



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

CiCea Children's
Identity &
Citizenship
European Association

Vol. 26

Mar-Apr, 2013

President's Message

Dear CiCe and CiCea colleagues

In this newsletter I would like to take the opportunity to invite you and your students to take part in an exciting event. Autumn 2013 a new course, Global Future Challenges will start at the faculty Education and Society, Malmö University. Three perspectives permeate the course, Citizenship education, Interculturality and Sustainable society. Before the examination, the students will submit abstracts, write papers or make posters where the three perspectives are used. When their papers or posters are approved by a scientific

committee, they will be presented in a one-day conference arranged by students and teachers. After the conference their papers and posters will be published in an online journal. We think this could be a great opportunity to start a new kind of cooperation between students from different countries and would like to welcome you and your students to publish your own texts or posters in the online journal. The journal will be updated twice a year, October and February. If possible you are of course also welcome to the conference, October 7. Please contact me as soon as possible if you find this



interesting. nanny.hartsmar@mah.se
Spring greetings
Nanny Hartsmar

UK: Citizenship Education in the curriculum

Recent confirmation that Citizenship education will remain as a statutory programme of study within the new National Curriculum in UK was welcomed by researchers at the University of Huddersfield. Citizenship education was introduced as a statutory component of the National Curriculum in England in 2002. Its introduction was not without controversy though. Researchers at the University of Huddersfield and Cicea's members, Chris Gifford, Pete Woodcock, Andy Mycock and Cath-

erine McGlynn were supportive of the introduction of Citizenship but were at the forefront of academic debate about its content, structure and purpose. Their research and publications drew public attention to this issue. The decision to retain Citizenship as a statutory subject is therefore welcomed by staff and students at the University of Huddersfield who have worked hard to develop youth citizenship in West Yorkshire, the UK, and Europe. Well done!

<http://www.hud.ac.uk/research/researchnews/citizenshipeducationinthecurriculum.php>

International Journal of Assessment and Evaluation in Education



Dear Colleagues,

We are now accepting papers for Volume 3 of the International Journal of Assessment and Evaluation in Education to be published in 2013.

The journal has been created to provide opportunities for those involved in the field of education to discuss, express and exchange ideas on assessment and evaluation. Papers that will be published are those

that present current research, theoretical statements, critical evaluation of a field of educational inquiry, and the integration of educational scholarship, policy and practice.

The deadline for submission is May 31, 2013. Please send your papers to the Editorial Manager, at the following email address:

[editorial-](mailto:editorial.manager.ijae@upsi.edu.my)

al.manager.ijae@upsi.edu.my.

For more information, please visit the official website of the journal at <http://rmc.upsi.edu.my/IJAE/>.

Tunku Mohani Tunku

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Dr)

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Malaysia

Call for papers

1st CHILDREN AND MEDIA CONGRESS in TURKEY

1st CHILDREN AND MEDIA CONGRESS in TURKEY

Istanbul Convention & Exhibition Centre, 14-15 November 2013

Mission of the Congress: addressing the relation between media and children within an international and multidimensional frame. The function of the Congress is to determine the country scale policies and to put the *1st Turkey Children and Media Strategy*

Strategy and implementation plan *1st Turkey Children and Media Strategy and Implementation Plan for 2014-2018* shall be prepared in parallel to *Turkey Children and Media Situation Analysis Report* with the participation of all parties at the end of the workshops and focus group meetings; they shall be negotiated before and during the Congress and shall be submitted to the Government upon finalizing. *Istanbul Children and Media Man-*

ifesto shall be issued at the end of the Congress.

Information and abstract submission: Nilüfer Pembecioğlu, niluferpembecioğlu@gmail.com

Other conferences

10th International Workshop on Higher Education Reform:
Looking Back - Looking Forward
University of Ljubljana, Faculty of Education,
October 2 - 4, 2013- <http://www.pef.uni-lj.si/index.php?id=766>

13th ECHA Conference: Rethinking giftedness: giftedness in the digital age
Hotel and Conference Center MONS in Ljubljana, Slovenia
September 17 - 20, 2014 – <http://www.echa2014.info/venue/>



MULTI-SITED INTERNATIONAL EDUCATION CONFERENCE

Intercultural versus Multicultural Education: The End of Rivalries?

