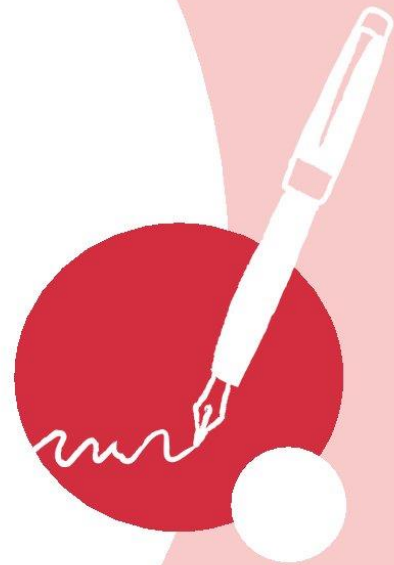


3rd

CitEdEV

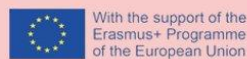
International Conference
with support of CiCeA

**CONNECTING
PERSPECTIVES
IN CITIZENSHIP EDUCATION
FOR STRENGTHENING
EUROPEAN VALUES**



January 12–13, 2024

Charles University, Faculty of Education
Magdalény Rettigové 4, Prague



FACULTY OF EDUCATION
Department of Pre-primary
and Primary Education
Charles University

Perspectives in Citizenship Education for Strengthening European Values

Charles University in Prague
Faculty of Education
January 12–13 2024

PROGRAMME AND ABSTRACT BOOK

3rd CitEdEV International Conference with support of CiCeA, Prague 2024: Connecting
Perspectives in Citizenship Education for Strengthening European Values

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Citizenship Education in the Context of European Values is an Erasmus+ Jean Monnet Network focused on citizenship and values education.

It is brought by the Faculty of Education at Charles University, in cooperation with partner organisation Children's Identity & Citizenship European Association (CiCea).

The project involves 28 universities from 19 different countries and 78 researchers of various specialisations, from experienced academics to Ph.D. students.

The Network has the ambition to become a platform for knowledge sharing and cooperation of experts in the field of citizenship and values education, to which it wants to bring current elements and trends. The outputs of the project should contribute to increasing the quality and innovation of teaching in this area. Charles University is the coordinator of the entire international expert network.



CiCea, established in 2006, is the Association focusing on citizenship education and identity formation in young people in Europe and the world. It is a dynamic and fast-expanding group of academics from across Europe, all engaged in research and scholarship on young people's social learning and their construction of identities. It is a subscription-based organization.

CONFERENCE INTRODUCTION

3rd CitEdEV International Conference with support of CiCeA, Prague 2024: Connecting Perspectives in Citizenship Education for Strengthening European Values is the final conference of the Jean Monnet CitEdEV project involving a cross-disciplinary team of academics from 19 countries, exploring European Values and Citizenship Education. It presents the projects' findings and recommendations and includes a panel discussion to which decision-makers from the European Commission have been invited. Keynote speakers also address issues around European values and citizenship education. In the current increasingly interconnected world, the notion of citizenship transcends the boundaries of individual states and regions. The European identity is changing, becoming more layered, more than ever before it includes concern, responsibility for a dignified and responsible common life for all. The values on which Europe is based are not being replaced by others, but by taking an interest in the historical and social experiences and needs of other cultures and parts of the world, by sharing knowledge and values with each other, they can be strengthened and enriched. The intention of the conference is to share expert knowledge that maps the issue of linking perspectives in citizenship education and thus contribute to the improvement of citizenship education (not only) in university education. We hope that the conference will contribute to the understanding of how to improve citizenship education programmes and initiatives to reinforce and enrich European values and help (not only) young people to understand the complex challenges the world is facing today and their willingness and competence to actively contribute to living in peace and cooperation with others.

Conference organizing committee

Zuzana Marešová, Charles university

Radka Wildová, Charles University

Jana Stará, Charles university

Conference scientific committee

Jana Stará, Charles university

Radka Wildová, Charles university

Johana Franjková, Charles university

**3rd CitEdEV International Conference with support of CiCeA:
Connecting Perspectives in Citizenship Education for Strengthening European Values
January 12-13, 2024**

CONFERENCE TIMETABLE

Friday 12th January

Time	Session		
9.00 - 10.30 Room: Plenary session hall	Welcome and Open Plenary, Senate of the Czech Republic Opening speech: Radka Wildová Opening speech: Marta Fulop Opening remarks: Jiří Drahoš Keynote Speech: Villano Qiriazzi Keynote speech: Peter Cunningham and Andy Mycock		
10.30 - 11.00	Coffee Break (30')		
11.00 - 13.00	Open Plenary Presentation of the project by the heads of individual working groups Continuation at the Faculty of Education		
13.00 - 14.15	Lunch		
14.15 - 16.00	Working groups meeting		
R103	WG 1: Alistair Ross		
R10A	WG 2: Beata Rynkiewicz		
R224	WG 3: Jana Stará		
R10B	WG 4: Chris Gifford		
R016	WG 5: Hugo Verkest		
Great Hall	WG 6: Márta Fülöp		
R230	WG 7: Vanja Lozic		
Small Hall	WG 8: Julie Spinthourakis		
R210	WG 9: Andrew Mycock		
R229	WG 10: Monica Oprescu		
16.00 - 16.15	Coffee Break (15')		
16.15 - 18.00	Great Hall Session 1: education & European values	Small Hall Session 2: education & citizenship	R016 Session 3: challenges of education
19.00 - 21.00	Dinner at the restaurant Hlávkův dvůr		

Saturday 13th January

Time	Session		
9.00 - 10.45	Great Hall Session 6 (symposium): Global perspectives	Small Hall Session 4: social challenges I	R016 Session 5: social challenges II
10.45 - 11.00	Coffee Break (15')		
11.00 - 12.00 Room: Great Hall	Presentation of the results of the WG groups		
12.00 - 13.00	Lunch at the faculty		
13.00 - 15.00 Room: Great Hall	Steering committee meeting		

Keynote lectures and Plenary sessions

Friday 12th January, Plenary Hall, Senate of the Czech republic

Opening speech

prof. PaedDr. Radka Wildová, Csc.

Academic coordinator

Citizenship as a fundamental European value, which at this time is threatened by new challenges, creates a project with a respectable number of 19 countries and 28 institutions composing a picture of principles and practice of citizenship in Europe of the 21st century. The project connects not only academics and practitioners, but also EU stakeholders. It gives rise to this new platform that highlights the unique European diversity and pinpoints new challenges.

Prof. PaedDr. Radka Wildová, CSc. graduated from the Faculty of Education of Charles University. After teaching experience at several elementary schools, she joined the Faculty of Education of the Charles



University in 1993 as an academic worker, where she was dean from 2009 to 2016. From 2016 to the end of January 2022, she held the position of vice-rector of Charles University for the concept and quality of educational activities. From February 2022, she holds the position of senior director of the higher education, science and research section at the Ministry of Education, Youth and Sports. She is the author or co-author of a number of professional publications and a member of several domestic and foreign expert teams.

Opening remarks

prof. Ing. Jiří Drahoš, DrSc.

1st Deputy Chairman of the Senate of the Czech Republic

Importance of education for strengthening democracy

We are living in the world with unprecedented threats to our liberal democratic system. War, migration, climate change, AI, and other issues are having severe impacts and we will need to re-think development of our societies in the future. To do it efficiently, we need to put together and support

functional and modern education which will help to defend our democracies against internal and external threats.

Jiří Drahoš is a Czech physical chemist and politician who has been the Senator of Prague 4 since October 2018. He held the position of chairman of the Committee on Education, Science, Culture, Human Rights and Petitions. From November 2022 he is the first vice-president of the Senate, Parliament of the Czech Republic. Previously, Jiří Drahoš served as President of the Czech Academy of Sciences from 2009 to 2017. In 2012, President Václav Klaus awarded him the Medal of Merit in the field of science.



Friday 12th January, Plenary Hall, Senate of the Czech republic

Keynote speech

Villano

Qiriazì

Head of the Education Department, Directorate for Democracy, Directorate General II Democracy and Human Dignity in Council of Europe

Fostering a Unified European Space for Citizenship Education

In a transformative initiative, the Council of Europe is advocating for the establishment of a European Space for Citizenship Education through a novel framework convention. This pioneering proposal seeks to establish a comprehensive and uniform framework to elevate the quality of citizenship education across the Council's 46 Member States. The proposed Framework Convention aims to integrate and formalize the Council of Europe's existing principles, instruments, and standards. These encompass Education for Democratic Citizenship and Human Rights Education, the Reference Framework of Competences for Democratic Culture, and broader facets of Education for Democracy. Crucially, the Framework Convention aspires to forge consensus around shared European values and principles, laying the foundation for the European Space for Citizenship Education. Mr. Villano Qiriazì is set to present the underlying rationale and the political impetus driving this initiative, emphasizing its role in creating a cohesive, legally binding, and consistent platform for Citizenship Education across Europe.



Villano Qirazi is currently leading the Education Department of the Organisation. His academic journey commenced with a solid foundation in philology, specializing in French language and literature, from which he graduated at the University of Tirana in 1988. Embarking on his professional path with the Council of Europe in 1996, VQ has since accumulated a wealth of expertise in shaping and advancing Council of Europe policies and instruments. He had several positions in the sectors of Formal Education and Higher Education in the Council of Europe. His tenure also included a significant three-year period serving as a special advisor to the Director General of the DGII. He's a member of the UNESCO High level Steering Committee for the follow up of the SD4Agenda and his contributions to the field of education are marked by his deep understanding of the intricacies of educational policies and his commitment to fostering educational environments Fian

Chief Policy Fellow

Leeds University Business School, University of Leeds, UK

Friday 12th January, Plenary Hall, Senate of the Czech republic

Keynote speech

Peter Cunningham, London Metropolitan University UK

Dr. Andrtew Mycock, University of Leeds

This keynote presentation will outline how citizenship education across Europe can encourage all children and young people to be more active and feel a sense of shared identity, values, belonging, and responsibility towards their communities, their country, and Europe and the rest of the world. It is widely recognised that citizenship education is a fragmented practice across the European Union and Europe more widely, with different states adopting diverse approaches. This noted, the need for all children and young people across Europe to benefit from empowering citizenship education that provides opportunities to learn about and experience active citizenship is more important than ever. Active young European citizens must navigate increasingly complex and challenging civic spaces that highlight the intersectionality of digital and 'real' worlds, while facing a range of social, cultural, and economic challenges which shape their transitions to adulthood. The presentation will draw on the rich research and experiences of the Children's Identities and Citizenship in Europe Association (CiCea), a unique European citizenship education network who has worked extensively with teachers, teacher trainers, researchers, civil society organisations, and policymakers for over 20 years. It will explore

CiCea's current participation in the Citizenship Education in the Context of European Values (CitEdEv) programme led by Charles University, Prague. It will consider three central themes: how can we develop a common European space for citizenship education founded on shared values and active citizenship; how can citizenship education support informed and connected forms of active citizenship through connected digital and 'real life' participation; and how citizenship education can better connect to and encourage social and political action and leadership in both formal and informal civic spaces.



