CiCea Newsletter

Vol. 24 | **Nov-Dec, 2012**

President's Message

Dear CiCe and CiCea colleagues, dear friends

Julia A. Spinthourakis has now stepped down from serving as President of CiCea and the baton has through your voting been passed on to me. Christine Roland Levy has stepped down as Past President and has now taken on a new and challenging task in the group working with the doctoral students.

It is with gratitude and humility before your confidence as I starting this autumn take over from Julia. Julia has done a great job on her post and she has worked hard with many tasks on her plate. The website has with help of Julia gone through a thorough 'facelift'. Julia's presidency was as we saw cuts at most of our universities and this caused in turn a reduction in membership. Julia

with probably the most severe cuts at her university however served as an example for all of us and made sure that we all tried and raise the number of members again. Without members no association! Christine has been the one who was always able to go back in our records, reminding us what was said and decided.

Having Julia there now as Past President, the experienced board members Marta, Beata, Susana and Peter still on board and in company with Chris who took over from Anne Marie van den Dries as treasurer and our new President Elect Henry Maitles I can't but feel confidence and joy before my new task. I hope we will have two good years together.

Nanny Hartsmar

Invitation: contribute to our NL

The CiCe Association Newsletter incorporates CiCe news and is an important tool by which the Network disseminates to a wider audience. The Newsletter is published bi-monthly with each issue including focus on a specific theme. Upcoming themes for the newsletter are:

Jan - Feb 2013   Nested identities
Mar - Apr 2013 Teachers and Citizenship
May - Jun 2013 Competitive cooperative citizen

Contributions to the Newsletter from all CiCe members are encouraged.
CiCe Working Groups may also submit items at any time but are also asked to contribute reports in accordance with the following schedule:

Jan - Feb 2013
Art and Media – Citizenship Education and Society
Jan - Feb 2013
Values and Citizenship
Mar – Apr 2013
CiCe Deed
May – Jun 2013
ALL Working Groups

Sharing ideas: Our visiting card

This is the idea: When meeting colleagues why not giving CivCea0s visiting card together with your own professional card? The image on the right shows an example: this has been distributed by Beata Krywosz-Rynkiewicz and Susana Gonçalves in Vilnius, by the occasion of the International Scientific-Practical Conference "Do I Know Young People?" (27th September, 2012, Vilnius University, Lithuania) where they have been invited as keynote speakers. This has been a good advertisement to our association and our conference. Why not replicate this idea whenever possible, in conferences and meetings?

CiCe/Cicea's activities

CiCe Seminar Meeting

Cice held its Autumn seminar meeting at the University of Patras, Greece, at the end of October. The meeting provided opportunity for members of Working Groups to meet and develop ideas as well as opportunity to present progress to a wider audience. At present we have six Working Groups.

Research Group In addition to preparing for the **Annual Research Student Conference** in Lisbon, June 2013, this group also prepared for the launch the **European Research Centre on Identity and Citizenship** (see this newsletter),

Education for Citizenship, Identity and a Sustainable Society This group has three main tasks: Firstly, to produce guidance on 'best practice' for which the group aim to collect a range of examples and resources that will support trainers in the field of education and teacher training; secondly, they will Identify specific competences for first cycle students in teacher education in relation to education for a sustainable society; and thirdly, produce three interactive dilemma activities for use in teacher education and other related professions. If you have examples of good practice in this field or can recommend useful resources then please let us know by contacting cice@londonmet.ac.uk

The Arts and Media Citizenship & Education In Society – This group aims to produce a range of guidance and as part of this have launched a '**citizenship photo framing project**'.....so why not join-in by uploading one or two photos onto the projects Facebook site http://www.facebook.com/groups/338331999570623/ that you link with the idea "Citizenship"

Intergenerational Solidarity –This group are exploring perceptions and reality about young people and seniors; theories of intergenerational links, including the value of intergenerational links and importance of memory; examples of good practice across the world – primary school, high school, school leavers to age 25, developing intergenerational links across various social strands, where concepts such as respect, dignity, humanity, empathy, honour are developed.

Two new groups started at this seminar meeting. *Values and Citizenship Education: European Perspectives –* This group will produce guidance for course development in higher education and identifying specific competencies for future professions who work with children and young people. The theme reflects the promotion of active European citizenship which is a key priority of the EU and that it is considered important 'to bring common European values, history and culture to the fore.