Department of Teacher Education,
University of Helsinki,
Helsinki, Finland

29-30 August 2013

In education, many notions are used to talk about ways of tackling cultural encounters: cross-cultural, meta-cultural, polycultural, multicultural and intercultural – but also global and international (Dervin, Gajardo & Lavanchy, 2011; Grant & Portera, 2011). According to Henry (2012), social justice education seems to be “increasingly preferred” to e.g., multicultural education in the USA. All these “labels” often appear interchangeably – without always being defined or distinguished. This has been problematic in both research and practice.

The multicultural and the intercultural seem to be the most widely used notions worldwide. They have been discussed extensively in education scholarship and practice: many researchers and practitioners have attempted

to define their specific characteristics by establishing borders and boundaries between them, through which they have often tended to be opposed, namely in geographical terms.

Some researchers have even demonized the ‘multicultural’, asserting that multicultural education celebrates only cultural differences and ignores similarities, individuality, and the importance of relations and interaction – as the ‘intercultural’ is said to operate. Others are critical of the fact that intercultural education tends to ignore power discrepancies. Henry (2012) claims that multicultural education is a bit *démodé*; Moghaddam (2012) a ‘politically correct’ policy; and McLaren & Ryoo (2012) that it is “under egregious assault”. But even if multicultural education and intercultural education have different origins (Abdallah-Pretceille, 1986) – the former is related to Civil

Rights Movements while the latter to mass immigration in Europe, amongst others – Holm and Zilliacus (2009) argue that today multicultural and intercultural education can both mean different things: “it is impossible to treat and draw conclusions about intercultural and multicultural education as if there was only one kind of each since there are several different kinds of both multicultural and intercultural education” (ibid.: 23).

This series of conferences wishes to investigate this claim and allow researchers to get together and discuss their differences and similarities and *to put an end to rivalries*... The fact that the conference sites are located on different continents allows widening the debates as these two notions are not only driven by research traditions (local and transnational) but also by political contexts.

Deadline for proposal submission: **1st May 2013**.

Abstracts to be submitted to intervsmulti@gmail.com

Information: intervsmulti@gmail.com
<http://blogs.helsinki.fi/intercultural-multicultural/>

Call for papers

One Day Conference: Educating the Nation(s): The Politics of History, Education, and Identity in the UK, 6th July 2013, University of Huddersfield, UK (cost £20)

The PSA Specialist Group and Britishness and the Academy for British and Irish Studies (<http://www.hud.ac.uk/research/researchcentres/abis/>) are pleased to announce a call for papers for their joint conference. One of most resonant and controversial elements of recent debates about citizenship and identity in the UK has been concern regarding the content and purpose of history education in schools and we are inviting papers on topics including

- Policy-making and curriculum development across the UK after devolution
- Teaching decolonisation, migration and multiculturalism
- The politics of national history and historiography within the UK
- Citizenship education, History teaching and young people's perceptions of identity
- Pedagogical innovation in history education
- The use of textbooks and other educational resources

Abstract (up to 300 words) should be sent to c.e.mcglynn@hud.ac.uk by 26th April 2013. <http://www.psasgb.co.uk/links/>



Migrant children more likely to end up in poor schools

Newly arrived migrant children are more likely to face segregation and end up in schools with fewer resources, according to a new study conducted for the European Commission. This leads to under-performance and a high probability that the children will drop out of school early. The study suggests that Member States should provide targeted educational support for migrant children such as specialist teachers and systematic involvement of parents and communities to improve

their integration. Androulla Vassiliou, European Commissioner for Education, Culture, Multilingualism and Youth, said: "Every child, from whatever background, deserves a fair chance in education to acquire the skills they need in life and to boost their job prospects. We need to improve our record in Europe on this and provide more support to vulnerable groups. We have to change the ethos which still exists in too many schools. Students who have grown up in the country are

the first that need to adapt to migrant children. They should be encouraged to welcome them and we need the support of parents on this. If we fail to act, we risk creating a vicious circle where lack of opportunity leads to poor results in school and a greater likelihood of unemployment and poverty."