Peter Cunningham is Emeritus Reader in Education at London Metropolitan University, UK, where he has held various positions including, Director of Initial Teacher Education (Primary and Early Years), and Course Leader for the MA Education programme. For over ten years he coordinated CiCe (Children's identity and Citizenship in Europe), a pan-European academic network, and led on successive EU funded projects to develop and promote identities and citizenship education in Europe. He is widely published in the field of citizenship education and has been involved in a number of initiatives to promote social justice in education policy at institutional and national level.

Dr Andrew Mycock is Chief Policy Fellow at the University of Leeds. He is an academic policy engagement specialist with key research and teaching interests focusing on youth democratic engagement and participation in the UK. He has published widely on issues including citizenship education, youth party politics, and voting age reform. He was President of the Children's Identities and Citizenship in Europe Association (2020-22) and is Vice Chair of the UK Political Studies Association. He has led and/or served on a number of UK national and local government commissions, including the UK Youth Citizenship Commission (2008-9) and the Kirklees Democracy Commission (2016-present), and is a member on the UK Parliament All-Party Parliamentary Groups on Political Literacy and Votes-at-16.



SCHEDULE OF SESSIONS

Friday 12th January

Time	Authors	Title
16.15 - 18.00	Session 1: education & European values	CHAIR: A. Ross
	A. Ross	Discussing Politics and Values with young people
Room:	J. Lalor	How do Irish educators understand and respond to the threat to European values posed by the rise of populism?
Great Hall	N. Hurduzeu	Manipulation through propaganda and the role of education in the consolidation of European values
	S. Whitehouse, J. Carter	How can representation in children's literature support the development of European values
	A. Brunold	Adult citizenship education and European values – citizenship participation and management of flood risks
16.15 - 18.00	Session 2: education & citizenship	CHAIR: B. Rynkiewicz
	E. Karamanoli	Role of education and school in active citizenship education
Room:	E. Karamanoli	Teaching and learning for active citizenship in university education
Small Hall	V. Jones, T. Garcia	"You educate yourself on what you should be": reflections on young people's constructions of digital citizenship in England and Poland
	B. Rynkiewicz	Young people and digital citizenship – reflection for citizenship education
	I. Bondarevskaya	Citizenship identity meaning content in conditions of war and internal / external displacement
16.15 - 18.00	Session 3: challenges of education	CHAIR: M. Oprescu
	M. Oprescu	A Case Study on the Social Responsibility of Teachers, Parents and Students
Room:	A. Kallioniemi	A partially integrated religious education – Perspectives from Finland
R016	E. Bondarchuk, I. Bondarevskaya	Challenges of Educational process implementation for vulnerable groups of children in crisis conditions in Ukraine
	S. Chistolini	Material culture and education for European identity

Saturday 13th January

Time	Authors	Title
9.00 - 11.00	Session 4: social challenges I	CHAIR: Marta Fulop
	M. Kowalczyk	The content of workshops – Anonymous hacktivist group as an example of civil Believing in climate change, but not acting upon it as a citizen: psychological facilitators and obstacles
Room:	M. Fulop	
Small Hall	A. Petagine	Human Dignity and Human Rights. Philosophical Perspectives and Critics
	Ch. Gifford	Populism and European Values: Research Findings from Working Group 4
9.00 - 11.00	Session 5: social challenges II	CHAIR: J. Spithourakis/B. L. Stralczyńska
	E. Turk	Understanding Self-Disclosure of Marginalized groups: A Content Analysis of Youth in the Margins Workshop: Working Group Policy Perspectives and Recommendations
Room:	J. A. Spithourakis	
R016	H. Ö. Zafer	Factors in the marginalization of body design
	N. Pembecioglu	Normalized or Marginalized - Perceptions and Reflections of Cuerdas (2014) Focusing on Reception Aesthetics - Hermeneutics and Prejudice
9.00 - 11.00	Session 6 (symposium): global perspectives	CHAIR: F. Lorenzi/B. Zemanová
	F. Lorenzi	A critical Cosmopolitan perspective on Global citizenship: Reflecting on global Existential Issues in Global Perspective related to Citizenship education and Students values
Room:	B. Liljefors-Persson	Conceptual foundations for the development of a global citizenship framework
Great Hall	F. Lorenzi, B. Zemanova	Empowering globally competent primary school teachers at Czech universities
	B. Zemanová	Global engagement in higher Education, an inspirational framework for the organisation and students' curriculum at VIVES University of Applied Sciences
	E. Leroy	

ABSTRACT BOOK

Abstracts are presented in alphabetical order by first author's surname

PAPERS

TITLE: CITIZENSHIP IDENTITY MEANING CONENT IN CONDITIONS OF WAR AND INTERNAL/EXTERNAL DISPLACEMENT

BONDAREVSKAYA IRINA, UNIVERSITY OF LAUSANNNE, SWITZERLAND

ABSTRACT: War in Ukraine caused mass displacement of Ukrainians inside and outside Ukraine. Internally and externally displaced Ukrainians encounter different challenges in relations with Ukrainians who were not displaced during the war. While internally displaced Ukrainians require solidarity in hosting communities in Ukraine, externally displaced Ukrainians require support of their rights upon their return to Ukraine. Citizenship identity model (Bondarevskaya, 2022) will be used for describing relations between Ukrainians who were displaced and Ukrainians who were not displaced during the war. Meaning content of citizenship identity in conditions of war and internal / external displacement constitutes values and democracy related attitudes. Solidarity is considered as a citizenship behavior. Schwartz theory of basic values (2012) was taken as a basis for analyzing values of Self-Determination, Simulation, Hedonism, Achievement, Power, Security, Conformity, Tradition, Benevolence and Universalism as predictors of democracy related attitudes (Krzywosz-Rynkiewicz, 2022) and solidarity (Gonzales & Lay, 2021). Connections between particular values and democracy related attitudes will be determined empirically showing which values are to be considered as citizenship related. Among other predictors of democracy related attitudes and solidarity behavior are contacts with internally / externally displaced Ukrainians, based on contact theory (Visintin et al. 2019), religiosity (Huber & Huber, 2012), national identity (Postmes et al. 2013; Leach et al. 2008) and institutional trust. Empirical data will be collected in 2 universities in Dnipro, city controlled by Ukrainian government. Sample will constitute around 600 students of Psychology, Law and Economics who continue studying at these universities.

TITLE: CHALLENGES OF EDUCATIONAL IMPLEMENTATION FOR VULNERABLE GROUPS OF CHILDREN IN CRISIS CONDITION IN UKRAINE

BONDARCHUK OLENA, UNIVERSITY OF EDUCATIONAL MANAGMENT, UKRAINE

BONDAREVSKAYA IRINA, UNIVERSITY OF LAUSANNNE, SWITZERLAND

ABSTRACT: According to the program documents of the Ministry of Education and Culture of Ukraine, the basic goals of development of the field of education are the following: provision of quality, accessible and safe education throughout life; training of competitive specialists for innovative economy. To achieve them, it is planned to create a modern educational and research infrastructure in accordance with the needs of citizens and the state; implementation of systemic educational

transformations, integration of the educational sector into the European educational space. At the same time, military actions on the territory of Ukraine made it impossible to maintain the proper level of security in many educational institutions, led to limitation of access to quality education, deterioration of mental health of participants in the educational process, as a significant part of them received psychological injuries of varying degrees of severity. Today's conditions are particularly dangerous for vulnerable groups of children. 4 focus groups were conducted, total number of 22 participants, secondary school teachers from different regions of Ukraine. Practically all teachers noted the problems of vulnerable groups of students in distance learning conditions, related to the lack of gadgets, Internet connection, low motivation to study, etc. The responsibility of such children decreased, especially those who needed constant additional control, which is difficult to provide even in presence of an assistant teacher. Only certain children from well-off families, who have high intellectual activity and limited mobility, received certain advantages. At the same time, online / distance schooling during the crisis period is necessary, as it allows to teach children who are at home in conditions of isolation, what contributes to their safety for health. 17 of 22 teachers noted that distance learning can be an additional form of learning not only in crisis conditions.

TITLE: ADULT CITIZENSHIP AND EUROPEAN VALUES – CITIZENSHIP PARTICIPATION AND MANAGEMENT OF FLOOD RISKS

BRUNOLD ANDREAS, UNIVERSITY OF AUGSBURG, GERMANY

ABSTRACT: As with any democracy, it is fundamental for the European Union (EU) that citizens can participate in political decision-making. This means that adult education and civic education must strengthen and develop European values that enable greater citizen participation. In this respect, environmental learning and participation opportunities, linked towards the common good, should be more closely tied to traditional European values. In this paper the focus lies on one of the most pressing issues of our time, the consequences of climate change. One of the most important European achievements concerning this topic is the Convention on Access to Information, Public Participation in Decision-making and Access to Justice by 1998 (Aarhus-Convention), which was a milestone in citizen participation in Europe. The convention is addressing the relationship between people and government and its building a bridge between environmental protection and human rights. Here European values like democracy, rule of law, human rights, solidarity etc. are fundamental. Legitimizing decisions only through state institutions falls far short when it comes to decisions about flood events as a consequence of climate change, which can threaten life and limb. European legislation and values respect the right to physical integrity and property while protecting human rights. The protection of the environment and nature is therefore an essential part of the European canon of values. The preservation of European values can only be achieved through democratic education and citizen participation. European environmental legislation, and in particular flood protection, contributes to this.

