



**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>



### **CiCea Officers**

Christine Roland-Lévy  
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Julia A. Spithourakis  
President-Elect (2008-2010)

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Nanny Hartsmer  
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Riitta Korhonen  
Executive Board (2008-2011)

Beata Krywosz-Rynkiewicz  
Executive Board (2008-2011)

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Lindsay Melling,  
CiCea Administration

## **New Year Resolutions for CiCea !**

Dear CiCea members,

As the new year is starting, it is time to get organized with new projects, new ideas and the election of a new President-Elect!

Concerning the new projects, in connection with CiCe, one of them, as you have seen from the previous issue, deals with our interest for Peace Education. One of our research grants has been allocated to a research project on this topic. The title is "Peace Education and teacher training: today in the context of yesterday. A comparative perspective from Finland, Lithuania and Sweden" Congratulations to Irene Andersson, Roger Johansson, Irena Zaleskiene and Arja Virta!

Get ready with proposals for the new coming research grant on any topic connected to Children's Identity and Citizenship are more than welcome.

We are also looking for potential other new projects that you would be interested in and that CiCea could carry out; do not hesitate to contact us, as CiCea is your association and all your ideas are welcome!

Now, time for finding a new President-Elect has come. When looking for potential candidates for this important role for the future of CiCea, since, as of next October 1<sup>st</sup>, Alistair Ross will step down as Past-President and I will become Past-President. At this time, Julia Spithourakis will become our CiCea President for two years and we therefore need a new President-Elect; this new President-Elect will in October 2012 become President of CiCea.

The new President-Elect will be an important member of the Board of Directors of CiCea for six years, and will thus have the possibility to impulse many new developments, not only for CiCea but also in connection with the EU CiCe Academic Network.

If you think that you could be a potential candidate for this position, or if you think of a colleague who might be, please do not hesitate to contact us! Nomination for this post will be open from March 1<sup>st</sup> to the 26 of March 2010.

Now whether you are a candidate or not, all CiCea members are entitled to vote for this post.

Voting will start on the 12<sup>th</sup> of April, and close on the 10<sup>th</sup> of May 2010.

Now, last, but not least, do not forget that we will all meet in Barcelona in May (20-22), which will be the occasion of the announcement of our new President-Elect!

All the best,

Christine Roland-Lévy, CiCea President

## Useful links:

### GLOBAL EDUCATION: GENDER ISSUES

*The UN efforts*



Office of the Special  
Adviser on Gender  
Issues and  
Advancement of  
Women (OSAGI)

<http://www.un.org/womenwatch/osagi/>

Basic education and  
gender equality

<http://www.unicef.org/girlseducation/>

UNIFEM (United  
Nations Development  
Fund for Women)

[http://www.unifem.org/gender\\_issues/](http://www.unifem.org/gender_issues/)

UNGEI (The United  
Nations Girls'  
Education Initiative):

[http://www.ungei.org/research/1612\\_780.html](http://www.ungei.org/research/1612_780.html)

## NETZWERK MIGRATION IN EUROPA

Limonenstr. 24 fon +49 (0) 30 / 84 10 92 66 [info@network-migration.org](mailto:info@network-migration.org)  
D-12203 Berlin fax +49 (0) 30 / 83 22 82 36 [www.network-migration.org](http://www.network-migration.org)

### CALL FOR APPLICATION: EUROPEAN FORUM

**Advanced Training on (Forced) Migration and Human Rights: Challenges and Approaches for European Citizenship Education**  
**Seminar: 14 - 18 April 2010, Berlin**

**funded by: "Remembrance and Future Fund" and the European Commission**

Network Migration in Europe organizes a transnational European Forum: Advanced Training on (Forced) Migration and Human Rights: Challenges and Approaches for European Citizenship Education. The European Forum is devoted to active learning and the dialogue on (forced) migrations and human rights in Europe's past and present, and on European multicultural and interethnic experiences and relations. We invite applications from multipliers, trainee teachers, young teachers, activists and advanced students engaged in education and training work. During the European Forum Program in Berlin the participants will be offered five days of educational training and educational site visits in order to learn about learning approaches, learning/teaching models and educational project work on the topic of how European societies deal with migration and integration in past and present.