A second new group **Language,Citizenship and Identity in educational policy and practice –** will review previous CiCe materials. There is much valuable material, including guidance booklets and conference papers, which is under-used by students. We feel that representing materials in themed pack will help improve access, particularly for BA students, by providing a more user-friendly resource.

CiCe News: Appointment of an external evaluator

We wish to appoint an External Evaluator to the CiCe Network project. It is envisaged that the appointed person will act as a 'critical friend' to the network, giving honest, informative and constructive feedback to the EC.

The role of the EE will be to review and evaluate our:

Networking structures: management structures (EC/NC/IC/WG); network communication channels

Quality assurance measures: conference QA (including selection of papers); EC quality control mechanisms

Dissemination strategy: e-dissemination kit;

newsletters; *website/ twitter/ facebook, targeted dissemination*

Sustainability initiatives: *relationship with CiCea; hub activities*

Products: *two items per year*

In doing so the EE is expected to attend:

⇒ New Year EC Meeting to observe quality management of conference proposals selection;
⇒ Seminar Meeting to observe planning and working Group processes;
⇒ Conference to observe one of our major networking events;
⇒ Student research

event to observe our work with doctoral students.

In relation to the above criteria the EE shall provide a confidential report to the EC (summer 2013) and a final report for the Network and Commission (June 2014).

The advertisement for an External Evaluator is now live on www.jobs.ac.uk at this url http:// www.jobs.ac.uk/ job/AFO224/ external-evaluator/ and on our web-

The Psychology of Volunteering

The Faculty of Teacher Education at the University of Zagreb, Croatia, (who are CiCe partners) are developing a module on 'The Psychology of Volunteering'. They would like to hear from colleagues who run similar courses or on feedback from modules which have a volunteering component.

Please contact

Majda Rijavec: majda@iep.hr

CiCe Eight Annual Research Student Conference 2013

CiCe Children's Identity & Citizenship in Europe
Erasmus Academic Network

University of Lisbon, Portugal, 12-13 June 2013

New Researchers for the New Europe: Identities and citizenship education: Controversy, crisis and challenges

Call for papers

Proposals are invited on citizenship and related topics, also on economic crisis and its implications on citizenship and identity: economic growth, employment, distribution of wealth and social justice, immigration, ethnic relationships, diversity, intercultural issues, social exclusion-inclusion, intergroup relationships, historical culture, sustainability, environmental issues, citizenship education, etc. Papers are welcome from all disciplines.

For further information:

http://cice.londonmet.ac.uk/conferences/student/student_home.cfm

Education and Culture DG
Lifelong Learning Programme

The CiCe Network has been funded with support from the European Commission

CiCe at the Sirius meeting (11th Dec., Rotterdam)

SIRIUS aims to help ensure that children and young people from minority backgrounds can raise their educational standards. It is an interdisciplinary project involving policy makers, researchers, NGO's. Several **CiCe** partners are also partners in this project which is led by University Autonomous of Barcelona, together with a team of colleagues from Spain (Ministry of Education, Ministry of Labour Affairs and Immigration, UNESCO Centre of Catalonia and Teachers Association Rosa Sensat). The project has 4 dimensions:

SCHOOL ACCESS:
Policies on ratio of migrant background or minority students per classroom.
Policies on structures of first welcome for migrant background students.
Policies on language learning and lan-

guage environment for migrant background or minority students.
SCHOOLING – CLASS-
ROOM INTERACTIONS:
Policies on teacher methods regarding integration of migrant background or minority students.
Policies on citizenship education and intercultural curriculum.
Policies on conflict solving and anti-discrimination mechanisms.
SCHOOLING – COMMUNITY PARTNERSHIPS:
Policies on migrant background or minority parents engagement.
Policies on teacher training about education and students from migrant background or minorities.
ACADEMIC ACHIEVEMENT AND SCHOOL RETENTION:
Policies on enrolment and retention of

students from migrant background or minorities in post-compulsory studies: VET education, higher education, university.
Policies on counselling and orientation for migrant background or minority students.
The goals of the project are complex and a significant input from international experts is required. To this end the SIRIUS network has included the active participation of Collaborative Partners, namely: **CiCe**, IMISCOE, MIPEX/Migration Policy Group, MPI, NEPC and OSF-OSE.