TITLE: YOUTH IN THE MARGINS WORKSHOP: WORKING GROUP POLICY PERSPECTIVES AND RECOMMENDATION

CUNNINGHAM PETER, LONDON METROPOLITAN UNIVERSITY, GREAT BRITAIN

JACCOT JIMÉNEZ LILIANA, AUTONOMOS UNIVERSITY OF MADRID, SPAIN

GARCIA – VELÉZ TATIANA, AUTONOMOS UNIVERSITY OF MADRID, SPAIN
GONCALVES SUSANA, POLYTECHNIC INSTITUTE OF COIMBRA, PORTUGAL
ZACHOS DIMITRIOS, ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE
PATSIKOURIDI MARIA, ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE
COLOJOARA RALUCA, WEST UNIVERITY OF TIMISOARA, ROMANIA
PEMBECIOGLU EMINE NULUFER, ISTANBUL UNIVERSITY, TURKYIE
TEMIZEL DAMLASU, ISTANBUL UNIVERSITY, TURKYIE
ZAFER HABIBE ONGOREN UYESI, ISTANBUL UNIVERSITY, TURKYIE
TURK EZEL, ISTANBUL UNIVERSITY, TURKYIE
SPINTHOURAKIS JULIE – ATHENA, UNIVERSITY OF PATRAS, GREECE
KAMARIANOS IOANNIS, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: For young people, the digital sphere is an important domain in which citizenship can be realised, but also experienced. According to research done by Working Group 2 team composed of 6 members (Tatiana Garcia, Verity Jones, Paszkal Kiss, Martyna Kotyśko, Marcin Kowalczyk, Beata Krzywosz-Rynkiewicz): Connecting Europe: digital/virtual citizenship of the Citizenship Education in the Context of European Values, digital citizenship involves progression, using modern technology to meet on social media platforms. It enables transnational encounters and facilitates the understanding of global perspectives, intercultural communication and international contacts. The social media sphere allows connecting with people from different backgrounds, fostering cultural exchange and cultivating a sense of global citizenship. These interconnections provide young people with a broader world view and a greater appreciation of diversity. Digital citizenship education should therefore: (1) emphasize media literacy, enabling individuals to become active participants, digital media; (2) develop critical thinking and evaluation of online information, distinguish fact from fiction and responsibly navigate the vast digital landscape. (3) foster ethical values by promoting respect, empathy, integrity and digital responsibility in online interactions and engagements (4) foster cultural understanding, empathy and intercultural communication skills; by valuing different perspectives and engaging in dialogue with people from different backgrounds, virtual citizens can contribute to a more inclusive and interconnected global community.

TITLE: BELIEVING IN CLIMATE CHANGE, BUT NOT ACTING UPON IT AS A CITIZEN: PSYCHOLOGICAL FACILITATORSAND OBSTACLES LITATORS

FULOP MARTA, EOTVOS LORÁND UNIVERSITY, HUNGARY

ABSTRACT: According to the European Social Survey (EES, 2022) more than 90 percent of Hungarian citizens acknowledge climate change, however only 58 percent of them is willing to take responsibility for their actions. A great number of studies attempted to reveal the psychological and demographic factors that may be responsible for this gap. The goal of the present research was to investigate the relationship between perception of climate change and actions on one hand and civic attitudes and actions, personal competitiveness and willingness to take different types of risks, preference of cooperation and placing the individual interest over the interest of the group on the other. An online

questionnaire was applied that consisted of the Climate Change Attitude Survey (Christensen & Knezek, 2015), the Citizenship Behaviour Questionnaire (Krzywosz-Rynkiewicz et al, 2018) the Competitive Orientation Questionnaire (Orosz et al., 2018), the Preference of Cooperation Questionnaire (Fülöp, Kiss-Huber, Kun et al, 2023) and the Domain-Specific Risk-Taking Scale (DOSPERT, Blais & Weber, 2006). Participants were 475 university students of different majors (liberal arts 120, psychology 114, economics 87, computer science 69, teacher training 72, natural sciences 59 and some others). The talk will present the results of the statistical analysis which indicate some obstacles of climate beliefs and some facilitators and obstacles of climate actions. It was found that those who acknowledge climate change are more hypercompetitive and business-oriented, while those who are also willing to act upon it are more active citizens, but those who are low in climate activity are high in hypercompetitive attitude and business orientation and are more prone to take ethical risks. The results will be discussed in terms of active citizenship and the tension between the individual and the community interest.

This research was supported by an NKFIH-2022 grant and NKFIH- OTKA-K 135963 grant.

TITLE: POPULISM AND EUROPEAN VALUES: RESEARCH FINDINGS FROM WORKING GROUP 4

GIFFORD CHRISTOPHER, UNIVERSITY OF HUDDERSFIELD, GREAT BRITAIN

RAMI JUSTIN, DUBLIN CITY UNIVERSITY, IRELAND

LALOR JOHN, DUBLIN CITY UNIVERSITY, IRELAND

SPASOVSKI OGNEN, ST. CYRIL AND METHODIUS UNIVERSITY SKOPJE, NORTH MACEDONIA

KENIG NIKOLINA, ST. CYRIL AND METHODIUS UNIVERSITY SKOPJE, NORTH MACEDONIA

KARALIS THANASSIS, UNIVERSITY OF PATRAS, GREECE

PANAGOPOULOS ANDREAS, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: We provide findings from Working Group 4 of the CitEdEv Jean Monnet Project. Drawing on secondary analysis and interviews, we present a four country based comparative case study of populism, young people and education. We examine different expressions of populism and assess its differentiated impact amongst young people across Ireland, the UK, North Macedonia and Greece and its implication for European values. We address the impact of populism on particular groups of young people and the extent to which it threatens and challenges their understandings of European values across the four countries. We assess the extent to which populism challenges democratic dialogue, scientific expertise and educational authority impacting teacher identities and its implication for the teaching of citizenship. We will conclude by identifying forms of democratic educational engagement with populism in line with European values and in ways that are empowering for young people.

TITLE: MANIPULATION THROUGH PROPAGANDA AND THE ROLE OF EDUCATION IN THE CONSOLIDATION OF EUROPEAN VALUES

HURDUZEU NICOLAE, WEST UNIVERSITY OF TIMISOARA, ROMANIA

ABSTRACT: Studying propaganda in history classes allows students to access a wealth of historical information that highlights the actions of national states during the 20th century, the statements and accomplishments of political leaders, as well as the influence of different interest groups in molding public discourse. By analyzing the contexts in which societies become vulnerable to external messages in class, students develop the ability to evaluate the possible consequences of propaganda. This skill is essential in addressing potentially harmful messages, including instigating violence and hatred. By understanding how propaganda has been used throughout history, students can learn how to recognize and combat it in the present day. As education for citizenship plays a crucial role in this context, the present article aims to discuss several examples of good practices that can consolidate European values. A key aspect of citizenship education is the ability to critically analyze messages presented in mass media. By analyzing propaganda messages, students can enhance their ability and commitment to this important skill. This ability is even more important as the manipulation through media and the internet reaches alarming values and children are most vulnerable to it lest they are educated to analyze any information from different sources. As children learn about the uses and devastating consequences of negative propaganda, which can generate great human and material loss, they can better understand the reasons why developing the skills to criticize any information is a key ability for all citizens in solid democracies.

TITLE: MATERIAL CULTURE AND EDUCATION FOR EUROPEAN REALITY

CHISTOLINI SANDRA, ROMA TRE UNIVERSITY, ITALY

ABSTRACT: The concept of material culture in pedagogy concerns the value of the heritage of objects that are collected in museums and universities to constitute an opportunity for knowledge and psychomotor development for children. Contact with things generates the desire to manipulate, rebuild, observe and new active learning situations are experienced in which pupils interact with each other and produce meanings about the value of cultural heritage. Material culture forms social heritage as an inheritance that is passed from generation to generation with the aim of collecting cultural heritage goods that human societies consider valuable and for this reason consider it essential not to disperse, but instead want to preserve and protect. The products of human culture are at the origin of the processes of identity and belonging of the individual and the group to the wider society. Cultural heritage is considered to be the sedimentation of a set of things that are an integral part of common existence in the European context. Fixed and mobile things that undergo the effect of continuous interpretations in the course of time and places of hospitality, now enriched and now rendered problematic by the nature of the political-social and historical-formative interventions. We present the first results of the experimental research on the activity of primary school children invited to the university, in Rome and Leipzig, to interact with objects from the Pizzigoni Fund collection and the School Museum. The archive in Rome gives visibility to the experimental method of the Italian pedagogue who was the first to introduce the outdoor school into the public education system. Access to objects in order to use and not only to observe them develops cognitive processes and induces questions about the principles of continuity and interaction elaborated by John Dewey regarding the relationship between education and experience.

TITLE: „YOU EDUCATE YOURSELF ON WHAT YOU SHOUL BE“, REFLECTION ON YOUNG PEOPLE'S CONSTRUCTIONS OF DIGITAL CITIZENSHIP IN ENGLAND AND POLAND

JONES VERITY, UNIVERSITY OF THE WEST OF ENGLAND, GREAT BRITAIN
GARCIA – VELÉZ TATIANA, AUTONOMOS UNIVERSITY OF MADRID, SPAIN

ABSTRACT: "Digital citizenship is a deeply topical issue with little understanding of how young people understand it. In this paper we respond to Mossberger et al (2008), who noted that there is a need to understand the motivations behind the transformations the internet allows. We will draw on data from focus groups in Poland and England to explore what motivates young people aged 15-18 years old (n=24) to engage with civic activity in the digital world. We will reflect on how experiences and understandings of digital citizenship may be comparable across the two countries by drawing on Zalewska and Krzywosz-Rynkiewicz's (2011) model of citizenship which identifies young citizens within three dimensions: passive, semi active, and active. Results indicate that young people in Poland and England recognize the opportunities that digital citizenship affords with regard scale; both in relation to benefit and constraints with examples relating to England leaving the European Union and the ongoing war in Ukraine. We shall explore examples of how the political, personal and social influence civic activity for this group and reflect on what this may mean for education practices. Final remarks will point the way to where we can direct our education in citizenship and digital citizenship, in order to have better informed and skilled citizens for an increasingly globalised and digitised world. "

TITLE: A PARTIALLY INTEGRATED RELIGIOUS EDUCATION – PERSPECTIVES FROM FINLAND

KALLIONEMI ARTO, UNIVERSITY OF HELSINKI, FINLAND

ABSTRACT: In Finland, religious education (hence RE) is compulsory school subject in all levels of education from kindergarten to senior secondary school. Although RE is not a confessional subject by its' nature; it is taught according to pupil's own religion. There are 14 different religions which have a curriculum accepted by National Agency of Education. The largest in amount are Lutheran, Islam and Orthodox RE. Pupils who do not belong to any religious communities are taught secular ethics, which is an alternative subject. RE is a school subject which improves understanding of European values and cultural heritage and its' understanding. Furthermore, RE will improve dialogue between different citizens.