#### The participation in the educational training seminar requires:

1. Preparation work with the training seminar reader.
2. Active (educational and methodical) team work during the seminar
3. Elaboration of a short working-sheet or project for school, adult or community education to be published on an internet platform ([www.migrationeducation.org](http://www.migrationeducation.org)).

At the end of the seminar a certificate will be given for successful participation. Participants use the knowledge, methods and experiences gained during the training seminar in their educational work, school teaching, youth work, adult teaching, community and museums work.

Good active and passive command of English is mandatory. The **European Forum** looks for participants who are at ease with intense, constant group activities and interaction.

Travel expenses up to 80 € for participants from old EU member states and 50 € for participants from new member states have to be paid by the participants, additional costs are covered by Network Migration.

Costs and expenses for accommodation and food are covered.

#### Applications must be submitted by 14 March 2010

The following information is required from each applicant. It must be submitted in one package. An incomplete application will not be considered.

- 1) **application form** (see below)
- 2) **curriculum vitae** (no more than one pages)

Return all required information via email to:

Dr. Andrea Schmelz, Dr. Anne von Oswald

Email: [info@network-migration.org](mailto:info@network-migration.org) [www.network-migration.org](http://www.network-migration.org)

## Advancing democratic practice: A self-assessment guide for higher education

Douglas Barrera and Virgilio Meira Soares

What is democratic governance and how can it benefit universities and higher education institutions in preparing students to become participating, democratic adult citizens? How can universities and other higher education institutions evaluate how they contribute to their students' education for democratic citizenship? The two authors, coming from both sides of the Atlantic Ocean, one a student, the other a professor, examine how deans, rectors and university staff can operate on a day-to-day basis, describe how the journey down the road towards democratic practice tends to take shape and help readers to estimate how far their establishment has come along this road. This guide offers practical advice on starting, continuing and evaluating the journey. The guide is a result of co-operation between the Education for Democratic Citizenship and Human Rights and the Higher Education and Research programmes.

More information on [www.dare-network.eu](http://www.dare-network.eu)

Council of Europe Publishing  
E-mail: [publishing@coe.int](mailto:publishing@coe.int)  
<http://book.coe.int>



## Booklet Series "Pedagogy in Higher Education"

[www.esec.pt/opdes](http://www.esec.pt/opdes)

ESEC\_College of Education of the Polytechnic Institute of Coimbra invites you to contribute an article for the Booklet Series "Pedagogy in Higher Education".

The articles should be practice-oriented and they should include orientations for teaching staff, teaching tips, strategies or methods that could be easily replicated or adapted. Both domain specific and general articles are welcome.

Case studies, examples of succeeded projects, the explanation of specific teaching methods, study planes and teaching tips are all interesting examples to include in the articles. These could be original contributions or unpublished congress papers.

Format: Length between 4000-5000 words; Times New Roman 1,5. APA style recommended.

For submission and inquiries:  
[opdes@esec.pt](mailto:opdes@esec.pt)

Deadlines:

Booklets to be published by the end of July: 15<sup>th</sup> June;

Booklets to be published by the end of December: 15<sup>th</sup> November.



