ERASMUS+ JEAN MONNET NETWORK

CitEdEV

**Citizenship Education in the
Context of European Values**

INTERNATIONAL CONFERENCE 2022

CITIZENSHIP EDUCATION IN DIVIDED TIMES: BUILDING CONNECTIONS THROUGH VALUES

Prague, May 26-28, 2022

CONFERENCE BOOKLET

INTERNATIONAL ANNUAL CONFERENCE 2022

CITIZENSHIP EDUCATION IN DIVIDED TIMES: BUILDING CONNECTIONS THROUGH VALUES

Prague, May 26-28, 2022

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GENERAL INFORMATION

EVENT & TITLE

CitEdEV Network INTERNATIONAL CONFERENCE 2022
CITIZENSHIP EDUCATION IN DIVIDED TIMES: BUILDING CONNECTIONS THROUGH VALUES

DATE & PLACE

May 26 - 28, 2022, Prague

VENUE

The core venue of our conference is at the **main building of the Faculty of Education** of Charles University.
At the venue there will be a team at your disposal ready to help and guide you.

The address: Charles University - Faculty of Education
(Pedagogická fakulta Univerzity Karlovy)
Magdalény Rettigové 4
CZ-116 39 Prague 1 - New Town

GPS Coordinates: 50°04'47.4"N 14°25'14.0"E

Part of program will take place in the **historical building of Charles University, "Karolinum"**

The address: Charles University
(Univerzita Karlova)
Ovocný trh 560/5
CZ-116 36 Prague 1 - Old Town

GPS Coordinates: 50.0864600N, 14.4235192E

PUBLIC TRANSPORT

The venue is located at above mentioned address and GPS position, in the city center,
just around the corner of the tram station LAZARSKÁ and also next to the "METRO" station NÁRODNÍ TŘÍDA
(an entrance of the elevator).

With the support of the
Erasmus+ Programme
of the European Union

ABOUT THE CONFERENCE

ANNOTATION   The conference is organised by the Jean Monnet Network Citizenship Education in the Context Of European Values: Educational Aspects (CitEdEV), an EU co-funded platform for knowledge sharing and cooperation of experts in the field of citizenship and values education and Children's Identity & Citizenship European Association (CiCea), one of the leading organizations promoting the teaching and research of Citizenship Education in Europe and the rest of the world.

The principal conference theme will explore the issue of citizenship education in divided times as seen through the building of connections through values. Identifying positive mechanisms fostering cohesion has been perceived as a priority in contexts of political polarization and social inequality. An involved citizenry is a step towards building sustainable communities and recognising the importance of values helps deepen these connections. Citizenship education contributes to this by providing practical opportunities to explore identities and conflict.

We welcome papers examining connecting to this theme, including but not limited to:
- How and in what ways citizenship education can encourage young people to relate to, engage with, and participate in their communities in divided times.
- How educators and stakeholders perceive and employ citizenship education to build connections through values, youth identities, and forms of active citizenship.

We are also very keen to receive papers focusing on all other aspects of citizenship education and values from around the world exploring curriculum design, pedagogy, psychology, youth identities, law, human rights, history education, and policy-making.

The conference is supported by the journal *Citizenship Teaching & Learning*. Conference papers of good quality will be referred to the journal for consideration for publication. Our intention is to host an international conference with insights and perspectives from around the world. We welcome individuals and groups (academic associations, professional bodies, charities, NGOs etc.) that represent a wide range of commitment to youth activism, engagement and education.

PARTICIPATION   There are different forms of participation

- A full paper presentation
- Thematic symposium
- Workshop (90 minutes)
- Poster
- Virtual paper

PEOPLE BEHIND THE CONFERENCE

SCIENTIFIC COMMITTEE

Members of the Conference Scientific Committee are leading experts in the concerned field:

Radka Wildová (CZ) – Deputy Minister of Education, Youth and Sport & CitEdEV Chief Academic Coordinator
Andrew Mycock (UK) – CiCea President
Marta Fülöp (HU) – CiCea President Elect
Beata Krzywosz-Rynkiewicz (PL) – CiCea Past President
Monica Oprescu (RO)
Julia Athena Spinthourakis (GR)
Jana Stará (CZ)
Chris Gifford (UK)
Vanja Lozic (SE)
Hugo Verkest (BE)

ORGANIZATION

The organizational team is led by the CitEdEV Network Manager, **Stan Bohacik Bittner**, former vice president of the International Project Management Association (IPMA) in the Czech Republic.
Other members of the CitEdEV International Conference organizing team are:

Stanislav Janeček (CZ)
Sofia Aliaga Bonilla (PE/CZ)
Martin Palkovský (CZ)
Marek Hamšík (CZ)
Barbora Urbančíková (CZ)
Jana Šedá (CZ)
Patrik Pitner (CZ)
Martin Adamec (CZ)

ADVISORS

Advisors and consultants of the organizing team are:

Chris Gifford (UK)
Beata Krzywosz-Rynkiewicz (PL)
Julia Athena Spinthourakis (GR)

KEYNOTES

Keynote speakers of the conference are:

Michaela Šojdrová, MEP and the vice chair of European Parliament Committee on Culture and Education
Márta Fülöp, CiCea President Elect & *Head of Social and Cultural Psychology Department* at Institute for Cognitive Neuroscience and Psychology (Budapest)

PATRON

The conference is under personal patronage of the Minister of Education, Youth and Sport, Petr Gazdík.

INTERNATIONAL ANNUAL CONFERENCE 2022

CITIZENSHIP EDUCATION IN DIVIDED TIMES: BUILDING CONNECTIONS THROUGH VALUES

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ABSTRACTS

conference program draft version

final programme with ISBN number will be placed on our website just after conference

IC 2022 Prague

DAY:	26th MAY	Faculty of Education of Charles University
	ACTIVITY	
13:00	Registration	Vestibule of the Faculty of Education of Charles University
15:00	IC Opening Plenary Master of Ceremony: Martin Palkovský	**Radka Wildova**, Deputy Minister of Education, Youth and Sport **Stan Bohacik Bittner**, CitEdEV Network Manager **Andrew Mycock**, CiCea President **Michal Nedělka**, Dean of the Faculty of Education of Charles University
15:30	Keynote Lecture	**Michaela Šojdrová**, MEP - Committee on Culture and Education
16:30	SESSIONS INTRODUCTION	**Martin Palkovský**, Master of Ceremony
16:40	COFFEEBREAK	
17:00	SYMPOSIAL SESSIONS 1-4	Rooms: AULA, R016, R112, R210
19:00	POSTER SESSION	Room: Hall
19:30	Dinner	

DAY:	27th MAY	Faculty of Education of Charles University
	ACTIVITY	
9:00	SESSIONS 5-8	Rooms: AULA, R016, R112, R210
10:30	COFFEEBREAK	
11:00	SESSIONS 9-12	Rooms: AULA, R016, R112, R210
12:30	LUNCH	
14:00	SESSIONS 13-16	Rooms: AULA, R016, R112, R210
15:30	COFFEEBREAK	
17:00	SESSIONS 17-20	Rooms: AULA, R016, R112, R210
18:30	CLOSING DAY 2	
20:00	Gala Dinner	

DAY:	28th MAY	Charles University historical building "KAROLINUM"
	ACTIVITY	
9:00	PLENARY SESSION ABOUT US	CitEdEV Network introduction & research presentation
10:20	Introduction	**Andrew Mycock**, CiCea President
10:30	Keynote Lecture	**Marta Fülöp**, CiCea President Elect
11:30	IC Closing Plenary Master of Ceremony: Martin Palkovský	**Radka Wildova**, Deputy Minister of Education, Youth and Sport **Stan Bohacik Bittner**, CitEdEV Network Manager **Andrew Mycock**, CiCea President **Michal Nedělka**, Dean of the Faculty of Education of Charles University
12:00	NOON'S SURPRISE	
12:30	FESTIVE GLASS OF WINE	
12:45	FAREWELL LUNCH	
14:00	END OF THE CONFERENCE	

IC 2022 Prague - Sessions 1-4 & POSTER SESSION

SESSION 1 - 4 (SYMPOSIA)

	Name	Title
17:00	Beata Krzywosz-Rynkiewicz	Reconstructing Democracy and Citizenship Education: Lessons from Central and Eastern Europe - symposium concept
17:00	Beata Krzywosz-Rynkiewicz Kerry J. Kennedy	Citizenship in new technology era – Challenges and opportunities - Introduction
17:00	Peter Cunningham	What it means to be on the margins? Approaching marginalities from different perspectives
17:00	Alistair Ross	Young people's Understanding of Political and Social Values

POSTER SESSION

	Name	Title
19:00	Cosmina Simona Lungoci	The Teacher of Foreign Languages - Linguistic and Intercultural Mediator
19:00	Blanka Zemanová	Principles and Themes of Global Development Education in Initial Teacher Training
19:00	Blanka Zemanová	European Union Studies - Jean Monnet Teacher Training
19:00	Roland Trabe	European Union Studies - Jean Monnet Teacher Training
19:00	Andrew Mycock	Civic Learning and the Civic Journey during Transitions to Adulthood

IC 2022 Prague - Sessions 5-8

SESSION 5

	Name	Title
9:00	Betül Yılmaz	Death and humor in terms of teachers and pre-service teachers
9:15	Nicolae Hurduzeu	Tackling sensitive and controversial issues in teaching history
9:30	Asimina Bouchagier	Building connections between students through practices to deal with racism in the school environment
9:45	Eleni Karamanoli	History teaching as a means of cultivating democratic values and consciousness
10:00	Chika Hosoda	Confucian sense of community in Japan: how citizenship teachers conceptualize and reflect it in their teaching.
10:15	Marcel Haagsma	A constructivist approach to cultural identity and democratic citizenship - A case study for International schools and teachers

SESSION 6

	Name	Title
9:00	Karan Vickers-Hulse	How do trainee teachers from minoritised groups in England feel about their training?
9:15	Sanjay Nanwani	Demo-critical Classroom Climates: Inisghts from a Fragile Democratic Context
9:30	Kristi Kõiv	Examining personal and social identity among delinquent male youth
9:45	Kostis Tsioumis	Beliefs and perspectives of majority teachers on the operation of minority school in Greek Thrace
10:00	Michael Katsillis	Educational Equality in Educational Achievement in Greece: Working toward bridging the Ethnicity gap
10:15	Nikos Analytis	The value of diversity: Focusing on the expectations of the university students

SESSION 7

	Name	Title
9:00	Márta Fülöp	Hungarian citizen's perception of cooperation and competition in the society as a result of the Covid-19 pandemic
9:15	Nilüfer Pembecioğlu	Marginalism vs Modernism: Changes In Teacher Work Motivation During The Covid-19 Pandemic
9:30	Linnie Koon Lin Wong	A Comparative Study on Teachers and Principals' Perceptions of Citizenship Education in Time of Stress: Hong Kong Case
9:45	Sun Young Park	How citizenship education contribute to social inclusion after the pandemic
10:00	Monica Oprescu	Social Responsability in Education during the Covid-19 Crisis - Analysis of Policies for Pre-university Education in Romania, Greece and Ukraine
10:15	Marina Cino Pagliarello	Political literacy as a response to Covid-19: The missing link at European and national level

SESSION 8

	Name	Title
9:00		
9:15		
9:30		
9:45		
10:00		
10:15		

IC 2022 Prague - Sessions 9-12

SESSION 9

	Name	Title
11:00	Nikolina Kenig	Ethnocentrism and acceptance of interculturalism in Civic education teachers and future elementary school teachers
11:15	Henry Maitles	Embedding Holocaust education in schools: experiences from Scotland
11:30	Evangelia Papalexatou	Citizenship within Language: English as a Second or Foreign Language within the European Union
11:45	Sinikka Neuhaus	The process of Agency through Theorizing and Practising Citizenship Teaching in Teacher Education - An example from Upper Secondary Teacher Education, Sweden
12:00		
12:15		

SESSION 10

	Name	Title
11:00	Theodora Katsamori	Citizenship Education and hard to reach learners: how to promote values through education
11:15	Eric King-man Chong	How does learning about social justice transform the learning about ethnic minorities and career choices of students in higher education?
11:30	Sanjay Nanwani	Cultivating Democratic Climates in Primary School Classrooms in Colombia: Pastors, Radical Democrats, Semi-Democrats, and Tyrants
11:45	Mariem Jebali	A qualitative Approach to the Acculturation orientation of Arab immigrants in Hungary: the role of labour market competitiveness and cooperativeness
12:00		
12:15		

SESSION 11

	Name	Title
11:00	Marianthi Politou	Socially vulnerable groups and remote learning - The educational process based on the reality of Covid-19 in primary schools in Greece
11:15	Sandra Chistolini	Crisis of values and rethinking of the school in outdoor education
11:30		
11:45		
12:00		
12:15		

SESSION 12 - WORKSHOP

	Name	Title
11:00	Chris Gifford	Coaching for citizenshp
11:15		
11:30		
11:45		
12:00		
12:15		

IC 2022 Prague - Sessions 13-16

SESSION 13

	Name	Title
14:00	Nilüfer Pembecioğlu	Digital Citizenship & Digital Media Literacy: Rights And Responsibilities In The Age Of Cyber Crime
14:15	Nilüfer Pembecioğlu	Media Impact on the Digital Citizenship & Digital Identities in the Age of a Liquid Society and Liquid Gender
14:30	Damlasu Temizel	Values of a Metaverse Classroom: Re-defining Parameters of Inclusion and Equity in Digital Education
14:45	Alonso Escamilla	Online participation as a way to promote digital citizenship education in young Spaniards
15:00	Annamaria Ablonczy-Bugris	Results of an interview series with educators about the pedagogical beliefs on the possibilities of developing student's fact-checking skills
15:15		

SESSION 14

	Name	Title
14:00	Betül Yılmaz	My dream school, my dream teacher: A phenomenological study from children' point of view
14:15	Emilia Wasilewska	The concepts of corporal punishment in the light of retrospection of adult experience (a phenomenographic study)
14:30	Blessing Nkiruka Anioke	Effect of Boko-Haram Insurgency on the Health Status of Internally Displaced Persons in Monguno IDPs Camp, Borno State, Nigeria
14:45	Vanja Lozic	Critical reflexivity and intervening: Dialogical unveiling and transformation of restrictive norms in education
15:00	Zoja Chehlova	Civic self-determination of secondary school students in the context of the development of moral values of personality
15:15		

SESSION 15

	Name	Title
14:00	Sumit Kumar	Enlightened Citizenship: A Gandhian Critique of the Postcolonial Citizen
14:15	Flaminia Stârc-Meclejan	A Seat for Justice for Non-Human Animals at the Table of Dialogue
14:30	Rebecca Baker	The Consequences of Conceptual Constriction for Inclusive Citizenship Education
14:45	Mitsuharu Mizuyama	Shifting values in education and the potential of citizenship education
15:00		
15:15		

SESSION 16 - WORKSHOP

	Name	Title
14:00	Aneta Fodorová	Place - participatory art method for teachers
14:15		
14:30		
14:45		
15:00		
15:15		

IC 2022 Prague - Sessions 17-20

SESSION 17

	Name	Title
17:00	Susana Goncalves	Art From the Margins
17:15	Andrew Peterson	Engaging Pupils in the Civic Lives of Their Communities: The Importance of Local Citizenship
17:30	Emma Hall	Sit down and stand up! Social action and political subjectification among unaccompanied minors in Sweden
17:45		
18:00		
18:15		

SESSION 18

	Name	Title
17:00	Olga Tsaryk	Citizenship Education in teacher education in Austria and Ukraine
17:15	Andreas Brunold	European Identity by German and Spanish Election Posters
17:30	Konstantina Sarri	Foreign students' occupational expectations and their socioeconomic capital
17:45		
18:00		
18:15		

SESSION 19

	Name	Title
17:00	Christina Johnsson	Towards a human right didactic. On a human rights-based approach to higher education pedagogy
17:15	Tuija Kasa	Building connections and countering dehumanization through human rights education in divided times
17:30	Violeta Stratan	Environmental education, a last resort in fighting illegal landfilling in Romania?
17:45		
18:00		
18:15		

SESSION 20

	Name	Title
17:00		
17:15		
17:30		
17:45		
18:00		
18:15		

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SYMPOSIUM

RECONSTRUCTING DEMOCRACY AND CITIZENSHIP EDUCATION: LESSONS FROM CENTRAL AND EASTERN EUROPE

MAIN AUTHOR/S OF SYMPOSIUM

Beata Krzywosz-Rynkiewicz University of Warmia and Mazury in Olsztyn

Kerry J. Kennedy The Education University of Hong Kong

ANNOTATION

The growth of populist politics and nationalism globally suggests a turning point in democratic development and raises a question about the crisis of democracy. Some reports (Democracy Index, 2019; V-Dem, 2018, 2019) reveal significant decreases in democracy indicators in Eastern European countries. It is surprising that the biggest fall in democracy's indicators is noted in countries such as Poland that initiated the pro-democratic movement in the 1980's (referred to as the Solidarity movement) resulting in the collapse of the Berlin wall.

In the symposium we focus on whether young people, who now have now formal civic rights, can influence political systems at both formal and informal levels. We ask the question: What is the perception of the status of democracy and to what extent does it correlate with citizenship activity?

3374 females (57%) and males in early adulthood developmental period (age 18-27) from eight Central and Eastern European countries participated in the research. We compere perspectives of three groups of Eastern European countries with different tradition and history with democracy and citizenship: Central European countries (Poland, Czech, Hungary) that are post-soviet satellites, currently EU members, Baltic countries (Lithuania, Latvia and Estonia) that are post-soviet republics, currently EU members and post-soviet republics (Ukraine, Moldova) that have been under Russia influence for and now are building towards independence. These countries differ in the status given to democracy, citizenship action traditions and education. At the same time, they have experienced recent turbulence related to democracy and different kinds of young people's action. Comparing them can lead to conclusions about omissions made in current citizenship education and learning that can be made by better understanding what has happened in different countries experiences with citizenship education.