The main focus of my presentation is in a partially integrated RE. In some schools there are experiments in which different types of RE are partially integrated. In my presentation I will give an overview of ongoing research which main research question is which were according to principals' views, the major factors in the fact that schools have moved for partially integrated teaching in different religions. Furthermore, the perspective is also citizenship education, what kind of aspects partially integrated RE gives to citizenship education. There were eight principals interviewed by theme interview and the interviews are analyzed by content analysis. Based on interviews, four different factors were formulated. Principals also pointed out many perspectives how partially integrated RE deepens citizenship education and give skills for multireligious society and also how it improves pupils skills in inter-worldview dialogue.

TITLE: TEACHING AND LEARNING FOR ACTIVE CITIZENSHIP IN UNIVERSITY EDUCATION

KARAMANOLI ELENI, ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE

ABSTRACTS: University has been the par excellence locus for the discussion of public issues and the formation of citizens but is nowadays university in a position to play a special role regarding the formation of the “active citizens”? Certainly universities constitute fertile ground to develop critical thinking and reflection, drawing on traditions of academic freedom and independent thought. Higher education study is a means of gaining essential knowledge relating to politics, political ideas and institutions. Instruction may foster citizenship competences to be employed elsewhere at a later point in time. In the case study presented here, there was apparent success in encouraging reflection, critical thinking, and consideration of multiperspectives. In this respect the role of the tutors appears to be significant. It could be argued students who combined that active engagement in internship training and participated in all classroom activities lectures and discussions were sensitized to citizenship issues and modified their behavior significantly. Practices that involve “learning by doing” seem to relate to the development of citizenship competences. Many of the interviewees repeatedly stated the trust in democratic institutions and the effectiveness of political action seems to be paramount for the formation of an active citizen. This paper presents the case study of a Greek university and explores whether the university could play a special role concerning the formation of the “active” citizen, democratic participation and whether there are specific practices that could contribute towards this end. According to the analysis students’ behavior, their comprehension of the concept of “active citizenship” and democratic participation has changed because of the challenges that arise as a result of the rapid development of new technologies and the ever-changing social environment. Finally, implications are drawn for the prospect of promoting active citizenship and democratic participation through university education.

TITLE: THE CONTENT OF WORKSHOPS – ANONYMOUS HACKTIVIST GROUP AS AN EXAMPLE OF CIVIL DISOBEDIENCE

KOWALCZYK MARCZIN, UNIVERSITY OF WARMIA AND MAZURY, POLAND

ABSTRACT: The following article presents the concept of the modern forms of civil disobedience, known as hacktivism. Well known hacktivist collective – Anonymous is explained in the first part of this paper. The second part of the paper is dedicated to development of workshop proposal on hacktivism for secondary school students.

Keywords: hacktivism, Anonymous, cyberwar, Generation Z, attention span deficit, Design Thinking, gamification.

The group Anonymous initiated its activity in 2003 on the online discussion forum 4chan. Participants in Anonymous describe their social movement as an 'anarchist' movement, a digital 'global brain' ('global brain') or collective consciousness ('hivemind'). Members and supporters of Anonymous in physical space (e.g. during street protests) may appear in distinctive Guy Fawkes masks (a historical figure - one of the conspirators who attempted to blow up the British House of Lords in November 1605) with a distinctive beard and moustache [Kozack, 2015]

Anonymous carried out its first significant actions in 2007, launching cyber attacks on the website of the Church of Scientology organisation. These were allegedly motivated by the Church of Scientology's use of online censorship [Olson, 2013]. Other notable actions by Anonymous include cyber attacks against payment operators PayPal and Visa in connection with preventing online donations to the controversial Wikileaks website [Uitermark, 2017]. Other notable Anonymous activities include the

opposition to the introduction of ACTA in 2012, when a series of attacks were carried out against commercial and governmental organisation websites in the USA, Poland, Ireland, Slovenia and France, among others. Anonymous activists led to the leak of email addresses, logins and passwords and even details of the private lives of public figures, including politicians who voted in favour of the controversial law. In addition, Anonymous attacked the website of the US intelligence agency CIA and made public a coded teleconference involving the US FBI and the UK's Scotland Yard [Svydrenko, Možgin, 2022]. As a result of the mass protests, both in physical and virtual space, the European Parliament decided to reject the ACTA bill, citing the argument of violation of the right of free access to information .

The philosophy of hacktivists is to fight against all forms of social injustice and to mobilise communities of internet users to protest against institutions perceived as abusive and unjust. As described earlier, hacktivism can be considered in conceptual terms: electronic/digital civil disobedience, new civil disobedience or civil disobedience 2.0 [Delmas, 2018]. The term civil disobedience itself was popularised in the United States in the 1950s and 1960s with the peaceful protest movement for equal civil rights and the fight against racial segregation in the states of the American South. A symbol of the civil disobedience movement like Pastor Martin Luther King organising the famous protest march from Selma to Montgomery, the state capital of Alabama, in March 1965 [Harris Combs, 2013].

Hacktivism cannot be equated with conventional actions, either in physical space (activism) or in cyberspace (cyberactivism). On the other hand, hacktivism also cannot be clearly identified with violent actions, such as terrorism and cyberterrorism. Hacktivism falls into the category of transgressive actions, involving transgression of accepted conventional forms of protest against institutions perceived as no. unjust and discriminatory. Hacktivism can take the form of website hacking, redirection to other websites, DDoS attacks, data theft, parodying websites, virtual sabotage or the creation of one's own unlicensed software. wildcat strikes, which consist of workers initiating industrial action without prior agreements or announcements to their employer, distribution of underground press, theatre of an oppositional nature, sabotage. Table 1 provides a summary of the main characteristics of online and offline social activism, divided into conventional, transgressive and violent actions.

TITLE: HOW DO IRISH EDUCATORS UNDERSTAND AND RESPOND TO THE THREAT TO EUROPEAN VALUES POSED BY THE RISE OF POPULISM?

LALOR JOHN, DUBLIN CITY UNIVERSITY, IRELAND

ABSTRACT: This paper explores the context of, and the curriculum and teaching methodologies deployed in, Irish schools to address issues associated with the rise of populism in Ireland. The paper examines Irish educators' experiences of how populism manifests itself in the daily life of the school, their perceptions of young peoples' engagement with populism and populist ideas, the ways in which populist politics feature as a formal part of the curriculum, and the role of education systems in promoting some of the values that populism would appear to threaten. Schools play an important role as institutions educating young people about democratic principles and serve as sites for the development of civic engagement (Guillaume et al. 2015). The broad conceptualisation of civic education is often used to describe 'the knowledge, skills, and attitudes that children are expected to learn to be virtuous and civically productive members of society' (Levinson, 2014, p.1). Echoing the CICEA conference theme (Connecting Perspectives in Citizenship Education for Strengthening European Values) the paper outlines the views and perspective of educators working with young

people in Irish post primary schools. The paper includes a comparative element taking in parallel research conducted in a number of EU and accession countries. One of the objectives of the research is to make a practical contribution that supports those working in education and young peoples' organisations as they encounter a rise in populism, which has been identified as a challenge to democracy, tolerance, and European values (Bugarić, 2020). Teachers were selected from a range of urban and rural schools within the post-primary sector in Ireland. In the interviews, they were asked about their understanding of the term populism, what resources they might need to teach about this idea and how education systems might respond to the threats and challenges posed by populism to previously accepted notions of knowledge-formation, understanding and expertise. References Bugarić, B. (2020). The Populist Backlash against Europe: Why Only Alternative Economic and Social Policies Can Stop the Rise of Populism in Europe. In F. Bignami (Ed.), *EU Law in Populist Times: Crises and Prospects* (pp. 477-504). Cambridge: Cambridge University Press. doi:10.1017/9781108755641.017 Guillaume, C., Jagers, R. J., & Rivas-Drake, D. (2015). Middle school as a developmental niche for civic engagement. *American Journal of Community Psychology*, 56, 321–331.

TITLE: GLOBAL ENGAGEMENT IN HIGHER EDUCATION, AN INSPIRATIONAL FRAMEWORK FOR THE ORGANISATION AND STUDENTS' CURRICULUM AT VIVES UNIVERSITY OF APPLIED SCIENCE

LE ROY EVELIN, VIVES UNIVERSITY OF APPLIED SCIENCES – VIVES SOUTH, BELGIUM

ABSTRACT: Global engagement is fully integrated into the current education plan at VIVES University of Applied Sciences. Together with the umbrella organisation of Flemish Colleges, VIVES worked out an action framework based on the Sustainable Development Goals. All Flemish Universities of Applied Sciences work together on strategic objectives 2030 linked to Peace, Prosperity, People, Planet and Partnership. These strategic objectives relate to all processes, all levels and activities in the organisation, all employees and students. This means that working on 'Global engagement' at VIVES is included in the curriculum of all students including Bachelor Education- Teacher Training, both in regular programmes and international /interdisciplinary programmes. The objectives of the course 'Global Engagement and Sustainability' are: - To gain an understanding and acquire knowledge about a wide variety of global issues - To develop and apply 21st century skills (sustainability, international and intercultural competences, creativity and innovation, dealing with diversity, world citizenship etc.) in different contexts - To encourage active global engagement through active civic engagement/Community Service Learning - To work together in interdisciplinary and intercultural groups In this way, students can strengthen their positive attitude towards a sustainable society and discover future oriented tools and action forms applicable both privately and professionally. In this paper, we offer good examples from the course 'Global engagement and sustainability', which has been offered in the international programmes for years, and we also pay attention to qualitative student feedback. Finally, we will propose the objectives and content of the new course 'Strong Sustainability', which from this academic year 23-24 onwards, will be offered in spring semester to all first year bachelor students of VIVES UAS.

