in Argentina and its relationship with right wing authoritarianism, social dominance orientation and left-right ideological self-placement. The research was conducted with a sample of 249 adults from Buenos Aires, selected by a non-probabilistic incidental method. The participants were aged from 18 to 41 years. They filled a self-administered questionnaire including an Argentinean version of the subtle and blatant prejudice toward indigenous scale, together with right wing authoritarianism, social dominance orientation and left-right ideological self-placement scales. All scales follow a 5 point Likert-type rating scale. The results indicate higher levels of subtle (M = 16,48; SD = 3,9) than blatant (M = 13,15; SD = 4,1) prejudice toward indigenous and no sex differences in both subtle (t (230) = .337; p = .739) and blatant (t(228) = -.476; p = .635). Moreover, significant positive correlations were found between both subtle and blatant prejudice toward indigenous, with right wing authoritarianism and social dominance orientation (.31 < r < .39; p < .01). Also, significant positive correlation was found between subtle and blatant prejudice toward indigenous and right ideological self-placement (.18 < r < .32; p < .01). These findings pointed out that, despite legal developments for the social inclusion of indigenous people in Argentina, prejudice is still a problem that needs to be solved in order to improve intergroup relations between minority and majority groups.

Keywords: indigenous, prejudice, authoritarianism, social dominance

SESSION: Inclusion and exclusion

Paper 1: Second Chance Schools in Prison. Perceptions of citizenship education in Educational Settings for Second Chance in Education and Life

Theodora Katsamori and Despoina Karakatsani, University of Peloponnese, Greece

This study investigates the role of Education, as a means of eliminating functional illiteracy and social exclusion and at the same time of contributing in the development of personality of the members of the society and creating active citizens. This objective is primarily served by formal and non-formal adult education structures. In the context of this paper, we shall examine one of these adult education structures, the Second Chance School (SCS) in Korydallos Prison and the corresponding Vocational Training Institute (IEK). The line of reasoning underlying this particular study is the contribution of this educational structure to citizenship education in connection with social reintegration and social justice. Through 18 semi-directed interviews with educators and students, we seek to provide answers to questions on how knowledge and education can contribute to the acquisition of specific civic values, skills and attitudes of individuals, who could be classified as hard to reach with the ultimate goal of fully integrating them into society. Equally important to the specific education process is the contribution of art as a means of triggering the transformative learning process according to Jack Mezirow's theory. Upon completing our investigation, we realized the important role learning plays in promoting culture and personal advancement, as well as in preparing inmates for their imminent reintegration in society and their second chance to life.

Keywords: formal education, adult education, prison, citizenship education

Paper 2: Roma Education in Latvia-Innovative Practice and Research

PAPER WITHDRAWN

Inese Jurgena, Riga Teacher Training and Educational Management Academy, Zigurds Mikainis, Rezekne Higher School of Technology, and Ingrida Keviša, Latvian Academy of Culture, Latvia

In contemporary multi-cultural society, all members have to have equal rights to access education, which determines how successful individual's inclusion in the civil society will be. Minority rights to education and its accessibility irrespective of individual's social and economic status, citizenship and religious affiliation are enshrined in international conventions and EU documents, as well as in Latvian legislation. Issues concerning the integration of Roma people and their education opportunities are an important aspect of Latvia's national policy. The aim of the article is to analyse the actual situation and key factors which determine the opportunities of Roma people to acquire primary education, as well as the specific features of their integration and opportunities in Latvia. The research is based on the analysis of scientific literature, legal documents and studies, as well as surveys. Having analysed the results of a survey conducted among Roma children and adolescents aged 6-17, as well as their parents, the authors came to the conclusion that the Roma community is characterised by specific ethno-psychological and ethno-social features with attitudes to education that do not always positively influence their inclusion in the process of education. However, the authors argue that is it is the education system that needs to make accommodation, and the paper presents evidence of the idea that it is necessary to implement support measures to enhance the education attainment of Roma children, to develop appropriate study programmes and methods, as well as to use the practice of

employing teacher assistants working with Roma children, thus ensuring inclusive and multi-cultural education in schools where Roma children study together with the children of other ethnic groups.

Paper 3: Conflict and Curriculum: engaging young people with the narratives of former combatants.