DEMOCRACY STATUS AND CITIZENSHIP ACTIVITY AMONG YOUNG EUROPEANS: LESSON FROM EASTERN AND CENTRAL EUROPE

PART OF SYMPOSIUM

RECONSTRUCTING DEMOCRACY AND CITIZENSHIP EDUCATION:
LESSONS FROM CENTRAL AND EASTERN EUROPE

AUTHOR/S

Beata Krzywosz-Rynkiewicz University of Warmia and Mazury in Olsztyn

ABSTRACT

In this presentation we describes the democratic experiences and aspirations of Eastern and Central European countries in the context of young adults' citizenship activity. Based on data collected from 3374 females (57%) and males in early adulthood developmental period (age 18-27) we addressed three research questions: (1) Do young people observe changes in the status of democracy in their countries and to what extent? (2) To what extent are young people engaged in civic activities? (3) Are young people's perceptions of democracy status associated with their citizenship activity? Comparisons between three groups of Eastern European countries with different traditions and history of democracy and citizenship are presented: (1) Visegrad countries that are post-soviet satellites and currently European Union (EU) members, (2) Baltic countries that are post-soviet republics, and currently EU members and (3) Black Sea countries that were post-soviet republics under Russian influence and are now independent.

The results indicated that young citizens' perceptions of democracy status in Central-Eastern European countries is consistent with the findings of international reports. The Baltic states appear to be the most stable democracies among countries depended on Soviet Union in 20th century. Many young people in these countries have active citizenship profiles, with a predominance of activists and protesting patriots. Young people are relatively optimistic about the status of democracy in the Black Sea countries and want to be involved in politics and personal development that increases their economic independence. The Visegrad states appear to be in the most difficult situation where young people are aware of the processes of democracy decline, but unwilling to accept them. They are disillusioned with politics and more inclined to act for change through protests than conventional political activity.

SYMPOSIAL PAPER

DESCRIPTIVE ANALYSIS OF ESTONIAN YOUNG ADULTS' EVALUATION OF DEMOCRACY AND CITIZENSHIP ENGAGEMENT

PART OF SYMPOSIUM

RECONSTRUCTING DEMOCRACY AND CITIZENSHIP EDUCATION:
LESSONS FROM CENTRAL AND EASTERN EUROPE

AUTHOR/S

Kristi Koiv University of Tartu

ABSTRACT

The social, political, economic, and demographic characteristics of democratic, European-oriented Estonian society provide a context in which the research question was evoked – how do Estonian young adults construct their citizenship behaviour and perceive the democracy indicators? This was the question guiding the descriptive research reported among Estonian (N=384) university students aged 18-30 years old and will provide the context against which the research results can be understood and interpreted. Estonian respondents generally perceived stabile general status of democracy in their country and were largely focused on semi-active (loyalty to laws and rules) and passive (national identity and patriotism) citizenship activities but were reluctant to engage in political or conventional citizenship activities with predominance of being more personally oriented, which highlights the importance of a social action approach to the citizenship across different educational and social contexts.

SYMPOSIAL PAPER

CITIZENSHIP ACTIVITY OF YOUNG UKRAINIANS – DEMOCRACY AND HUMAN RIGHTS CHALLENGES

PART OF SYMPOSIUM

RECONSTRUCTING DEMOCRACY AND CITIZENSHIP EDUCATION:
LESSONS FROM CENTRAL AND EASTERN EUROPE

AUTHOR/S

Irina Bondarevskaya Center for Personal and Social Transformations

ABSTRACT

The violation of human rights and democracy principles were followed by successive revolutions and loss of control over territories in Ukraine. Neither of the revolutions were successful in achieving deep democratic systemic changes which would induce sustainable development for the country. Citizenship education is considered a powerful tool for changing the understanding of social and political processes among young people by forming their citizenship values, attitudes and citizenship behavior. In order to identify young people's perceptions of the status democracy and citizenship activity a survey was conducted in the middle of 2019 with 405 students in Kryvyi Rih. Participants were both full-time students and extramural students. Analysis revealed that for some students there were perceptions concerning the decline of the status of democracy along with a readiness to protest. For others, there was a perception that there was a decline in the status of democracy but linked to higher loyalty to the state, respect for civic virtues and focus on personal development. Relationship between democracy perception and citizenship activity according to age and gender revealed by empirical study should be taken into consideration by teachers and policy maker in citizenship education curricula improvement.

DEMOCRACY'S FUTURE IN CENTRAL AND EASTERN EUROPE – BUILDING, COALITIONS, ENHANCING AGENCY

RECONSTRUCTING DEMOCRACY AND CITIZENSHIP EDUCATION:
LESSONS FROM CENTRAL AND EASTERN EUROPE

AUTHOR/S

Kerry J. Kennedy The Education University of Hong Kong

ABSTRACT

A reflection on the results of the studies reported in the symposium will be presented. We focus on the idea of Europeanisation/de-Europeanisation and identifies new ways of thinking about the construct. It then explores the contexts that influence "freedom's children" and the extent to which this can be a constraining factor on citizenship action. In terms of that action, multiple ways of conceiving it are discussed including those that demonstrate possibilities for citizenship engagement. Finally, the role of citizenship education is discussed and the possibilities for the future are canvassed. While it is recognized that structures will always be a constraining influence on civic action, the possibilities for agency are highlighted, especially as they might be capable of building coalitions for democratic development.

SYMPOSIUM

CITIZENSHIP IN NEW TECHNOLOGY ERA – CHALLENGES AND OPPORTUNITIES

MAIN AUTHOR/S OF SYMPOSIUM

Beata Krzywosz-Rynkiewicz University of Warmia and Mazury in Olsztyn

ANNOTATION

The development of new technologies blurs the line between reality and the virtual world. Young people learn to participate in social life by using modern technologies for everyday activities such as work, building interpersonal relationships, and daily communication (Mossberger et al., 2008; Collin, 2015; Dobson and Bell, 2005). Similar patterns apply to civic activities as well. Numerous studies confirm that today's youth avoid politics in real life and are 'politically turned off'. Their civic socialization takes place online developing alternative approaches to political engagement (Loader, 2007). It seems that modern technology is revolutionizing the relationship between the state and the individual by creating new concepts and perhaps new models of citizenship. During the symposium, representatives of various disciplines - psychologists, educators, economists - will present the current state of research on the citizenship of young people in the context of new technologies, in relation to: identity, social relationships, educational, developmental and economic conditions. The most recent findings as well as perspectives for future research will be presented.

SYMPOSIAL PAPER

APPROACHES TO DIGITAL CITIZENSHIP THROUGH EDUCATION

PART OF SYMPOSIUM

CITIZENSHIP IN NEW TECHNOLOGY ERA – CHALLENGES AND OPPORTUNITIES

AUTHOR/S

Verity Jones University of the West of England

ABSTRACT

Becker (2019) notes that a digital citizen is predominantly seen as 'an autonomous user with a stable personal identity who acquires certain competences that allow him / her to actively control the digital environment as a merely passive tool for self-enactment' p167. As such the user has agency to act. Mattson (2016) notes that much curricula in schools relating to digital citizenship is designed through a deficit model. That is to say, assumptions are made that young learners are approaching the use of technology with ill intent and that lessons will correct wrong-doing. Mattson (2016) also notes that a number of curricula utilize 'technologies of governmentality' intended to mould and shape users online behaviour until it mirrors typically acceptable offline behaviour. In this sense, the curricula focusses on shaping behaviour and reinforcing traditional power structures (between youth and adult). This presentation will explore how education has been used to enact digital citizenship and begin to consider the challenges and opportunities young people have in developing a critical awareness of the interdependence between their personal identity and digital environment.

SYMPOSIAL PAPER

SOCIAL MEDIA – THEIR IMPORTANCE FOR IDENTITY AND DIGITAL CITIZENSHIP

PART OF SYMPOSIUM

CITIZENSHIP IN NEW TECHNOLOGY ERA – CHALLENGES AND OPPORTUNITIES

AUTHOR/S

Martyna Kotyśko University of Warmia and Mazury in Olsztyn

ABSTRACT

Development, seen as a psychological phenomenon, is currently taking place in the company of new technologies, and is not without significance for the formation of identity, treated as a relatively fixed property of the individual reflecting what is most characteristic of him/her (Pilarska, 2012). Digital citizenship includes three areas: being online, well-being online and rights online. In the well-being area one of its aspects concerns the e-presence, which refers to presenting content about oneself and doing so in an informed and considerate manner (Richardson, Milovidov, 2019). The main bridge between the issue of e-presence (as an element of digital citizenship) and identity is social media. It is the primary space for presenting information about oneself in the virtual world and contributes to shaping a sense of identity. According to Wise and O'Byrne (2015), in social media we can create a virtual identity similar or different to our offline identity or refrain from creating a virtual identity. The presentation aims to analyse the role of social media in the process of identity formation - both online and offline and to present ways to support young people in creating their own image online.

SYMPOSIAL PAPER

DIGITAL CITIZENSHIP – SOCIO-ECONOMIC PERSPECTIVE

PART OF SYMPOSIUM

CITIZENSHIP IN NEW TECHNOLOGY ERA – CHALLENGES AND OPPORTUNITIES

AUTHOR/S

Marcin Kowalczyk University of Warmia and Mazury in Olsztyn

ABSTRACT

The term "Cyber State" has been formulated by Anoosh W. Khan to refer to an imagined virtual space replacing actually existing, physical state structures. Khan refers to the concept of "heterotopia", proposed in 1975 by the French philosopher Michel Foucault and associated with post-structuralism and postmodernism; the concept of "heterotopia" is supposed to refer to the assumption of the role of the real world by an imaginary entity. This concept, in a transformed form, was popularised in the following decades as 'cyberspace'.

In the presentation with regard to future citizens, we will focus on both the above-mentioned concepts of alternative virtual entities. The concepts concerning the digital divide (van Diijk, 2014, Licklider, 1990) informational city (Castells, 2011) and digital inclusion will be presented. Other economic and demographic factors (such as GDP per capita, unemployment rate, median age, gender distribution etc.) contributing to the degree of digital civic participation of adolescents and young adults, that should be taken into consideration, when discussing digital and virtual citizenship will be discussed.

SYMPOSIUM

WHAT IT MEANS TO BE ON THE MARGINS? APPROACHING MARGINALITIES FROM DIFFERENT PERSPECTIVES II

MAIN AUTHOR/S OF SYMPOSIUM
Peter Cunningham London Metropolitan University

ANNOTATION

This symposium is dedicated to present different contributions carried out by a group of researchers from the Escola Superior de Educação de Coimbra, Aristotle University of Thessaloniki, Istanbul University, University of Patras, London Metropolitan University, University of Timişoara, and Universidad Autónoma de Madrid to the study of marginality from different approaches such as art, education and community activism.

It is one of two linked symposiums that aim is to explore what it means to be on the margins, starting from a redefinition of what marginality means, through the analysis of the relationship between marginality, violence, positioning, resistance, political action and education.

The papers presented are part of our interdisciplinary research work (WG8) on "Youth on the margins".

This symposium consists of the following papers:

1. Marginalism vs Modernism: Changes In Teacher Work Motivation During The Covid-19 Pandemic. Nilüfer Pembecioğlu. Istanbul University

2. Refugee youth's integration in Europe. Raluca Colojoară, University of Timişoara

3. On the margins: Remarks on diversity and the social effects of the Greek crisis continuum. Ioannis Kamarianos, Julia A. Spinthourakis, University of Patras

SYMPOSIAL PAPER

ART FROM THE MARGINS

PART OF SYMPOSIUM

WHAT IT MEANS TO BE ON THE MARGINS? APPROACHING MARGINALITIES FROM DIFFERENT PERSPECTIVES I

AUTHOR/S

Susana Gonçalves Escola Superior de Educação de Coimbra

ABSTRACT

This paper is part of the WG 8:"Young citizens on the margins" activity and it discusses the importance of art as a social action and manifestation of youth activism by a society organized based on criteria of justice and social cohesion. Various examples of artistic collectives and individual works in various fields of contemporary art will be presented and analysed, which attest to the value of art as an instrument of art and voice of young people from the margins.

SYMPOSIAL PAPER

LEARNING CAÑADA REAL: MARGINALITY, RESISTANCE AND SOCIAL JUSTICE

PART OF SYMPOSIUM

WHAT IT MEANS TO BE ON THE MARGINS? APPROACHING MARGINALITIES FROM DIFFERENT PERSPECTIVES I

AUTHOR/S

Liliana Jacott Universidad Autónoma de Madrid

Liliana Jacott Universidad Autónoma de Madrid

Peter Cunningham London Metropolitan University

ABSTRACT

Cañada Real is often described as Europe's largest shanty town. Informal settlement along an old drovers trail on the outskirts of Madrid, started in the 1950's, gained momentum in the 1960s with immigration from depressed rural parts of Spain, and in more recent times has attracted migrants from further afield, notably Morocco, Latin America and eastern Europe. The settlement has always had a sizable traveller - Roma and gypsy population. Cañada Real has pockets of extreme deprivation, alongside more affluent sectors. What unites the place and its people is its quasi-legal status and its exclusion from state infrastructure, services and institutional representation. In October 2020, electricity supply was cut, affecting an estimated 1800 children, a situation that, according to UN special rapporteurs "… not only violates these children's right to adequate housing, it is having a very serious effect on their rights to health, food, water, sanitation and education."

Working closely with community activists and local politicians based in Cañada Real, UAM has initiated a number of activities, including orientating an MA module on Human Development and Social Justice to have specific focus on Cañada Real. The MA attracts students from teaching, social work, and social pedagogy backgrounds, and Cañada Real not only offers students a catalyst for developing and applying theoretical understanding with regard to social justice, but also a site for professional practice in community development.

This paper presents an analysis of different conceptions of Cañada Real's marginalisation that have been articulated by MA students and community activists. Data includes written reflections on marginalisation in Cañada Real by the students, and transcripts of what community activists said about Cañada Real in an on-line round table discussion with academics. The paper identifies commonalities and points of divergence in conceptions of marginality, and considers the pedagogical implications of this for both course development and praxis within the community.

SYMPOSIAL PAPER

YOUTH MARGINALIZATION, POLITICAL VIOLENCE & EDUCATION: SOME CRITICAL REMARKS

PART OF SYMPOSIUM

WHAT IT MEANS TO BE ON THE MARGINS? APPROACHING MARGINALITIES FROM DIFFERENT PERSPECTIVES I

AUTHOR/S

Dimitris T. Zachos Aristotle University of Thessaloniki

Maria Patsikouridi Aristotle University of Thessaloniki

ABSTRACT

Violence and extremism are serious problems that know no borders. In the economically developed countries of the West, these problems are related to social, political and ideological developments, since the far right has succeeded in shifting the political focus from issues of equality and social justice to those of security. So, the governments of Western countries spend a lot of money on dealing with violence.

In the social sciences, many researchers are trying to answer the question of the reasons and motivations of people who, while living in rich countries or / and have a good standard of living, support violent or extremist agendas. From the work of these researchers, it seems that political violence is related to structural factors such as such as poverty, social exclusion, and poor education. Political violence is also associated with cultural differences and identity.

Young, marginalized people are most at risk. Marginalization results from poverty, racism and social exclusion, factors that fuel those youngsters with frustration and the need to find an ultimate purpose.

What is the relationship between education and political violence? The theoretical research we propose will attempt to explore ways education can prevent extremism. Many papers show that education (staying in school, successful educational path) contributes to the mitigation of political violence. On the other side, students who fail educationally are categorized, labeled, and excluded from society, thus making them more vulnerable to speech and acts of hatred and violence. We suggest that schools can play an important role if they do not contribute to the maintenance of social divisions (tracking) and group identities (ethnic and religious schools).

SYMPOSIAL PAPER

MARGINALISM VS MODERNISM: CHANGES IN TEACHER WORK MOTIVATION DURING THE COVID-19 PANDEMIC

PART OF SYMPOSIUM

WHAT IT MEANS TO BE ON THE MARGINS? APPROACHING MARGINALITIES FROM DIFFERENT PERSPECTIVES II

AUTHOR/S

Nilüfer Pembecioğlu Istanbul University

ABSTRACT

Teachers are part of a group that is at the frontier of the forces that shape society's development, change, and structuring. Even though they got equivalent schooling, the members of this group, which has the longest and most intense interaction with children and is thought to have the most influence on students, do not have the same structure and understanding as if they came out of the same factory. Up to the previous decade, some teachers were classified as "marginal" because they were fresh and open to new ideas, while others were loyal to conventional educational practices. Today, with their technical equipment, and media use, some of these young instructors have become the most valuable experts of the epidemic period due to their technical skills, mobility, accessibility, availability, and creativity. Yet, the others, not changing their old habits, teaching methodology couldn't change as much as the conditions required thus they began to be seen as "marginals". This shift in definitions of the marginalized teachers caused another shift in their motivation as well. The global outbreak of the COVID-19 pandemic in the world has profoundly changed almost all areas of life. Teachers' motivation in this process has been harmed by the hasty and unprepared shift to the new process with the mandated distant learning process of the Covid-19 epidemic. Whereas, work motivation refers to a person's readiness to put forth a significant amount of work in order to attain organizational objectives, negative shifts in teacher motivation can have far-reaching effects on students, society, and the country.

The goal of this study is to identify and determine the changes in work motivation of teachers who teach during the Covid-19 pandemic's mandatory distance learning process, as well as the factors that negatively affect teachers' motivation during this process.

This study used a mixed technique approach to collect both qualitative and quantitative data from teachers, aiming to find out how the teachers were affected by this process of shift in educational goals and identify the variables that negatively impact them. These data will help to improve the process for them, subsequently for the students and the whole system of education.

