



United Nations Educational, Scientific and Cultural Organization • UNESCO Chair on Education for Social Justice, Autonomous University of Madrid



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PROGRAMME

and

Book of Abstracts

24th Annual CiCea International Conference 2023
and 2nd Joint Conference with CitEdEV
& Student Research Conference

Strengthening Citizenship Education in Times of Conflict

Faculty of Education,

Universidad Autónoma de Madrid

25-27 May 2023

ISBN_FORTHCOMING

CONFERENCE PROGRAMME by SESSIONS

Thursday 25 May

	Salón de Actos	Room 1 I-101.2 Module 1	Room 2 II-302 Module 2	Room 3 Sala de Grados
14:00-15:00	<p>Welcome and Open Plenary</p> <p>Jesús Manso. Dean of the Faculty of Education. UAM Radka Wildová. CitEdEV Chief Academic Coordinator Marta Fülöp. CiCea President Liliana Jacott and Tatiana García. Conference Coordinators. UAM</p>			
15.00-16.00	<p>Keynote Lecture: “A Framework for Historically-Minded Civic Engagement”</p> <p>Carla Peck University of Alberta</p>			
16.00-16.30	Coffee break: Salón de Actos Hall			
16.30-17.45	Symposium 1: European Values and Young People: WG 1 Report	Intercultural education	Global citizenship and sustainable development	
17.45-19:00	Symposium 2: Turkish Dimensions of Critical Issues	Textbooks, citizenship education, school education	Democratic education, communities, innovation	
19.00-20.00	<p>Welcome Reception</p> <p>Faculty of Philosophy terrace (in front of Faculty of Education, UAM)</p>			

Friday 26 May

	Salón de Actos	Room 1 I-101.2	Room 2 II-302	Room 3 Sala de Grados
9.00-10.15	Symposium 3. Young Europeans' reactions to the war in Ukraine: work in progress	Education policy, curriculum, school	Diversity, identities inclusive education (I)	
10.15-11.15	<p style="text-align: center;">Keynote Lecture: "Normalize conflict and de-normalize violence: What history education can do for democratic culture"</p> <p style="text-align: center;">Ángela Bermudez Centro de Ética Aplicada. Universidad de Deusto</p>			
11.15-11.45	Coffee break: Salón de Actos Hall			
11.45-13.00		Populism, democracy, social cohesion	Citizenship and values (I)	Symposium 4. Young Europeans as citizens online
13.00-14.30	Lunch: Cafeteria Plaza Mayor, UAM Campus			
14:30-15.45		History, citizenship, empathy	Art, creativity and inclusion	Workshop: Participation workers, conflict and young people's democratic socialization (1)
15.45-16.00	Coffee break: Salón de Actos Hall			
16.00-17.15		Youth participation	Citizenship and values (II)	Symposium 5: Looking at and into Youth in the Margins

Saturday 27 May

Salón de Actos	Room 1 I-101.2	Room 2 II-302	Room 3 Sala de Grados
9.00-10.00			CiCea AGA Meeting
10.00-11.15	Critical and philosophical perspectives on citizenship	Community engagement, political identities and trust	Exclusion and marginalization
11.15-11.30	Break		
11.30-12.30	Roundtable: "History, Memory and Citizenship in Times of conflict" Mario Carretero. UAM/FLACSO Ángela Bermudez. Centro de Ética Aplicada. Universidad de Deusto		
12.30-12.50	Break		
12.50-13.20	Closing Session Radka Wildová. CitEdEV Chief Academic Coordinator Marta Fülöp. CiCea President Liliana Jacott and Tatiana García. Conference Coordinators. UAM		
	NO LUNCH AT UAM* UAM Cafeterias are closed on Saturday		

PROGRAMME

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Book of Abstracts

Thursday 25 May

13.00-14.00	Conference Registration	Hall, Salón de Actos	25 May
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14.00-15.00	Welcome and Open Plenary	Salón de Actos	25 May
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Welcome and Open Plenary

Jesús Manso
Dean of the Faculty of Education. UAM.

