



CiCea
is the academic
association for the
study of young
people's citizenship
education and
identities with
members in most
European countries
as well as in other
parts of the World
<http://cicea.eu>



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**Think Citizenship
Change Societies**



CiCea Newsletter



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September-October, 2012

Past-President's Message

The time has come for me to pass on the duties of CiCea President onto the President-Elect, Nanny Hartsmar. I'd like to thank each of you for the support you have shown me over the course of the last two years; two difficult years. It is a wonderful feeling knowing that the person who comes into the office you are leaving is someone who has the passion, stamina, determination and skill to meet the challenges and to do them even better than you were able to do so.

Nanny is just such a person and I am sure she will bring with her many new and innovative ideas for the Association! I'm not being 'retired' just yet, rather I will assume the role of Past-President which until recently was held by Christine Roland-Lévy. I will continue to work with the Executive and

look forward to helping the Association make new inroads.

In this newsletter you will find notices about upcoming meetings, conferences, LLL calls and Erasmus actions, pieces related to a study on anti-discrimination activities for children, Euroscepticism, a call for submissions of articles for publication consideration in our new online CiCea Working/Occasional Papers and finally on intergenerational solidarity. We'd like to take this opportunity to remind you that you can send short pieces related to your research, praxis as well as issues related to the children's identity and citizenship that can be included in future newsletters.

In closing, let me extend to each of you a very warm and



heartfelt, «ευχαριστώ», "tack", "thank you", "merci", "köszönöm", "dank u", "hvala lepa", "grazie mille", "çok teşekkür ederim" and a very special "obrigado" to use just a few of the languages represented by our membership!

You've all been wonderful! ~

Julie Spithourakis

CiCea Past President 2012-2014

CiCea Occasional Papers: Call for submissions

We are pleased to announce that we are actively seeking submissions for our new *CiCea Occasional Paper Series*. We invite contributions, from members who may be among other things researchers, students, scholars, activists, or teachers, that explore the issues related to children's identity and citizenship. In this new online peer-reviewed paper series we aim to make available works that may be multi-media, long or short, reports, research studies, polemical, or

otherwise exploratory, creative and innovative but which follow specific academic rigor. Our Occasional Paper Series is fully peer-reviewed and will hold a registered International Standard Serial Number (ISSN) which identifies periodical publications as such, including electronic serials. Our goal is to have the occasional papers fully indexed.

Enquiries and expressions of interest should be emailed to Julie Spithourakis





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

University of Lisbon, Portugal
13-15 June 2013



CiCe Conference 2013: Call for Papers

Main Conference

The current economic crisis has provoked much controversy. Protests over fiscal policy - with concerns over economic growth, direction and sustainability; employment and future employability; and, the distribution of wealth and social justice - have come to the fore. In some quarters questions about the 'European project' and the depth of European citizenship have been raised, and debate over immigration and movement within Europe has been brought into sharp focus, sometimes presenting challenges to a vision of a tolerant,

multicultural society.

In this context and with respect to identities and citizenship education in formal, in-formal and non-formal settings, themes of economy, environment, sustainability, diversity, rights, values, movement and migration, social cohesion etc. provide the conference themes. How children and young people negotiate, learn and act within society and how we prepare and involve professionals in their education is the concern of this conference.

Please see the CiCe website: <http://cice.londonmet.ac.uk/> for further information.

Research Student Conference

We will be preceding the Main Conference with our Eighth Research Student Conference, on 12-13 June. This is a comprehensive and exciting training opportunity for PhD students and will include doctoral training sessions and the opportunity for research students to present papers to a smaller audience.

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CiCe Working Groups news

CiCe Working Group Strand 3: theme B - innovation in citizenship and identities education: inter-generational solidarity

- * Henry Maitles,
- * Miriam Prokesova,
- * Carina Sild Lonroth,
- * Anne-Marie van den Dries

Our action points for the first year are:
perceptions and reality about young people and seniors; – *we have developed our understanding of this and examined different perspectives.*

theories of intergenerational links, including value of intergenerational links and importance of memory; – *we have examined through the literature various theories of the value of this.*

age structure, family structure in EU and wider and the importance of intergenerational links as family contact declines; - *we still need to develop this*

examples of good practice across the world – primary school, high school, school leavers to age 25, developing inter-generational links across various social strands,

where concepts such as respect, dignity, humanity, empathy, honour are developed; – *there are many examples and we have examined some of them, drawing out best practice.*

Our key next stages are:
Better integrate our papers;

Encourage CiCe members to engage with us to share their perceptions on how older people in their country are portrayed and examples of intergenerational good practice;

Research into young people's views of seniors in our 4 countries; we anticipate 2 cohorts (10-12 and 16-18) for comparison – age comparison and country comparison and possibly gender comparison.