Lesley Emerson, Queen's University Belfast, UK

The aim of this paper is to discuss the findings from an impact evaluation of a citizenship/history curriculum programme ("From Prison to Peace") designed to engage young people directly with conflict, its legacy and transition to peace in a conflict-affected society (Northern Ireland). The programme draws on the narratives of fifteen former combatants in the Northern Ireland conflict to explore, inter alia, why people became involved in conflict and the processes of conflict transformation. The evaluation of the programme was informed by theoretical perspectives on conflict transformation, transitional justice and the role of curriculum in conflict-affected societies. In particular, the research sought to explore how 'polyvocal histories' might disrupt both homogenised official historical narratives and partial unofficial histories. Further it sought to explore how engaging with contentious narratives might engender a sense of 'political generosity' (Emerson, 2012). The primary method employed was a cluster randomised controlled trial, involving 864 young people aged 14-17 years, from 14 school settings. The project also involved in-depth qualitative case studies of the programme's implementation. The findings indicate that the programme increases young peoples' understanding of the complexity of conflict, as well as their support for non-violent means to deal with political division. Additionally, the programme increases young peoples' likeliness to participate positively in political activities and reduces sectarian prejudice. This study thus provides an evidence base to suggest that through direct engagement with the narratives of those involved in conflict, young people can learn not only about but from the past, and thus develop the skills required to understand and negotiate the complex political contours of a society emerging from conflict.

SESSION: Trust, responsibility and morality

Paper 1: The impact of the economic crisis on young Greek Citizens' European identity and support of the EU

Jonathan Spyralatos and Evgenia Bourazeri, University of Patras, Greece

Recent research has indicated that in times of crisis economic factors play a major role in the explanation of support for the EU and that citizen's trust in national institutions comprises one of the main reasons that lead to the decline of this support (Armingeon & Ceka, 2013; Braun & Tausendpfund, 2014). Based on the fact that Greece is going through an extended period of great economic crisis and is facing a lack of confidence in national structures and policies, we conducted a survey of university students to examine a) Greek citizens' trust in the European system, b) their feelings about the EU, c) the degree to which they feel that their European identity constitutes an extension of their national identity and d) their support of Greece's membership in the European Union. Our research instrument was a questionnaire, which was a modified version of the Eurobarometer's questionnaire used to assess European citizens' contemporary beliefs, aspects and feelings about the European Union's role, policies and structures. This questionnaire was distributed during the fall of 2015 to a random sample of Greek university students. This particular sample was chosen as we were interested in researching the impact of the crisis on young citizen's identity and trust in the European Union. Finally, in our paper we also attempt to compare our results with past findings in domains relative to our research. We particularly would like to highlight the strands of economic crisis impact, because, if European identity is progressively eroded due to a long term economic recession and if public trust and support, which is considered "the political foundation for integration" (Gabel, 1998), depends on economic considerations, then the future of the European integration process is potentially based on a rather unstable foundation (Braun & Tausendpfund, 2014).

Keywords: identity, crisis, European Union, European identity

Paper 2: Undergraduate students' perceptions of identity, rights and duties

Ghazal Syed, University of York, UK

In this presentation, I discuss the findings related to the first sub-question of my PhD research which is 'What do students think identity, rights and duties mean?' The study was conducted at a public-sector university with interviews as the main research instrument. The findings suggest that these Pakistani students relate more to their identity as a human compared to their ethnic and national identities. However, their ethnic identity is stronger when in situation of conflict and they identify more issues in society related to ethnic identity than caste or religious identity. With reference to rights, the students identify a variety of civic, political and human rights that they argue that they should have. They also reflect on a general negation of rights in their society. The theme of duties did not generate as much discussion as rights and the participants did not show as high an awareness as they had of the other themes. Moral duties were the most discussed set of duties while political, religious and ethnic duties were only discussed by a couple of participants each. The focus on being a good human being stands out throughout their perceptions even though they were aware that the project focussed on citizenship. Also lack of understanding of civic duties and focus on rights is significant. These are final year undergraduate students so they have been through the process of education for at least sixteen years which says something about the education system. The findings highlight more

questions such as, 'is being a good citizen the same as good humans in Pakistan'; 'does the curriculum promote civic values' which can be answered through further research.