TITLE: EXISTENCIAL ISSUES IN GLOBAL PERSPECTIVE RELATED TO CITIZENSHIP EDUCATION AND STUDENTS VALUES (SYMPOSIUM PAPER)

LILJEFORS-PERSSON BODIL, MALMO UNIVERSITY, SWEDEN

ABSTRACT: "In this paper a teacher education course centered around questions that connect religion and values education with human rights will be presented. Theoretical perspectives of Powerful Knowledge and subject literacy will be discussed in connection with Citizenship education related to Religious studies. (Shanahan & Shanahan 2012; Young 2008 and 2012, Franck & Liljefors Persson 2023). This course is part of a teacher training program for teacher students in Religious studies for upper secondary school, and grade 7-9 in compulsory school and they study this course during the fifth semester of their education. The aim of the course is for students to investigate and analyze existential issues related to i.e. solidarity, democracy, human rights and (social) sustainability. As one of the examination assignments within this course the students analyze a religious science problem area based on course literature on human rights and other literature relevant for their assignment task. The themes could be based on current global events or historical dilemmas that form the basis for problematization. In addition, results from a minor study where students have been interviewed in focus groups regarding European Values and Teaching Global responsibility will be presented in this paper. This interview study focus on questions about responsibility, social justice, and student's reflections on global citizenship.

TITLE: A CRITICAL COSMOPOLITAN PERSPECTIVE ON GLOBAL CITIZENSHIP: REFLECTING ON GLOBAL COMPETENCIES ENGAGEMENT AND EXISTENCIAL ISSUES

LORENZI FRANCESCA, DUBLIN CITY UNIVERSITY, IRELAND

ABSTRACT: In an increasingly globalised yet divided world, education has an important role to play in fostering interconnectedness that resists uniformity and values difference. It can activate younger generations to take positive action and embrace responsibility (Byker & Putman, 2019) at a global level. Teachers can become essential actors for social change by enhancing students' "intellectual, affective, and relational capacities that could enable more justice-oriented coordinated responses to current and coming challenges" (Stein et al., 2023, p. 987). While Global citizenship can enhance the ability of individuals to engage in a global community and "living together" (Shultz, 2021; Stein et al., 2023), concepts of global citizenship have been criticised for their vague definition, strong contextuality, or "elitist" notions centred around the Western contexts (Bourn, 2021). European values, indeed, might fall victim of this criticism if they are simply intended as yet another expression of globalising tendencies unless they are underpinned by a concept of global citizenship informed by Critical Cosmopolitanism. Critical cosmopolitanism posits itself as a form of post-universalism, which "does not demand universal assent or that everyone identify with a single interpretation." (Delanty, 2012, p.42). Building on the research by CITedEV WG3, this symposium discusses the potential of global competencies underpinned by Critical Cosmopolitanism to explore existential issues, promote empathy, global activism but also help raise awareness against global injustice. Paper 1: Conceptual foundations for the development of a global citizenship framework (Dr. Francesca Lorenzi & Blanka Zemanova) Paper 2: Empowering globally competent primary school teachers at Czech universities. (Blanka Zemanova) Paper 3: Existential Issues in Global Perspective related to Citizenship education and Students values at Malmö university. (Dr. Bodil Liljefors-Persson) Paper 4: Global engagement in higher Education, an inspirational framework for the organisation and students' curriculum at VIVES University of Applied Sciences. (Dr. Eveline Le Roy)

TITLE: A CASE STUDY ON THE SOCIAL RESPONSIBILITY OF TEACHERS, PARENTS AND STUDENTS DURING ONLINE/DISTANCE SCHOOLING DURING THE COVID-19 PANDEMIC PERIOD IN/NEAR TIMISOARA, ROMANIA

OPRESCU MONICA, WEST UNIVERSITY OF TIMISOARA, ROMANIA

ABSTRACT: In Romania, the Covid 19 pandemic crisis led to the closure of face-to-face learning and teaching in all learning institutions at pre-university level. This case study is concerned with the manner in which teachers, students and parents, together with institutions, managed the situation. The designed case study was a qualitative one and referred to the following topics: roles of the teachers, teaching online, the use of technology, the advantages and disadvantages of online learning, relationship with parents and parents' responsibilities, the responsibilities of students, the problems of disadvantaged groups and the reaction of institutions. The participants to the focus groups were 16 teachers of humanistics and social sciences (English, Romanian and History), at secondary school level, in urban and rural areas in and near Timișoara, beginner and senior levels. Findings showed that teachers were aware of the new skills they developed during the period, alongside with the use of technology. There were lots of logistics issues and a change in transparency related to the teaching act. Many considered the process chaotic at the beginning, but manageable later on. The relationship with parents was closer to counselling and showed the importance of communication. Teachers had especially closer relationships with primary school parents, as younger students needed more guidance. Among the problems mentioned in the online classroom, the one of evaluation was stringent, highly influenced by parents. At the same time, teachers observed students' relaxed attitudes. There were discrepancies between urban vs rural areas, which referred particularly to the lack of resources for some schools in the rural areas in the beginning. At the same time, it was a period during which the institutions contributed to the process with technological resources, in order to facilitate the educational process.

TITLE: PERMACRISIS: THE EMBEDDING OF RISKS AND RESILIENT ACTIONS

PANAGOPOULOS ANDREAS, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: The Permacrisis phenomenon has significantly impacted institutional normality, resulting in crucial changes to the everyday lives of social subjects, particularly in the educational context. The embedding of risk within daily life has led to uncertainty, threatening the social cohesion of Western European democracies. Efforts to manage the consequences of the Permacrisis phenomenon have turned international research attention towards exploring resilient actions. For the purpose of this study, resilience is defined as the ability to be aware of risks, to protect against them and to reduce vulnerabilities, as well as a procedural competence that fosters identity reinvention to overcome obstacles to change and cultivate traits of a thriving democratic culture. In conclusion, defining resilience as the capacity for self-renewal over time through innovative measures is essential. Here, promoting cooperation between identity and diversity is critical for enhancing a social subject's ability to manage and overcome the effects of the crisis through a process of self-recognition. According to Pierre Bourdieu, a French thinker, cooperation outside an identity's boundaries generates new and synergistic resource recombinations, which then turn into adoptive resilience. Therefore, we will

concentrate on the educational process as it takes place in the university auditorium in order to explore the phenomenon of adaptive resilience as a counter-function to the effects of the crisis. The qualitative strategy and semi-structured interview technique were selected as the methodological approach to exploring this thesis. Additionally, the convenience sampling technique was adopted. The research sample comprises University of Patras students who are pre-service teachers. Initial analysis of study data reveals significant characteristics of a risk society and questioning of democratic institutions, while a positive attitude of cooperation with diversity is considered to be able to generate positive orientations towards adaptive resilience.

TITLE: NORMALIZED OR MARGINALIZED – PERCEPTION AND REFLECTIONS OF CUEDAS (2014) FOCUSING ON RECEPTION AESTHETICS – HERMENEUTICS AND PREJUDICE

PEMBECIOGLU EMINE NULUFER, ISTANBUL UNIVERSITY, TURKYE

ABSTRACT: Cuedas is a 2014 Spanish short, animated film by Pedro Solis Garcia, based on a true story, and was chosen for the analysis regarding the perceptions of elementary school teachers and elementary school students. Its thorough storytelling draws attention to many aspects of teaching and learning situations including the position of disadvantaged students, and the perception of death, appealing to practically all age groups. The film stands out with its approach to education and the study's main aim is to check if the participants gained it correctly.

This is a mixed study involving both qualitative and quantitative approaches. The methodology involves a common film screening session followed by a quantitative questionnaire as well as a focus group and face-to-face interviews with the participants to find out how the film shaped their perceptions. Lastly, the participants of the survey, after watching the movie are invited to submit their opinions of the movie, and their impressions are then attempted to be presented in an open-ended way. The sample includes around 250 participants from Istanbul, Ankara, Izmir, Tokat, and Kars. Analysis of the film focuses on (a) how the film is perceived and if it is normalized or marginalized (b) how much the audience identifies with the film and how much they participate in the film's story (c) if the audience receives the basic messages in the film. Depending on the indicated findings regarding several different ways of decoding the same information with the participants from a single country the study also questions how it would be possible to connect perspectives in Children's Rights, Media Literacy, and Citizenship Education for Strengthening European Values.

The findings indicated that the attention was focused on the self-evaluations rather than the narrated story. That means the participants mainly prioritize their own experiences or dwell on their prejudices on the subject matter rather than understanding the film's story.

TITLE: HUMAN DIGNITY AND HUMAN RIGHTS: PHILOSOPHICAL PERSPECTIVES AND CRITICS

PETAGINE ANTONIO, ROMA TRE UNIVERSITY, ITALY

ABSTRACT: In 1948 the universal declaration of human rights had as its objective the defense of human dignity and the promotion of peace. In recent decades, human rights have undergone a significant rethinking and generated an intense debate, on a philosophical level, involving personalities such as Alasdair MacIntyre, Alan Gewirth, Ronald Dworkin, Mary Ann Glendon, John Milbank. In this Paper we will try to show three points: 1) Critical positions towards human rights have a common denominator:

criticism of the liberal conception of man and society. 2) Some criticisms have a certain strength, in particular those of MacIntyre and Milbank, when they underline the need to overcome the purely individualistic conceptions of Rights and the tension between State and Individuals inherited from modern history. 3) The strength of certain criticisms does not prevent us from recognizing the importance of some universal values and guiding principles, which every social and political reality must recognize, for protecting the dignity of people, guarantee peace and equality, maintain democracy and avoiding discriminatory behaviors.

TITLE: DISCUSSING POLITICS AND VALUES WITH YOUNG PEOPLE

ROSS ALISTAIR, LONDON METROPOLITAN UNIVERSITY, GREAT BRITAIN

ABSTRACT: This paper discusses political education in Europe, and its limitations, for students and educators. It make practical proposals for adopting a substantially different approach, based on using deliberative discussions, in which teachers act as moderators/facilitators rather than formally teaching. It draws on the theoretical discussions about the problematic use of questions (Bourdieu, 1973) and the place of discourse in democracy (Foa & Mounk, 2016; Habermas, 1996); and also on empirical data about:

- the limited extent of truly open-ended discussions in schools (Ekstrom, 2016; Hahn, 1998; Hess, 2001; Kiisel et al, 2015 ; Manning, 2010; Papadopoulou & Sidorenko, 2022; Parker & Hess, 2001; Ross 2020);
- the ‘controversial’ nature of political issues – Crick (1962) having long ago observed the inevitability of controversy in political education - (Anders & Grammes, 2020; Cohen, 2020);
- the disadvantages of debates as an educational (rather that rhetorical) education (Jerome & Alegrrra, 2005; Kudrnáč, 2022; Samuelson, 2016) and on
- critiques of deliberative democracy (Backer, 2017; Mutz, 2006).