LLL calls and priorities for Erasmus Actions

A contribution by Anne-Marie van de Dries

[The last call under the LLP programme is out!](#)

[See: Ec.Europa.eu/education/llp/doc/call13/prior_en.pdf](http://ec.europa.eu/education/llp/doc/call13/prior_en.pdf)

In short: Priorities for Erasmus Actions *(please read the vocabulary on offer!)*

Multilateral projects: is a centralised action = EACEA

⇒ Increasing attainment levels and strengthening the social dimension of HE

Look out for underrepresented groups and non-traditional learners.

How are you going to foster the recognition of prior non-formal learning? Are there progression routes from vocational and other education types to HE? How to increase completion rates for underrepresented groups? How to develop flexible provisions for part-time and personalised study routes (including distance learning)?

Erasmus

actions:

a world of

networking

opportunities

⇒ Improving the quality and relevance of higher education, including through cooperation between HEIs and the labour market

How to help attune curricula to current and emerging labour market demands and offer employability and transversal skills including entrepreneurship, develop active cooperation between HEIs and partners from outside academia!

⇒ Strengthening quality through mobility and cross-border cooperation

How to improve mobility? How to implement virtual mobility? Interesting to promote "mobility windows" in the curricula, encouraging the commitment of "multipliers" to promote mobility (teachers, trainers, etc.)

Use of ECTS and Europass and DS

Providing open educational resources to share content

Recognizing courses of virtual mobility

The idea is to bring together businesses and HEIs to strengthen and develop Europe's innovation potential through e.g. the design and delivery of new multidisciplinary curricula and innovative courses and the promotion of entrepreneurial attitudes, including also structured mobility.

And don't forget **LLP Leonardo da Vinci, who is very keen on ECVET, EQF en EQAVET!**

Documentation: http://ec.europa.eu/education/llp/official-documents-on-the-llp_en.htm

deadlines! For the Erasmus and Leonardo da Vinci Networks: 31/01/2013

Application Documents uploaded on the website of EACEA.

The need for antiracist activities in primary school

P. Sotiropoulou, University of Patras

Southern Europe generally and Greece specifically have hosted large numbers of immigrants, both legal and illegal, since the end of the 1980s. Their numbers are such that the multicultural nature of Greece's population has become an undisputed fact. The influx of such a large immigrant population brought with it several social changes. The Greek state proved incapable of applying an effective immigration policy. This in turn was a key factor in the development of racist and xenophobic attitudes. I

The influx of immigrants has resulted in radical changes to the school population make-up, as well. Foreign students now make up more than 10% of the Greek student population. Educators therefore have to deal with the needs of multicultural classrooms. However, several studies show that educators feel unprepared to teach effectively in the multicultural classroom environment. At

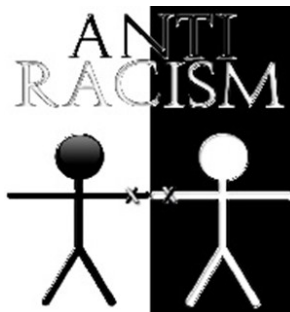
the same time, education appears to play a major role for both the integration of immigrants and the familiarization of native students with diversity. Finally, a number of studies indicate that intervention programs, dealing with diversity issues on a scholastic level, have a beneficial effect on students' attitudes towards racism and diversity.

The purpose of this study was to examine if the teaching of antiracist activities has an impact on attitudes towards diversity in elementary school students. For this purpose quasi-experimental research was carried out in six classes of the 3rd and 4th grade of two elementary schools in a city in Western Greece. Two of the classes were used as control groups and the remaining four as treatment groups. Students' attitudes were measured with the use of pre and posttests. In the interval between the administra-

tion of the pre and posttest, there was a teaching intervention for the treatment groups, with three interactive antiracist activities. The activities dealt with the subjects of different skin colors, the understanding of the existence of both similarities and differences amongst people and the significance of diversity.

The results of the study showed that the attitudes prevalent in the control groups' remained constant between pre and post-test, while the only class that seemed to show a statistically significant improvement was one of the treatment groups. In summation, this study appears to indicate that antiracist activities do have an effect on children's attitudes towards diversity.