In addition **CiCe** has also been invited to participate in a Working Group meeting in Rotterdam in December, working on general frameworks with respect to school effectiveness and language development in multilingual classrooms.

Launch of the European Research Centre on Identity and Citizenship

This Centre is designed to promote research in citizenship and identity for academic researchers and doctoral students. It offers opportunities for research networking in this field. The Centre is organized with a Director and a Directorate, and it is supported by an International Advisory Board.

The Centre focuses on the four major activities:

1.   Research networking
The Centre connects with 8 international research centres around Europe (England, France, Greece, Sweden, Poland, Hungary, Portugal, and Turkey). It aims at facilitating international and cross-cultural studies and research in multi-disciplinary contexts. It constitutes a network of researchers as it includes profiles of academics currently researching citizenship and identity and supervising doctoral students in this area, and it houses a directory of former doctoral students who participated in previous research student conferences.

2.   Doctoral Studies
Through a series guidelines, the Centre assists doctoral supervisors by:
⇒   providing Supervision Guidance;
⇒   advising on how to organise doctoral seminars/ workshops/ conferences/running a summer school;

⇒   promoting international cooperation in supervision (e.g. co-tutelles);
⇒   providing examples of doctoral programme structures.
With a series of guide booklets, the Centre supports doctoral students by providing guidance on:
⇒   writing research papers;
⇒   presenting at conferences;
⇒   preparing conference posters;
⇒   liaising with one's supervisor;
⇒   structuring the dissertation/thesis
⇒   promoting/ publishing research.

3.   Resources section
A Resource section provides an annotated bibliography of useful publications, teachings materials to support research, papers from previous student conferences, booklets illuminating different aspects and issues in citizenship and identity.
Invitation: CiCe members who have research or literature relating to the above themes are kindly invited to send their materials to the following address: researchcice@gmail.com

4.   Capacity Building
⇒   Organizing Research Student conferences
⇒   Establishing a Research Student Summer School

Current activities

2013 8th Research Student Conference at Lisbon, Portugal
The Research Student Conference is held on the two days preceding the annual CiCe Conference (12th - 13th June). Doctoral students are invited to submit abstracts from January 7th – 14th. 2013.
All members are requested to publicise this call for papers from research students throughout their institutions. We need support from all of you to ensure that we run a successful student conference.

2014 First Research Student Summer School at University of Warmia-Mazury, Olsztyn, Poland
The summer school will replace the annual research student conference and will be held in connection with the annual CiCe conference. Students will attend seminars, lectures, tutorials and workshops on researching aspects of citizenship and identity.

Prof. Márta Fülöp, Eötvös Loránd University, Budapest, Hungary (Director)
Prof. Penelope Harnett, University of West of England, Bristol, UK (Member of the Directorate)
Prof. Roger Johansson, Malmö University, Malmö, Sweden (Member of the Directorate)
Prof. Christine Roland-Lévy, University of Reims Champagne-Ardenne, Reims, France (Member of the Directorate)

CiCea's new European Research Centre
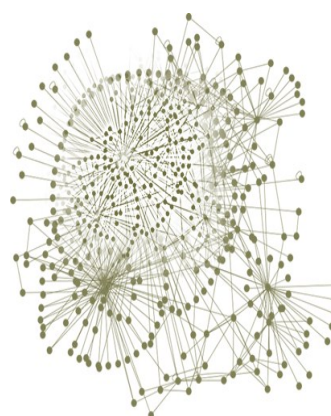
CiCe/CiCea:
Friendship, cooperation and good mood!

CiCe Autumn Seminar meeting, University of Patras, Rio, Greece. 26/27 October 2012

Citizenship Teaching and Learning: call for papers April 2013 Special Issue

Proposal for a Special Issue in April 2014 (Vol 9, No 2)
Minorities, Immigrants and Citizenship Education

Guest editor: Alistair Ross, IPSE, London Metropolitan University, UK

Alexander Alexander de Tocqueville wrote, in *Democracy in America*

> *If … a man possessing absolute power may misuse that power by wronging his adversaries, why should not a majority be liable to the same reproach? Men do not change their characters by uniting with one another; nor does their patience in the presence of obstacles increase with their strength.*