Radka Wildová
CitEdEV Chief Academic Coordinator

Marta Fülöp
CiCea President

Liliana Jacott and Tatiana García
Conference Coordinators ~ UAM

15.00-16.00	Keynote Lecture: “A Framework for Historically-Minded Civic Engagement”	Carla Peck	Salón de Actos	25 May
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A Framework for Historically-Minded Civic Engagement

Carla Peck

Fostering informed and empathetic engagement across the domains of civic life is a complex enterprise, and history has an important role to play. Preparing young people to engage empathetically and intelligently with others in wrestling together to work out and enact the common good requires complex level of historical mindedness. In this presentation, I will discuss a framework for historically-minded civic engagement that has been developed by members of Thinking Historically for Canada's Future. This framework includes five key concepts that, we propose, make up historically-minded civic engagement: civic identities, civic reasoning, civic perspectives, civic action, and civic systems. These five concepts require students to draw on the content and process of history and historical thinking to shape broader civic lessons for participation in democratic life. The primary goal of this framework is to envision history and citizenship education that aims not to simply prepare students to understand, accept, and fit into current civic systems and practices. Rather, our goal (and hope) is to imagine history and citizenship education working together to foster citizens who use deep historical understanding to work effectively within current democratic systems but who also use their historical and contemporary knowledge to imagine new and better manifestations of civic spaces and practices, and work effectively to enact those.

16.00-16.30	Coffee break	Hall	25 May
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16.30-17.45	Symposium 1: European Values and Young People: Working Group 1 Report	Salón de Actos	25 May
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Presented by the Working Group on Research	Convenor: Alistair Ross	London Metropolitan University, UK	alistairrosslondon@gmail.com
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This brief presentation and discussion will provide an opportunity to discuss the research report that has been circulated on European values and young people. We have analysed how young people discuss and raise the values set out in the Council of Europe's Convention and the European Union's Charter, identifying which values are particularly of interest to young people, and which are referred to less often. We have tried to cover all these values, and have data from 29 European states. We make suggestions for the methods of supporting young people understanding the values, and particularly suggest that deliberative discussions are a valuable way of promoting the consideration of values.

We would particularly value feedback on our findings and proposals, so we can finalise the report. In view of the significance of the research in the Project's structure, it would be helpful if each of the other Working Groups could in some way be represented in this session.

Alistair Ross	London Metropolitan University, UK	alistairrosslondon@gmail.com
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Sandra Chistolini	Università degli Studi Roma Tre, IT	sandra.chistolini@uniroma3.it
Thomas Loughran	University of Lancaster, UK	t.loughran@lancaster.ac.uk
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Nilüfer Pembecioğlu	Istanbul University, TR	niluferpembecioglu@gmail.com
Thiago Freires	Faculty of Psychology and Education Sciences of the University of Porto	tfreires@fpce.up.pt

			(FPCEUP), PT	
		Julie Spinthourakis	University of Patras, GR	spinkats@gmail.com
	(*) online participants	Zoja Chelova (*)	Universitāte,Latvia – Latvijas, LV	chelova@inbox.lv
16.30- 17.45	Room 1: Intercultural Education and Teacher education		Aula I.101.2 Module 1	25 May
	Opinions and Expectations of teachers regarding the co-education of minority and minority students in Northern Evros, Greece	Kostis Tsioumis Konstantina Nikoltsioudi	Aristotle University of Thessaloniki, GR	ktsioumi@edlit.auth.gr
	<p>In the region of Thrace and especially in Northern Evros, majority and minority Muslim students are educated together in secondary schools in an environment with challenges and problems. Many of them come from rural families and especially the minorities are treated stereotypically and with prejudice, but the minorities themselves, as well as the immigrants, are characterized by corresponding stereotypes.</p> <p>In this work, through qualitative material of 10 interviews, the way in which the teachers deal with the presence of minorities and their co-education with the students of the majority, as well as the issues related to their bilingualism and their social position, but also the attitude of their parents.</p> <p>These factors clearly affect the educational process and the learning of the language of the school and shape the course of the students at school. However, this is also connected to a significant extent with the attitude of the majority of teachers. The resulting inequalities are visible. In some places they are softened and in others they are not, depending on the attitude and the educational practices adopted on a case-by-case basis.</p>			
	Development of Global citizenship education in Ukraine	Olga Tsaryk Tetiana Panychok	West Ukrainian National University, UKR	tsarykolga@gmail.com t.panychok@gmail.com
	<p>Global Citizenship Education (GCE) is an essential component of education systems in modern times as it aims to develop learners' knowledge, skills, values, and attitudes necessary to face global challenges and contribute to building a peaceful, just, and sustainable world. Ukraine is one of the countries that have integrated GCE into its education system.</p> <p>The development of global citizenship education (GCE) in Ukraine has been gaining momentum in recent years. In 2018, the Ukrainian Ministry of Education and Science introduced a new concept of civic education</p>			

that included elements of GCE. This was followed by the development of a National Strategy for the Development of Education in Ukraine until 2021, which recognized the importance of GCE in preparing students to become responsible global citizens.