The full report is available at: http://ec.europa.eu/education/more-information/reports-and-studies_en.htm#migrant

Progress in tackling early school leaving and raising higher education attainment - but males are

A majority of EU Member States have made progress on the Europe 2020 education targets to reduce the rate of early school leaving to below 10% and increase the share of young people with higher education (tertiary or equivalent) qualifications to above 40% by 2020, according to new figures for 2012 released by Eurostat. However, there are still wide disparities between Member States and between males

and females. The share of young people leaving school early now stands at 12.8% on average in the EU, down from 13.5% in 2011. In 2012, 35.8% of 30-34 year olds in the EU had completed tertiary education, compared with 34.6% in the previous year. Overall, girls tend to do better: the rate of early school leavers among girls is 24% lower than for boys. The disparity is greatest in Cyprus (+58%), Latvia

(+57%), Luxembourg (+57%) and Poland (+55%), where the school drop-out rate for boys is more than twice as high as for girls. Women are also 27% more likely to have completed higher education. The gender divide is biggest in Latvia (+85%), Estonia (+79%), Slovenia (+68%) and Bulgaria (+67%).

For further information see: <http://ec.europa.eu/education/school->

7 Education budgets under pressure in Member States

Investment in education fell in eight out of 25 Member States assessed as part of a European Commission study on the impact of the crisis on education budgets since 2010. Cuts of more than 5% were imposed in Greece, Hungary, Italy, Lithuania and Portugal, while Estonia, Poland, Spain and the UK (Scotland) saw decreases of 1 to 5%. However, five Member States increased education spending by

more than 1%: Austria, Denmark, Luxembourg, Malta and Sweden, as well as the German speaking area of Belgium. Germany and the Netherlands did not provide data for the period since 2010. Spending trends vary in other Member States, with some increasing their budgets one year then decreasing them the next, or vice-versa. Belgium (French speaking community), Cyprus, Latvia, Finland,

France, Ireland, Slovenia and the UK (Wales), as well as future member Croatia, increased their education budget in 2010-2011, but reduced it in 2011-2012. It was the opposite case in Bulgaria, the Czech Republic, Romania and Slovakia, which cut education budgets in 2010-2011 but increased them in the subsequent period. The Flemish community of Belgium kept their budget stable in both years.

Eu News

by Anne Marie van den Dries

EU news: Council, Commission and Parliament have not yet reached an agreement about the EU educational programmes 2014-2020, but you need already as an HEI hand in (better send in electronically) a new Erasmus Charter for Higher Education : acronym : **ECHE** !!! And the deadline is deadly : 15 May 2013....

Have a look at the official document:
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:085:0009:0010:EN:PDF>

and mind you...it is for the full duration of the programme, meaning 2014-2020....Double blind dating???

In the call, reference is made to the original plan of the Commission: http://ec.europa.eu/education/erasmus-for-all/index_en.htm where you

can find a ppt by Mrs Belén Bernaldo de Quiros, Head of Unit EAC A4 .

The guidelines for the application are to be located at: <http://eacea.ec.europa.eu/funding/2014/>

call_he_charter_en.php
What is ECHE ? It provides the general quality framework for European and international cooperation activities a higher education institution may carry out within the Programme.
Who is to write an ECHE ? The award of an Erasmus Charter for Higher Education is a prerequisite for all HEIs

located in an eligible country and willing to participate in learning mobility of individuals and/or cooperation for innovation and good practices under the Programme. For HEIs located in other countries, the ECHE is not required, and the quality framework will be established through inter-institutional agreements between HEIs. See call p 2 of <http://eacea.ec.europa.eu/funding/2014/>

call_he_charter_en.php
For the administrative minded...