## Useful links:

**GLOBAL  
EDUCATION:  
GENDER ISSUES**

### Readings



### Beijing Declaration and Platform for Action

<http://www.un.org/womenwatch/daw/beijing/platform/>

### United Nations Millennium Development Goals (MDGs)

<http://www.un.org/millenniumgoals/>

### All Children Everywhere

[http://www.unicef.org/publications/files/All\\_Children\\_Everywhere\\_EN\\_072409.pdf](http://www.unicef.org/publications/files/All_Children_Everywhere_EN_072409.pdf)

### Gender Equity and Peacebuilding/ From Rhetoric to Reality: Finding the Way

[http://www.icrw.org/docs/gender\\_peace\\_report\\_0303.pdf](http://www.icrw.org/docs/gender_peace_report_0303.pdf)



## Useful links:

### GLOBAL EDUCATION: GENDER ISSUES

I&D



#### Gender and Education Association (GEA)

<http://www.genderandeducation.com/>

#### International Center for Research on Women

[www.icrw.org](http://www.icrw.org)

#### The Institute for Gender Studies

<http://www.ru.nl/genderstudies/english/>

#### Rosa Luxemburg Institute (Rli) Womens Studies, Research, Information, Publishing House

<http://www.rli.at/Seiten/english/englwelc.htm>

#### Association of Institutions for Feminist Education and Research in Europe (AOIFE)

<http://www.let.uu.nl/aoife/rope>

## Book review: Insegnanti - Teachers

Insegnanti: Identità ed etica della professione in Italia, Stati Uniti d'America, Polonia, Belgio, Cipro, Libia, Slovacchia, Turchia [Teachers: Identity and ethics of the profession in Italy, United States of America, Poland, Belgium, Cyprus, Libya, Slovakia and Turkey]

Author: Sandra Chistolini [Contributions by C.H. Tienken, M. Kowalik-Olubińska, M. Nowicka, E. Wolodźko, H. Verkest, I. Kovalčíková, E. Aktan, A. Aypay]

Languages: Italian and English; Publisher: Kappa of Rome (Italy); Year: 2009

Book: with CD

In the summer of 2001 an Italian workgroup first met to discuss the professional status of teachers. It was progressively joined by scholars from the United States of America, Poland, Belgium, Cyprus, Libya, Slovakia and Turkey. Not only is this book a result of their studies and research, but it also offers the reader an international and comparative view point.

It is commonly agreed that one of the roles of a teacher is that of acting as a link of continuity in thought and culture between generations. Teachers transform knowledge so that it may become more accessible to their students. These, in turn, are better equipped to actively participate in their socio-economic environment. Innovation and growth are therefore possible in a society that is open to learning and change.

Indeed, these studies show that as they embark on their new careers, teachers feel that they have a certain mission or that they are strongly drawn to teaching as a vocation. Unfortunately though, as teachers reach the middle of their career, motivation starts to fall until exhaustion and burn-out finally, and sadly set in at retirement age.

What are the causes of this seemingly inevitable outcome of a lifetime career in teaching? Why is this the common experience of teachers from all of the countries participating in the study? An important factor appears to be the lack of social consideration held by teachers, despite the high level of responsibility that they have toward their students and with regard to the needs of society as a whole. Professional development and opportunities for growth - whether through specialist skill-based knowledge or leadership - exist in order to raise quality standards in teaching and learning. However, it is often the case that teachers have no say in or control over this process, thus impacting negatively upon the work climate in schools as teachers feel more isolated, unsupported and ill-equipped in dealing with the ever-increasing demands of management, parents and students. Moreover, students themselves feel that changes brought about in schools are non-participatory, influencing achievement and sense of belonging in their community. A vicious cycle that weakens the educational environment is created, thereby diminishing civic engagement and identity.

One of the ways forward, toward a new level of citizenship, where all members of the community actively participate, is through communication and sharing on all levels. Most importantly, in recognising the value of teachers, a self-reflective society will be able to inspire growth and fulfil of its own potential, thus creating new wealth of thought and culture.

A contribution by Diana Pallotta [pallottadiana@yahoo.co.uk]

### A CiCea Research Grant:

#### Peace Education and teacher training: today in the context of yesterday. A comparative perspective - Finland, Lithuania and Sweden.