Chapter 15, Book 1,

The provision that a society makes for minorities,

such as an immigrant minority, critically reflects on the strength and commitment to its conception of citizenship. Moreover, the way in which its educational system teaches about those of migrant or minority descent should demonstrate its understanding of inclusive citizenship education and of its commitment to human rights. Minority and Migrants' rights are set out in a range of United Nations and International Labour Organisations charters and conventions, and include rights to education. Many of these are not observed, or only partially observed, in many countries. Citizenship education should be clearly involved in how educational provision is made for and about migrants in our societies, a particularly vulnerable mi-

nority. Proposals are invited for papers of between 6,000 and 8,000 words for this issue. At the preliminary stage, synopses for proposed articles should be sent, of about 250 words, outlining the subject, argument and research that will be included in the article, should it be selected. These should be submitted by March 2013 (see below). These synopses will be scrutinised by a Special Issue Editorial Board, and about 7seven proposals will be selected and the authors invited to develop these into full submissions. These will be anonymously peer reviewed when submitted, and it is hoped that most will be selected for the issue (perhaps with amendments). This process will minimise wasted effort on the part of authors.
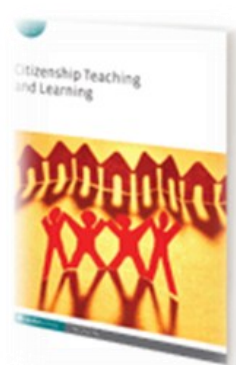
PROCESSES

A call will be sent out in December 2012 for those interested to submit a 250 word synopsis/outline to the Issue Editor by March 1 2013.

March 2 2013: Issue Editor with the Special Issue Editorial Board (SIEB), scrutinises these synopses, and selects 5 – 6 articles that appear to be the most promising and that will together offer a broad and balanced issue.

March 20 2013: SIEB finalise selection: Issue Editor sends out invitations to complete articles/rejections to authors of synopses.

October 15 2013: All articles sent to selected members of the SIEB for review and suggestions for amendments,

November 20 2013: SIEB members send back their comments

November 30 2013: All reviews and requests for changes sent to contributors

January 10 2014: All final revisions submitted: copies to SIEB for final signing off

February 1, 2014: All copy to publisher

Call for papers — CTL

Please send 250 word proposals and your contact details to a.ross@londonmet.ac.uk by March 1st 2013.

CiCea Research Grant Fund 2011 – Report

CICEA:

SUPPORTING

RESEARCH IN

CITIZENSHIP

Collaborative Learning Around the World Regarding Global Citizenship Education: Possibilities and Prospects for Practice and Research Through Web-Based Social Networking

Our aim was to create a collaborative web-based social network to explore the opportunities of world wide cooperation within the field of World Citizen Education (WCEd) for practitioners and researchers. We wanted to investigate what potential opportunities such a network would offer to research and practice. Working with our CiCe booklets (2010, 2011) we had become fully aware of the great need on the one hand for practical ideas and on the other for further research about the global dimension of citizenship.
Our intention was that the network would give educators a chance to see what courses look like in different countries, to understand the different contexts in which they are delivered and to interactively share common concerns and problems. We had found that the notion of citizenship education often is limited to a national level and that WCEd often is considered a synonym to learning about environmental issues and sustainable development.

By involving teacher educators from all over the world in interactive web based social networking we had hoped to add to and increase our awareness of a multitude of foci and promote a critical understanding of what it means to educated global citizens.
The project work started with a virtual conference in Belgium in March 2011 in which our Canadian and Souh-African partners took place. We then invited all CiCe delegates at the pre conference for CiCe working group members.in Dublin in May 2011.

We have used NING (ning.com) as a social networking tool. Participants have joined of the basis of invitation. They have had their own personal site in which they could post information, articles, student reactions etc. about world citizenship education in their own country, university, etc. Participants have also had a 'wall' on which others could write comments on things other members had posted or ask questions, clarification. The outcomes of our project can be listed in the following key sentences

Social networking through interaction
Possibilities for participants to reflect on their own practice
A forum for collaborative learning.
Developing Intercultural dialogue in practice.
Presentation at CiCe annual coference in York June 2012.