In the quantitative portion of the study, 372 instructors took part in the survey; in the qualitative portion, 15 teachers, including experienced teachers, school administrators, and academicians, took part. Due to the influence of the global epidemic, Covid-19, only the online survey technique and the convenience sampling method were employed in the application of the survey, which was used as a data collection tool in the

research. Following that, the obtained results were assessed through focus group interviews with the working group. The individual interviews were conducted using a semi-structured interview form.

The data proves that the fact that teachers relocated away from their pupils, increased stress at work, decreased connections between colleagues, and the care not only of the student but also of his family influenced the teachers' motivation in this process. The old-fashioned and marginalized teachers may not feel like teachers prior to the epidemic for a variety of reasons, including the abrupt change to distant learning and the abrupt disruption of many routines, as well as the deterioration of relationships with students. Thus, it also proves that student and teacher interaction is accepted as a source of motivation in teaching.

REFUGEE YOUTH'S INTEGRATION IN EUROPE

AUTHOR/S

Raluca Colojoară West University of Timișoara

ABSTRACT

The current situations around the world have forced millions of people to seek refuge and ask for asylum in different parts of the world. Taking this in account and the current pandemic the countries receiving asylum have faced a new great challenge.

As many of those seeking asylum and refuge are of young age these do not only need housing, food and clothing but also education. Their integration in the new society either for long or short term, has to be done by schooling those of under the age of 18/19. Giving them access to education is a tough challenge for the receiving country, but not as tough as it is for the youngsters trying to receive some.

The current article will focus on the legislative base in the European Union and in some European countries as well as the implementation of the legislative requirements on this subject. As a focus point we will keep the EU legislation but will present a brief case study of Romania. As such the study will focus on what is required and what is being done as well as on the needs of the society to integrate the young population at focus for this article.

SYMPOSIUM

YOUNG PEOPLE'S UNDERSTANDING OF POLITICAL AND SOCIAL VALUES

MAIN AUTHOR/S OF SYMPOSIUM

Alistair Ross London Metropolitan University

ANNOTATION

This symposium will set out a number of initial findings from the Jean Monnet CitEdEV Network's research working group's work, and some suggestions for the implications for teacher education and school education to enhance young people's further understanding of European Values. (For the Network members who had the Interim Report findings last November, the data presented in the symposium is both updated and in many respects new.)

This symposium is based on a body of research with some 2000 young people (10 to 21 years old) who were involved in small (c 6) deliberative discussions about the nature of their identification with their country and with Europe. Discussions were held in 29 European countries, and in a wide variety of settlements within each country. The 300+ discussions comprise a body of some 1.2 million words of very loosely constructed discussions around these themes, in the course of which various social and political values were often introduced. This project has closely analysed where the discussions raise values that are aligned to the Council of Europe's and the European Union's definitions of 'European Values', looking particularly at the examples given by young people, and the context in which they were given. Together, they give an indication of which values are discussed, how often, and under what conditions, and this is analysed against a range of demographic variables (country of residence, family country of origin, gender, age, parental occupation, size of settlement). This provides potentially indicative approaches and points of focus for pedagogic practice in schools, further and higher education.

SYMPOSIAL PAPER

A BRIEF INTRODUCTION TO THE PROJECT AND THE DATA

PART OF SYMPOSIUM

YOUNG PEOPLE'S UNDERSTANDING OF POLITICAL AND SOCIAL VALUES

AUTHOR/S

Alistair Ross London Metropolitan University (Emeritus, retired)

Tom Loughran Liverpool and Huddersfield Universities

ABSTRACT

An explanation and discussion of the deliberative discussion group data that has been analysed, followed by some comments on the nature of 'European Values'.

This paper describes how we analysed how discussions develop about particular values, and the contexts, examples, and contingent conditions shaped these. The data suggests that young people focus discussion an (a) recent and current events, locally and in the media; and (b) events that are primarily about perceived injustices and inequalities. Values that are set out by the Council of Europe and the European Union/Commission are discussed largely in terms of contemporary examples of disruption/non-compliance, rather than as absolute principles. Reflecting on behaviours around values in other parts of the world tends to increase the salience of local (state and European) values.

MINORITIES AND VALUES

YOUNG PEOPLE'S UNDERSTANDING OF POLITICAL AND SOCIAL VALUES

AUTHOR/S

Nanny Hartsmar Lund University

Julie Spinthourakis University of Patras

ABSTRACT

1 The values expressed that are antithetical to European values

This refers to the broad comments by writers and commentators such as Eric Besson, whose French Immigration Bill (2010)l called for immigrants who want French nationality to adhere "to the essential principles and values of the republic" and requires people to sign a "charter of the rights and duties of the French citizen'; Thilo Sarrazin, whose 2018 book was entitled "(Hostile Takeover: How Islam Impedes Progress and Threatens Society"; and Douglas Murray has published works such as Islamophilia: A Very Metropolitan Malady ,(2017) and The Strange Death of Europe: Immigration, Identity Islam.

2 The details on the structure of research respondents, data collection, rtc

These are all given in the introduction to the symposium:

"This symposium is based on a body of research with some 2000 young people (10 to 21 years old) who were involved in small (c 6) deliberative discussions about the nature of their identification with their country and with Europe. Discussions were held in 29 European countries, and in a wide variety of settlements within each country. The 300+ discussions comprise a body of some 1.2 million words of very loosely constructed discussions around these themes, in the course of which various social and political values were often introduced. This project has closely analysed where the discussions raise values that are aligned to the Council of Europe's and the European Union's definitions of 'European Values', looking particularly at the examples given by young people, and the context in which they were given."

SYMPOSIAL PAPER

HOW CAN EUROPEAN VALUES BE INTERPRETED BY COMPARING THEM TO INTERNATIONAL INDICES?

PART OF SYMPOSIUM
YOUNG PEOPLE'S UNDERSTANDING OF POLITICAL AND SOCIAL VALUES

AUTHOR/S

Andreas Brunold University of Ausburg

Sandra Chistolini University of Rome Tre

Alistair Ross

London Metropolitan University

ABSTRACT

European Values like Freedom, Human Dignity, Solidarity, Democracy, the Rule of Law and other Values are seen differently by young people in various regions of Europe. International and well known indices like the Transparency International Corruption, the GINI-Index, Freedom House, the Human Development-Index (HDI) and Eurobarometer track and analyse these data, and help to structure and define these values in a comparative manner. Here we look at these data and relate them to the analyses of the views and comments of the young people we have analysed.

SYMPOSIAL PAPER

PRIORITIES IN DEVELOPING VALUES EDUCATION IN THE REGIONS OF EUROPE

PART OF SYMPOSIUM

YOUNG PEOPLE'S UNDERSTANDING OF POLITICAL AND SOCIAL VALUES

AUTHOR/S

Thiago Freires Univerisity of Porto

Fatima Pereira University of Porto

Leanete Dotta Universirt of Porto

Sandra Chistolini Roma Tre University

ABSTRACT

Acknowledging that young people in different broad regions of Europe appear to discuss different values (human dignity, freedom, solidarity, equality, etc.), this paper focuses on the southern Europe countries (Portugal, Spain, Italy and Cyprus) case, resourcing on a body of research with some 2000 young people (10 to 21 years old) who were involved in small (c 6) deliberative discussions about the nature of their identification with their country and with Europe, as provided by Working Group 1 of Jean Monnet CitEdEV Network. Data were collected in 29 European countries, and in a wide variety of settlements within each country. Specifically, we resource on the results concerning the participation of 378 young people from southern countries. A brief framing of citizenship education in the targeted countries is set out (Castellví-Mata & González-Monfort, 2020; Chistolini et al., 2018; Ribeiro et al, 2014), with discussion on specifics of referenced values by young people being supported by social and cultural aspects. Considering the observed variations (e.g., predominance of values related to solidarity, freedom and democracy), we make some tentative suggestions as to what might underly these, and the implications for future values education.

Castellví-Mata, J.; & González-Monfort, N. (2020). Educação para uma cidadania crítica na Espanha: Mudanças e continuidades. Revista Espaço do Currículo, 13(2), 166–175. https://doi.org/10.22478/ufpb.1983-1579.2020v13n2.51512

Chistolini, S., Lastrucci, E., & Porcarelli A. (2018). Giovani europei e cittadinanza. Lo studio sugli adolescenti italiani nel contesto della ricerca internazionale sull'identità politica. Lecce: Pensa Multimedia.

Ribeiro, N., Neves, T., & Menezes, I. (2014). Educação para a Cidadania em Portugal: contributos para analisar a sua evolução no currículo escolar português. Currículo sem fronteiras, 14(3), 12-31.

SYMPOSIAL PAPER

WHAT DOES THIS MEAN FOR EDUCATORS?

PART OF SYMPOSIUM

YOUNG PEOPLE'S UNDERSTANDING OF POLITICAL AND SOCIAL VALUES

AUTHOR/S

Nanny Hartsmar Lund University

Bodil Lillefors-Persson University of Malmo

Alistair Ross London Metropolitan University

Juliana Lopes Charles University

ABSTRACT

The focus of this study has been on free deliberative discussions about political and social culture and values – of the state, and of 'Europe'. Young people appear to want to focus on current issues of what they see as injustices, and most say they not enjoy expositions on long-established rights and values. In the current context, approaching controversial topics in educational settings is an urgent issue to promote democratic values, but is a challenge for teachers (Sætra, 2021). Young people complain that they do not (or are not allowed) to discuss these issues in schools/colleges, and that they would like opportunities to do so. Teachers face challenges both regarding pedagogical issues and societal reactions when discussing politics, gender, sexuality, among other topics (Pace, 2021). Tools and approaches for discussing controversial issues, benefiting students and society are addressed by both these authors. Educational settings should promote knowledge production processes that go beyond established curriculum and promote an active environment in which students develop tools to critically understand the world and transform it (Freire, 2005). Based on our research, we strongly suggest teachers and educational systems promote pedagogical activities in which students discuss and produce collective knowledge on topics that are less addressed, such as democratic processes and the rule of law. Other topics, such as gender equalities and LGBT rights were often addressed mainly by young women and, therefore, should be discussed with young men.

Freire, Paulo (2005). Pedagogy of the oppressed. London: Continuum.

Pace, Judith (2021). How Can Educators Prepare for Teaching Controversial Issues? Cross-National Lessons, Social Education, 85(4), 228–233. https://www.socialstudies.org/social-education/85/4/how-can-educators-prepare-teaching-controversial-issues-cross-national

Sætra, Emil (2021) Discussing Controversial Issues in the Classroom: Elements of Good Practice, Scandinavian Journal of Educational Research, 65(2), 345- 357. 357. www.doi.org/10.1080/00313831.2019.1705897

SYMPOSIAL PAPER

PRIORITIES IN DEVELOPING VALUES EDUCATION IN THE REGIONS OF EUROPE: THE CASE OF CIVIC EDUCATION IN ITALY

PART OF SYMPOSIUM
YOUNG PEOPLE'S UNDERSTANDING OF POLITICAL AND SOCIAL VALUES

AUTHOR/S

Sandra Chistolini Roma Tre University

Thiago Freires University of Porto

Fátima Pereira University of Porto

Leanete Dotta University of Porto

ABSTRACT

Young people in different broad regions of Europe appear to discuss values very important for our common existence. This paper sets out some of the values analysing the status of the question on civic education in Italian school and the problem of teacher preparation in the political education of young people. The reflection is part of the wider research conducted by the CitEdEV Working Group 1 interested in studying Knowledge and attitudes of young people about civil society, citizenship, and European values, and it belongs to the Symposium Young people's Understanding of Political and Social Values. The symposium is based on a selection of research conducted with some 2000 young people (10 to 21 years old) who were involved in small focus groups to discuss about the nature of their identification with their country and with Europe. Discussions were held in 29 European countries, including a sample of Italy with groups of different geographical area of the country, respecting North, Centre, and South. The discussions were constructed around themes related to civic, citizenship, European values, also considering social and political values. Reading the transcripts collected in several countries allowed us to define how concepts of democracy, human rights, freedom are constructed in the mind of young people. The inhomogeneity of Europe depends on cultural background, and on social and political factors which influence the adolescents. The results underline the impact of European values in the Southern countries in which solidarity and human rights in general seems to have a critical position compared with other areas of Europe. It is necessary to focalising the case of Italy investigating around the content of school curriculum and the teacher education in providing civic competences. The new Italian national law (2019) identifies the compulsory teaching of civic education as transversal subject that develops knowledge and understanding of the social, economic, legal, civic, and environmental structures and profiles of the society. The evident gap between the empirical data and the structured curriculum invites to pay more attention in promoting school projects and practice aim to educate according to European values.

INTERNATIONAL ANNUAL CONFERENCE 2022

CITIZENSHIP EDUCATION IN DIVIDED TIMES: BUILDING CONNECTIONS THROUGH VALUES

Prague, May 26-28, 2022

ABSTRACTS

SYMPOSIA

PAPERS

POSTERS

WORKSHOPS

With the support of the Erasmus+ Programme of the European Union

TITLE

HOW DO TRAINEE TEACHERS FROM MINORITISED GROUPS IN ENGLAND FEEL ABOUT THEIR TRAINING?

TYPE OF PRESENTATION
Paper

AUTHORS

Karan Vickers-Hulse University of the West of England Bristol

Sarah Whitehouse University of the West of England Bristol

KEYWORDS

case study, trainee teachers, diversity, inclusion, education

ABSTRACT

This research focuses on the findings of a case study conducted with a group of trainee teachers from minoritised communities in a Higher Education institution in the South West of England. It explores the experiences and opinions of a small group of trainees from minoritised groups (Black, Asian, Disabled, Neurodivergent and LGBTQ+) studying on teacher training courses within the institution. The 2017 Runnymede Report entitled: 'Bristol - a divided city?' remarks that the ethnocentric frameworks for learning coerce schools towards normalcy bias against positive representation and that there is a strong need in Bristol to design a curriculum with the explicit themes of equality, diversity and inclusion as teachers tend to avoid abyssal-thinking and so adopt epistemic blindness (Marn, 2017). The report highlighted that Bristol, England had fewer teachers from diverse groups (in particularly those from the global majority) than other cities of the same demographic and that educational and employment outcomes for pupils is wider in Bristol than any other city in the UK (Runnymede, 2017). There is growing demand for change, as evidenced by the recent events in Bristol such as the toppling of the statue of the controversial figure Colston; nationally due to the lack of teachers from minoritised groups and internationally with regards to the activist movements of Black Lives Matter. This research is part of a longer-term study where the outcomes will impact on future communities of trainee teachers; partnership schools and wider stakeholders in Bristol and beyond. This presentation is a summary of the findings from the research, recommendations for practice and policy and an exploration of future research projects.

TITLE

ART FROM THE MARGINS

TYPE OF PRESENTATION
Paper

AUTHORS
Susana Goncalves Polytechnic of Coimbra

KEYWORDS
youth, art, inclusion, community, activism

ABSTRACT
The paper is part of the WG 8:"Young citizens on the margins" activity and it discusses the importance of art as a social action and manifestation of youth activism by a society organized based on criteria of justice and social cohesion.
Various examples of artistic collectives and individual works in various fields of contemporary art will be presented and analyzed, which attest to the value of art as an instrument of art and voice of young people from the margins.

TITLE

DEATH AND HUMOR IN TERMS OF TEACHERS AND PRE-SERVICE TEACHERS

TYPE OF PRESENTATION
Paper

AUTHORS

Betül Yılmaz Tokat Gaziosmanpaşa University

Nuran Tuncer Tokat Gaziosmanpaşa Üniversitesi

KEYWORDS
sense of humor, attitude toward death, teacher, education

ABSTRACT

Teachers are the milestones to shape children's perceptions toward school, teacher and education. Therefore, the way that teachers prefer in their teaching, classroom management or communication becomes crucial for education. Even if teachers' professional development has effect on their preferences on their teaching, their personality, beliefs and attitudes also gains importance. As a result, the aim of the study is to discover teachers' and preservice teachers' sense of humor and attitude toward death in terms of several variables such as age, year of experience, gender and major. To reach this aim, correlational research method among quantitative research designs were used in the study. To collect data, 421 teachers and 287 preservice teachers are included in the study. The data is collected via online survey tool and it transferred to computer environment and analyzed by using SPSS. As a result of the data analysis, it has been found that age is positively correlated with sense of humor whereas it is negatively correlated with attitude toward death. Also, gender is found negatively correlated with sense of humor, but there is no correlation between gender and attitude toward death. Similarly, there is negative correlation between major and sense of humor whereas no correlation between major and attitude toward death was found. Finally, the data were collected from both teachers and pre-school teachers. Thus, a there is no correlation on sense of humor and attitude toward death with. The discussion related to findings with related literature will be provided in the congress.

TITLE

MY DREAM SCHOOL, MY DREAM TEACHER: A PHENOMENOLOGICAL STUDY FROM CHILDREN' POINT OF VIEW

TYPE OF PRESENTATION
Paper

AUTHORS

Betül Yılmaz Tokat Gaziosmanpaşa Üniversitesi

Nuran Tuncer Tokat Gaziosmanpaşa Üniversitesi

KEYWORDS

early childood, school, teacher, child, children's dream

ABSTRACT

Pre-school education institutions are places in which children have their initial experiences related to school, and because teachers that are working in those institutions are the first teachers that the children meet, they have an especial importance for both children and parents. These initial relationship with the school and teacher plays a serious role in determining their perspective on school throughout their continuing education life. For this reason, it is thought that knowing what kind of school environment and what kind of teacher children imagine can be an important indicator in structuring the schools of the future, as well as guiding the teachers in planning their educational environments. Therefore, the current study aims to determine what kind of school and teacher children dream of. The study was carried out with the phenomenology design, one of the qualitative research designs. The reason for choosing the phenomenology design in the research is to focus on the awareness of children to express their thoughts about the school and the teacher according to their imagination. Purposive sampling method was used in the research. Research data were collected through face-to-face interviews with 53 children at the age of three to six. Personal information form and semi-structured questionnaire were used as data collection tools in the study. In order to create a semi-structured questionnaire, the relevant literature was examined and expert opinions taken. Then, questions were formed as the first draft of the form and a pilot interview was conducted with a child. The data were first transferred to the computer environment and then analyzed with the content analysis method. Thus, the findings are presented under three main themes, hardware features of the school, features of the learning environment and features of the teacher. Detailed discussion related to findings will be made in the congress.