Keywords: teaching and learning, citizenship, undergraduate students' perceptions

Paper 3: Early adolescences' experiences and their type of responsibility

Beata Krzywosz-Rynkiewicz and Monika Kurta, University of Warmia and Mazury, Poland

Responsibility is the one of the crucial competence for social and personal development. Philosophers, educators, psychologists (Bauman, Kennedy, Kerr, Branden) indicate responsibility as an important factor in becoming a member of society and for active participation. In this paper we consider what kind of responsibility is presented by young people and how it is influenced by their experience. We refer to Krzywosz-Rynkiewicz (2006) model of responsibility where 4 types of responsibility are mentioned: (1) Formal responsibility to be borne (e.g. I bear the consequences or take on the compensation because of the rules), (2) Formal responsibility to be taken (e.g. I undertake the actions which are in accordance with the rules because I am afraid of the consequences), (4) Subjective responsibility to be borne (e.g. I bear the consequences or take on the compensation regardless the formal sanctions because I understand the results of the damage), (4) Subjective responsibility to be taken (e.g. I undertake the actions because I understand their meaning and advantages they give me and the others). 146 students aged 13-14 years old, girls (75) and boys (71), from a city (78) and a town (68), filled in two questionnaires: Questionnaire of responsibility (Krzywosz-Rynkiewicz & Kurta) and The Youth Experiences Survey (YES) 2.0 (Hansen & Larson, 2005). The results show that early adolescents present the highest level of formal responsibility to be borne (M=4,03) and the lowest level of subjective responsibility to be borne (M=3,30). It suggests that young people are more focused on compnesating for negative behaviors rather than prevent them. Formal (M=3,69) and subjective (M=3,72) responsibility to be taken are on an average level. Type of responsibility is not related to the gender and niche (city or town). Interesting relationship between responsibility and young people's experiences were revealed. Subjective responsibility is more related to experience then formal one. The higher level of subjective responsibility to borne was found in teenagers who experience development of cognitive competence especially in communication with others (r=3,67; p<0,001) and built relationships with society, especially experience a sense of support from the social group (r=0,268; p<0,001). Subjective responsibility to be taken is more related to prosocial experience, e.g. help to others (r=0,426; p<0,001). It is interesting that higher level of formal responsibility to be borne goes together with negative peer group experience e.g. be discriminated (r=-1,77; p<0,05).

Keywords: responsibility, young people, experience, social development

Keynote Lecture 2: Alistair Ross

Migrants, Identities and Nation-States: the implications for citizenship education

Saturday 18th June	Room 1	9.00 to 10.15

SESSION: CiCea Annual General Assembly

Saturday 18th June	Salón de Actos	10.30 to 11.50

SYMPOSIUM: CiCe Jean Monnet Network: Guides for School and Early Years

Convenor: Peter Cunningham, London Metropolitan University, UK

Abstract: This symposium presents progress reports from CiCe Jean Monnet Network Working Groups with regard to their work on school and early years' guidelines to be published in summer 2017. Each Working Group has focus on a different aspect on the guidelines and are working towards identifying and outlining contemporary issues/problems/concerns in relation to the particular aspect of citizenship education that is being addressed; and, responses to these challenges with examples of practice form a range of countries. Presentations are not intended to be position statements or opinion pieces in relation to policy or practice within particular states/regions/schools (though there is of course an element of this through the selection of examples of practice and this may inform discussion). Moreover, we are not in a position to evaluate the success of practice but are reliant on the evaluation of others and the professional judgement of Working Group members.

There will be four reports in this symposium with focus on the following aspects of the guidelines that the Network is developing:

Working Group 1: Inclusion (of minority, sub-national and non-national) groups in School and Early Years Guides

Working Group 2: Identities and European Citizenship in School and Early Years Guides

Working Group 3: Intercultural dialogue in School and Early Years Guides

Working Group 4: Democratic participation in School and Early Years Guides

Saturday 18th June	Room 1	10.30 to 11.50

SESSION: Family

Paper 1: Family context and adolescents' personal identity statuses in the domains of occupation and education

Justyna Michałek, University of Warmia and Mazury, Poland

The aim of the study was to examine the relationship between the family context (such as perception of family relations, parents' professional activity, family migration tradition) and the personal identity

statuses in the domains of education and occupation during late adolescence when the adolescents' relations with parents should become more equal, as well as it should be the end of the critical period of identity formation (Erikson, 1968, Meeus, 2011; Scabini, & Manzi, 2011; Koepke, & Denissen, 2012). Participants were 300 subjects (150 females and 150 males). In this study the following measures were used: Family Relations Questionnaire (KRR) by Plopa and Połomski (2010), the Utrecht-Management of Identity Commitments Scale (U-MICS) (Crocetti, et al., 2008; polish adaptation – Cieciuch, 2010), and interview questionnaire to collect demographic and family context data. The results indicated associations between perceived family relations and personal identity statuses in the domains of education and occupation, specific for daughters and sons, especially the role of given autonomy by parents were confirmed. The presentation will include analyses taking into account other variables related to family context and the personal identity statuses. The findings are discussed in light of practical implications for the study of developmental goals of late adolescence.