The aim of this project is to investigate and compare peace- and conflict solution programs; curricula's, syllabuses, course programs and textbooks in Teacher Education Schools in three countries around the Baltic Sea - Finland, Lithuania and Sweden. The mission of Teacher Education is to train future teachers for educating children and young people to become active citizens in a frame of democracy and a sustainable society. Our point of departure is to contemporize and compare experiences of peace education before and after 1989 in three countries with different historical and cultural backgrounds.

Up to the 1970s and 1980s Peace Education had a quite ideological and political character and the peak of peace education in Finland and Sweden, most likely in Lithuania as well, was in the 1980s, basically due to the "Helsinki Spirit", prevailing after the European Security Conference in Helsinki 1975. In the 1970s and 1980s, the main emphasis was on international problems related to war, violence, poverty and injustice. The concept Peace education is closely related to other cross-disciplinary educational areas, such as education for international understanding, human rights education, multicultural/intercultural education and global education. Today the focus has more and more shifted into an interpersonal and individual level, and the purpose is also to prevent school violence and harassment.

We want to study the developments of concept of "peace education" in last decades, from 1945/1974 to the 2000s. Research data based on studies covering peace education will help to identify, define and compare different conceptions and understandings of "peace education". Interviews with some teacher trainers could help us to identify what has and what is going on in the field of Peace education in the classrooms.

We are interested in the status of peace education in teacher training institutions and what messages curricula's, syllabuses, programs and textbooks, referring to explanations of violence, war, peace, communication and preparedness for the future, send to course participants at both an individual and a national level.

We want to identify changes in peace education policies and practices, and search for both similar and different ways of facing them in the three countries. We will deepen our understanding of what is done in different countries to converge educational policies into practices. Our analyses will lie as a background for further suggestions for improvement of peace education in studying and learning materials.

Planned outcomes is a presentation at the workshop in CiCea conference in 2010 in Barcelona, an article to the CiCea research journal and a short module on peace education for teacher training course at home universities. Members in the project are Irene Andersson, Senior lecturer, History and Roger Johansson, Associated professor, History, both in Teachers Education, University of Malmo, Sweden; Arja Virta, Professor in History and Social Studies Education, Department of Teacher Education, University of Turku, Finland and Irena Zaleskiene, Professor, dr. in Education, Vilnius Pedagogical University, Lithuania.

### About the CICEA Newsletter Topics

Dear Cicea member,

You might have noticed that for each number we elect a special topic of interest to those who are committed with Education and Citizenship.

So far, we have listed resources, journals, websites and organizations dealing with the chosen topic for each newsletter.

The themes chosen so far are:

- NL1: (not thematic)
- NL2: Citizenship
- NL3: Peace Studies
- NL4: Intercultural Issues
- NL5: Lifelong Learning
- NL6: Sustainable Societies
- NL7: Global Education: Gender issues
- NL8: your choice**

We would like to open this thematic choices to all our members. Your contributions will be acknowledged and the links provided will be published.

We are looking forward to read your suggestions and to disseminate and share your list of resources, references, websites, organizations, quotes, etc.

We hope you find this collaboration a useful one and we are looking forward to receive your suggestions.

## To your agenda!

*CiCe Fifth  
Annual Research  
Student  
Conference*  
*Universitat  
Autònoma de  
Barcelona*  
19-20 May 2010

**New Researchers for  
the New Europe:  
Lifelong Learning  
and Active  
Citizenship**

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## **The Twelfth Annual CiCe Academic Network Conference 12<sup>th</sup> CICE Conference 2010**

### ***Theme: Lifelong learning and active citizenship***

*Keynote speakers - Round table - Poster session -  
Paper presentations - Discussion sessions -  
'Special interest' group meetings -  
Introduction to CiCe/CiCea + 'meet the executive'*

**21st May - 23rd May 2010  
University of Barcelona  
Barcelona, Spain**



Casa Convalecència (the congress venue in Barcelona)

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#### **Registered Office**

Children's Identity and Citizenship European Association  
Institute for Policy Studies in Education  
London Metropolitan University  
166-220 Holloway Road  
London N7 8DB  
UK