The proposed paper (and action) is thus both theoretically and practically orientated.

TITLE: YOUNG PEOPLE AND DIGITAL CITIZENSHIP – REFLECTION FOR CITIZENSHIP EDUCATION

RYNKIEWICZ BEATA, UNIVERSITY OF WARMIA AND MAZURY, POLAND

ABSTRACT: For young people, the digital sphere is an important domain in which citizenship can be realised, but also experienced. According to research done by Working Group 2 team composed of 6 members (Tatiana Garcia, Verity Jones, Paszkal Kiss, Martyna Kotyśko, Marcin Kowalczyk, Beata Krzywosz-Rynkiewicz): Connecting Europe: digital/virtual citizenship of the Citizenship Education in the Context of European Values, digital citizenship involves progression, using modern technology to meet on social media platforms. It enables transnational encounters and facilitates the understanding of global perspectives, intercultural communication and international contacts. The social media sphere allows connecting with people from different backgrounds, fostering cultural exchange and cultivating a sense of global citizenship. These interconnections provide young people with a broader world view and a greater appreciation of diversity. Digital citizenship education should therefore: (1) emphasize media literacy, enabling individuals to become active participants, digital media; (2) develop critical thinking and evaluation of online information, distinguish fact from fiction and responsibly navigate the vast digital landscape. (3) foster ethical values by promoting respect, empathy, integrity and digital

responsibility in online interactions and engagements (4) foster cultural understanding, empathy and intercultural communication skills; by valuing different perspectives and engaging in dialogue with people from different backgrounds, virtual citizens can contribute to a more inclusive and interconnected global community.

TITLE: UNDERSTANDING SELF-DISCLOSURE OF MARGINALIZED GROUPS: A CONTENT ANALYSIS OF LGBTQ+ INDIVIDUALS IN TURKEY ON TIK TOK

TURK EZEL, ISTANBUL UNIVERSITY, TURKEY

ABSTRACT: Social media platforms have become significant environments for self-expression and communication. TikTok, a video-sharing platform and one of the most popular social media among youngsters, has effectively provided a creative space where users can easily produce and access digital content through shareable audios, filters, music, and text. Since TikTok is a dynamic platform, similar to other social media platforms, trends change rapidly, shaping TikTok's digital culture and influencing social behavior as users seek community acceptance. In order to understand the concept of marginality, the videos posted on TikTok can provide valuable insights for academicians. LGBTQ+ community, who is gradually becoming more prominent on TikTok and starting to assert their place within society, is one of these marginalized groups. LGBTQ+ individuals' content is becoming more visible in society, indicating that TikTok has become a platform for their self-disclosure. The goal of this study is to offer valuable insights and guidance to marginalized individuals regarding their use of social media, namely TikTok as a tool for self-disclosure. In pursuit of this objective, we will conduct a qualitative content analysis of TikTok videos under the hashtag "#lgbtturkiye. The video uploads between November 1 and November 15 will be considered for the coding. The data consists of qualitative information, including descriptions of the content and subjects in videos, which will be analyzed. The focus will be on topics, emotions and comments of both the creators of the video and the audience.

TITLE: HOW CAN REPRESENTATION IN CHILDREN'S LITERATURE SUPPORT THE DEVELOPMENT OF EUROPEAN VALUES

WHITEHOUSE SARAH, UNIVERSITY OF THE WEST OF ENGLAND, GREAT BRITAIN

CARTER JANE, UNIVERSITY OF THE WEST OF ENGLAND, GREAT BRITAIN

ABSTRACT: How can representation in children's literature support the development of European values. Reading is taught as a priority across Europe in recognition of its social, economic and cultural impacts (Castles, Rastle and Nation, 2018). Families are encouraged to share picture books before children are at a pre-school or school age and this influences a child's early language development, vocabulary knowledge (Sun, 2023) but also their cultural and social induction. This paper considers the role of diverse representation in children's literature and how this contributes to social justice. Rowe (2018) highlights the ways that children's literature enables empathy to be developed and offers an approach to 'stepping into the shoes' of others. The contested notion of empathy will be explored in relation to sympathy, compassion and values. Rowe (2018) suggests literature enables a process of "transportation and identification" that leads to permanent changes in perception. Bishop's (1990) seminal work characterised children's books as "windows, mirrors and sliding glass doors" but also challenged educators to consider whether the books that were shared with children and young people reflected the communities, society and world of the child. The need for diverse representation in children's literature is therefore a social justice issue. Crisp et al. (2016) identified how children's books were dominated by white, heterosexual and non-disabled characters and society was dominated by a 'single story' (Tschida, Ryan and Ticknor, 2014). The Centre for Literacy in Primary Education in England

has provided a barometer of representation and will be explored further in this paper in relation to European values.

TITLE: FACTORS IN THE MARGINALIZATION OF BODY DESIGN

ZAFER HABIBE ONGOREN UYESI, ISTANBUL UNIVERSITY, TURKEY

TURK EZEL, ISTANBUL UNIVERSITY, TURKEY

PEMBECIOGLU EMINE NULUFER, ISTANBUL UNIVERSITY, TURKEY

ABSTRACT: This qualitative study intends to carry out fieldwork, oral interviews, focus groups, and evaluations of the outcomes with young people in Istanbul, Turkey who are older than 18. The major goals are to ascertain people's body designs and marginalization criteria, explore the variables that affect people's design choices, the process of realizing designs, and the degree of contentment and pleasure complying with designs. Thirty participants were chosen at random for the study and the goal is to use semiotic and cultural codes to analyze the data. The sample group will be divided into two for the studies, which will evaluate the marginality of the groups made up of people who have never had any body intervention (aside from medical procedures) and people who have designed bodies (tattoos, piercings, plastic surgery). Individual viewpoints from two distinct groups will be compared and contrasted, as well as how well they accept and approve of one another. In addition to discussing the ways in which the media of today has shaped bioethical interactions, the topic also touches on Agamben's theories regarding the evolution of biopolitics and Foucault's analysis of the three components of biopolitics—power, body, and subject—as well as contemporary aesthetics, art, identity, and individuals. The study also calls into question how the body is used in different ways as to portray the individual's values, lifestyles as well.

TITLE: EMPOWERING GLOBALLY COMPETENT PRIMARY SCHOOL TEACHERS AT CZECH UNIVERSITIES (SYMPOSIUM PAPER)

ZEMANOVÁ BLANKA, CHARLES UNIVERSITY, CZECH REPUBLIC

ABSTRACT: "In today's increasingly interconnected world, notions of citizenship transcend nation-state boundaries (Gaudelli, 2016), hence the recent focus on global citizenship in citizenship education (Gaudelli, 2016; Estellés & Fischman, 2021). The goals of global citizenship education can be considered "lofty" and often do not reflect the limitations of educational practice, which may be why many studies have confirmed that teachers lack the confidence and pedagogical skills to implement them (Estellés & Fischman, 2021). It is the comprehensive frameworks (models, continua) of global competencies

published in peer-reviewed articles between 2018 and 2022 within the Scopus, Web of Science and Eric databases (e.g. Asia Society & OECD, 2018; Tichnor-Wagner et al., 2019; Ramos et al., 2020) that were used in the research study to support the analysis of the data collected. The aim of the research study is to provide insight into the reality of teaching in nine courses in university programmes preparing primary school teachers at five universities in the Czech Republic, with an emphasis on learning objectives, content, strategies and methods, and impact evaluation. A set of qualitative methods was used to collect data - expert assessment of learning materials used in teaching (e.g., videos, texts, etc.) supported by Oxley & Morris (2013) typology, observation of teaching in each of the selected subjects (11 observations) supported by a newly designed observation sheet (integrated based on global competence frameworks, see above), individual interviews with teacher educators and external lecturers of NGOs (5 individual interviews). According to Estellés & Fischman (2021), the courses could also focus on developing teachers as global citizens, thus promoting their engagement in public affairs (Tichnor-Wagner, 2016). Nevertheless, it can be said that in the selected courses the emphasis is rather on the development of their didactic competences in the field. It was found that, in line with, for example, Yemini et al. (2019), the implementation of global issues in the teaching of the selected courses is associated with innovative methods (e.g., dialogic teaching methods, inquiry-based learning). "

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Opening speech

prof. PaedDr. Radka Wildová, Csc.

Academic coordinator

Dear members, dear visitors,

Welcome to the final conference Citizenship education in the context of European Values of the Erasmus+ Jean Monnet project. Before I begin, let's observe a minute of silence for the tragedy that befell the Faculty of Arts of Charles University a few weeks ago and ended the lives of several students and colleagues. Please stand up.

Thank you.

Firstly this complex and unique project is based on citizenship education in the context of European values and the importance of connecting and looking for connections for future generations - children and young people in active citizenship in line with fundamental European values. In topics that children and young people can be anxious and concerned about their future in the face of populism, xenophobiadivisive nationalism, discrimination, fake news and misinformation as well as the challenge of radicalisation. For this purpose, a strong Network of experts from 28 institutions and 19 countries was created, including UK, Hong Kong Education University and the University of Alberta, which through a series of partnership seminars and conferences promote and foster common dialog on the principles and practice of citizenship education dor Europe of the 21st century.

But the goal of the project is not only that, but also engage policy makers at European and national as well as at inter- and trans-national level. Working with stakeholders, the Network identify best practices and new methodologies for teaching and embedding European values in national education systems as well as offering support to alternative educational programs, which may include more marginalized groups. . All this to make a report on the challenges to European values possible.

Secondly, academics and practitioners are uniquely placed to research contexts of formal and informal citizenship learning that address EU studies. Approach of the project is one of experiential learning and action based research in which knowledge is transferred, tested and reflected on and Network members are consistently and systematically feeding back and feeding forward.