The Ukrainian government has also taken steps to integrate GCE into the national curriculum, with a focus on promoting critical thinking, intercultural dialogue, and respect for diversity. In addition, various NGOs and educational institutions have been working to promote GCE in Ukraine, organizing training courses, workshops, and other initiatives to raise awareness about global issues and encourage active citizenship.

Despite these positive developments, there are still challenges to be addressed in the implementation of GCE in Ukraine. One of the key challenges is the lack of funding and resources for GCE initiatives, as well as the need for more specialized training for teachers in this area. Nonetheless, there is a growing recognition of the importance of GCE in Ukraine, and efforts are being made to ensure that young Ukrainians are equipped with the knowledge, skills, and attitudes needed to thrive in an interconnected and globalized world."

Citizenship within Language in times of Conflict: Teaching Strategies for English as a Second or Foreign Language within the European Union	Evangelina Papalexatou	University of Patras, GR	evelpap@gmail.com
	Michael Katsillis	Otto von Guericke University Magdeburg, DE	mijkat@gmail.com

Common language is among the least disputed indicators of ethnic and cultural groups. Language can shape ideas, color perceptions, and identify groups or tribes, unite populations and groups, render the "other" accessible, and strengthen intercultural understanding. Common language provides a foundation where community may be fostered.

This allows the acquisition of the skills and attributes needed for realized citizens to live and work in a diverse world. It enables the advancement of understanding and appreciation of sociocultural differences, promoting appropriate and effective behavior in intercultural communication. Common language promotes the values of multicultural competency and intercultural sensitivity across the Union.

Conflict is, to some extent, the result of communications failure. It promotes discrimination and results in exclusion. One extreme culmination of this exclusion is embodied in the formation of refugee groups. These groups are necessarily, often forcibly, relocated into predominantly foreign sociocultural circumstances/locales.

Educational systems assume their students speak the native language in which they are designed. Refugee and other foreign students do not always meet this assumption. Common secondary language frameworks may act as an unprecedented proxy through which students can decode the native curriculum.

We focus on teaching strategies for English as a second of foreign language (ESFL), as the most common linguistic framework within Europe. This underlying commonality has provided a persistent foundation for the formation of international relationships and whose importance increases as ongoing conflict foments an increasing lack of sociocultural cohesion. We employ a qualitative analysis of interviews conducted with Greek ESFL teachers with classrooms that contain foreign and/or refugee students who do not speak the native language the curriculum is taught in. We seek to examine the efficiency and adaptation of their strategies in this new and largely unprecedented educational reality.

VP	Intercultural Citizenship in English Language Education	Monica Oprescu	West University of Timisoara, RO	monica.oprescu@e-uvv.ro
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Ever since the switch to teaching English as a global lingua franca and the focus on intercultural competences, EFL classes have become a space with a focus on cultural and social issues. The development of intercultural citizenship (Byram 2008) includes the issues of the global world, where people from different cultures meet and discuss, share information on their different cultural practices, negotiate identities, reshape their whole worlds, influencing and being influenced by the other. Therefore, the importance of intercultural citizenship in the classroom, which comprises the process through which students develop their intercultural competences (see Byram's ICC model (1997), readdressed by Risager (2007), who builds it around cosmopolitan citizenship). Essential 21st century skills, such as „openness to diversity, critical cultural awareness and the ability to deal with the conditions of super complexity, are those, given individual differences in emphasis and perspective” (Lu, Corbett 2011), are to be developed in EFL contexts focusing on intercultural citizenship. This presentation will include a theoretical overview of the concepts of intercultural citizenship in EFL and also a look at the practical realisations of theories, in the form of institutional documents, textbooks and the teachers' perspectives.

16.30-17.45	Room 2: Global citizenship and sustainable development		Aula II-302	25 May
	Global citizenship and the sustainable development goals agenda	Margarita Pavlova	The Education University of Hong Kong (EdUHK), HK	mpavlova@eduhk.hk
	Eco citizenship and transformative education has been an important aspect of citizenship education and has been a focus of debate by many scholars (e.g., Carr, Thésée & Rivas-Sanchez, 2023). Sustainable development goals (SDGs) currently inform the international agenda and have been adapted by a majority of governments. In this way shapes the vision of the world that is free of conflicts and balances human			

development and the improvement of the natural environment. This paper focuses on skills and competencies that can rightly be seen as objectives for global citizenship. They support the development of values related to sustainability/SDGs agenda and have the potential for transforming these values into behavior.