Keywords: personal identity, family context, parents' occupation activity, adolescents

Paper 2: Examining the role and impact of Young Mothers as community builders

Tracey Murray, University of the West of Scotland, UK

Young mothers have the potential to contribute substantially to their community's development, yet they are often ignored and stigmatised. My research as a doctoral student at the University of the West of Scotland will explore the potential impact of young mothers in their community and their role as community builders while carrying out their roles as mothers. I aim to highlight and build on the role of 'motherwork' (Hart 2007, Daniels 2008) and consider how the roles involved in motherwork can influence learning and impact on the community. This will also highlight the activities that young mothers carry out which constitute educational work and community cohesion but are not always recognised as such. The area in the West of Scotland which my research will focus is in the top 5% of Scotland's most deprived areas (Scottish Government, 2012). Scottish Government policies suggest that poverty is not only about lack of income, but the absence of opportunities to access jobs, quality affordable childcare, education opportunities, and regeneration of local communities and improvement of access to health and public services. (Scottish Government, 2012). This research gives young mothers the opportunity to share their ideas on community cohesion and find out the impact their life experiences have had and continue to have on both their own lives and their community. Freire states that through a process of praxis "the action and reflection of men and women upon their world in order to transform it" people can achieve social change (Freire, 1993, p.79). These discussions will further explore McGivney's idea that community learning often leads to more active community involvement (McGivney, 1999). Many policy documents emphasise the importance of community development as 'central to social capital - a way of working with communities to increase the skills, confidence, networks and resources they need to tackle problems and grasp opportunities' (Scottish Executive, WALT, 2004, p8).

Keywords: young mothers, community cohesion, motherwork, life experiences

SESSION: Capacity building

Paper 1: The function of the "direction" of minority education in Thessaloniki since 2011

Konstantinos Tsioumis. Aristotle University Thessaloniki, Greece

During the last four years the education of the Muslim minority teachers in Greece was actualized by the School of Primary Education (SPE) of the Aristotelian University of Thessaloniki who had the mission, according to a specific ministerial decree, to educate prospective minority teachers in a more integrative manner. The new teachers are following the study program of the SPE and take part in 10 specific subjects-seminars, where they are taught about bilingual education and minority education in Europe, Turkish language from native Turkish speaking lecturers, history of minority education in Western Thrace, Minority Educational Policy and didactic methodology for the minority school. The SPE replaced the Special Pedagogical Academy of Thessaloniki which for 42 years educated the teachers of the of the minority schools in an isolative climate outside of the University. This "direction" was replaced on more time of a newly formed institution with a different philosophy, a Didaskaleion in Democritus University of Thrace. In this paper the program and the philosophy are discussed as well as the opinions of the members about its function.

Keywords: minority education Thrace, intercultural education, education policy, citizenship education

Paper 2: Preservice teachers' perceptions on culturally differentiated students' academic achievement: A case study in the Greek educational system

Vasiliki-Eleni Selechopoulou and Christine Siaviki, University of Patras, Greece

Culturally differentiated populations are often associated with academic underachievement (Haynes, Tikly, Caballero, 2006 & Wiggan, 2007). Research has shown that one of the decisive factors that determines children's success or failure in schools is the expectations of teachers regarding their performance. The teachers' expectations have a disproportional effect on the pupil's achievement and can be marked as one of the main predictors of his academic trajectory, as a self-fulfilling prophecy (Liou, Rotheram-Fuller, 2016). As many researchers have found, teachers tend to have lower expectations of students originating from a different cultural background. Therefore, it is believed that one of the reasons diverse children tend to have poorer achievement is due to the fact that teachers don't expect less of them, than the rest of the classroom. So the question raised in this study is whether or not teachers believe that children coming from different cultural backgrounds are capable of meeting the requirements of the Greek educational system. In order to research this, we distributed a questionnaire examining the perceptions of senior university students. Our sample consisted 100 senior students from two Greek universities departments of Primary Education. Senior university students were selected due to the fact that while our review of the literature primarily identified studies examining current teachers' perception on the matter, we however, wished to view this research question from the perspective of the prospective teachers. The data was collected and analyzed during the fall of 2015.