TITLE

TACKLING SENSITIVE AND CONTROVERSIAL ISSUES IN TEACHING HISTORY

TYPE OF PRESENTATION
Paper

AUTHORS

Nicolae Hurduzeu West University of Timișoara

KEYWORDS
sensitive issues, controversy, history, stereotype, strategy

ABSTRACT

History teaches us not only how to understand particular events of the past but also the way in which we should behave today in order to prevent the repetition of some reprovable actions of a more or less recent past. It also enables students understand that almost every event is subject to different interpretation. History generates strong moral responses, as we consider some events of the past with approval, other with discontent and others just with remembrance. Tackling controversial historical issues of injustice performed by individuals or groups of people may cause sorrow and polemics. The key to success in dealing with controversial and sensitive historical issues is given by a thorough planning and organizing of learning activities focused on individual work for students who are given sufficient time for in-depth study.

It is recommended that some proper strategies should be used, such as distancing, compensative, empathic and exploratory strategies, in order to ensure adequate frame for discussing controversial and sensitive issues in history classes and to avoid unwanted tensions during debates. These strategies enable students to critically analyze evidence in order to avoid building stereotypic representations of certain aspects of the past and to consider possible consequences of present actions.

TITLE

HUNGARIAN CITIZEN'S PERCEPTION OF COOPERATION AND COMPETITION IN THE SOCIETY AS A RESULT OF THE COVID-19 PANDEMIC

TYPE OF PRESENTATION
Paper

AUTHORS

Márta Fülöp Károli Gáspár University of the Reformed Church

Balázs Nándor Molnár Institute of Cognitive Neuroscience and Psychology

KEYWORDS

competition, cooperation, perception, society, hungarian

ABSTRACT

The Covid-19 pandemic was unexpected, global and evoked uncertainty and unpredictability. Uncertainty evokes existential fear/anxiety. The goal of the present research was to investigate if citizens perceive this uncertainty as a context which increases competition for resources or/and as a context which increases cooperation and solidarity among citizens in the society? The paper presents a two-stage study ran during the first and second wave of the pandemic in Hungary in 2021. University students' and middle-aged and old citizens', (altogether more than 7500) perception of changes of personal, national, and global competitiveness and cooperativity was investigated in a closed-ended questionnaire study together with short and long-term optimistic and pessimistic views on the pandemic's effect on society and social relationships. The study will discuss if young people differ in their predictions how the pandemic influences social cohesion, solidarity, and citizenship and which generation is more optimistic/pessimistic in relation to the individual and social effects of the pandemic.

TITLE

TOWARDS A HUMAN RIGHT DIDACTIC. ON A HUMAN RIGHTS-BASED APPROACH TO HIGHER EDUCATION PEDAGOGY

TYPE OF PRESENTATION
Paper

AUTHORS

Christina Johnsson Malmö University

KEYWORDS

human rights law, right to education, universal design for learning, human rights didactic, pedagogy

ABSTRACT

It has been over 70 years since the United Nation adopted the Universal Declaration on Human rights and 70 years since the Council of Europe adopted the European Convention on Human Rights. Since then, human rights have become an integral part of European constitutions and they are taught in schools and at universities in many European countries. However, the emerging threat to the democratic constitutional state and to the dignity and equality of individual human beings - these values that the human rights system is designed to protect from the state discretion or abuse - is real and pressing. In this paper the author, who is an international expert on human rights law as well as a teacher educator at Malmö University, suggests a merging of human rights law through the right to education, with pedagogy and teaching and learning in higher education into what she calls a "human right didactic". By elaborating on a few key features of human rights implementation and a rights-based approach in the light of Universal Design for Learning she defines a few theoretical principles that forms a model for education for primarily those future public employees and professions who are set to uphold respect for human dignity and equality in their services and distribution of goods to the population. She suggests that this human right didactic deepens the impact of human rights by students gaining experience and deeper insights into critical thinking and their duties to respect, promote and fulfil human rights.

TITLE

MARGINALISM VS MODERNISM: CHANGES IN TEACHER WORK MOTIVATION DURING THE COVID-19 PANDEMIC

TYPE OF PRESENTATION
Paper

AUTHORS

Nilüfer Pembecioğlu Istanbul University

Furkan Baki Galatasaray University

ABSTRACT

The global outbreak of the COVID-19 pandemic in the world has profoundly changed almost all areas of life. Teachers' motivation in this process has been harmed by the hasty and unprepared shift to the new process with the mandated distant learning process of the Covid-19 epidemic. Whereas, work motivation refers to a person's readiness to put forth a significant amount of work in order to attain organizational objectives, negative shifts in teacher motivation can have far-reaching effects for students, society, and the country.

The goal of this study is to identify and determine the changes in work motivation of teachers who teach during the Covid-19 pandemic's mandatory distance learning process, as well as the factors that negatively affect teachers' motivation during this process. This study used a mixed technique approach to collect both qualitative and quantitative data. The data proves that in the field of education, the findings of this study are quite valuable. It is thought that determining how teachers, who serve such a crucial role in the educational system, are affected by this process and identifying the variables that negatively impact them will help to improve the process for them, subsequently for the students and the whole system of education.

According to the data collected the factors which affected the motivation of the teachers in this process are the fact that the teachers moved away of their students, increased stress at work, weakened relationships between colleagues and the care not only of the student but also of his family. It is in question that teachers do not feel like teachers like before the epidemic, for reasons such as the sudden shift to distance learning and the sudden breaking of many routines before the epidemic, the weakening of relationships with students, who are seen as a source of motivation in this process.

TITLE

DIGITAL CITIZENSHIP & DIGITAL MEDIA LITERACY: RIGHTS AND RESPONSIBILITIES IN THE AGE OF CYBER CRIME

TYPE OF PRESENTATION
Paper

AUTHORS
Nilüfer Pembecioğlu Istanbul University

KEYWORDS
digital rights, infollution, cybercrime, digital citizenship, digital media literacy

ABSTRACT
The concept of citizenship is becoming a more and more problematic issue since the level of normal citizenship moved to an upper level and nowadays digital citizenship is becoming a more reflexive term in the field. Citizenship nowadays entails not only studying the past and present in order to integrate individuals into a modernized and reflexive society, but it also attempts to critically and contextually examine the concept of citizenship's continuous significance around the world.

Individuals and societies alike are worried about issues such as information overload, infollution, misunderstandings, bias, prejudice and stereotypes, as well as cybercrime, cyberbullying, cyber law and cyber justice, all of which are addressed in citizenship practices.

This research focuses on how digital citizenship challenges will emerge in the 2020s, as well as how smart city concepts and pandemic disruptions might have an impactwill affect the issue. Discussing the present and future concerns about digital citizenship such as access, inclusion, availability, fact-checking, or media ownership, the paper aims to dwell on certain media occurrences and explores the audience's reflections regarding citizenship issues in certain ways such as digital education, digital rights, digital law, etc. The paper paves the way to digital media literacy as the only possible solution to save the core meaning of digital citizenship that sticks to digital rights.

TITLE

DEMO-CRITICAL CLASSROOM CLIMATES: INISGHTS FROM A FRAGILE DEMOCRATIC CONTEXT

TYPE OF PRESENTATION
Paper

AUTHORS

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KEYWORDS

citizenship, democracy, education, educational climate, teacher practices

ABSTRACT

Democratic school and classroom climates are particularly relevant both in the Colombian educational context but also globally. This is particularly so in the wake of recent mass protests and waves of violence which have made structural inequalities blatantly visible in the midst of the Covid 19 pandemic. In this order, citizenship education has gained greater relevance as democracy itself, and democratic values, are acquiring new meanings in an increasingly interdependent, but also increasingly polarised, world.

This paper, centred on democratic citizenship education, focuses on how primary school teachers in public schools in Cali (Colombia) conceive of, and exercise, power and authority in their classrooms. These schools are located in particularly marginalized zones marked by high levels of community violence, fragile social fabrics, low socio-economic populations, and displaced families as a result of the internal armed conflict. Moreover, teachers who participated in this qualitative multi-case study were part of a multicomponent citizenship competencies programme called Classrooms in Peace (Aulas en Paz), designed from its inception in 2005 to improve 'convivencia' - a term often used in educational policy in Latin America which in Spanish refers to 'living together', connoting harmonious living.

From a macro perspective the study that this paper presents seeks to further research, policy and practice conversations that support Democratic Citizenship Education by providing insights into how teachers can exercise their power and authority in democratic ways. The study particularly focuses on how teachers develop (but also inhibit) student agency; equality of respect and recognition; equality of power through more horizontal teacher-student relationships; and the development of critical thinking.

To the degree that teachers succeed in creating demo-critical school and classroom climates (combining democracy and criticality), the purposeful and deliberate development of democratic skills, values and dispositions will be integrated in citizenship education and teacher development programmes – withstanding broader structural challenges.

TITLE

ENGAGING PUPILS IN THE CIVIC LIVES OF THEIR COMMUNITIES: THE IMPORTANCE OF LOCAL CITIZENSHIP

TYPE OF PRESENTATION
Paper

AUTHORS

Andrew Peterson University of Birmingham

David Civil University of Birmingham

KEYWORDS

citizenship education, civic virtues, local communities

ABSTRACT

Schools in England have long-held a vital role in preparing their pupils for citizenship. How schools approach this task, and the seriousness with which they undertake it, remains inconsistent. Clearly, schools have a vital role to play in providing pupils with access to a variety of educational experiences through which they learn and express their citizenship – including engaging with and in their immediate local communities (Findlow, 2017). The form, nature and extent that such educational experiences take however can, and do, vary significantly given the absence of clear direction and the range of contexts in which schools work. Against the backdrop of much public and policy concern over the state of democracy (e.g. Applebaum, 2020), including divisions and inequalities within local communities, the research presented here seeks to understand how school leaders conceive and report their role in supporting and preparing pupils to engage in the civic lives of their local communities, including the moral aspects of that role. Based on thirty extended interviews with school leaders, the research presented in this paper suggests that these leaders embrace the civic dimension of their work, viewing local communities as the key space within which their pupils experience and express their developing sense of citizenship. Furthermore, and while recognising the challenges involved, the leaders in this study positioned their schools as core institutions within the civic web of their local communities. In doing so, these leaders saw the school as serving as a hub for the local community, through which pupils' can and do play an active role in the civic lives of those communities and through which values central to citizenship can be recognised and cultivated.

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TITLE

BUILDING CONNECTIONS AND COUNTERING DEHUMANIZATION THROUGH HUMAN RIGHTS EDUCATION IN DIVIDED TIMES

TYPE OF PRESENTATION
Paper

AUTHORS
Tuija Kasa University of Helsinki

KEYWORDS

human rights education, democracy education, student teachers, dehumanization, moral philosophy

ABSTRACT

Increasing polarization and questioning of human rights values and laws place teachers in a difficult position because at the same time human rights education (HRE) is internationally recognized as a human right itself and human rights constitute an unavoidable professional responsibility for teachers. Human rights are questioned by authoritarianists, populists, and various theoretical perspectives. In this presentation, I approach HRE from both empirical and theoretical perspectives.

First, I present data of student teachers' perceptions in Finland on democracy and HRE in teacher education (n=300) collected in 2019, and second, I analyze some theoretical issues and problematics in the current debate on HRE. In the empirical data students claim that human rights and democracy are not self-evident. They see them as important, timely, and hope for explicit handling of democracy and HRE in their professional training. The data signals a cultural change, as previous research indicates the attitudes of self-evidence towards HRE and blindness to domestic human rights violations.

Although the theoretical concepts of human rights are debated, the theoretical and especially moral philosophical analysis of HRE is underdeveloped. My theoretical approach to HRE analyses moral philosophical and legal arguments and the role of handling human rights violations in HRE through the perspective of dehumanization. I suggest that countering forms of dehumanization unites both the "traditional" moral philosophical and human rights theories and the current critiques (e.g. postcolonialism, feminism) they face. My suggestion is a more nuanced understanding of the theoretical ground and practices of HRE by acknowledging the critiques and sustaining the strengths of some moral philosophical theories. I utilize the moral philosophies of Raimond Gaita, Martha Nussbaum, and critical theories to address the critiques of "legalism" and "moralism" in HRE to enhance a more nuanced moral and legal imagination in the practice of HRE to reduce inequalities in education.

TITLE

ENLIGHTENED CITIZENSHIP: A GANDHIAN CRITIQUE OF THE POSTCOLONIAL CITIZEN

TYPE OF PRESENTATION
Paper

AUTHORS
Sumit Kumar Eötvös Lorand University

KEYWORDS

citizenship, democracy, postcolonialism, Gandhian philosophy, non-violence

ABSTRACT

The Post-colonial citizen is not an entity that evolved naturally, it was created by the violence of the colonizer. It sits in a cultural vacuum, where on the one hand it is trying to become a global citizen, and on the other hand it is prevented from becoming a citizen itself. For the global citizens the postcolonial citizen is the other, that is incapable of integrating into epistemic universalization of the global order. The reaction of the postcolonial citizen is a violent assertion of its universal rights that the global order claims to guarantee. This violent assertion of rights creates what Gandhi would call a cycle of violence. From a Gandhian point of view, the reaction to the epistemic violence that creates the postcolonial citizen, cannot be a violent assertion of universal rights, rather it should be non-violent respect of other's rights and the performance of one's own duties. The reactionary violence of the postcolonial citizen only has the effect of reinforcing its own creation. The postcolonial citizen that has been created by the colonial documentation of the native history can only be deconstructed through nonviolent means. It is only through the realization of its status as a postcolonial citizen, that the cycle of violence is broken, and an enlightened citizen takes form.

This paper aims to critically review the literature on postcolonial subject/citizen from a Gandhian perspective. Gandhian critique of modernity and ideas like equality, rights and duties, rationality, and the violence of democracy will form the basis of this review. The aim of the paper is to propose a framework for the development of an ethically and morally enlightened citizen. The paper would primarily deal with the Indian citizen; however, the focus is not limited to India and a general approach to enlightened citizenship would be attempted.

TITLE

EXAMINING PERSONAL AND SOCIAL IDENTITY AMONG DELINQUENT MALE YOUTH

TYPE OF PRESENTATION
Paper

AUTHORS
Kristi Kõiv University of Tartu

ABSTRACT
Identity formation has been studied primarily with students in school environments, and very little is known about how students in other institutions – such as secure institutions, perceive themselves. Understanding different identities – personal and social, is important in shaping young people's citizenship in order to teach them in different educational contexts. Secure institutions setting presents a structural challenge to the vision of citizenship education as a vehicle for social inclusion and stigmatizing of youth. This research examined how 16 young male juvenile offenses viewed their personal and social identities. The research was directed in qualitative methodology. The individual interview procedure was directed with 16 participants aged 14-17 years in two state training schools as secure institutions in Estonia. Quantitative content analysis about responses of two open-ended interview questions was conducted. First, males were asked to describe themselves as a measure of personal identity; and secondly, social identity was defined as how the respondents perceived that friend saw them. Research results reflected that male juvenile offenders had negative personal and social identity from various aspects as they tended to view themselves negatively in relation to the emotional attitude towards themselves. The positive descriptions covered only one aspect of the identities – their physical appearance, whereby social identity was at one side connected with positive social actions (like sport, working), but at the other side with antisocial acts with peers and conformity. Identity inconsistencies were particularly evident in descriptions of personal identity: positive versus negative personal traits; positive versus negative emotions; and connections with criminal and antisocial behaviour versus negative attitudes toward these behaviours. According to identity theory, inconsistencies between self-views and perceptions of others' views of self are considered stressors that can compromise well-being.

TITLE

HISTORY TEACHING AS A MEANS OF CULTIVATING DEMOCRATIC VALUES AND CONSCIOUSNESS

TYPE OF PRESENTATION
Paper

AUTHORS

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KEYWORDS

historical literacy, history didactics, citizenship, academic history teaching, democratic values

ABSTRACT

Modern democratic and multicultural societies require, through educational policy, citizens with developed historical thinking, consciousness and extend to citizens' participation in the political, social and civil life of society. The teaching object of history is suitable to respond to this challenge as it offers breeding ground for the cultivation of knowledge of basic democratic concepts including an understanding of society and intends to prepare students to become active citizens. This survey is a teaching intervention which is carried out to the students of the Faculty of Philosophy of the Aristotle University of Thessaloniki, Greece, in order to train those who will work professionally with children and young people providing citizenship education and promoting social identity in a European and world context. Teaching intervention aims at the study of the multicultural character of societies, the possibility of shaping positive attitudes across cultural diversity, the pluralism of perspectives and the establishment of value assumptions that: (a) the cultural diversity is a advantage for a society, (b) people can learn and benefit from the others different perspectives, (c) people should be encouraged to interact despite their cultural differences. The purpose of this survey is to examine: (a) how students perceive the concepts of humanism, democracy, freedom, empathy, (b) how they handle them, (c) whether the utilization of specific strategies is effective. The research questions concern: (a) how students perceive these concepts? (b) what problems and difficulties students face to the understanding of these concepts? (c) are they sensitized and aware of these issues? A case study is used as a research method and data are collected through designed questionnaire and teaching intervention. The analysis of the research results will be carried out with quantitative method. A total number of 300 students participate in the study. This research is willing to contribute to the reconstruction of democratic values and principles.