Book "Transcultural memory": invitation for contributions

Dear Colleagues,
I am planning to edit a volume with the title "Transcultural Memory" and kindly invite you to contribute to it with an article. Each contribution should have not more than 6.000 words and ought to present one European country and thus allow identifying differences and links. The topic will be memory policy in general and the case of WW I in particular. What is the impact of history (lessons) on citizenship education?

Please, if you or a colleague of yours is interested – don't hesitate to contact me.
Best wishes
Wolfgang Berg
wolfgang.berg@hs-merseburg.de

(excerts from Wofgang's email):
Each article to be organized around the following topics:

1.   Memory policy:
To some degree collective memory it is the result of memory policy: Various actors have been trying to define particular events and persons as important. Memory is performed by all kinds of narratives, in language and other symbols, particularly all kinds of targets (Street names), rituals (ceremonies) and monuments or paintings, not to forget the media and the schools.
Memory policy used to be a practice to celebrate the big events and great personalities. The historians have been too long committed to the mighty and the rich. (…) Memory policy poses an important question: Given a "famous" event or person - what is the right attitude to approach to him/her/it? What is memory policy? Let us find an answer by using an example.

2.   World War I
Literally it has been a Great War – from various societies` point of view. The number of states which has got involved is huge; people from all over the world have been concerned. Due of military actions almost 10 million people have lost their life, not to speak about civilians and other people who got victimized.

The impact on the "Empires" directly or indirectly was tremendous, be it the revolutions and the end of most monarchies, be it the rise of new (nation) states or independence movements. The end of WW I is for more than one country the beginning or reconstruction of the national history. What means memory in this case? How public communications approach to this event?

3.   Transcultural
It is not possible to define cultures as a homogenous and distinct unit, maybe according to the confines of a state. The rules of thinking, the way of life, the criteria of beauty and good life, the Weltanschauung etc – they differ and are common, within a country and outside the country. I can share ethnic origin with one group, ethical attitudes with another one, the way of life with a third one, my favorite music or hobbies with a fourth or fifth one. We are different and we have things in common.

WWI was a transnational event. It was a transcultural situation a well, as people from different "worlds" came together. And, from the contemporary view up to date, the interpretation and evaluation of this war is different, following the different national, societal, generational, political contexts people of today live in. The memory policy makes use of art and culture in different ways. The monuments in Passendale and Langemark, the British and the German ones, differ remarkably, but remember the same event: the murder of a generation for nothing. Interests and concerns might differ, but memory policy has the same objective.

Call for contrinutions: edited book

9th citizED International Conference, Tokyo, July 2013!

Call for papers

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

9th citizED International Conference Tokyo, Japan, July 13-15, 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.

The conference will take place at the Campus Innovation Center, Tokyo which is purpose built, well-equipped and easily accessible.

To access the call for papers and the draft programme:
http://www.citized.info/?strand=0&r_menu=/

Other conferences and calls...

3rd International Conference on Human Rights Education, 6-10 December 2012, Poland
http://www.hre2012.uj.edu.pl/

International workshop "Youth and Civic Participation: Is a Younger Generation Reshaping European Politics?", 15-17 May 2013, University of Antwerp, Belgium
http://www.ua.ac.be/main.aspx?c=*UCSIAENG2&n=110399

International Conference 2013
Sharing our natural and cultural heritage: Interpretation can make us citizens of the world 15 - 18 June 2013, Sigtuna, Sweden
http://www.interpret-europe.net/

History Educators International Research Network [HEIRNET] conference: 14th.-16th September 2013, Nicosia, Cyprus
The conference's host is the Association for Historical Dialogue and Research [ADHR], The conference theme is History, Conflict and Identity. HEIRNET aims to

reflect the interests of the History Education community.
http://www.ahdr.info/viewevent.php?eid=40

***

European Commission: Call for expressions of interest EACEA/2007 for the establishment of a list of experts to assist the Education, Audiovisual and Culture Executive Agency in the framework of the management of the Community programmes in the fields of education, audiovisual, culture, youth and citizenship
http://eacea.ec.europa.eu/about/call_experts/call_experts_2007_en.p

Report "History and Citizenship Education in the Middle East and North Africa" published by EUROCLIO

Dear Colleagues,

A new Special Report (Issue 7) entitled "History and Citizenship Education in the Middle East and North Africa" has been published by EUROCLIO, within the Mediterranean Dialogues programme which focusses on the promotion of responsible and innovative history education in North Africa and the Middle East and is supported by the Open Society Foundations Education Support Programme and the Anna Lindh Foundation.