Thirdly, through the Network, partners are engaged in a process of collective transnational learning enabled by a successful series of conferences and seminars. That creates a community of experts and early career researchers that consistently extends beyond the boundaries of existing understanding and is distinctively European in its ethos and outputs. An important part is to involve young researchers, as Young researchers are one of the basic pillars of this project.

The Network gathered and promoted information and methodology results applied to high-level research and the teaching of EU topics, which we are witnessing today in the final phase of the project

and we can thus hear stimulating outputs with complexity and diversity of children and young people's citizenship experiences and we shall identify ways to enhance best practice.

The Network was supposed to be an opportunity for exchanging knowledge and expertise with a view to mutually enhance good practices. We kept this promise, and at this last conference you can hear the dissemination of new knowledge about young Europeans that can enlighten new teachers working with children and young people and new researchers in EU studies.

Thank you.

Opening remarks

prof. Ing. Jiří Drahoš, DrSc.

1st Deputy Chairman of the Senate of the Czech Republic

Dear Prof. Wildová, esteemed speakers, ladies and gentlemen!

Let me to welcome you warmly in the Czech Senate. I am pleased that we could host an international conference which tackles a topic crucial for the development of democratic societies in Europe.

Functioning citizenship education is indeed much needed nowadays. We are living in the world with unprecedented threats to our liberal democratic system. War, migration, climate change, AI, and other issues are having severe impacts and we will need to re-think development of our societies in the future. To do it efficiently, we need to put together and support functional and modern education which will help to defend our democracies against internal and external threats.

We can achieve that by connecting perspectives in citizenship education for strengthening our shared European values. In an era defined by diversity and interconnectedness, fostering a sense of shared identity and understanding among European citizens is paramount.

Citizenship education should play a crucial role in shaping the future of our societies. It is the key to developing informed, responsible, and active citizens, who contribute positively to their communities and the broader European framework. The process of connecting perspectives in citizenship education is not just about providing knowledge but about teaching values that bind us together as European citizens.

We are living in a heterogeneous society with diverse cultures, languages, and historical contexts, which provides us a unique challenge and opportunity for our educational systems. This diversity should not become a barrier but a source of strength. Appreciating strong citizenship education is essential for fostering unity, tolerance, and mutual respect.

As an example of overcoming such a challenge, I should like to briefly mention how Czech schools dealt and are still dealing with the influx of refugees from the war caused by Russia in Ukraine. In just one month after start of the war in 2022, our country received around 300 thousand refugees, from which more than one hundred thousand has been in the age of elementary school. Thus, our school system had to react to accommodate them – find rooms, hire bilingual teachers and teaching assistants. This

has been done in a record time, which put a lot of pressure to our pedagogical personnel, and I'm very thankful to them. On the other hand, we also had to educate domestic population how to deal with this number of people coming to the Czech Republic as war refugees. This definitely changed not only our education system itself but also modified a way how general population think about migration and refugees.

Why do we need a good citizenship education in all of this? If this changing society will be left alone, with all the fears and uncertainty, it will be the best gift for populists and extremist politicians who are thriving on the fear of unknown. From that it is a shortcut to limit liberal democracy and create in the first step some sort of illiberal democracy, as in Orbán's Hungary and subsequently tough authoritarian regime like the one in Putin's Russia.

To avoid that, we need to put together a robust citizenship education, which involves bridging societal gaps. It means acknowledging the different historical narratives, cultural practices, and social contexts that shape our identities. By doing so, we can build bridges that connect individuals and communities, creating a more cohesive and resilient society in individual European states.

In my opinion, one of the primary objectives of citizenship education is to instill a sense of shared values. Democracy, freedom, human rights, and rule of law are the cornerstones of our European values, and we should uphold and promote these values ensuring they resonate with every citizen in our countries and across the continent.

Citizenship education might be a powerful tool for breaking down stereotypes, dispelling disinformation, and debunking fake news. This will be even more urgent with the current growing importance of AI. We are experiencing already for several years an enormous volume of disinformation and fakes news directed to influence our political systems and undermine our democracies. Not by coincidence majority of it is also coming from the East. I have personal experience with such a campaign and it is real hard to fight against it – six years ago I was running for president of this country against then incumbent pro-Russia and pro-Chinese head of state, and the shared volume of things they invented and spread about me was really amazing and we couldn't find many ways how to mitigate the impact of these fake news chain e-mails and social media posts.

So, is there any way out of it? I think there is a positive answer which lies in incorporating strong value perspective into our curricula. We should provide students with a more comprehensive understanding of the world around them – including very practical knowledge in how to understand and interpret media (especially those online) and how to manage money (so called financial literacy). This might help our citizens to navigate the complexities of a globalized and interconnected world and therefore lower the threat coming from these “underminers” of our democracy – both coming from inside and outside.

As we are trying to strengthen democratic values through citizenship education, it is crucial to take control of the potential of technology and innovation. We should learn modern technologies - they might be a bad master, but in the hands of educated society they should be a good servant. We can use digital platforms to interact with peers from different countries, share experiences, and collaborate on projects. Such initiatives can promote a sense of shared identity and solidarity from an early age.

Furthermore, teachers play a central role in connecting perspectives in citizenship education. Continuous professional development that emphasizes cultural competency, critical thinking, and open

dialogue is essential. Enabling educators to facilitate meaningful conversations about democratic values and the importance of consensus should have a lasting impact on the next generation of our citizens.

In conclusion, building up citizenship education should be a collective responsibility – the one that requires the active participation of individuals, communities, educators, and policymakers. By fostering our shared values, we can build a stronger, more cohesive societies resilient to undermining influences.

Let me conclude with the words of famous Czech educator Jan Ámos Komenský (Comenius) – he once said: “Such is the next age, how its future citizens are being educated.”

Thank you for your attention!

Jiří Drahoš

First Vice-President of the Czech Senate

Keynote speech

Villano Qiriazì

Head of the Education Department, Directorate for Democracy, Directorate General II Democracy and Human Dignity m Council of Europe

The 3rd conference of the programme CitEdEV on “Connecting Perspectives in citizenship Education for Strengthening European Values”

Prague, 12-13 January 2024

Villano QIRIAZI

Head of the Education Department Council of Europe

As we gather in this hall today, we are united by a common purpose: to explore the dynamic intersection of citizenship education and the strengthening of our shared European values.

In today's rapidly changing world, the role of research in the field of citizenship education has never been more crucial. It is through dedicated research that we deepen our understanding of what it truly means to be a citizen in a modern, interconnected Europe. This research is not just academic; it is the very foundation upon which we can build stronger, more inclusive communities.

However, a significant challenge lies ahead of us. The gap between research and policy-making is a bridge we must diligently work to shorten. As policymakers, educators, and researchers, we have a responsibility to ensure that this valuable research does not remain confined within academic journals and conference rooms. Instead, it must be translated into innovative, evidence-based policies that can be implemented across our nations.

This conference is more than just a meeting of minds; it is a call to action. It is an opportunity for us to share insights, debate ideas, and forge partnerships that will help bring about a new era of citizenship education.

An era where policy is informed by robust research and where our educational practices reflect the diverse needs and values of all European citizens

As we convene for this significant event, it's essential to recognize the timeliness and urgency of our gathering.

We find ourselves at a crossroads, where the need for effective citizenship education has never been more pronounced, and yet, the challenges we face are complex and multifaceted.

Recent findings from the ICCS 2022 study reveal sobering insights. Despite our efforts, civic knowledge has not increased across countries that participated in both 2016 and 2022, a deviation from previous trends.

This stagnation is a call to action for all of us. It highlights the necessity of not just maintaining our efforts but intensifying and innovating them.

Moreover, the study indicates significant disparities in civic knowledge based on gender and socioeconomic status. Female students demonstrated higher civic knowledge than their male counterparts, a consistent trend across the three cycles of ICCS.

However, students from higher socioeconomic backgrounds showed greater civic knowledge than those from lower ones.

This disparity underscores a crucial area of focus – ensuring that our educational efforts reach and resonate with all segments of society, irrespective of background.

The 2022 Council of Europe's Review on the implementation of the Reference Framework of Competences for Democratic Culture also sheds light on current trends and challenges.

While there is positive momentum in policy development with countries increasingly integrating the RFCDC, significant challenges remain, particularly in higher education and learner assessment.

These areas lag in effectively integrating democratic competencies, highlighting a gap that we must urgently address.

The findings from both the ICCS 2022 study and the Council of Europe Review present us with a clear picture: while we have made strides in certain areas, there is a pressing need to re-evaluate, innovate, and most importantly, bridge the gap between research and policy-making.

These challenges are not insurmountable. They are opportunities for us to rethink our strategies, to forge stronger partnerships between researchers, policymakers, and educators, and to develop policies that are not only evidence-based but also inclusive and responsive to the needs of all students.

Contemporary Challenges & Opportunities

Today, Europe faces a myriad of challenges – from the rise of populism and nationalism to the pressing issues of migration, fake news and misinformation, a declining trust of democratic public institutions, and threats to fundamental freedoms.

We are witnessing democratic backsliding, a questioning of the rule of law, challenges to our human rights protection system, and a reduced support for democratic principles.

The repercussions of these challenges are felt not just in our societies but within the walls of our educational institutions.

Our schools and universities are experiencing manifestations of these societal challenges: low levels of participation in democratic processes, ineffective decision-making, and issues like violence, bullying, and discrimination.

These are symptoms of a deeper malaise – a disconnect between our educational practices and the civic mission they are meant to serve.

However, within these challenges lie immense opportunities.

The renewal of the civic mission of education, a cornerstone of the new Education sector Strategy 2024-2030 “Learners First – Education for today’s and tomorrow’s democratic societies” launched in Strasbourg on 29 September 2023, is not merely a response to these challenges; it is a proactive step towards a more democratic, inclusive, and resilient society.

Furthermore our key instrument - the Reference Framework of Competences for Democratic Culture (RFCDC) provides us with the blueprint for this renewal as well as the Charter on EDC/HRE.

Both instruments emphasize the need for learners to not only learn about democracy but to practice it – to experience it as a living, breathing aspect of their education. This involves integrating democratic competencies into all areas of learning, including STEM subjects, which are instrumental in understanding our interaction with nature and technology.

Furthermore, the intersection of the civic mission of education with environmental sustainability represents a significant opportunity. The focus on the green agenda and education for sustainable development aligns perfectly with the competences for democratic culture, offering a holistic approach to education that prepares learners not just for the job market, but for life as active, responsible citizens.