Key words: preservice teachers' expectations, achievement, culturally differentiated students, school failure

Paper 3: A New UNESCO Approach for the Development of Technical Education and Vocational Training Systems in Southern Africa: The Case of Botswana and Namibia

Miriam Preckler, Universidad Autónoma de Madrid, Spain

The purpose of this study is to describe the new approach for the Development of National TVET systems through the implementation of UNESCO´s capacity building project, named Better Education for Africa's Rise (BEAR) focused on curriculum development and teacher training in most needed industry sectors in Botswana and Namibia. The BEAR project supports 5 selected Southern African Development Community (SADC) Botswana, DR Congo, Malawi, Namibia, and Zambia, as the SADC region lacked capacity systems of transferable knowledge and skills. There was a sharp decline in international support to TVET in Africa since 1990 because a critique of the failure of African TVET was widely accepted. Nevertheless, after millennium, the rapid changes in industrial structure support TVET. The BEAR project aims to: implement sectoral programmes in selected countries through public and private partnership and improve the capacity of TVET systems to develop evidence-based TVET policies. The main direct target groups are TVET policymakers, experts, teachers and youth. This project theoretically seeks globalization of TVET sectors in SADC countries so that young people in Africa could earn a globally competitive job. As globalization expands common models of social order expanding the strength of organizations involved. The world polity system legitimate strong nation-state identities which produce tendencies for the adoption of common models of modernity. Participation in these globalized association networks is a strong predictor of proper mobilized actor hood. This study selected Botswana and Namibia as governments recognized TVET as the answer to dealt with issues of youth transitions to the LM. Using the framework of its capacity building programmes three main types of data: on-site interviews, artifacts of competency-based curriculum, and policy documents were collected and analysed to find out in what way BEAR contributed to build capacity of TVET systems at local and national level. The results will share the outcomes and challenges identified during the CD development process and how the countries ensured the implementation fidelity to make the project successful. To conclude, we will discuss the implication of the project's outcomes and its effect to Botswana and Namibia in terms of capacity building for the identified sectors amidst the countries' efforts of getting TVET sectors globalized by seeking models of their 'actorhood'.

Keywords: curriculum development, technical education and vocational training, teacher training

Saturday 18th June	Salón de Actos	12.30 to 13.30

Keynote Lecture 3: Despina Karakatsani

Second Chance Schools in Prison: Civic Learning and Social Justice in the period of economic crisis

Virtual Papers

Paper 1: Could engaging young people in volunteerism be a way of educating future citizens to be more active and sensitive to social injustice?

Adam Grabowski, Uniwersytet Warminsko-Mazurski w Olsztynie, Poland

Abstract: The present research aims to verify if one's involvement in volunteerism may help one become more pro-socially active, conscious and sensitive. The basic idea of volunteerism is to act unselfishly for other people's sake. Therefore, one's involvement in voluntary activity should lead to stimulating and developing such characteristics as one's social conscience, willingness to act, and sensitivity to others' misfortunes. This would be in accordance with Snyder and Omoto's notion (2007 and 2008) of volunteerism and social action defined as inspired by individual motivation but having society's problems as a target. Additionally, one's involvement in volunteerism should also stimulate and develop one's observance of moral standards applied/denied to others, especially to the underprivileged or the discriminated against, which would be in line with Barth, Jugert, Wutzler, and Fritsche's model (2015) of moral standards as independent predictors of action against global injustice. Specifically, the present research examines if the levels of agency (i.e. the general happiness and willingness to act) and communion (i.e. the generally pro-social attitude,) as well as moral standards, operationalised as stronger endorsement of ethical codes, all characterising voluntary service activists are higher in comparison to those characterising others. The participants, both the involved (N = 37) and the uninvolved in volunteerism (N = 34) filled in questionnaires measuring their agency (Abele & Wojciszke, 2007), their communion (ibid.), and their endorsement of four ethical codes (i.e. the autonomy, unity, common good, and dignity ethics, Wojciszke & Baryła, 2000). The results lend credence to Snyder and Omoto's notion as the volunteers appear to be really more agentic and communion-orientated than the uninvolved. As for Barth et al.'s model, however, the volunteers' moral standards do not seem to be significantly higher than others'. Nevertheless, involvement in volunteerism does seem to train one to become a pro-socially active and sensitive citizen.