Another aspect to keep in mind : for ALL applicants, access to the Online Application form is controlled and validated through ECAS (the European Commission Authentication Service). The service requires all applicants to have an ECAS account. Some applicants will already have an ECAS account whilst those that do not yet have one will have to create one. Every time applicants connect to the Online Application form they will have to enter their ECAS account login details.

More info on ECAS: http://ec.europa.eu/europeaid/work/online-services/pador/register_en.htm
 For HEIs that are currently holding a valid Erasmus University Charter under the Lifelong Learning programme (2007-2013) and that intend to apply under the 2014 selection, there is a one-off additional validation step. These HEIs

are already registered in the LLP Charter database and, as a result, will receive, on the day of publication of the Call for proposals, by e-mail from the Agency a supplementary username and password.

If you are an HEI which has already been awarded an Erasmus University Charter but have not yet received your username and password by email, please contact the ECHE Helpdesk immediately at:

EACEA-ECHE@ec.europa.eu
For the visionaries and strategists among us (and also the statisticians):

Guidelines : http://eacea.ec.europa.eu/funding/2014/documents/annotated_guidelines_en.pdf
 Manual : http://eacea.ec.europa.eu/funding/2014/documents/en_eche_application_manual.pdf

Advice: start on time, some statistiscs are also required dating back to 2011-2012 about students & staff mobility, number of Bilateral Agreements, number of Memoranda of understanding, countries involved, double/multiple/joint degrees.

Many questions also on the organisation of mobility and of course also on the Erasmus Policy Statement...

In short :

The whole process is feasible, but it requires some « order in the chaos of an International Office » (!!!) , and certainly is requires binoculars (not yet a telescope...) to look into your own Modernisation Agenda : http://ec.europa.eu/education/higher-education/agenda_en.htm

P.S. The Irish presidency is determined to have the “Erasmus for All” call ready by the end of June 2013! Céad míle failte!



Partner search for European project



NORFACE European Project:

Partner search

Within the Irish context the process of including pupils with special educational needs (SEN) is seen to be dependent upon the resources available to the minister of education to provide services and support to all children with special education needs. A variety of budget cutbacks has impacted profoundly on the structure of how these resources are now managed within mainstream schools. This project is concerned with how

specifically schools are managing to provide support to pupils with SEN 2) how reduced resources impacts on the social emotional and cognitive wellbeing on pupils with SEN and 3) How teachers are adapting their skills to the reduction of resources to manage and facilitate children with SEN effectively in their classrooms.

Dr. Ger Scanlon from Dublin City University is currently looking seeking partners to apply for NORFACE funding to examine these issues from a European perspective.

NORFACE - New Opportunities for Research Funding Agency Cooperation in Europe – is a partnership between fifteen research councils to increase cooperation in research and

research policy in Europe. This partnership is built on a history of less formal cooperation and joint activities between the Nordic and UK research councils. NORFACE extends and formalizes this working relationship and provides a framework and a vision for a durable multi-national strategic partnership in research funding and practice, especially within the social sciences. NORFACE receives core funding under the European Union's ERA-NET scheme (since 2004).

For more information please go to the website <http://www.norface.net/pagina.asp?id=819> For further information please contact gerald-ine.scanlon@dcu.ie



Time for poetry

Hope

by
Czesław Miłosz

Hope is with you when you believe
The earth is not a dream but living flesh,
that sight, touch, and hearing do not lie,
That all thing you have ever seen here
Are like a garden looked at from a gate.

You cannot enter. But you're sure it's there.
Could we but look more clearly and wisely
We might discover somewhere in the garden
A strange new flower and an unnamed star.

Some people say that we should not trust our eyes,
That there is nothing, just a seeming,
There are the ones who have no hope.
They think the moment we turn away,
The world, behind our backs, ceases to exist,
As if snatched up by the hand of thieves.