In the era of digital transformation, our journey towards renewing the civic mission of education intersects significantly with the evolving landscape of digital technology and Artificial Intelligence (AI). The digital era offers unprecedented opportunities for learners to independently seek knowledge, shape their attitudes, and reinforce their values. However, it also presents unique challenges that we must address to ensure that the digital transformation aligns with our democratic and educational goals.

Digital citizenship education (DCE) is paramount in this context. As per the Council of Europe, approximately one in three citizens has limited understanding of digital citizenship.

This gap in understanding is concerning, particularly given the profound impact that digital technology has on our rights, responsibilities, and privacy online.

AI and digital technologies, while offering innovative opportunities for learning and civic engagement, also pose significant challenges. Algorithms based on limited or biased data can perpetuate discrimination and misinformation, undermining trust in democratic principles and human rights. Thus, equipping citizens with competencies to navigate the digital world is essential, many of which are outlined in the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC).

The digital world has radically changed how knowledge is accessed, stored, and utilized in education. Many learners today spend more time online than in traditional classroom settings. This shift underscores the need for robust independent learning strategies, resilience, and critical thinking skills to discern truth and validity in a sea of information.

Furthermore, the role of AI in education is complex and multifaceted. On one hand, AI can enrich educational experiences and support personalized learning, particularly for students with special needs. On the other hand, it can also perpetuate poor pedagogical practices and infringe on privacy and human rights.

The challenge lies in ensuring that AI applications in education enhance learning without causing harm. This requires comprehensive research and ethical guidelines that consider the broader impact of AI tools on learners' cognition, mental health, and human rights.

As we look towards the organization in 2025 of a European year of Digital Citizenship Education in 2025, decided by Ministers of Education last September, our focus should be on responding to some of these challenges.

With a long-standing commitment to promoting democracy, human rights, and the rule of law, the Council of Europe has played for several decades a pivotal role in shaping educational policies and practices across its member states.

Through various initiatives and programs, particularly in the fields of Education for Democratic Citizenship and Human Rights Education that started in 1997, the Council has sought to provide relevant and meaningful standards and elevate/increase the quality of education across Europe.

Our key instrument in this area is the Charter on EDC/HRE adopted in 2010

The support we have given to education institutions and the influence exerted on national and local policies are testimonies to the Council's dedication to this cause.

Ministers of Education of our 46 member States decided in September to work towards a more integrated and cohesive European educational landscape and launch the process of the establishment by 2027 of a European Space for Citizenship Education through the development of a new legal instrument and notably a Framework Convention.

This groundbreaking proposal stands as a beacon of our commitment to fostering a common approach to citizenship education across Europe.

Its primary aim will be to codify principles that lie at the heart of such education and increase the quality of citizenship education, ensuring that every young European is endowed with a deep understanding of democratic values and civic responsibilities.

The Framework Convention's scope would span the breadth of curricular content, pedagogical methodologies, teacher training, and assessment methods, that should contribute to a European Citizenship Education and an Education for Democracy.

The legal and policy implications of a Framework Convention are profound.

It represents a commitment at the highest level, binding member states to a shared set of objectives and educational standards.

Such a legal framework serves as a catalyst for change, driving nations towards a common goal and ensuring that they (countries) commit to high-quality citizenship education that endures through time. At the heart of this initiative lies the recognition of a fundamental need: a cohesive, legally binding platform that transcends national borders and shares a common approach to citizenship education across Europe.

The Framework Convention is not just a set of guidelines; it is a commitment to a shared vision, a vision where every European nation contributes to and benefits from a high standard of citizenship education. Such a platform ensures consistency and quality, establishing a baseline for all to reach and exceed.

The rationale for a legally binding approach is clear.

In a landscape marked by varying educational policies and practices, a common framework provides a much-needed anchor, a common ground from which all member states can grow. It's about setting a standard that commits countries to not just aspire to but also achieve excellence in citizenship education.

One of the Convention's most significant aspects would be its integrative approach.

Our intention is not to reinvent the wheel but rather consolidate and enhance the plethora of existing educational principles, instruments, and standards developed by the Council of Europe.

This would include the rich legacy of work in areas such as Education for Democratic Citizenship, Human Rights Education, Digital citizenship Education, Gender mainstreaming in Education, Global citizenship Education, Education for sustainable Development, Inclusive and Intercultural Education and the Reference Framework of Competences for Democratic Culture.

Moreover, the Convention would align with broader international educational standards, democratic principles, and human rights principles, ensuring that its implications extend beyond the European context, giving it a global relevance. This strategic alignment not only reinforces the Convention's standing but also enhances its potential impact on a global scale.

Two key instruments will be at the heart of this new initiative.

- the integration of Education for Democratic Citizenship and Human Rights Education. These 2 components are vital for forming informed, responsible, and active citizens. The existing Charter on EDC/HRE sets out clear strategies for implementing these educational components, emphasizing the collaborative role of schools, communities, and governments. It's about transforming academic knowledge into practical action and acts, and civic engagement.

- another cornerstone element would be the Reference Framework of Competences for Democratic Culture. The specific set of competences, such as values, attitudes, skills, and knowledge and critical

understanding, are essential for living and participating in a democratic life and governance. It's about equipping students

not just with knowledge but also with the ability to understand it critically and to apply this knowledge in acting in real-world contexts.

Expanding beyond traditional civic education, the Convention's approach to Education for Democracy encompasses broader aspects such as civic engagement, participation, and experiential learning. It emphasizes creating democratic learning environments within educational institutions, where democratic principles are not only taught but also actively practiced.

The Framework Convention goal would be to foster a common, democratic culture across Europe, where education plays a pivotal role in promoting social cohesion, mutual understanding, and respect for diversity.

It would set out to measure success not just in terms of implementation but also in terms of impact – how well are we preparing our young people to be active, informed, and responsible citizens?

For this purpose an Open learning and Accountability mechanism will be put in place possibly accompanied by a Financial mechanism that would support the practice of citizenship in various contexts.

Monitoring and evaluation are important.

The Council of Europe will propose an accountability of European education systems that is based on providing data about:

- the educational democratic experiences and practices,
- sharing perspectives of Citizenship Education (such as approaches, methods, tools, resources, materials...),
- advancing legislation using democratic principles.

We need to establish robust mechanisms to track progress, assess impact, and make necessary adjustments.

In the heart of Europe's rich complexity lies a set of core values and principles that bind us together – democracy, human rights, the rule of law, and respect for human dignity.

These are not just lofty ideals but the very pillars that uphold our democratic societies.

As we embark on this journey to create a European Space for Citizenship Education, it would be imperative to recognize and reiterate the importance of these shared values. They are what make us uniquely European, transcending national boundaries and linguistic diversities.

In a continent as diverse as ours, these values act as a unifying force, fostering a sense of common purpose and identity. However, aligning these values across different cultures and traditions is not without its challenges. It requires a nuanced approach, one that respects the individuality of each nation/education institution/teacher-professor while steering them towards a common goal.

Our task is to navigate these complexities, to find common ground in our shared values, and to use them as a foundation for building a more cohesive Europe.

By promoting the sharing of best practices and fostering innovation in teaching methods, the framework will enhance the overall authentic educational experience of democracy. It will ensure that citizenship education is not only about understanding democratic institutions but also about active participation and engagement in democratic processes.

One of the most profound impacts of this initiative will be the fostering of a shared European identity, complementing national identities. Through a common framework of values and understanding, young Europeans will develop a sense of belonging to a larger community, grounded in mutual respect, and understanding.

This shared identity is crucial in a world increasingly characterized by global challenges that require collective action.

The emphasis on intercultural understanding and respect for diversity within the framework will help break down barriers and build bridges between different cultures within Europe. Exchange programs and cooperative projects will enable students to experience the richness of Europe's cultural diversity first-hand, promoting solidarity and empathy across national borders.

Perhaps the most critical impact of this unified approach to citizenship education will be the preparation of young Europeans for active participation in democratic life.

The framework would aim to equip learners with the necessary Competences for Democratic Culture (values, attitudes, skills, knowledge and critical understanding) to participate as active citizens in democratic societies. This includes critical thinking, media literacy, and an understanding of democratic processes and responsibilities. Citizenship education in this unified space should go beyond the classroom – it encompasses engagement in community life, fostering a sense of responsibility towards societal issues, and encouraging participation in democratic processes. The aim would be to nurturing a generation of informed, engaged citizens who are ready to contribute positively to their communities and the wider European and global context.

As we look to the future, the first crucial step for the Steering Committee for Education of the Council is to develop a comprehensive and actionable roadmap for

implementing the Framework Convention. This roadmap needs to outline clear timelines, milestones, and responsibilities for all member states. However, it's also essential to recognize the unique contexts of each country. Tailoring the implementation to fit these diverse educational, cultural, and political landscapes will be key to the success of the Convention. Moreover, this is not just a matter of policy – it requires substantial resources. There is a need for adequate funding, educational materials, and skilled professionals to bring this vision to life.

This journey cannot be undertaken in isolation. It calls for a spirit of collaboration and mutual support among all European nations. We need platforms for sharing experiences, discussing challenges, and celebrating successes. This is where developing education policies and practices becomes crucial. While respecting each nation's sovereignty, there needs to be a concerted effort to align educational strategies and objectives.

This year we plan for that purpose to Launch officially a Serie of five Intergovernmental Conferences that would shape the establishment of a European Space of Citizenship Education.

As we reach the conclusion of this presentation, it's essential to reflect on the profound significance of this initiative.; it embodies a collective aspiration for a stronger democratic and cohesive Europe. It's about enhancing the quality of our citizenship education, instilling shared values and principles that resonate with every European citizen.

This Convention is a renewed commitment to democracy, human rights, and the rule of law, ensuring that these aren't just abstract concepts, but lived realities for every European.

In this light, I extend a call to action to everyone present here and beyond. it's a call for unwavering support and active participation in bringing this vision to life.

We must collaborate beyond boundaries, beyond our institutional roles, and with a shared vision. This initiative needs continuous engagement, dialogue, and shared best practices to thrive. It's a collective journey that requires each of us to contribute, to learn, and to grow together.

With this, I thank you all for your attention and invite you to continue this important conversation beyond today, to be the ambassadors of these values and the architects of this new chapter in European education.