TITLE

HOW CITIZENSHIP EDUCATION CONTRIBUTE TO SOCIAL INCLUSION AFTER THE PANDEMIC

TYPE OF PRESENTATION
Paper

AUTHORS
Sun Young Park Korea National Sport University

KEYWORDS
citizenship, new normal, new values, generation conflicts, social inclusion

ABSTRACT
The 4th Industrial Revolution and the Covid 19 have been changing our lives which we never have expected and have forced us to employ the new values and citizenship across the world. Young people are facing the completely different times from their parents' generation. This rapid and unanticipated social changes require the new values and citizenship in order to live together in a harmonious way. During the Covid 19 Korean society have revealed a big confusion and cultural lag and the conflicts between younger generations and older generation became a very serious social issue. Due to speedy changes, some of the traditional norms and values are not valid anymore, we need to find the other way. Therefore, this study has three aims. Firstly, this study will explore what caused generation conflicts in Korean society especially with political matters during the Covid 19. What makes younger generation have extreme conservative perspectives will be discussed. Secondly it will try to find how to understand and respect other generations for social inclusion. There are increasing numbers of diversity and pluralism, so we need to appreciate the diversity for social coherence and learn how to deal with diversity wisely. Lastly, this study would like to investigate the new values and citizenship after the pandemic both in Korea and in the world.

TITLE

CITIZENSHIP EDUCATION IN TEACHER EDUCATION IN AUSTRIA AND UKRAINE

TYPE OF PRESENTATION
Paper

AUTHORS

Olga Tsaryk West Ukrainian National University

Nataliya Yashchyk Ternopil Volodymyr Hnatiuk National Pedagogical University

Ursula Maurič University College of Teacher Education Vienna

ABSTRACT

In a globalized world the education system must respond to the challenges of society and create a structural framework for addressing complex social issues, taking into account democratic values. The subject of our study are aspects of citizenship education in higher education institutions of Ukraine and Austria with a specific focus on its global dimension (Global Citizenship Education) and with reference to Goal 4.7 of the 17 Sustainable Development Goals "UN Agenda 2030".

The study is part of an international research project involving Ternopil National Pedagogical University (TNPU), West Ukrainian National University (WUNU) and University College of Teacher Education Vienna (PH Wien, Austria) and was started in 2020. The main study aims to determine how global events affect the perception of future primary school teachers about their future profession. The specific purpose of this sub-study is to compare the historical background of citizenship education in Ukraine and Austria and its current implementation in the curricula of primary school teacher education.

Based on a comparative analysis, it has been found that scientific discourse in Austria is increasingly concerned with global aspects of citizenship, understanding that globalization and global issues transcend national borders and change the concept of citizenship in general and citizenship education in particular. Instead, the national-patriotic aspect is actualized in the Ukrainian discourse. The current state of development of citizenship education in the two countries is characterized by multi-vector, which prevents the formation of an independent discipline "Citizenship Education" at different levels of school education. Higher educational institutions declare democratic principles, but the course of citizenship education is not a priority and is optional, implemented at the initiative of teachers or public (often foreign in Ukraine) organizations. At the same time, Ukraine and Austria are united by the preservation of democratic European values as a core task of citizenship education.

It is concluded that a critical analysis of differences and similarities is an essential basis for cross-system learning and global development processes in the field of citizenship education.

TITLE

CONFUCIAN SENSE OF COMMUNITY IN JAPAN: HOW CITIZENSHIP TEACHERS CONCEPTUALIZE AND REFLECT IT IN THEIR TEACHING.

TYPE OF PRESENTATION
Paper

AUTHORS
Chika Hosoda University of York

KEYWORDS
citizenship education, sense of community, confucianism, Japan

ABSTRACT

In the Japanese context, like in many other Asian countries, sense of community is influenced by Confucianism. Confucianism puts importance on interests and needs of others which could be society, family, or one's neighbours. The Confucian sense of community is about caring and being considerate of others, being in harmony with others, and prioritizing collective values as a community. In this sense, reconciling self-interest and the interest of others is important in one's involvement in community.

Based on original interview data with 11 Japanese citizenship teachers, this Confucian sense of community is evident in teachers' conceptualisation of citizenship. Participating teachers in this study emphasized importance of considering others' thoughts, being flexible to adapt to needs of others, and being mindful of others around oneself. This study addresses the two questions: 1) How do Japanese citizenship teachers characterize a Confucian sense of community such as respecting others, collective values of community, and harmonious relationships? and 2) How do they weave it into their lessons in their teaching?

Preliminary findings suggest the following. When Japanese teachers conceptualize citizenship, they see 'others' at different levels including the immediate contexts (personal relationship with family and friends), local or national level (one's own local community and nation), and global level. With regard to their teaching citizenship lessons, Japanese citizenship teachers emphasize the development of shared responsibility, common values, and mutual respect through dialogue and imagination to relate to others. They encourage their students to be responsible in their community by cleaning local area, aware of the role they can play in their classroom, family, or their local community. The data also suggests teachers are reluctant to encourage their students to participate in protests and demonstration which could bother the society but emphasize the importance of being aware of others who suffer around the world.

TITLE

A CONSTRUCTIVIST APPROACH TO CULTURAL IDENTITY AND DEMOCRATIC CITIZENSHIP - A CASE STUDY FOR INTERNATIONAL SCHOOLS AND TEACHERS

TYPE OF PRESENTATION
Paper

AUTHORS

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Thomas Gitopoulos NHL Stenden University of Applied Sciences

KEYWORDS

international education, democratic values, cultural diversity, democracy, cosmopolitan values

ABSTRACT

The demands of international education present new challenges both from the teacher's perspective but also from the wider context of a globalised and cross-cultural interpretation of citizenship. A need to identify common themes of interpretation, provides us with an opportunity to put democracy and democratic values at the core of this interpretation.

The aim of this paper is to investigate possible connotations between cultural identity, the idea of global citizenship, and the role that democracy can play as a binding factor to international education both from a teacher's point of view but also as a framework of accepting and incorporating cultural diversity to the core of a global citizenship concept.

A constructive approach will be used as theoretical tool to establish a unified theme of an educational approach to cultural identity and democracy. This will inform a teaching platform, providing a context of international (teacher) education, grounded in cosmopolitan values.

The project rests on an interpretative paradigm, more precisely on complexity theory, since it is viewed that the concepts mentioned are open to multiple interpretations and subject to webs of complex influences. It is our aim to discover the variety of intersections between different viewpoints that exist among stakeholders in our course. Schools can be regarded as "complex adaptive systems" (Kaufmann, 1995, citied in Cohen, Manion and Morrison (2018, p.27). We want to have an eye for these complexities in our study. This case study will draw from mixed-methods research, where some quantitative and mainly qualitative baseline data will inform us to construct interview questions for investigating perceptions in focus groups or pair interviews. It is viewed that doing case study research is best here because a case study enables "the study of (…) complexity of a single case (…)" (Stake, 1995, cited in Cohen, Manion and Morrison, 2018, p.375).

ETHNOCENTRISM AND ACCEPTANCE OF INTERCULTURALISM IN CIVIC EDUCATION TEACHERS AND FUTURE ELEMENTARY SCHOOL TEACHERS

AUTHORS

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ABSTRACT

Introduction: Within the recently introduced reform of the elementary education in the Republic of North Macedonia, its Conception document defines interculturalism as one of the basic value-based pillars of the proposed changes. The Conception recommends several ways in which the schools should promote respect for cultural diversity and developing civic identity, primarily through interaction among students of different ethnic or cultural background.

Aim of study: This initial research aims to provide empirical data on the acceptance of intercultural values in Civic education teachers and future teachers, as well to the differences between them in order to identify whether efforts should be made to develop new pre-service curricula for training of the future teachers. Having in mind the importance of all teachers as role models, authors believe that these changes are necessary to support the process of establishing the climate of respecting diversity values throughout primary education.

Participants: A total of 128 respondents - 90 students (3.3% male), 55% ethnic Macedonians and 45.5% ethnic Albanians who study to be future elementary school teachers and 38 Civic education (CE) teachers (45% males), 74% ethnic Macedonians and 26% ethnic Albanians and 1% of other ethnicities participated in this study. All participating CE teachers have been previously involved at least once in a comprehensive in-service inter-culturalism, diversity and tolerance training.

Instrument: All participants voluntarily and anonymously responded the online questionnaire submitted to their personal e-mail addresses in either Macedonian or Albanian language. The first group of seven questions intended to measure respondents' attitudes towards the most important standards proposed regarding interethnic inclusion. In addition, all participants completed the short version of Bizumic Ethnocentrism scale (ES-12). The reliability of the scale for this sample was $\alpha=.72$.

Results: The analysis has shown that ethnocentrism is correlated with how the integration policy is perceived. An exception from this relationship are the attitudes toward the language which for decades has been a burning political topic. As expected, Civic education teachers are less ethnocentric than students preparing to be teachers ($t=2.00(126)$, $p<.05$) and they also accept more the changes that should lead towards intercultural integration more ($F1=7.75(126)$, $p<.05$; $F7=9.93(126)$, $p<.01$ and $F8=4.45(126)$, $p<.05$). This

result has been understood as one of the effects of the in-service training of Civic education teachers. There is no decline in the average ethnocentrism score (F=.35(3), p>.05) nor in acceptance of inter-culturalism related changes in the students along with their progress in the study year (6 out of 7 tested differences are statistically insignificant), which suggests that their pre-service training is not oriented towards inculcating intercultural values.

Discussion: The authors discuss the results in relation to the need of preparing future teachers in the frames of the value paradigm of respect for diversity and interculturalism in their pre-service training. It is believed that these values should prevail throughout the whole education and beginning from early age, rather than primarily within the civic education.

MEDIA IMPACT ON THE DIGITAL CITIZENSHIP & DIGITAL IDENTITIES IN THE AGE OF A LIQUID SOCIETY AND LIQUID GENDER

AUTHORS
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ABSTRACT

In terms of both transhumanism and modernism, the ideal of establishing completely desocialized (by Covid -19 or drama - TV watching habits) and more individual-oriented society has a lot of adherents. The disembodying of individuals from societal rules, multiple citizenships, and preset identities, on the one hand, and the liberation of money from the monopoly of states and banks through blockchains, on the other hand, are the key issues of future-oriented media. With the support of music and dramas, especially the KPop movements initiated by Korea, it has managed to gain a large fan community for individuals who gradually change their voice, image, name, and identity information like a once wearable and removable clothing, thanks to digital and social media.

This research explores the notion of "Liquid Gender" and how it has been presented in films, dramas, or television shows that promote new gender perspectives, particularly through capturing the attention of young people from many different cultures. Getting the opposite reactions of some of the governing administrations and bringing forward the characters that might disturb the base of the traditional family structure and culture, the new digital liquid identities empower the Z generation under the banner of desexualization or "liquid gender."

The word "Hallyu" literally means "Korean Wave" meaning and representing Korea's cultural rapidity and popularity all over the world. With Hallyu having more dominance in media, expanding to incorporate traditional Korean culture, food, literature, and Korean language instruction during the last decade, the attractiveness of Korean culture has become known internationally through global online platforms such as YouTube and SNS.

All of these things combine to form a new "civic and digital society" with roots in the media providing different ID's to the younger generation. In almost all the countries, whereas the number of the digital-based Hallyu clubs dedicated to the Hallyu culture is growing by the day, the paper discusses the possible impact on the society. The main question is if this highly recognized and endorsed media notion, which aims to increase mobility and the concept of a liquid society, has on future youth? To understand the impact on the society, the study concentrates on the perceptions of the media examples on liquid society applications regarding the gender characteristics of the 9-14 children as a sample group with the help of BEM Sex Role Inventory (BSRI - adapted into Turkish by Kavuncu (1987). For this purpose, 40 students (20 masculine and

20 feminine) were evaluated as a group, in the form of main group in focus groups of 6 and through individual interviews to determine the factorial structure, item properties, validity, and reliability of the BSRI.

TITLE

BELIEFS AND PERSPECTIVES OF MAJORITY TEACHERS ON THE OPERATION OF MINORITY SCHOOL IN GREEK THRACE

TYPE OF PRESENTATION
Paper

AUTHORS

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Lutfiye Eminoglu Kara Sali Aristotle University of Thessaloniki

Efi Penteri Democritus University Thrace

KEYWORDS

minority school, majority teachers, Greek thrace, minority education, educational policy

ABSTRACT

The study regards the education of the Muslim minority in Thrace, Greece. The minority schools in Thrace function under the umbrella terms of the Lausanne Treaty and are governed by social, political and educational principles. The legal status governing minority education is peculiar, driven by a set of provisions concerning both public and private education. The study focuses on the beliefs of majority teachers working on minority primary schools, specifically highlighting the issue of bilingual education, barriers that children face in schools and with their education in general and the measures teachers propose as necessary to enhance the quality of minority education and minority children's school progress and well-being. In depth semi-structured interviews with 14 majority teachers were conducted. Half of them were women and their age range were from 35 to 62 years. Content analysis of the transcribed material showed that, according to teachers, over 1/3 of the minority children strive with their education which do not facilitate children to show what they know and can do. Bilingualism seems to be one of the greatest reasons for the difficulties minority children face at school, although most of the teachers recognize the potential of bilingualism in children's educational and social lives. Teachers' lack of training, limitations in knowledge and practice regarding bilingual education, content update of school books and lack of coordination between the subjects taught by majority and minority teachers, were some of the barriers reported. Regarding good practices and measures to be taken, teachers referred to the introduction of new subjects in the minority schools, such as art, the use of methods and contexts of non-formal education in the schools and the inclusion of principles of intercultural education in the Curriculum.

THE CONSEQUENCES OF CONCEPTUAL CONSTRICTION FOR INCLUSIVE CITIZENSHIP EDUCATION

AUTHORS
Rebecca Baker University of Exeter

ABSTRACT

With the rise in political polarisation and increasingly complex problems, policy that prepares the future demos to self-advocate and contribute to sustainable democratic governance, has never been more vital. This paper begins from the theoretical standpoint that the dominance of the liberal model has resulted in constrained meanings, problematisation and recognition of the democratic engagement of young people, as current democrats. It asserts that presumptions of shared understandings based on these foundations, can impede the capacity of policy makers to accurately address barriers to and skills for, effective engagement in young people. Explored through Citizenship Education policy in England, this paper suggests the need to reframe democracy and resituate internal stakeholders, as experts in their own engagement. Employing a set of principles to this end derived from the broader discourse on external democracy promotion, it formalised inclusivity from conception to design, in the Participation Through Political Education Project, delivered as an intervention in the South-West of England. The wants and needs of young people in respect of citizenship education were operationalised utilising focus group data and best practice in political science pedagogy. The impact of centralising youth voices and conceptual openness was then assessed through original data from a repeated measures survey N 222, that contained both qualitative and quantitative elements. The outcomes demonstrated increased levels of political interest, internal efficacy and improved political knowledge acquisition. All areas that underperform in the current Citizenship Education policy in England. Two key conclusions are posited. Firstly, although co-production is deemed an effective addition to policy development, without reflection on the conceptions of democracy to which these policies implicitly link, they cannot fully actualise this aim. Secondly, in conjunction with democratic practice, the policy process and who constitutes an 'expert' within it, cannot be static but must evolve to remain effective and relevant.

TITLE

SHIFTING VALUES IN EDUCATION AND THE POTENTIAL OF CITIZENSHIP EDUCATION

TYPE OF PRESENTATION
Paper

AUTHORS

Mitsuharu Mizuyama Kyoto Tachibana University

ABSTRACT

This paper aims to examine the shifting values in education and the potential of citizenship education in Japan from a medium to long term perspective.
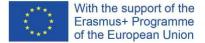
After the World War II, Japan abandoned the nationalism and accepted the westernized liberalism. It was compatible with child-centered learning which stated that children should not be involved in social issues as a conflict of adults, and de-politicization of education which did not want to bring politics into education.

The value and attractiveness in education for university students are closely related to the competition rate of the teacher recruitment examination. If the attractiveness and the value in education increase, the competition rate will increase, and the quality of teachers and education will also increase. On the contrary, if it becomes less attractive, all of them are reversed. In this sense, in Japan, about 10 years around 2000 was a turbulent 10 years in which the competition rate soared and then plummeted.

The period around 2000 was also a time when confidence in educational performance was greatly shaken, as represented by the PISA test ranking. As a countermeasure, Government introduced three major educational system reforms: school choice system, national academic ability test, and teacher license renewal system.

The ideological origin of them lies in the introduction of neo-liberalistic market principles into education. Market principles have certainly produced active and progressive teachers. On the other hand, they made teachers busy, and caused many teachers to take leave due to mental illness. As a result, Japanese education fell into a negative spiral of less attractiveness to the profession of teachers. It was accelerating by the de-politicization of education.

To stop this negative spiral, teachers need to acquire critical thinking and political literacy. In other words, it is important for teachers themselves to acquire critical citizenship through teaching citizenship.

TITLE

EUROPEAN IDENTITY BY GERMAN AND SPANISH ELECTION POSTERS

TYPE OF PRESENTATION
Paper

AUTHORS

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Ulrich Kerscher University of Augsburg

KEYWORDS

election posters in Germany and Spain, European identity, European values and national stereotypes, european union and its peace-keeping function

ABSTRACT

In many different EU-member states anti-European resentments have been increasing over the past years. At the same time, the appeal of nationalistic movements to young people has grown. Both tendencies counteract the development of a European Identity among young Europeans. Against this background the main aim of this study is to empirically evaluate and contrast the manifestation of a European identity among students in Germany and in Spain.

Methodology:

The first part of the study was conducted in Augsburg (Germany) in May 2019. As an overall result Brunold and Kerscher showed that students of Augsburg University evaluate the EU more critically than passers-by in the city center of Augsburg. Both groups graded their knowledge of the EU as inadequate on average.

The second part of the study took place at the University of Valencia (Spain) in September 2021 during an ErasmusPlus Staff Exchange. In both phases the data was collected as an interview study using a questionnaire consisting of over 30 Likert scale items. During the interviews, which were always conducted by the same two researchers, German election posters of the European Elections 1979 and 1984 were used as thematic anchor points. The items of the questionnaire were adapted for these visual impulses and aimed at dimensions such as European values and national stereotypes.