Czesław Miłosz (June 1911 – 14 August 2004)
Nobel Prize For Literature
<http://www.poetseers.org/nobel-prize-for-literature/czeslaw-milosz/>

New book by a CiCea's member

'Europe' turned local- the local turned European?

Constructions of 'Europe' in social studies curricula across Europe

Stavroula Philippou (Ed.), University of Cyprus

Series: Europa lernen. Perspektiven für eine Didaktik europäischer Kulturstudien
Series Editor: Olivier Mentz, Pädagogische Hochschule Freiburg
LIT Verlag Münster (ISBN 978-3-643-90258-0)

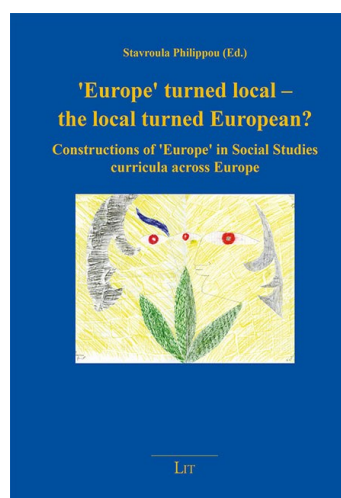
How is 'Europe' constructed in official school curricula? How can this be studied? And what might we understand from this? These questions are timely to fields such as curriculum research, comparative education and European studies, as they reshape to address the changing forms of international and/or European influences on national and local curricular practices. Such questions are also timely because EU enlargement, the eurozone economic crisis, globalisation, and mass immigration place the meanings of 'Europe' as well as its boundaries at the centre of heated debates. This book attempts to respond to attendant questions by means of nine case studies across Europe: Baden-Württemberg (Germany), Slovenia, Greece, France, Poland, Cyprus, Northern Ireland (UK), Sweden, Ireland and the Autonomous Community of the Basque Country (Spain).

The aims of the book have been threefold: firstly, to explore constructions of 'Europe' in the social studies secondary school

curricula. A second aim has been to explore how these findings might indicate whether or how supra-national institutions such as the EU and the Council of Europe influence local or national curricular debates on citizenship and identity. A third aim has been to compare the 'national' findings of these nine cases and draw conclusions about trends. This aim could contribute to comparative curriculum research, especially on processes of europeanisation (of curricula). This is largely addressed in the last chapter of the book, where the preceding chapters are discussed and findings are pulled together.

The school curricula analysis was initially conducted within the broader context of the Comenius project PAM-INA (Perception, Attitude, Movement-Identity Needs Action) and was later revisited for the purposes of the book, which thus discusses epistemological and methodological issues arising from comparative curriculum research and the processes of constructing a common methodology. The selection of official curricula was underpinned by theoretical lenses drawn from the sociology of curriculum and curriculum studies, looking at official curricula as socio-political, ideological, cultural texts; as spaces

wherein governance takes place by the state; as modernist fora through which ideal citizens are expected to be developed. An interpretive (hermeneutic) perspective was therefore taken in the sense that official curricula were explored, analysed, and explained as sociocultural artefacts. Data analysed largely included policy, curriculum and syllabi documents, and textbooks-teaching materials in social studies/social science subjects in secondary education, namely Geography, History, Civics/Politics/Sociology, Religious/Ethics/Philosophical Studies, and Economics (which, as seen in the chapters, are named and grouped in a variety of ways). Findings can be interpreted within the context of the particularities of each curricular system, its socio-cultural context, its power-control over curriculum enactment. This diversity of contexts resulted in a number of comparisons discussed in the concluding chapter, where the analysis focused on the ways policy and curricular discourse may be indicative of power circulation in response to local, European and global pressures.



Edited book, by a CiCea's member

Previous CiCea's Newsletters

available online:

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

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

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

Download grant regulations and application forms, research centres booklet, CiCea leaflets and Posters from our website

www.cicea.eu

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Coming soon...

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/

@CiCeNetwork

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-



UNIVERSIDADE DE LISBOA