The paper will argue that generic green skills are required for the whole workforce in order to ensure greening of economies and societies. These can and should be successfully developed through formal educational system as well as through non-formal settings. The paper draws on examples from projects conducted by the author and suggests the concepts and pedagogy that can be used for effective development of these skills

Integrating global issues into pre-service teacher training

Blanka Zemanova

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In today's increasingly interconnected world, notions of citizenship transcend nation-state boundaries (e.g., Gaudelli, 2016), hence the recent focus on global citizenship in citizenship education (e.g., Gaudelli, 2016; Estellés & Fischman, 2021). It can be said that the goals of global citizenship education are ""lofty"" and often do not reflect the obstacles of mainstream educational practice, perhaps for this reason many studies have confirmed that teachers lack the confidence and pedagogical skills to implement them (Estellés & Fischman, 2021). A comprehensive framework that enables teachers to implement global issues in their teaching can support them (Yemini et al., 2019). Such a framework was the global competence framework in the research project (Asia Society & OECD, 2018).

The aim of the research study is to provide insight into the reality of teaching in a selection of nine courses in degree programmes preparing future teachers (with a focus on primary school teachers programmes) at five universities in the Czech Republic, with an emphasis on the objectives, content, pedagogical approaches and methods, and assessment of future teachers. A set of qualitative methods was used to collect data - expert assessment of syllabi of selected courses (within IS, SIS or STAG - information systems of universities) and learning materials used in teaching (e.g., videos, texts, etc.) with support from Oxley & Morris (2013) typology, observation of teaching in each of the selected courses (11 observations in total) with support from a developed observation sheet (see the concept of global competence according to Asia Society & OECD, 2018; Tichnor-Wagner et al, 2016, 2019; Sokal & Parmigiani, 2022), individual interviews with university lecturers of the selected subjects or external lecturers of NGOs (5 interviews in total). According to Estellés & Fischman (2021), the courses could also focus on the development of teachers as global citizens and thus promote their engagement in public affairs (Tichnor-Wagner, 2016), it can be said that in the selected courses the emphasis is rather on the development of their didactic competences in the field. It has been found that, in line with e.g., Yemini et al. (2019), the implementation of global themes in the teaching

of selected subjects is associated with innovative methods; these innovative approaches are referred to by some authors as "signature pedagogies" (e.g., Boix Mansilla & Chua, 2017).

VP	How to bridge the value-action gap? Young people visioning transformative place-based learning for climate change education	Lindsey McEwen	University of the West of England, UK	Lindsey.McEwen@uwe.ac.uk
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The interdisciplinary CCC-CATAPULT (Challenging the Climate Crisis: Children's Agency to Tackle Policy Underpinned by Learning for Transformation) project is funded through JPI SOLSTICE programme. CCC-CATAPULT is exploring the value-action gap in the climate emergency, working with young people (15-18 years old). It has built an evidence base of young people's views in exploring what climate change education for societal transformation could look like. As part of a multimethod approach to capturing young people's views and voices, the CCC-CATAPULT team developed a bespoke, two-phase narrative method that integrated socially engaged, deep mapping and storyboarding techniques (Biggs & Modeen, 2020; Liguori et al., 2021; McEwen et al., 2020). Twenty participatory workshops were delivered across the four urban settings: Bristol (UK), Tampere (Finland), Genoa (Italy), and Galway (Ireland). This socially engaged method combined individual drawing with a process of dialogue/sharing, which began with a focus on places that were important to young people, both personally and as spaces for learning. Later in the process, the team seeded adaptation ideas and imagery in response to climate challenges. The final phase involved visioning transformative learning places of the future for climate change education and adaptive learning.

17.45-19:00	Symposium 2: Turkish Dimensions of Critical Issues.		Salón de Actos	25 may
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		Convenor: Nilüfer Pembecioğlu	Istanbul University, TR	niluferpembecioğlu@gmail.com
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	(1) Different Dimensions of Death and AI Applications of Virtual Reality	Nilüfer Pembecioğlu	Istanbul University, TR	niluferpembecioğlu@gmail.com
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Apart from the death rituals peculiar to each culture and faith, in a time when wars, pandemics, earthquakes, and tragedies are frequently discussed, artificial intelligence technologies strive to get people closer to their aspirations by granting them fringe aspirations like immortality. Transhumanism now aims to make humans immortal. It's conceivable for artificial intelligence to fully transfer a person's memory, which includes perceptions, judgements, values, and experiences. In this approach, the thought of keeping the human intellect alive forever might be the primary focus rather than physical death. Recently, the notion of mental immortality has received a lot of coverage. Both the television

series "Upload" and the "Sun Junipero" episode of the British television program "Black Mirror" explore related topics. The question of whether there is a class conflict that even death brings with it should be raised, though. This research examines whether a person's continued interaction with the environment even after his physical demise may fundamentally alter the social order. The paper discusses the viewpoints on media ethics that such a change might bring. This study aims to explore the structural, functional, semiotic and discourse analysis of the television shows and films dealing with the AI and immortality connection. It also concentrates on the religious, economical, moral and ethical perspectives regarding the issues of immortality and artificial intelligence.