For more information on the activities and/or the study please email: pensot@hotmail.com



"East and West in Citizenship Education: Encounters in Education for Diversity and Democracy"

9th CitizED International Conference Tokyo, Japan 2013

We are delighted to announce that the 9th citizED conference will be held in Tokyo, 13-15th July 2013.

Key note presentations and papers on research and scholarship in citizenship education will explore a wide range of themes including philosophical principles, policy, teacher training, pedagogy and assessment. Papers will be welcomed which adopt comparative perspectives as well as those that explore ideas and practices about individual countries and regions.

This conference will provide the perfect opportunity to explore new perspectives and possible future collaborations between 'east' and 'west' in citizenship education.

Tokyo is an exciting Far East mega-city which is at the heart of attempts to develop greater academic understanding and professional insights about citizenship education. The conference will take place at the Campus Innovation Center, Tokyo which is purpose built, well-equipped and easily accessible.

There is likely to be strong interest in this internationally significant conference.

Please reserve the dates in your diary now.

A call for papers with more detailed information will be issued in October 2012.



Call for Papers



Highlights from CICE's National Coordinators last reports

**CICE:
what's
going
on in
Europe
?**

Austria, Thomas Bauer
CiCe materials disseminated to International Offices at Universities and to those involved in teacher training..

Belgium, Hugo Verkest
During the period 2011 -2012 Hugo and colleagues have focused on using CiCe materials in linking citizenship education to remembrance education in preparation for events commemorating the First World War.

Cyprus, Stavroula Philippou
A consortium formed through CiCe presented results of the project VI.C.T.I.MS (VI-ctimizing C-hildren T-hrough I-njuring M-otherS) at the Daphne International conference held by the University of Cyprus.

Estonia, Kristi Koiv
Colleagues in Estonia have been using and disseminating CiCe materials in the development and delivery of the new national curriculum which includes citizenship education as formal component.

Germany, Wolfgang Berg
Wolfgang is working on building links between CiCe and citizenship education existing networks in Germany such as the German Association for Political Education (DVPB). This has included publishing an article about CiCe in the DVPB's journal.

Greece, P.Papoulia-Tzelepi
During the last academic year numerous activities took place

involving Greek members of CiCe including international publications, seminars and taught courses on citizenship. The University of Patras is preparing to host the 4th Regional CiCe/CiCea conference in 2013.

Hungary, Éva Szabó
Éva has been disseminating CiCe materials to hungarian universities.

Iceland, Kristín Dýrfjörð
CiCe publications are disseminated to libraries of CiCe member universities in Iceland. A CiCe colleague chairs the citizenship themed panel at the Icelandic Education Science Conference.

Italy, Sandra Chistolini
Arising from the VICTIMS project, a collaboration between CiCe members, manuals for teachers, parents and social workers have been disseminated to schools, anti-violence centres, police, local courts and hospitals.

Latvia, Zoja Chehlova
The Academy of Pedagogy in Rezekne held the 'Society, Integration, Education', International Scientific Conference in May 2011 at which a number of CiCe colleagues presented.

Lithuania, Vaiva Zuzevičiūtė
In September 2011, a seminar was delivered by CiCe colleague Anna Liduma (RPIVA, Riga, Latvia) for students at Vytautas Magnus University: 'Students mobility in Contemporary Europe.'

Portugal, Florbela Sousa
The Regional Conference took place in Coimbra in January 2011. Following this CiCe dissemination has focused upon the preparation of an e-book with 16 papers.

Romania, Magda Danciu
The University of Oradea, 'Vasile Goldis' Western University, Arad, University of the West, Timisoara – included and promoted CiCe knowledge in conferences, seminars and workshops.

Slovak Republic, Iveta Kovalcikova
Slovakian colleagues have been working with CiCe materials in seminars and lectures.

Spain, Claudia Messina
CiCe colleagues at the Universidad Autónoma de Madrid held two conferences on 'Education for Citizenship'.

Turkey, Necmi Aksit
Márta Fülöp has been to Onsekiz Mart University and presented a paper on "Being female in a competitive world". An article by Sandra Chistolini' was published in *Türkiye Özel Okullar Birliği Dergisi*.

UK, Pete Woodcock
CiCe colleagues at the University of West of Scotland have held a number of events on teaching the Holocaust. At the University of Huddersfield CiCe colleagues worked with a local authority, young people and students on a number of events for European local democracy week.