Results:

In both Germany and Spain university students overall evaluate the European idea as predominantly positive. At the same time both groups show a critical evaluation of different aspects concerning the European Union such as its peace-keeping function and the importance of the European Parliament within the institutional structure of the EU. In both groups a considerable part is against further devolution of competences to the EU-level and is not willing to exchange their national identity card for a European passport.

TITLE

EMBEDDING HOLOCAUST EDUCATION IN SCHOOLS: EXPERIENCES FROM SCOTLAND

TYPE OF PRESENTATION
Paper

AUTHORS

Henry Maitles University of the West of Scotland

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Andrew Killen University of the West of Scotland

KEYWORDS

holocaust, citizenship, schools, values, leadership

ABSTRACT

In many countries throughout the world, an integral component of education for citizenship is the development of informed values and attitudes. The Holocaust can be a key component of this. More than seventy five years after the genocide of the Jews (6 million murdered) and Roma (over 1 million murdered) and mass atrocities towards a further 7 million people, the Nazi Holocaust is still very much to the fore in human memory and is still very much an issue.

Launched in 2017 and currently funded by the charity sector and the Scottish Government, Vision Schools Scotland supports teachers in their teaching of the Holocaust and in addressing antisemitism, anti-gypsyism, and xenophobia. It aims to:

• identify and reward schools that embed Holocaust education in their schools

• create opportunities for teachers to share good practice of school based Holocaust education

• promote and present Continued Professional Learning in Holocaust education to teachers, helping them develop confidence and proficiency in teaching the Holocaust and Citizenship.

However, is it effective in developing better rounded young people? This paper will explore how Holocaust education is embedded in schools and identify the conditions that make Holocaust learning most effective. The methodology is social constructivism, using three kinds of evidence to triangulate evidence:

• school application forms to the Vision Schools Programme;

• short films where teachers and students express what they have gained from their school's involvement with the Programme and Holocaust Education;

• online teacher evaluations of their school's experience of embedding the Holocaust in their school, and the impact that the Programme has had on their school

TITLE

SOCIAL RESPONSABILITY IN EDUCATION DURING THE COVID-19 CRISIS - ANALYSIS OF POLICIES FOR PRE-UNIVERSITY EDUCATION IN ROMANIA, GREECE AND UKRAINE

TYPE OF PRESENTATION
Paper

AUTHORS

Monica Oprescu West University of Timișoara

Kostis Tsioumis Aristotle University of Thessaloniki

Maria Karadimou Aristotle University of Thessaloniki

Georgia Eleni Lempesi University of Patras

Irina Bondarevskaya University of Educational Management

ABSTRACT

According to the United Nations Policy Brief: Education during Covid-19 and beyond (2020), the Covid-19 pandemic caused "the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents". This paper proposes an analysis of how the educational systems in three countries, Romania, Greece and Ukraine, managed at pre-university level, how the state educational actors reacted to the pandemic crisis during its first year (2020-2021) and whether the measures taken were socially responsible. The educational policies issued by the Ministries of Education in Romania, Greece and Ukraine will be analysed according to a set of criteria referring to social responsability and the strenghts and weaknesses of the reactions will be identified.

The case of Romania is backed up by several reports: the 2020 Eurochild Report, a policy analysis by Florian & Țoc (2020) and two studies by Velicu (2020, 2021), including both quantitative and qualitative analysis, that draw the map of social responsability in education.

For Greece, a new concept of citizenship, that emerged due to the pademic crisis, will be analysed, supported by several reports and publications: Anastasiadis (2020), Karadimou & Tsioumis (2021), Diplari & Papadakis (2022), Zagkos et al. (2022), Geropoulos, Tsioumis & Loufopoulos (2021), including quantitative and qualitative analysis.

In Ukraine obligatory vaccination of all educators was one aspect of citizenship education connected to social responsibility which became important in the context of the Covid-19 crisis. The discussion concerning social responsibility and human rights will be supported by the following reports: the 2020 Eurochild Report, an analysis of the impact of the pandemic on education by Ostrikova et al. (2020), an analysis of problems and consequences by Nazarenko & Polishchuk (2020, 2021) all including quantitative and qualitative analysis.

TITLE

EDUCATIONAL EQUALITY IN EDUCATIONAL ACHIEVEMENT IN GREECE: WORKING TOWARD BRIDGING THE ETHNICITY GAP

TYPE OF PRESENTATION
Paper

AUTHORS

Michael Katsillis University of Oxford

KEYWORDS

educational achievement, equality, ethnicity, achievement gap, values

ABSTRACT

Education plays both a direct and indirect role in helping students transition into productive and active citizens. Educational systems are accepted in their existing form by functioning behind a common perception of meritocracy. Indeed, as societies strive for greater meritocracy the importance of educational achievement as a mechanism of social selection increases. The existence, much less persistence of a structural impediment on one or more population subgroups raises concerns regarding the egalitarian nature of the educational system itself, in turn impeding the system's ability to function as a means of social mobility.

Previous research has shown substantial and significant differences between ethnically Greek and ethnically "other" students in Greece. Indeed, the differences indicated that students of "other" ethnicity in Greece were experiencing a markedly different educational reality than their ethnically Greek counterparts, less than two decades ago. This disparity was present despite more than (at the time) 20 years of Greece necessarily functioning within a multicultural paradigm.

In the intervening twenty years Greece, like much of Europe, if not the world, has witnessed ongoing shifts in the sociopolitical climate. Greece experienced a heretofore unheard of economic crisis and was further divided by a localized expression of the general European trend that saw an increase in the prevalence of right-wing political parties.

Using data collected in 2003 and 2018 from nationally representative samples of students at the end secondary education in Greece, we examine changes to the educational reality across the intervening period. We also examine the existence of indications that the policies employed by the Greek government fostered the values of meritocracy and egalitarianism required to legitimize and perpetuate its educational, and thus social, reality by uniting the previously disparate ethnic subgroupings of its student population.

TITLE

POLITICAL LITERACY AS A RESPONSE TO COVID-19: THE MISSING LINK AT EUROPEAN AND NATIONAL LEVEL

TYPE OF PRESENTATION
Paper

AUTHORS

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KEYWORDS

civic education, political literacy, European Union, populism

ABSTRACT

The Covid-19 began infecting the population of Wuhan, China in December 2019, and it has now become a global pandemic posing not only enormous challenges for the medical and scientific community, but also bringing with it severe economic and social consequences. Covid-19 has had a major impact to society and economy and it is seen as a major driver for the transformations of education in Europe, including the potential impact on education equity, the implications of the online conversion of classroom teaching, and an overall increased responsibility of education systems in the pandemic and post-pandemic world. In this respect, the Covid-19 pandemic also portends a troubling scenario in terms of an economic, social, and geopolitical crisis, which ultimately could potentially endanger democratic societies.

In short, Covid-19 might also represent a risk in relation to the erosion of democracies with populists potentially taking advantage of the social panic and insecurity felt by the general public. Within this context, the teaching of political literacy, namely political knowledge which helps citizens to make sense of their political world and make them effective in public life through knowledge, skills and values, has been only marginally covered in civic education curricula.

By conceptualizing political literacy as a common European public good, this paper examines the state of the art of political literacy in European schools. Specifically, based on qualitative data, teachers' and experts' interviews, the paper first looks at how political literacy is embedded into curricula, how is taught and what kind of training and support teachers receive in the secondary schools of Italy and the UK when it comes to political literacy. Then, the paper examines to what extent political literacy is incorporated within European education strategies and policy initiatives regarding citizenship education. If it is to be effective, the promotion of political literacy will ultimately draw on strengthening and deepening coordinated actions at European and national level.

THE VALUE OF DIVERSITY: FOCUSING ON THE EXPECTATIONS OF THE UNIVERSITY STUDENTS

AUTHORS

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Epameinondas Panagopoulos University of Patras

Anthi Adamopoulou University of Patras

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ABSTRACT

The waves of refugees to Western Europe and especially Greece were observed to be constantly increasing. Moreover, these refugee flows seem to have affected specific sectors of society. In these sectors education is included, where it needs regular integration of refugee students in the school environment and in school class - this regularity is to be assured through education leadership and the educational community. It is considered necessary to include in the teacher's utensils knowledge, skills, and of course, a sense of competence to be characterized by the readiness concerning the management of a class of refugee students and the difficulties they may face within it. The university educational process seems to determine to a large extent the sense of pedagogical readiness, but also the adequacy of university students in managing diversity - this process is carried out through the curriculum and consequently through the produced educational good. Therefore, the critical question focuses on the university students' expectations about managing diversity and the areas where they consider they are appropriately trained for a class of refugee students. The research was conducted based on the quantitative approach, and as a tool, we used the questionnaire to collect research data. Participants in the research include 311 undergraduate students of the Department of Education and Social Work of the University of Patras, who study in all years of study.

TITLE

THE CONCEPTS OF CORPORAL PUNISHMENT IN THE LIGHT OF RETROSPECTION OF ADULT EXPERIENCE (A PHENOMENOGRAPHIC STUDY)

TYPE OF PRESENTATION
Paper

AUTHORS

Emilia Wasilewska University of Warmia and Mazury in Olsztyn

ABSTRACT

The issue of child abuse became more noticeable during COVID-19 pandemic when youngsters had been isolated with their abusive parents. These days we face violence pandemic.

Presented topic is a summary of research defenced as a PhD dissertation in 2020. The aim of the research was to reveal various concepts of experiencing corporal punishments in childhood in order to present the context of it applications in parent-child relationship. Interviewees (adults, parents) shared their memories of childhood with corporal punishment in everyday family life. Research results refers to key phenomenographical categories: the situational context of experiencing corporal punishment in childhood, the phenomenon of punishment in collective consciousness and various concepts of corporal punishment. The researcher also made an attempt to answer the question about the chances for changing social schemas in order to create humanistic parent-child relationship.

Methodological assumptions of presented project grew during CiCe Research Student Summer School in 2014.

TITLE

VALUES OF A METAVERSE CLASSROOM: RE-DEFINING PARAMETERS OF INCLUSION AND EQUITY IN DIGITAL EDUCATION

TYPE OF PRESENTATION
Paper

AUTHORS
Damlasu Temizel Istanbul University

KEYWORDS
digital education, inclusion, equity, metaverse, values

ABSTRACT
The dimensions of learning gained new spaces since Covid-19 Pandemic. While digitalization of education became a worldwide concern for the schools, students and teachers, an augmented form of digital education potential rised up by Metaverse in October 2021. Through the augmented educational dimensions which are still in the process of creation, Metaverse promises more than a web conferencing, or just whiteboards as the recent ability to do classroom work. While the advances of new technology opens a new road to digital learning, the need for adaptation of the values regarding inclusion and equity in education became an essential tool for the Metaverse as well.

According to UNESCO, The Education 2030 Framework for Action stresses the need to address all forms of exclusion and marginalization. But being equally engaged and valued as a learner is still a main concern for many students whether digitally or not.

In this respect, the aim of this study is to explore the potentials of developing and adapting values of inclusion and equity for an integrated digital education, precisely for a Metaverse Classroom. An analysis of the data collected by the interviews with university students from different cultural, religious and socio-economical backgrounds will be discussed through both the UNESCO guidelines of The Education 2030 Framework for Action and what Metaverse Education Platforms promise as for the future values of digital education.

CITIZENSHIP WITHIN LANGUAGE: ENGLISH AS A SECOND OR FOREIGN LANGUAGE WITHIN THE EUROPEAN UNION

AUTHORS

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Michael Katsillis University of Oxford

ABSTRACT

Foreign languages create or, at the very least, provide us with the means to create, relationships with other people or groups. Common language acts as a common framework upon which to build ideas of community. Indeed, on some level, one might argue that, to connect with others one must have some common framework, some common language with which to communicate –formal or otherwise.

Common language is among the least disputed indicators of ethnic and cultural groups. Indeed, language can shape ideas, color perceptions, and act as a marker of identification to a group or tribe. As a marker of multicultural competency, foreign languages are also considered an important factor for participation in society as a whole, since, by the aforementioned virtues, languages can unite populations and groups, render countries and their cultures that would otherwise be "other" accessible, and strengthen intercultural understanding.

This serves as a basis for the acquisition of the skills and personal attributes needed to live and work in a diverse world. It enables individuals and groups alike to advance their understanding and appreciation of cultural differences, promoting appropriate and effective behavior in intercultural communication. In other words, it promotes, whether implicitly or explicitly, the values of multicultural competency and intercultural sensitivity across the union.

We focus on the teaching of English as a second of foreign language as the most common linguistic framework within Europe, being introduced at varying points in compulsory (i.e. primary or secondary education) education across the majority of EU member states. Indeed, its relative significance may be enhanced due to the increased instruction commonly accompanying students' first or second foreign language. Whether by design or mistake, the reality of this underlying commonality has provided a persistent foundation upon which international relationships can be and often are built.

CitEdEV
Citizenship Education in the
Context of European Values

TITLE

EFFECT OF BOKO-HARAM INSURGENCY ON THE HEALTH STATUS OF INTERNALLY DISPLACED PERSONS IN MONGUNO IDPS CAMP, BORNO STATE, NIGERIA

TYPE OF PRESENTATION
Paper

AUTHORS

Blessing Nkiruka Anioke University of Pecs

Joseph Aigbolosimon Famous Eötvös Lorand University

KEYWORDS

IDPs, Boko-Haram, Health-Status, Monguno, Borno, social work, sociology and health

ABSTRACT

The terrifying rate of insurgency in North-eastern Nigeria is a humanitarian crisis factor that led to displacement of many people in Borno State. Globally, there 25 million displaced people ([UNHCR, 2013). In 2018, 541,000 and 613,000 people were displaced in Nigeria as a result violence/Conflicts and natural disasters respectively (IDMC, 2019). In the light of the above, this paper addresses the effects of Boko-Haram Insurgency on the Health Status of IDPs in Monguno IDPs Camp, Nigeria. This study applies quantitative method both primary and secondary analysis. The type of research paper is a non-experimental descriptive survey research. Boko-haram attacks the Nigerian citizens' educational rights (increases school dropout, decreases school enrollment and completed education years), freedom and security. The relevance of this research to the themes of citizenship education and values are that it enables the Nigerian government and other international organizations to make infrastructural, financial and infrastructural provisions in the educational sector for her citizens, interfaith dialogue and peaceful co-existence in areas affected by the crisis thereby boosting development within the country. This study employed Fassin's theory of Humanitarian reason and the actors involved in the camp life are the State and NGOs. The results showed that Boko-Haram insurgency has significant effects on the psychological life, social life, economic life, and health of IDPs in Monguno camp, Borno State, Nigeria.

TITLE

CRITICAL REFLEXIVITY AND INTERVENING: DIALOGICAL UNVEILING AND TRANSFORMATION OF RESTRICTIVE NORMS IN EDUCATION

TYPE OF PRESENTATION
Paper

AUTHORS
Vanja Lozic Malmo university

KEYWORDS

anti-oppressive education, norms, gender, critical perspectives, intersectionality

ABSTRACT

The point of departure is that educational institutions (schools and preschools) are not static and neutral but rather permeated by restrictive, oppressive, and normative interpellations and social relationships between adults and children and adults among themselves. While adults often occupy a privileged and normative position in educational contexts, they are also resisted and challenged. The aim of the paper is to exemplify and scrutinise the intersectional nature of power structures that permeate analysed social relationships in educational contexts as well as describe the way educators' dialogical and collaborative inquiry of power structures that permeate education, may be used to "perceive critically the way [educators] exist in the world [i.e., educational institutions they work at] with which and in which they find themselves" and transform this world so that new possibilities for them and children/students may emerge (Freire 2000: 83). Two main research questions are in the focus of the paper i) Which intersectional constraining power structures permeate the observed relations between adults on the one hand and either other adults or children on the other? b) How is power maintained, negotiated and contested in the observed educational settings? The critical nature of this paper follows Paulo Freire's and Kevin Kumashiro's critical theory, and the paper is based on empirical material collected by educators during a research circle (a form of professional learning community).

TITLE

A STUDY ON THE TRANSITION OF EXTRACURRICULAR ACTIVITIES TO LOCAL COMMUNITIES AND CITIZENSHIP DEVELOPMENT IN JAPAN

TYPE OF PRESENTATION
Paper

AUTHORS
Kazunari Yui Waseda University

KEYWORDS

citizenship, Japan, identity, extracurricular activities, autonomy and initiative

ABSTRACT

This study reveals that the transition of school club activities to the local community enhances the effectiveness of citizenship development.

In Japan, extracurricular activities called "club activities" that pursue specific athletic or cultural pursuits are common in all secondary schools. However, they have become overheated over a long period of time, and recently the heavy burden placed on students and teachers has become an issue. Therefore, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has announced a proposal to shift club activities to the community, and efforts are underway to achieve this goal.

The shift of club activities to local communities has been recognized as effective not only in reducing the burden on teachers, but also in fostering citizenship through club activities. Until now, school club activities have tended to be conducted in a closed environment, both in terms of content and space. In other words, there was a clear hierarchical relationship between teachers and students and between grades, and the emphasis on tradition and precedent did not foster critical thinking and problem-solving skills, which hindered the development of autonomy and initiative. In addition, cooperation with the local community was weak, and the cultivation of a sense of belonging to the local community, which is highly related to the cultivation of identity, was also limited.

However, by opening club activities to the local community, it is expected that these problems can be solved, and as a result, the effect of fostering citizenship can be enhanced. In this study, we will take up an advanced case of regional club activities in Japan and clarify how the transition of club activities to the local community can increase the effectiveness of citizenship education.