(2) The importance of teacher happiness in education: research and analysis on the sample of Turkey	Habibe Öngören	Istanbul University, TR	habibeo@istanbul.edu.tr
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Education includes a process that proceeds in a line that is affected by the environment, participation, subjects, individual differences and emotions. Although students' participation in lessons and activities is brought to the forefront as a basic learning feature, it should not be overlooked that the teacher's well-being and happiness are also important in terms of learning conditions.

(3) Digital citizenship in the digital age: a study based on individual's abilities and perceptions coming from different population and ethnicity	Ezel Türk	Istanbul University, TR	ezel.kamcili@istanbul.edu.tr
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With the technological advancements, the concept of traditional citizenship has transformed into Internet creating digital citizens who use information and technology accurately and effectively in many areas such as official transactions, education, social relations, production, etc. The issues of digital citizenship are directly related with individual's abilities and efficacy about the Internet use. For this reason, Choi and his colleagues (2017) tried to analyze the interrelation between "individual's sense of digital citizenship and their Internet self-efficacy/anxiety". In their study, they measured individuals' abilities, perceptions, and levels of participation in the Internet environment and their measurement scale had significant implications to educate students in order to be active digital citizens. However, the issues of digital citizenship are becoming more complicated due to migrations across national boundaries, creating cultural diversities in nation states. Turkey, facing a diverse immigrant profile such as racially, culturally sometimes even religiously, is becoming increasingly multicultural and globalized, which means immigrants who are labeled as "marginalized" are included in the population of Turkey. Therefore; ethnically, culturally, and religiously marginalized people are also becoming digital citizens. For this reason, based on the digital citizenship scale (Choi, et.al, 2017), this study will help understand if there are any differences between individual's perceptions and abilities coming from different/ particular population and /or different ethnicity. Thus, university students in Turkey from

	different origins are asked to contribute to an online survey, and the results are discussed in terms of individual's sense of digital citizenship.			
	(4) Artificial Intelligence, Immortality and Marginalism	Damlasu Temizel	Istanbul University, TR	damlasutemizel@gmail.com
	<p>Severe conditions experienced in the last decade like the rise of digital media and expanding AI applications and specifically the pandemic lockdown in 2020, brought new aspects to citizenship. Each individual has the right to a fair trial, an education, a good place to live, to participate in politics, and the right to vote, according to the traditional concept of citizenship rights. New and digital citizenship rights also include the right to pass away on one hand and the prohibition of unethical use of technology on the other.</p> <p>The media is expected to take the responsibility to conduct the messages appropriately, considering the moral, and ethical rules as well as the culture, religion, language, race, or gender differences — and the avoidance of offensive ideas. However, the press frequently covers stories on the many perspectives on death that are being discussed, the reformation of the law regulating the right to die, and the potential for communicating through virtual reality rather than lamenting the deaths of individuals.</p> <p>The literature review provides limited research on the ethical, cultural, religious, and economic dimensions of the issue carried out only in regional and limited frameworks. The purpose of this study is to determine whether the phenomenon of death or immortality via AI applications that is regularly discussed in traditional and social media accounts sets a precedent that bothers others who do not share a similar opinion.</p> <p>Aiming to shape the study by making use of two focus groups in order to reach about a hundred people for the deep interviews, this study aims to question how artificial intelligence technologies promising sort of immortality is perceived by Turkish citizens from a religious, moral, ethical, and economic perspective. It also aims to reveal how Turkish people evaluate the agenda regarding a promise for immortality, which has been humanity's greatest conundrum and source of impotence throughout its history.</p>			
17.45-19:00	Room 1: Textbooks, citizenship education, school education		Aula I.101.2 Module 1	25 may
	Underrepresented and excluded from the public sphere: women of Solidarity in Polish history textbooks	Daria Hejwosz-Gromkowska	Adam Mickiewicz University, PL	dhejwosz@amu.edu.pl
		Dobrochna Hildebrandt-Wypych		dhild@amu.edu.pl
	The literature review shows that history education at the school level plays a vital role in knowledge transmission and the national-building process, developing national identity and informed citizenry. History			

textbooks are perceived then as a powerful cultural, ideological, political, and socialization tool. From this perspective, history textbooks also socialize gender roles. The growing evidence suggests that women remain consequently outside the history textbooks' narratives or they are portrayed in stereotypical female roles, usually inside homes, which belong to the private sphere.