As part of this programme EUROCLIO brought together 20 history and citizenship educators from Egypt, Israel, Jordan, Lebanon, Morocco, Palestine, Turkey, and Tunisia in a seminar ? Responsible and Innovative History and Citizenship Education in North Africa and the Middle East—Stock Taking and Ways Ahead? on 4 April 2012 in Antalya, Turkey, during the 19th EUROCLIO Annual Professional Training and Development Conference "Looking at History through a Variety of Lenses". At this event the participants shared experiences, voiced their needs, and identified what in their view should and can happen in order to implement the change, so often talked about.

This report focuses on the seminar proceedings and the recommendations made during this event.

The report can be downloaded in PDF format: Issue 7 (2012) History and Citizenship Education in the North Africa and the Middle East[1]

EUROCLIO

European Association of History Teachers

Secretariat
Laan van Meerdervoort 70
2517AN The Hague
The Netherlands

info@euroclio.eu

0031703817836
0031703853669
http://www.euroclio.eu[2]

Research and development

Interested in joining a European project?

Dear colleagues!

We are looking for volunteers to join a European project 'Multilingual problems of the modern European Community' to set up a Consortium.

The project has two objective directions: The first one is a comprehensive study of the *correlation between socio-economic processes and the dynamics of the European languages.* The second one is the study of the *European language space and its characteristics at the modern stage of development.*

The members who have already joined the Consortium:

Lithuanian Social Research Centre (LSRC), *Vilnius University (VU);*
Estonia - University of Tartu (UT), Estonian Language Immersion Center (Ministry of Education and Research),
Latvia - University of Latvia (UL), Information Systems Management University (ISMA)
Austria - Institut für Höhere Studien,
Belgium - Vrije University Brussels,
Poland– University of Warsaw,
Italy -Utrecht Institute of Linguistics,
France -Claude Bernard University Lyon 1 (CBUL),
Ukraine - South-Ukrainian national pedagogical university (SUU),
Belarus–Belarusian University (BU)

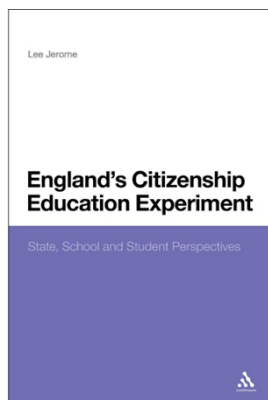We need your scientific contribution! Looking forward to hearing from you soon.

On behalf of Consortium Organising Committee
Prof. Tamara Lobanova-Shunina and Prof. Yuri Shunin, Riga, Latvia

tamara.lobanova@isma.lv

New book by a CiCe member

Jerome, L (2012) England's Citizenship Education Experiment: State, School and Student Perspectives, London:Continuum

Reviews

'This is a book that is both highly readable and scholarly. Lee Jerome combines an astute understanding of political theory and of policy with a practitioner's feeling for the realities of schools and classrooms. He uses original and innovative research techniques to gain access to the voices of students and provides a masterly account of a poli-

cy enactment that has been observed with interest across the world.'
Hugh Starkey, Professor of Education, Institute of Education, University of London, UK

'This book addresses fundamental and compelling issues in citizenship education allowing a concise account of the complexity of policy, research and practice in a thoughtful reappraisal of the last ten years. Lee Jerome's well-written work builds a persuasive argument that is also valuable for all of us in international contexts, who deal

with the promise of citizenship education. Both the significant literature review undertaken, and his personal encounter in the field of practice with the voices of teachers and students are of utmost importance for academics engaged in comparative analysis but, ultimately, it matters for all concerned with the future of our children´s education.'
Florbela de Sousa, Assistant Professor of Education, Institute of Education, University of Lisbon, Portugal

"It is not always the same thing to be a good man and a good citizen."

Aristotle

Time for poetry
Untitled, by Christian M.