TITLE

SIT DOWN AND STAND UP! SOCIAL ACTION AND POLITICAL SUBJECTIFICATION AMONG UNACCOMPANIED MINORS IN SWEDEN

TYPE OF PRESENTATION
Paper

AUTHORS
Emma Hall Malmö University

KEYWORDS
social action, political subjectification, unaccompanied minors

ABSTRACT
Sit down and stand up! Social action and political subjectification among unaccompanied minors in Sweden. In the wake of the so-called "refugee crisis", the social movement with and by unaccompanied minors has been understood as a collaboration between civil society, NGOs and refugees. On the 6th of August 2017 ten young people decided to sit down at the cobblestone square facing the Swedish parliament building, a politically and historically significant place, demanding a stop to the deportations of unaccompanied minors. For 58-days, the youth remained in the sit-down strike that received substantial public and political attention. The uniqueness of the event however, relates to the fact that the youth organized the strike themselves, and this in turn fueled their further commitment in politics. In the strike they both drew on political traditions and patterns and criticized the political establishment. As a result, they asserted a new political subjectivity and articulated the right to participate in the public debate. in Simultaneously they claimed that they fact contributed to the overall democratic discussion.

In the intended presentation I will be taking the 58-day long sit-down strike in 2017 as a starting point in order to explore the theoretical perspective of political socialization as a process by which young citizens construct political identities, values and behaviour. By focusing on socializing agents such as mass media, social media and political representatives, I will investigate how political socialization takes place. Thereby, the social and political context is of central importance. Focus will also be on the places where political socialization takes place and special attention is being given to the interconnectedness of physical places and digital spaces. The strike is thereby understood as a critical event, in which new forms of social action and relations are made possible.

TITLE

FOREIGN STUDENTS' OCCUPATIONAL EXPECTATIONS AND THEIR SOCIOECONOMIC CAPITAL

TYPE OF PRESENTATION
Paper

AUTHORS

Konstantina Sarri University of Patras

George Nikolaou University of Patras

KEYWORDS

education, field, socioeconomic capital, occupational expectations, significant others

ABSTRACT

During the academic years 2018-2019 and 2019-2020 a research took place which was entitled: "Professional expectations and socio-economic capital of foreign students in England and France". It was conducted in the context of the master's program "Master in Education", that was carried out by the former "Department of Primary Education" and current "Department of Education and Social Work" of the University of Patras. It addresses students who study in France or England, but they do not come from these countries.

Among the findings of this study three quite interesting occupational expectations of the students who participated in the research were pointed out. Furthermore these students express that they hold the above mentioned expectations as a consequence and desired effect of the educational strategy they had planned with their "significant others" –family- when organizing their Education's course. It is important to mention that Education and the educational level in this study are interpreted –among other things- as a mediator that facilitates the transmission of the parents' socioeconomic capital to their children through studying abroad. Moreover, the findings have shown that the students and their significant others tend to maintain the belief that they secure this transmission nowadays by studying abroad. These interesting findings agree with the international bibliography.

TITLE

SOCIALLY VULNERABLE GROUPS AND REMOTE LEARNING - THE EDUCATIONAL PROCESS BASED ON THE REALITY OF COVID-19 IN PRIMARY SCHOOLS IN GREECE

TYPE OF PRESENTATION
Paper

AUTHORS

Marianthi Politou Aristolte University Thessaloniki

Kostis Tsioumis Aristotle University of Thessaloniki

Maria Karadimou Aristotle University of Thessaloniki

ABSTRACT

During the elaboration of the present research, an attempt was made to study social vulnerability and social exclusion, experienced by a portion of the population. Furthermore, emphasis was given on the term of social justice, that must be a fundamental feature of every school community and our society in general.

In addition, attention was placed on the issue of distance learning, the forms of distance education, as well as the readiness of Greece to support the new treaty, which emerged due to the Covid-19 pandemic. It is a fact that the pandemic of Covid-19 changed education.

Finally, an attempt was made to detect and record the basic data that were observed in the greek reality. The research conducted was quantitative and the research tool was a questionnaire. The participants of the research were 190 teachers that work on public primary schools in Greece and they attempted to provide information about the effects of Covid-19 pandemic on the educational process.

In particular, it was tracked how Covid-19 affected the educational function of public primary schools in Greece, the difficulties and new challenges faced by teachers and schools, and how students, who belong to socially vulnerable groups were affected. The outcomes show that some children were affected more than others, as it is underlined on the bibliography as well. For instance, those who belong on low socio-economic status, immigrants and those with learning or other disabilities had to overcome more barriers than those who belong in middle or higher socio-economic status. The result of this was the widening of the pre-existing gap, but not only in the learning part, but in the psychological and emotional sector as well.

TITLE

ONLINE PARTICIPATION AS A WAY TO PROMOTE DIGITAL CITIZENSHIP EDUCATION IN YOUNG SPANIARDS

TYPE OF PRESENTATION
Paper

AUTHORS

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Marta Molina Pontifical University Comillas

KEYWORDS

citizenship education, online participation, digital citizenship education

ABSTRACT

This study explores how digital tools, use in formal and informal learning spaces, can support the development of digital citizenship for Spanish secondary school and university students. As young people increasingly spend large amounts of time online, it is critical to know how they use, relate and engage with digital media applications to support their citizenship education processes. The study provides a conceptual analysis of digital citizenship and a empirical research that demonstrates how secondary school and university students increase their civic engagement by using digital tools. Finally, recommendations for teaching and learning through digital tools are offered to youth workers, educators, community members, practitioners, teachers.

TITLE

CITIZENSHIP EDUCATION AND HARD TO REACH LEARNERS: HOW TO PROMOTE VALUES THROUGH EDUCATION

TYPE OF PRESENTATION
Paper

AUTHORS

Theodora Katsamori University of the Peloponnese

ABSTRACT

Empowering people to become life-long engaged as active citizens is a central challenge for any democratic society. People, from a young age, learn how to act as active citizens and exercise their rights in the framework of the school. However, a part of people who characterized as hard to reach learners seems to be excluded from civic and political life. The reasons of this exclusion may vary and, in most cases, this lack of engagement seems to be people's own decision. Their early drop out from school seems also a reason which follows to this exclusion.

Second Chance Schools are schools addressed to adults who have not completed the compulsory secondary education and they were established as a tool against social exclusion by providing to the learners knowledge and skills appropriate to their integration into society. At the same time, learners are encouraged to be active in the context of the school community as an effort to empower their self-confidence and self-esteem and at the same time, to be aware about values.

This paper tries to provide a theoretical contribution in the field of citizenship education and the role of education in the fight against social exclusion, providing as a case study a Second Chance School. At the same time, this paper presents students' of a Second Chance School approach toward values, like democracy, participation, freedom, and how these values could be promoted though education taking into consideration the feelings of active participation and belonging that education has to promote to them.

TITLE

CIVIC SELF-DETERMINATION OF SECONDARY SCHOOL STUDENTS IN THE CONTEXT OF THE DEVELOPMENT OF MORAL VALUES OF PERSONALITY

TYPE OF PRESENTATION
Paper

AUTHORS

Zoja Chehlova University of Latvia

Mikhail Chekhlov Riga Classical Gymnasium

Roman Aliyev Riga Classical Gymnasium

Ingrīda Keviša Latvian Academy of Culture

KEYWORDS

civic self-determination, political and legal culture, general cultural identity, tolerance, humanization

ABSTRACT

The topicality of the research is the following:

- The idea of citizenship education has a universal meaning and value, maintaining the unity and stability of society, enhancing individual's spiritual and moral level and social culture;

- It is necessary to develop the civic self-determination of Latvian youth because there can still be observed an ongoing trend for young people to leave the country in order to study and work in other countries of the European Union.

The aim of the research is

- to determine the structure and peculiarities of civic self-determination in the period of adolescence;

- to analyse the content of the structural components of civic self-determination: political culture, legal culture, and the culture of international relationships;

- to determine the conditions for the development of civic self-determination of secondary school students in the educational process.

Research methods include observation, analysis, survey, experiment and mathematical statistics.

Research results:

- Civic self-determination has been presented as a systemic formation;

- The structure of the civic self-determination of senior secondary school students has been defined as a system of interrelated components, and the content of each component has been presented;

- It has been found that the key pre-condition for the development of the civic self-determination of secondary school students is the humanization of the educational process: incorporation of universal human values in the content of educational process, changes in the nature of relationships in the process of learning and changes in the logic of upbringing – familiarizing students with culture as the world of human values and symbols;

- The priority values of secondary school students have been determined.

TITLE

CULTIVATING DEMOCRATIC CLIMATES IN PRIMARY SCHOOL CLASSROOMS IN COLOMBIA: PASTORS, RADICAL DEMOCRATS, SEMI-DEMOCRATS, AND TYRANTS

TYPE OF PRESENTATION
Paper

AUTHORS
Sanjay Nanwani Universidad Externado de Colombia
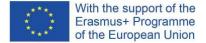
KEYWORDS

school and classroom climate, democratic skills/dispositions, power in classrooms, student agency

ABSTRACT

Democratic school and classroom climates are particularly relevant in Colombia and globally. This is particularly so in the wake of recent mass protests and waves of violence which have made structural inequalities blatantly visible in the midst of the Covid 19 pandemic. In this order, citizenship education has gained greater relevance as democracy itself, and democratic values, are acquiring new meanings in an increasingly interdependent, but also increasingly polarised, world.

This paper is based on a qualitative multi-case study centred on democratic citizenship education (DCE) in a democratically fragile Latin American context. It sheds light on how primary school teachers in public schools in Cali (Colombia) conceive of, and exercise, power and authority in their classrooms. These schools are located in marginalized zones marked by community violence, fragile social fabrics, low socio-economic populations, and Afro descendant and displaced communities due to war. The selected schools were part of a multicomponent citizenship competencies development programme called Aulas en Paz, that has been running since 2005 and expanded to other countries to improve 'convivencia' – which refers to 'living together', connoting harmonious living. This is noteworthy and potentially a means to "unlearn" violent practices to "relearn" democratic skills and dispositions.

From a macro perspective the paper that will be presented furthers research, policy and practice conversations that support DCE; it focuses on teacher practices and how they develop and/or inhibit student agency; respect and recognition; equality of power; and the development of critical thinking. It contributes to meaningful research, practice and policy conversations, shedding light into how school systems can be reconfigured; and how teacher practices can strive towards cultivating democratic identity and agency from primary schooling. Given broader structural challenges, schooling that is purposeful and deliberate in developing democratic skills and dispositions needs to be constantly evaluated, particularly in present times.

TITLE

CRISIS OF VALUES AND RETHINKING OF THE SCHOOL IN OUTDOOR EDUCATION

TYPE OF PRESENTATION
Paper

AUTHORS
Sandra Chistolini Università degli Studi Roma Tre

ABSTRACT

When we are faced with the great problems of humanity, we try to look for the way of interpreting phenomena. In a time of crisis in the values of Western culture (O. Spengler; J. M. Diamond) we ask ourselves how we can avoid world disasters, such as unexpected diseases, air pollution, wars. The COVID-19 pandemic was the epochal crisis that upset the world and committed to creating contrasting situations in the school, in the family, in the community to educate young people to think according to perspectives of sustainable development, active citizenship, respect of the environment. Starting from this problematic framework, we proposed measures to combat the pandemic by focusing on the realization of training courses in which outdoor education was the privileged educational space. The qualitative research we present concerns the experimental training of managers, teachers, parents, grandmothers who build a new alliance between school, territory, world for the care of the child. The project carried out according to the rules of the experimental method and with interactionist and ethnomethodological methodologies (Garfinkel) highlights the epistemological and empirical validity of the prototype training model of a multidimensional nature. The research demonstrates the replicability on a national and international scale of outdoor education as a proposal for education in the values of social responsibility and environmental sustainability.

A QUALITATIVE APPROACH TO THE ACCULTURATION ORIENTATION OF ARAB IMMIGRANTS IN HUNGARY: THE ROLE OF LABOUR MARKET COMPETITIVENESS AND COOPERATIVENESS

TYPE OF PRESENTATION
Paper

AUTHORS

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Márta Fülöp Eötvös Loránd University

ABSTRACT

According to Eurydice (2021), the number of foreign nationals residing legally and permanently in Hungary increased from 1.6% to 2.05% of the country's population between 2018 and 2020. Arab migrants are considered among the minority of these foreigners as the majority (65%) are mainly from the surrounding countries, while 26% are from Asia, and 3% from Africa. Due to the small size of the Muslim population, islamophobia had not been a relevant issue until the 2015 migration crisis leading to an increasing interest in research regarding the topic. Since 1992, TÁRKI Social Research Institute has been undertaking regular surveys on xenophobic attitudes against migrants and asylum seekers, the results of these surveys indicates that between 1992 and 1995 there was a rapid increase in xenophobia from 15% to 40%, followed by a rather stable period between the years 2002 and 2010, however in 2015, xenophobia reached its peak with 45%, with 94% refused refugees of Arab ethnicity specifically (Vidra, 2018).

Given the attitudes towards immigrants in Hungary it is an outstanding issue to understand how these immigrants, specifically immigrants of Arabic ethnicity are able to integrate into the Hungarian society, what kind of acculturation processes are characteristic to them.

Only few studies investigated competitive dynamics within immigrant communities in Europe (i.g., Grzymała-Kazłowska, 2005) and how competition within the immigrant community and with members of the host society influence acculturation strategies (Büki & Fülöp, 2012; Büki, 2013).

The aim of this paper is to: 1. explore the relationship of in-group and out-group competition and cooperation with the acculturation strategies and integration into the host society; 2. Examine this as an example through labour market competition and cooperation.

This paper presents preliminary data based on 5 semi-structured interviews that were conducted with Arab men (aged between 35-53 years old) living in Hungary. The interviews aimed at revealing the immigration motives, the areas in which they compete and cooperate with both individuals or groups from their community as well as with members or groups of the Hungarian society and targeted the acculturation strategy that characterizes the interviewee. The interviews also specifically targeted constructive and

destructive competitive processes in the in-group and the out-group. In this paper the competition and cooperation in the labour market is placed in the focus.

Using a thematic/content analysis of the interviews, it was found that while destructive competition within the Arab community especially in the labour market field decreased the trust and ties among the community and resulted in an inclination to integrate and assimilate more into the host community. Constructive competition and cooperation within the community, in job hunting situations for example, on the other hand led to more closed groups that alienated themselves from the host society members and preferred to separate from them.

TITLE

A COMPARATIVE STUDY ON TEACHERS AND PRINCIPALS' PERCEPTIONS OF CITIZENSHIP EDUCATION IN TIME OF STRESS: HONG KONG CASE

TYPE OF PRESENTATION
Virtual Paper

AUTHORS

Linnie Koon Lin Wong The Education University of Hong Kong

Ki Keith Chan The Education University of Hong Kong

Kerry John Kennedy The Education University of Hong Kong

KEYWORDS

school leadership, civic teaching, teacher autonomy and self-efficacy

ABSTRACT

Socio-political changes and curriculum reforms in Hong Kong pose new challenges to civic education. These challenges can influence "principals' reorientation and development of practices" (Szeto, 2020, p. 2), teacher autonomy and self-efficacy (*Wong et al., 2020) in different ways across schools. The National Security Law (NSL) in Hong Kong (implemented in July 2020) increases social uncertainty over academic autonomy and could influence teacher attitudes toward civic education. Hence, this study examines principals' and teachers' perceptions of citizenship education and how their schools support civic teaching in times of stress. Principals influence the civic environments of their schools (Author et al., 2020), and teachers affect the civic environments of their classrooms (Author et al., 2018b). Understanding principals' and teachers' perceptions of citizenship education could provide insights for nurturing students to live in a complex world. The findings revealed principals were more positive than teachers in regard to their schools and citizenship education, and attempted to provide teachers with the autonomy to facilitate civic teaching. Teachers perceived more strongly than principals that the Chinese national government has influenced their schools' attitude to citizenship education and they showed less confidence than principals in the possibility of nurturing students' patriotism.

TITLE

BUILDING CONNECTIONS BETWEEN STUDENTS THROUGH PRACTICES TO DEAL WITH RACISM IN THE SCHOOL ENVIRONMENT

TYPE OF PRESENTATION
Virtual Paper

AUTHORS

Asimina Bouchagier University of Patras

KEYWORDS

racism, stereotypes, prejudices, practices to address, school environment

ABSTRACT

The rise of racism, in all aspects of social life, is reflected daily in many countries of the world, something which concerns the international community which is looking for solutions to the problem. Greek society, having evolved into a multicultural society after population movements, is also called upon daily to face inequalities of treatment, discrimination, prejudice, and racism. This conclusion requires, the teacher to adopt practices to prevent and combat racism by adopting a multicultural teaching approach. The present study examined the perspective of primary school teachers on the types of discrimination that may occur in the school environment and the practices they follow to deal with racist phenomena at school. The research was conducted, using a questionnaire as its research tool administrated to primary school teachers of the Region of Western Greece (n = 322). The statistical analysis showed that racist behaviors among students are indeed occurring in the school environment. The reasons for distinguishing students from their classmates are mainly due to appearance, color of the skin, origin, good and poor course performance in the courses and socioeconomic status. According to the teacher's opinion, the racist disposition of pupils is not accompanied by such an intention. Regarding the way racism is expressed, teachers in high percentages, argued that students express this mainly through the use verbal assault and isolation from groups. The majority of the teachers, who responded prefer group activities, role - playing games, racism-related films and set a good example with their attitude towards diversity, as ways to deal with racism. In this presentation, our findings will be presented and discussed with the hope that these can contribute to the academic discussion related to how to prevent and deal the racism in school.