The study aims to analyze the Solidarity movement's textbook narratives, focusing on women's representation in the history textbooks used in upper-secondary schools between 1991-2018 in Poland. Quantitative methods were used to measure different categories of historical figures (men/women) in terms of their frequency and textual space. To explore the values and ideologies embedded in the textbook narratives of Solidarity, the study was guided by the qualitative approach and the critical discourse analysis of both verbal and visual texts. Women consequently remain outside the historical narrative as a marginalized group. Stereotypical images and underrepresentation of women in history textbooks provide a distorted version of social reality, acknowledging that political and social activism belongs to the public sphere occupied by men. Moreover, it reproduces the view that women do not belong to the public sphere and cannot be leaders because they are positioned in the private sphere. From the perspective of citizenship education, such a strand reproduces or/and reinforces social inequalities.

Regulating Life in China's Civics Curriculum: A Comparative Historical Study on Worldview Construction	Zhenzhou Zhao	The Education University of Hong Kong (EdUHK), HK	zhaozz@eduhk.hk
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While research worldwide has pinpointed the importance of the cultivation of worldviews in citizenship education, little is known of how worldviews are constructed in the civics curriculum. In this study, we adopt a comparative historical approach to examine how China's civics curricula have regulated life and constructed young citizens' worldviews during the transformation of the country from an empire into a nation-state. The data are drawn from 210 school textbooks published between 1902 and 2020. Four historic periods are delineated – the Republican era, the Maoist era, the Deng Xiaoping era, and the current Xi Jinping administration. The findings demonstrate the trends and changes in the power struggle to regulate life in China's civics curriculum, in particular the changes to the curriculum during the Xi administration. Through this study, we contribute to the theoretical discussions on enriching the development of citizenship education from a humanist perspective.

Teaching about the European Union in a Sustainable Way – The Didactical Potential of Exploring the Topic of Plastic Waste for EU-Related Learning and Education for Sustainable Development	Andreas Brunold Ulrich Kerscher	University of Augsburg, DE University of Augsburg, DE	andreas.brunold@phil.uni-augsburg.de ulrich.kerscher@phil.uni-augsburg.de
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The paper introduces a rationale for Teaching the EU at School and Education for Sustainable Development (ESD). The main premise is that the topical issue of plastic waste offers the didactical potential of combining EU-related learning and ESD at institutions of secondary and tertiary education. The paper begins with a pilot study of the Chair for Civic Education at the University of Augsburg that found the knowledge of German citizens about the EU is not adequate and that topics concerning climate change offer a high motivational potential for learning processes.

Following these findings, the paper provides a competence model sketching the cognitive and non-cognitive target dimensions combining EU-related learning and ESD. Concerning Teaching the EU at School, the cognitive competence dimension is constituted by knowledge about the EU and the affective one includes attitudes towards the EU and the disposition to participate politically on EU-level. Concerning ESD the cognitive competence dimension contains knowledge regarding critical consumption patterns and the affective area focuses on the sustainability awareness of individuals.

The paper outlines EU legislation concerning plastic and plastic waste and analyses its didactical potential for EU-related learning and ESD. The paper concludes by introducing didactical methods for secondary and tertiary learning institutions.

On the one hand, a model game covering the export of plastic waste by the EU constitutes a long-serving method of civic education. On the other hand, the production of explanatory videos is depicted as a possibility for civic education not to miss the boat to digital learning.

VP	Gender Stereotyping in Civic Education Textbooks in Turkey throughout the Republican History	Ince Basak	Bilkent University, TR	basakince@bilkent.edu.tr
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This paper examines gender stereotyping in civic education textbooks in Turkey from foundation of the Turkish Republic (1923) up to the present. In order to determine how accurately the civic education textbooks, reflect the status of women and men in Turkey a content analysis was conducted on civic education textbooks in Turkey throughout the Republican period. Despite the recent developments that indicate an increasing level of sensitivity to gender issues the findings suggest that the ideal of a truly balanced treatment of women and men has yet to be achieved and traditional ‘masculine’ understandings of citizenship appear to permeate civic education textbooks in Turkey. The discussion shows there is an urgent need to employ gender and difference as categories of analysis in the creation of a more inclusive understanding of citizenship in Turkey.