Paper 2: The citizenship self-awareness of senior secondary school students in the context of globalization

Zoja Chehlova, Ingrida Keviša and Mihail Chehlov, University of Latvia, Latvia

In the 21st century, there can be observed the activization of globalization processes all over the world. Globalization implies the integration of all spheres of social life in Europe and in the whole work. The globalization processes can also be observed in Latvia. The topicality of the research is underpinned by the fact that in the conditions of globalization, the content of the citizenship self-awareness of senior secondary school students has changed. Besides, young people continue leaving Latvia to study and work in other countries. According to the data of the Latvian Ministry of Education and Science (2015), about 17% those finishing secondary school leave the country every year. Only a small number of them return, and the reason of emigration is not only the complicated economic situation, but also the insufficient development of citizenship self-awareness. Therefore, the issue concerning the citizenship self-awareness of the Latvian youth in the epoch of globalization is a topical one in the pedagogical theory and practice. The aim of the research: is to work out innovative pedagogical technologies for the development of citizenship self-awareness in senior secondary school students in the period of globalization. Research methods: the analysis of scientific literature, observation, surveys, mathematical statistics. The research basis: Latvian institutions of secondary education – Pushkin Lyceum, Riga State Technical College, Riga Eastern Secondary School, and

Teterov Gymnasium in Germany. The research results: -There has been determined the nature and structure of citizenship self-awareness, the specific features of the citizenship self-awareness of senior secondary school students in Latvian and Germany in the conditions of globalization and conditions for the development of citizenship self-awareness in the contemporary situation; - there have been worked out innovative pedagogical technologies for the development of citizenship self-awareness among senior secondary school students in the period of globalization.

Keywords: citizenship self-awareness, globalization, innovative pedagogical technologies, research

Paper 3: International project management efficiency in schools Latvian regions.

Sandra Rone, Riga Teacher Training and Educational Management Academy, Latvia

This paper explores the benefits of teaching staff involvement in international projects. It presents analysis of eight interviews with heads of educational institutions, 137 questionnaires completed by teachers, as well as project documents (Comenius School Partnership project development reports). Data is used to discuss ways in which international projects may enhance the efficiency of school management in particular relation to the development of professional competence gained through experience of learning in other European countries, or learning from colleagues from other European countries. The paper argues that such projects enrich the curriculum and that the continuous professional development of staff adds to overall school effectiveness.

Keywords: the effectiveness, school establishments, international projects

Posters

Poster: Education Policy of Greece, England and Norway in Intercultural Education

Ioanna Koutsi, Athanasia Papastathopoulou and George Nikolaou, University of Patras, Greece

Poster: Education and Social Exclusion in Spain: the case of children and young people in residential care

Amelia Morales, University of Granada, Spain

Poster: "We have seen, we have heard, we have read, we cannot ignore" An example of inclusion of refugee children: The Child space "A Criança"

Helena Pratas, ISEC, Portugal

Poster: Culture, education and psychological development: The construction of positive identity in children from the northern Peruvian region of Ayabaca by valuing oral tradition in school contexts

Jorge Seco and Jose L. Linaza, Universidad Autónoma de Madrid, Spain

Poster: Differentiated teaching and strategies contributing to effective learning and inclusion of speakers of other countries

Eleni Vlachou, University of Patras, Greece

Poster: Psyco-educational program for the development of skills and positive relations among children from different cultural background

Maria Hasioti, George Nikolaou and Julia Spinthourakis, University of Patras, Greece

Poster: Creativity development in childhood education as an educational methodology to promote the recognition of diversity from a social justice perspective.

Natalia Larraz, Universidad de Zaragoza, Spain

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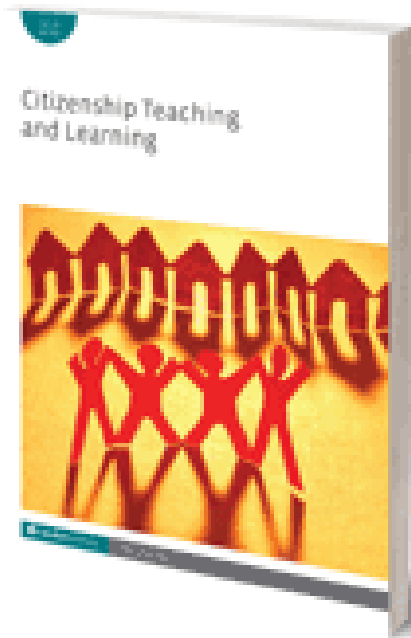
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