TITLE

A SEAT FOR JUSTICE FOR NON-HUMAN ANIMALS AT THE TABLE OF DIALOGUE

TYPE OF PRESENTATION
Virtual Paper

AUTHORS

Flaminia Stârc-Meclejan West University of Timişoara

KEYWORDS

justice, animals, relational interpretation, moral thought, table of dialogue

ABSTRACT

The very idea that morality concerns humans, and not animals is a value-laden belief (M. Coeckelbergh, 2009) that cannot stand logical scrutiny. If we truly wish to achieve sustainability, we must at least ask the question concerning justice in the relation between humans and non-human animals. In a world where science teaches us that objects are 'the way in which they interact' (Carlo Rovelli's 'relational' interpretation), there is need for re-connecting society with nature, by drawing the non-human animals into the realm of moral thought. So, if we admit that we can look at the world without privileging the human being, it means we ought to take a step further, and put the options of co-operation between humans and non-humans at the table of dialogue.

TITLE

ENVIRONMENTAL EDUCATION, A LAST RESORT IN FIGHTING ILLEGAL LANDFILLING IN ROMANIA?

TYPE OF PRESENTATION
Virtual Paper

AUTHORS

Violeta Stratan West University of Timișoara

KEYWORDS

illegal landfilling, law enforcement, administrative sanctions, education, NGOs

ABSTRACT

Despite the recent reform of the Romanian legislative framework regarding the regime of waste, meant to transpose EU Directive 2018/851, Romania still lacks relevant instruments to divert waste from landfills, enforce waste management legislation and efficiently fight against illegal landfilling. The existing administrative punishments for illegal waste dumping on land and near water courses – warnings, fines, community service, etc. - seem unable to deter offenders from committing environmental offences. A brief analysis of the relevant Romanian legislation in force and of the case-law of the Romanian courts in the field of administrative liability for environmental offences reveals that environment protection rules, including the ones related to landfilling, are partially enforceable in Romania. Are the administrative sanctions in our environmental legislation are too mild? Is the activity of our environmental authorities' not efficient enough? A positive answer could be given to both these questions. However, we believe that Romanian citizens are not fully aware of the need to comply with environment protection rules and its stake. This seems to be also the view of Romanian authorities since the Ministry of Environment and the Ministry of Education are to draft strategy on environmental education until December 31, 2022. Intended to be transposed into the curricula starting with the school year 2023-2024, this strategy seems to be one of the last resorts in fighting pollution in Romania. Indeed, the educational process remains a key actor of civic education. Therefore, including environment protection notions, principles, and values in the curricula, at all levels of education, starting with the primary one, is likely to enhance the population's compliance with environmental protection rules, in the medium and long run. Is formally educating environmental conscious citizens enough to drive the long-awaited societal change in our country? Does this initiative come too late? Should it be accompanied by other non-formal educational programmes, dedicated to the adult population having not benefitted from environmental education in the past? Should local authorities be involved in raising the citizens' awareness of the paramount importance of environment protection?

TITLE

HOW DOES LEARNING ABOUT SOCIAL JUSTICE TRANSFORM THE LEARNING ABOUT ETHNIC MINORITIES AND CAREER CHOICES OF STUDENTS IN HIGHER EDUCATION?

TYPE OF PRESENTATION
Virtual Paper

AUTHORS
Eric King-man Chong Education University of Hong Kong

KEYWORDS

social justice education, ethnic minorities, learning outcomes, career choices, undergraduate students

ABSTRACT

This paper demonstrate how does teaching social justice transform learning about ethnic minorities and their career choices by undergraduate students in Hong Kong. Adopting a pre-and-post design in an undergraduate general education course in semester 1 of 2021/2, the intervention is a combination of four 3-hour hybrid sessions of thematic knowledge and experiential learning activities about understanding the lives and challenges facing ethnic minorities in Hong Kong and the world. The 20 undergraduate students were mainly Hong Kong Chinese, plus a few from mainland China, Myanmar, and the USA. The quantitative findings reveal that students have shown improvement scores between a pre-and-post design on several items. Also, qualitative interviews reveal some interesting themes such as developing civic knowledge and values, broadened perspectives, and cultivating decisions of community actions and teacher career. Discussion are made on the learning outcomes and recommendations are given on some teaching methods on social justice in higher education.

TITLE

THE PROCESS OF AGENCY THROUGH THEORIZING AND PRACTISING CITIZENSHIP TEACHING IN TEACHER EDUCATION - AN EXAMPLE FROM UPPER SECONDARY TEACHER EDUCATION, SWEDEN

TYPE OF PRESENTATION
Virtual Paper

AUTHORS

Sinikka Neuhaus Lund University

Johanna Gustafsson Lundberg Lund university

KEYWORDS
agency, tcitizenship, teacher education

ABSTRACT

Societal, cultural and historical factors influence the day to day work in teacher education. In a teacher education context responsive practice is framed by many interests and ideas. In this project the shaping of agency through reflective citizenship teaching in teacher education is focused. Agency is here understood as a capacity to develop 'navigation strategies' promoting an education and school setting of safety, belonging and succeeding. The teacher students in this study faced policies to support them but they expressed challenges interpreting policy into action and agency. Within the project, the comparative aspects of identifying the barriers and opportunities, sharing strategies and challenging the interpretation of policy, filling it with theoretical approaches and the teacher students own experiences, gave the involved students in the project an understanding of their agency and of how important explicit strategies, strong relationships and shared beliefs are when organizing citizenship education for young people.

INTERNATIONAL ANNUAL CONFERENCE 2022

CITIZENSHIP EDUCATION IN DIVIDED TIMES: BUILDING CONNECTIONS THROUGH VALUES

Prague, May 26-28, 2022

ABSTRACTS

SYMPOSIA

PAPERS

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TITLE

THE TEACHER OF FOREIGN LANGUAGES - LINGUISTIC AND INTERCULTURAL MEDIATOR

TYPE OF PRESENTATION
Poster

AUTHORS

Cosmina Simona Lungoci West University of Timișoara

KEYWORDS

mediator, intercultural, foreign languages, values, comunication

ABSTRACT

In these divided times, an important role in building connections through values belongs to the language teacher, as a linguistic and cultural mediator.

"Mediating communication aims to facilitate understanding and shape successful communication between users/learners who may have individual, sociocultural, sociolinguistic or intellectual differences in standpoint. The mediator tries to have a positive influence on aspects of the dynamic relationship between all the participants, including the relationship with themselves." (Common European Framework of Reference for Languages Learning Teaching: 90)

In our paper, we aim at emphasizing on the role of the foreign language teacher in intercessions in communication among learners, in the following respects: facilitating pluricultural space, acting as an intermediary, facilitating communication in delicate situations and disagreements. The teachers aim to facilitate a positive interactive environment for successful communication between students of different cultural backgrounds, including (in) multicultural contexts. Rather than simply building on their pluri-cultural repertoire to gain acceptance and to enhance their own mission or message, they are engaged as a cultural mediator: creating a neutral, trusted, shared "space" in order to enhance communication between others. They aim to expand and deepen intercultural understanding between participants in order to avoid and/or overcome any potential communication difficulties arising from contrasting cultural viewpoints.

Similarly, we shall identify the core values of citizenship education, making use of authentic communication through a foreign language, also proposing a series of mediation strategies, in the sense of techniques employed to clarify meaning and facilitate understanding, and providing examples of linguistic mediation activity sheets.

TITLE

PRINCIPLES AND THEMES OF GLOBAL DEVELOPMENT EDUCATION IN INITIAL TEACHER TRAINING

TYPE OF PRESENTATION
Poster

AUTHORS

Blanka Zemanová Charles University

Jana Stará Charles University

KEYWORDS

global citizenship education, global development education, pre-service teachers, innovative approaches and methods, case study

ABSTRACT

In the international context, the globally oriented contents are often grouped under a title of Global Citizenship Education (GCE) (Davies 2008, in Goren, Yemini 2017). Many countries have already begun incorporating aspects of GCE into their curricula (Yemini 2017). In the Czech context, the globally oriented content is under the concept of Global Development Education. GCE-related concepts have a strong critical, transformative and value-shaping aspect (UNESCO 2015) that influence teaching and learning methods and strategies. These concepts are often associated with innovative approaches and methods (Yemini et al. 2019). Constructivist approach, inquiry-based teaching and project and service-based learning has proven to be effective for a deeper understanding of students and their involvement (Monroe et al. 2019).

The aim of the research study is to describe factors that determine quality and effective initial teacher education, which contributes to local and global involvement of pre-service teachers as global citizens and to strengthening of their competences to implement sensitive global issues into school curricula and teaching. Data were gathered within 9 selected Czech universities by multiple qualitative methods – content analysis of course syllabus, questionnaire survey among 181 university teachers (the survey response rate was 27%) and semi-structured interviews with 3 university teachers.

Most of the "university courses for pre-service teachers" analysed covered some GCE-related principles and themes related to globalization, respect for diversity, equal opportunities and sustainable development. In accordance with the theoretical framework, the respondents (of the questionnaire survey and in-depth interviews) confirmed that GCE-related teaching is aimed primarily at developing the pre-service teachers' attitudes and values, therefore they choose methods that stimulate them and activate their actions. They also confirmed that the basis of the activating approach is essential deep knowledge, therefore they perceive the need for frontal lectures as well (Wood et al. 2018).

TITLE

EUROPEAN UNION STUDIES - JEAN MONNET TEACHER TRAINING

TYPE OF PRESENTATION
Poster

AUTHORS

Roland Trabe University College of Teacher Education Vienna

Friederike Seiringer University College of Teacher Education Vienna

KEYWORDS

How to teach "Europe" at school?, teacher training, European Union Studies, Knowledge - The key to peace, European citizenship education didactics - A methodologic approach

ABSTRACT

The European Union has been very successful as a peace project over the last 70 years. However, the weaknesses of the project are shown by the example of the common refugee and health policy and the threats of war right next to the eastern borders. Politicians in the member states like to use the EU as a scapegoat for their own poor decisions. As schools are the only institutions that reach all European citizens, European education at school is crucial to prepare the future generation for active participation in the EU and guaranteeing a peaceful Europe.

Since knowledge is power and the key to peace, the new project "European Union Studies – Jean Monnet Teacher Training" at the University College of Teacher Education Vienna approaches to the above mentioned issues by educating 90 teachers on "how to teach Europe".

The school context is seen as the preferred level of knowledge acquisition. The project also distinguishes three Europe-related learning dimensions. Namely, the cognitive level, the competence level and the affective level.

The gained profound knowledge and experience shall then be passed on in the school environment and help students to understand the importance of a unified Europe, of shared European values and of their own European identities and furthermore encouraging them to be an active part of the European Community.

The participating teachers must implement a project on "European Union Studies" at their schools and the impact of these projects are the main focus of our scientific research.

Our poster presentation will outline the key facts of our project and our research design.

TITLE

TEACHING GLOBAL RESPONSIBILITY IN TEACHER AND INTERPROFESSIONAL EDUCATION

TYPE OF PRESENTATION
Poster

AUTHORS

Blanka Zemanová Charles University

Francesca Lorenzi Dublin City University

Bodil Liljefors-Persson Malmö university

Eveline Le Roy VIVES University of Applied Sciences

Jana Stará Charles University

KEYWORDS

global responsibility, global citizenship education, globally competent teacher, global civic engagement, pilot study

ABSTRACT

Tronto (2009) argues that we are interdependent beings fundamentally connected by the need to receive and give care to others. However, despite growing global morality, apathy, psychological numbing, compassion fatigue and political inaction remain significant problems in terms of global responsibility (Wilson,2010). Education can play a fundamental role in countering moral immunity and in expanding the circle of moral concern (Singer, 1981) by enabling students to take action (response-ability). According Welply (2019) global citizenship is a natural and necessary response to the world we live in. Global citizenship includes the interrelated dimensions of social responsibility, global competence and global civic engagement (Schippling 2020) and refers to a sense of belonging to a broader community (UNESCO 2015).

From the reason that global citizenship education is becoming increasingly relevant for education in the 21st century (Yemini, Tibbitts, Goren 2019), there is a growing tendency to integrate its principles and themes into strategic and curricular documents, teaching and learning (UNESCO 2015). This reinforces the need to have globally competent teachers (Kopish 2017, Kopish 2016, in Goodwin 2020) with good understanding of transformative and participatory teaching and learning (UNESCO 2015). Initial teacher training plays a key role in this.

The aim of this paper is to present a way of elaborating examples of good practice focusing on sensitive global issues in initial teacher and interprofessional education courses at selected European universities involved in the Jean Monnet project "Education for Citizenship in the Context of European Values" and to present a research design for analyzing the attitudes and beliefs on global issues and the development of global citizenship of students participating in these courses. A template for case studies and a research design with the aim of identifying attitudes and beliefs of students and student teachers will be presented with examples from the pilot study.

TITLE

CIVIC LEARNING AND THE CIVIC JOURNEY DURING TRANSITIONS TO ADULTHOOD

TYPE OF PRESENTATION
Poster

AUTHORS
Andrew Mycock University of Huddersfield

KEYWORDS
citizenship, literacy, civic, journey, transitions

ABSTRACT

This paper will draw on new research from the Civic Journey project, a two-year, youth-led programme based in the United Kingdom which seeks to reimagine civic transitions from adolescence to lifelong active citizenship. The project seeks to capture the ways in which young people experience both being and becoming a citizen as they grow up and move through life. It explores how, when and where young people are socialised within formal and informal learning and experience of civic engagement and participation.

Being an active citizen is associated with a sense of belonging to and solidarity with communities and a desire to contribute to their improvement through volunteering, forming civil society groups, having a knowledge of and interest in the current affairs, and social and political activism. This form of citizen participation requires some level of self-improvement through the acquisition of appropriate knowledge and skills as young people mature, indicating that civic learning and active citizenship go hand in hand.

The paper will draw on initial research from the project, including an extensive evidence review and youth-led peer research. It will first consider to what extent does the idea of the Civic Journey already exist, exploring the concepts of 'civic pathways', 'civic trajectories', and 'civic momentum'. The paper will then consider the impact of civic learning in educational and non-educational settings, and how do they relate to and inform key 'transition points', and its impact on young people's own journeys to civic self-actualisation. The paper will conclude by arguing that the Civic Journey should be understood as a lifelong process in terms of an enduring commitment to civic learning, engagement, and participation, which is both cognitive and relational in that it is determined by an individuals' past, present, and future as active participants in civic and community life.

INTERNATIONAL ANNUAL CONFERENCE 2022

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ERASMUS+ JEAN MONNET NETWORK

CitEdEV

Citizenship Education in the Context of European Values

TITLE

COACHING FOR CITIZENSHP

TYPE OF PRESENTATION

Workshop

AUTHORS

Chris Gifford University of Huddersfield

KEYWORDS

coaching, citizenship, equality, values, voice

ABSTRACT

Coaching has become a mainstream service offering support for personal and professional development. We are increasingly familiar with the ideas of life coaching, health coaching, career and business coaching. It has also entered the field of education with students and pupils in some schools being offered progress coaches. This workshop explores some of the core principles of coaching, how it differs from other therapeutic interventions and how it can model a positive citizenship practice. The focus will be on coaching as a way of promoting voice, empowerment and value based action and exposing systemic oppression in everyday relationships. The workshop will be experiential with participants introduced to coaching principles before actively engaging in coaching exercises with one another. It will end with a reflection on what it means to coach for citizenship.

TITLE

"PLACE" - PARTICIPATORY ART METHOD FOR TEACHERS

TYPE OF PRESENTATION

Workshop

AUTHORS

Aneta Fodorová Charles university in Prague

KEYWORDS

participatory art, freedom, discussion, future, meaning creation

ABSTRACT

"Place" is an artistic participatory installation belonging to the third // space platfrom (thirdspace.cz/EN). This platform is focused on developing participatory tools for artistic and educative purposes. The method of place can be used, and has already been tested with various groups of students of different age and cognitive capacities, to practice democratic principles, especially discussion and group decision making process. The beauty of the method is in its simplicity, variability and practicality.

The participatory project was created in 2019 in order to find tools for engaging the audience in the creative process. During the creation, we collaborated with various social groups, from the sellers of Nový prostor to high school students. The current form of the project was created at the residence covered by the SE.S.TA Choreographic Development Center at Žďár nad Sázavou Castle.

The setting

The space needed for the workshop as well as for using the tool in class is easily achiavable. An empty (as empty as possible) classroom is needed and another small room where chairs are organized in a circle. Those two rooms are called space of action and space of reflection. The space of action (the empty classroom) is filled with various objects and materials (depending on what we decide to focus on). The participants are invited to enter the place of action with a simple set of instructions: Behave as freely as you can, spend as much time as you want, do what you feel like doing and try to think about what this place represents. After the group has spent some time in the space of action, the participants gather in the room of reflection. Focus is on how they went, what they did, what they think the place represents. Everyone is invited to share what they want to share. Then, the facilitator introduces her/his what the place represents for her/him, the group is invited to think of the place of action as if it was their shared future. They are then invited to step into the place of action once more with the idea of their future in mind. The group is first invited to discuss about what they will/want to do it the place of action. After their intervention in the space of action they are once again invited to discuss how they felt during the second visit, what they did and eventually asked whether the facilitator can also step in to the place of action. Through out the experience the participants are informed about the nature of the place, about the paralells with real life and at the end told that the place as they leave it now will be inherited by another group as we all come into the world which has been created by those who preceed us.

This method can be used for discussing the future in general or it can be used for a specific topis of for example the future of democracy, the future of the planet, the future of Europe etc. What is important to emphasize is the difference between talking about what we want to do and actually doing that in the place of action. The use of the method assumes the participants will be able to think of the place of action in a symbolic manner and that they will be able to apply imagination.

This method is relevant for citizenship educators for its potential to raise the participants awareness of their own empowerment and freedom as well as responsibility for the place we inhabit, as individuals as well as a group of people.

The workshop would follow the structure of applying the tool itself, in other words the participants interested in the workshop would experience the tool itself, that means the nature of the place of action would not be revealed to them in the moment of their first encounter with the place. The workshop would focus on developing the participants skills in mediation and facilitation of the process.

ERASMUS+ JEAN MONNET NETWORK

Citizenship Education in the Context of European Values