19:00	communities, innovation	Module 2	
A higher education in attitudes and values for citizenship: an analysis of democratic education in John Dewey	Marcus Solon Sa de Oliveira	Faculdade de Psicologia e Ciências da Educação FPCEUP	marcussolon409@gmail.com
<p>Objective: to develop an argument that critically summons the contributions of the work Democracy and Education, written by Dewey (1979), and relates it to the formation of attitudes and values for citizenship. We deal with: the concept of learning to learn in Rogers (1978) and Dewey (1979); the concept of individuality and responsibility in Dewey (1979) and Bauman (2001, 2007); educational values and the formation of attitudes and values in Zabala (1998), Rodrigues (1991), Bolívar (2000), Zabalza (2000), Bolívar (2000), Moscovici (1963), Trillo (2017) and Puig (2007) . Social coexistence in itself is educational, and requires teaching and learning for its own continuation. Education is a necessity, because it is through education that we learn to live with each other. Democratic education is aimed at forming attitudes and values and awakens, broadens and illuminates the student's experience; stimulates and enriches the imagination; it generates the feeling of responsibility and makes us responsible for what we say, for what we act and even for the intention of our thoughts. It involves academic integrity and honesty. Conclusion: democratic education in Dewey (1979) approaches the concepts of the formation of attitudes and values. Well, both are focused on the student and his learning; seek the integral formation of the student; they invest in the student's technical, scientific and human training; they awaken in the student curiosity, criticality, reflective capacity, social interests, attitudes, values and competences; they recognize that education that is not dedicated to the formation of the individual's character is useless; are dedicated to building a coherent classroom environment between the teacher's life and what he teaches.</p>			
Engaging educational communities through design thinking: a model for curriculum innovation	Marcus Bhargava Daryl Maisey Rebecca Smith	Kingston University London, UK	m.bhargava@kingston.ac.uk d.maisey@kingston.ac.uk Rebecca.smith@kingston.ac.uk
<p>Design thinking is a human-centred methodology rooted in the design tradition and has been successfully adopted by leading corporations and public-sector organisations. It involves design cycles of empathising, defining, ideation, prototyping and testing, in which user needs are identified through deep enquiry, before arriving at solutions which are then rigorously tested and iterated. The approach involves careful identification of design questions to be resolved, that transcend the immediately obvious boundaries of the problem (Panke, 2019). Design thinking involves social and mental processes, working with different</p>			

	perspectives and involving conflict and negotiation, including civic literacy, cultural awareness and critical and creative thinking for educators and learners alike (Staples et al, 2016). High levels of institutional and stakeholder collaboration, and the use of 'beginner's mindset' are at the heart of the approach.			
	Towards more "demo-critical" school systems in conflict and post-conflict contexts: the Colombian case	Sanjay Nanwani	Universidad Externado de Colombia, CO	sanjay.nanwani@uexternado.edu.co
	<p>Democratic school and classroom climates are particularly relevant not only 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 during, and after, the Covid 19 pandemic globally. In this order, in a juncture where democratic values are being put into question, citizenship education has gained greater relevance. Citizenship education is not only acquiring new meanings in an increasingly interdependent world but becoming of critical importance in a polarised world.</p> <p>This qualitative multi-case study, 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.</p> <p>From a macro perspective the study seeks to further research, policy and practice conversations that support Democratic Citizenship Education by providing insights into how schools and school systems at large can promote democracy and democratic skills. Some of the questions it addresses are, how do teachers develop and/or inhibit student agency; how is equality of respect and recognition cultivated and/or inhibited; how do teachers promote (or fail to promote) equality of power through more horizontal teacher-student relationships; what role does critical thinking development play in citizenship development? What (democratic) practices contribute to strengthening democratic citizenship in contexts marked by armed conflict like the Colombian?</p> <p>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.</p>			
VP	Disinformation, fake news and Citizenship education	Despina Karakatsani	University of the Peloponnese, GR	despikar@yahoo.gr
		Dora Katsamori	University of the	dorakatsamori@gmail.c

The problem of disinformation and misinformation is recognized as a severe obstacle to the normal functioning of democratic societies, economies, and political systems and it is a problem for education systems and educators/teachers as well. In recent years, 'fake news' and coordinated disinformation campaigns became an instrument of economic and geopolitical influence. They have afflicted elections in both established and new democracies and undermined social and political solidarity in response to global challenges, such as the recent COVID-19 pandemic. It is with these and other instances in mind that the European Union (EU) identified in 2018 'the exposure of citizens to large-scale disinformation' as a major challenge for Europe', undertaking programs and actions to counter this threat.