Special Theme for this volume: Euroscepticism *A contribution by Chris Gifford*

It seems particularly appropriate that I am writing this on my way to our CiCe Seminar in Patra Greece. It is undoubtedly the case that the acute crisis

faced by the Greek people is also a European crisis that resonates across the member-states and beyond. It has fundamentally challenged the principles and ideals of the

European project as it has developed in recent years.

(to be continued on the next page)

Euro-Scepticism (continued from page 6)

The crisis adds a new level of complexity to the already challenging task of understanding and explaining Euroscepticism. The original usage of the term can be traced to the emerging right wing opposition to the Maastricht Treaty in the UK (Gifford 2006). To the surprise of other Europeans, the second wave of integration was a step too far for many UK neo-liberals. As academics began to map Euroscepticism during the 1990s what became clear was that the UK appeared to be the exception as Eurosceptic parties on the continent appeared confined to extremist parties on the far right and far left on the fringes of political systems.

For the most part Eurosceptics were seen to be out of step with the tide of history and dynamic of integration. Europe was often not a particularly salient issue for national citizens possibly because it was considered to be an aspect of foreign policy or

simply a *fait accompli*. However, more recent indications are that this has changed and Euroscepticism is on the rise from East to West with its emergence in the most surprising quarters including those parties, namely the Christian and social democrats, who have always been central to the integrationist project.

Euroscepticism needs mapping and analysing however conceptual clarity has never been easy. The best known framework comes from Taggart and Szczerbak (1998, 2002, 2008a, 2008b) who distinguish between hard and soft Euroscepticism. The former refers to outright rejection of the entire integrationist project while the latter is concerned with more qualified opposition that rejects and criticises specific policies, or gives prominence to national concerns and interests in opposition to integration. The devil, however, is in the detail and when examining specific

actors and parties then there may be a range of differences and overlaps within and between hard and soft Eurosceptics (Mudde 2012). Consequently, attempts have been made to develop more sophisticated conceptual frameworks albeit at times losing some of the flexibility of the original approach.

Despite the empirical complexity, for the most part Eurosceptics appeal to the popular sovereignty of 'one' people within an exclusive territory. This represents a significant challenge to the European Union. While the solution to the crisis may be more integration, the possibility of more integration with declining legitimacy is a dangerous position to be in. We urgently need a revival of the European ideal as a socially and politically progressive project before nationalism once again takes a hold.

This NL volume's special theme:

Euroscepticism

CiCe have produced a series of guidelines covering a range of aspects of citizenship and identities education.

All guidelines are freely available on our website in the Resources and Publications Area - see cice.londonmet.ac.uk

Euroscepticism: Resources

Gifford, C (2006). The rise of post-imperial populism: the case of right wing Euroscepticism in Britain. *European Journal of Political Research* 45: 5, 851–869

Mudde, C (2012) The comparative study of part-based Euroscepticism: the Sussex versus the North Carolina School. *East European Politics*. 28: 2: 193-202.

Taggart, P. (1998) A touchstone of dissent: Euroscepticism in contemporary Western European party systems. *European Journal of Political Research*. 33: 3, 363: 388.

Szczerbak, A. and Taggart, P. (2008a) *Opposing Europe? The comparative party politics of Euroscepticism. Volume 1: Case studies and country surveys*. Oxford: Oxford University Press.

Szczerbak, A. and Taggart, P. (2008b) *Opposing Europe? The comparative party politics of Euroscepticism. Volume 2: Comparative and theoretical perspectives*. Oxford: Oxford University Press.

Taggart, P. and Szczerbak, A. (2002) The Party Politics of Euroscepticism in EU Member and Candidate States. *Sussex European Institute Working Paper No 51*. Brighton: University of Sussex.

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www.cicea.eu/
Publications.html](http://www.cicea.eu/Publications.html)

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www.cicea.eu

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Add to your agenda

Fifteenth Annual CiCe Network Conference

University of Lisbon, Portugal, 13-15 June 2013

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



Conference General Information

Location

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

Proposals & booking

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

Travel and Accommodation

<http://www.golisbon.com>

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

www.visitportugal.com/

Key dates

14 January 2013
Deadline for proposals

18 February 2013
The Scientific Committee will
notify proposers.

13-15 June 2013
Conference

8 July 2013
Deadline for submission of
papers for Conference pub-
lication.

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