I am the one who sits in the front row,
   not only to see, but to learn
I am the one who shares

the floor with twenty,
   not only because I'm poor, but because I care
I am the one who hides from the soldiers at night,
   not only from fear of what they'll do, but from fear of what I'll become
I am the one who bathes in the river,
   not only to be clean, but to start over
I am the one who bakes in the kitchen all day,
   not only to feed my family, but to deliver a smile
I am the one who patrols the streets,
   not only for your protection, but for mine
I am the one who rides the beast,

   not only for the crowd, but for the thrill
I am the one who sews your shirts,
   not only to eat, but to live
I am the one who reads you stories,
   not only for you to learn, but to dream
I am the one beside you,
   your classmate, neighbor, child, sinner, mother, security, cowboy, pheasant,
   teacher, and spirit
I am you,
   and we are all global citizens

taken from:
http://
www.globalcitizencorps.org/
poetry_contest_first)

Disapearance of childhood in post-modernity?
By Beata Krywosz-Rynkiewicz

In order to work properly, each system, including the educational one, needs structure, goals, program and subject – the target group. In education this group constitutes of children. Changes pertaining to cultural and social comprehension of childhood and the child can significantly influence the shape of the educational system. What is childhood condition today? I will briefly discuss the issue of changes in the understanding of childhood with respect to 4 processes characteristic of post-modernity:

Technological revolution, which influenced the change in the understanding and status of power. Post-modernity is a time of knowledge primacy and affirmation which is called 'meritocracy'. Knowledge becomes a commercial good, which profits its owners and it also becomes a tool in building social status. Children engage in race for knowledge from their early years – they have additional courses, classes and tutoring. Market mentality and competition present in the adult world become a part of children's lives from their early years. Children are also often more competent in using technology to gain the knowledge than adults and play the role of adults' teachers.

Economic changes – connected to global market, which influenced the understanding of work-time and career. In modern tradition, human life ran according to a certain linearity and professional career was monolithic. Post-modern economy is characterised by high competition which calls for changes in the work model (permanent posts are replaced by contracts for certain periods, to create certain solutions, working for multiple employers, etc.). This calls for new competences – specialist skills are no longer enough and they cannot be acquired once and for all. The market favours competences such as flexibility, creativity or ability to adapt, which are characteristic of younger people. This leads to a situation, in which 20 year olds may become bosses for 50 years olds. Relativism revolution and the crisis of great ideologies, which changed the understanding of authority. The fall of great ideologies changed the asymmetry in the relationships between children and adults. The conviction that the child needs to be protected was replaced by the conviction that one needs to give the child access. Adults slowly started to resign from their status and so the relationship with the child became more like a partnership. This partnership unified physical and psychological space of the family: similar topics (anything can be discussed with children), similar entertainment (almost every film can be watched together) etc. Children get answers to questions, which they haven't yet asked.

Disintegration and erosion of basic social roles and structures which changed the understanding of age. Observing social processes provokes the question, whether childhood becomes too mature, or adulthood becomes too childish? Play becomes life content and form, enhanced by consumption and entertainment. Affirmation of play lead to the creation of certain stereotypes. Youth became a symbol of openness, liberalism, tolerance, avant-garde, joy. Adulthood and old age – being closed to the world, conservatism, intolerance, insularity and boredom. The idea of subjective age arose – we do not ask how old one is, but how old they feel.

How will childhood look like in the future?

A futuristic question may be asked here – what scenarios of childhood are possible in the future and how it can influence educational system?

Welcome to find the answer in the following references:

⇒ Aviram A., Navigating Through the Storm. Reinventing Education for Postmodern Democracies, Rotterdam 2010.

⇒ Postman N., Disappearance of childhood, New York 1994.

⇒ Arnett J. J., Emerging Adulthood. A Theory of Development From the Late Teens Through the Twenties, "American Psychologist" 2000, 5.

This Issues's theme: the future of Childhood

CiCea Children's Identity & Citizenship
European Association

"Think Citizenship – Change Societies'

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/.

Proposals & booking
Submit via: http:// cice.londonmet.ac.uk/ conferences/main/ main_home.cfm.

Travel and Accommodation

http://www.golisbon.com

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 publication.

cice@londonmet.ac.uk

Twitter- @CiCeNetwork

CiCea Children's Identity & Citizenship
European Association

UNIVERSIDADE DE LISBOA

CiCe Children's Identity & Citizenship in Europe
Thematic Network   Socrates

Education and Culture DG
Lifelong Learning Programme