Educating users and mainly youth to cultivate and improve their critical skills in order to tackle the issues of fake news and being able to verify data and facts becomes an essential objective for schools and educators. Analyzing sources and trusting journalistic brands are basic fact-checking tools. But above all, we need to implement the values and knowledge of media literacy as part of a responsible citizenship education which will help fighting against "fake news" and resist all forms of mis- and dis-information. In our presentation, we will analyze the main results of a trans-European research – between three countries- in the field of fake news and political manipulation of the project #IMMUNE to Opinion Manipulation (Erasmus+) and present some educational materials focused on examples of fake news that have been prepared in order to be used in media literacy as part of citizenship education. KEYWORDS: fake news, misinformation, media education, citizenship education

19.00- Welcome Reception (Faculty of Philosophy, Terrace)
20.00

Friday 26 May

9.00- Symposium 3. Young Europeans' Room 1 Aula I.101.2 26 May

23/05/23

10.15 reactions to the war in Ukraine: work in progress

Module 1

Convenor: Alistair Ross

London Metropolitan University, UK

alistairrosslondon@gmail.com

This symposium presents a series of short papers from seven/eight* authors, reporting on recent deliberative discussions with small groups of young people in their respective countries. The young people involved were between 11 and 18 years of age, with between one and three groups per country, about six young people in each group. There was a total of between 14 and 16 groups, about 85 to 100 young people in all. The countries involved were Belgium, Denmark*, Estonia, Greece, Hungary, Italy, Poland and the United Kingdom. Discussions generally lasted about an hour, and were held between December 2022 and April 2023.

Discussions were very loosely structured, with open-ended questions that allowed each group to identify their particular areas of interest. Deliberative discussions are designed not to come to agreed conclusions, but to allow for a range of positions on values to be discussed between participants, and for their individual ideas to be reflected upon in relation to those of others in the group (Bohnsack 2000, Scheunpflug et al 2016, Ross 2019, Jerome and Starkey 2021,

We intended that discussions might include some of the following areas:

- Are there just causes or conditions for a war? What are they?
- Should certain stages be tried out before a war is started?
- Should there be preconditions before peace talks start?
- Should there be give-and-take negotiations in talks for peace?
- If you/your country had been involved in a war, how long do you think it might take before good relationships were restored? Would there be conditions attached to this?

Analysis is ongoing: we present in the symposium as series of initial impressions of the main areas focussed on in each country. Some of these may be country-specific; others will be themes that were identified in a number of countries. We welcome comments and suggestions on areas that might merit further investigation.

(1) Flemish Young People's reaction to the Ukraine (Hugo Verkest)

Hugo Verkest

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This contribution is based on two talks with pupils between 11-12. The school is a Catholic Belgian Freinet school. Their ideas, questions and proposals for peace were related on the information that they received from the public TV channel for kids. We talked about the role of media and war vocabulary that is used in TV

news.

At the moment around 62,000 refugees are staying with a special permission in Belgian. In the town where I did the interview around 42 children are attending school. Some pupils had contact with them at the sport clubs or on the playground.

(2) Hungarian young people's views on war and peace: does it have something to do with competition?

Marta Fülöp

Institute of Cognitive Neuroscience and Psychology and Károli Gáspár University of the Reformed Church, HU

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There have been no known studies in Hungary investigating young Hungarian's views on war and peace after 2022 February when Russia attacked Ukraine and a war started in a neighbouring country and refugees started to flow into Hungary. The present pilot study is aiming to get an understanding of the different views that are held about the causes of wars, the causes of ending wars and young people's attitudes towards participating in a war.

There were two focus groups conducted with altogether 7 students (5 boys and 2 girls) in high school in Budapest specialized to IT studies. The students were between 16 and 18 years-old.

Based on the focused groups the following can be described. Young people do not follow the news regularly, they are not particularly interested in what is happening in Ukraine. Their information about the war is accidental, derives rather from discussion with peers. The war came as a shock, they could hardly imagine before that a war erupts so close to Hungary. In their life their main concern is the financial consequences of the war, inflation and energy crises. Students from low-income families really struggle even to eat properly due to the high food prices and the student dormitory is not well heated and they are cold.

The causes of war are gaining power and resources and greed. Wars should be avoided by talks and negotiations, but this requires maturity. There is no hope for peace until one party can win over and is able to defeat the other. When there is a chance on both sides to win the war continues as both parties invested a lot in terms of life and resources so cannot give up until there is any hope to win. In this respect they do not see and end the Ukrainian-Russian war.

None of the young people think that it is worth to fight in a war because politicians cannot solve conflicts peacefully, they would rather escape than fight. Death for the country is not something they see they would do in any case, the only situation they would fight if it was to defend their own family and loved ones.

They feel sorry for the suffering of the Ukrainians but they do not think that they could do anything to stop the war. It would require a joint and mass resistance from the Russian people

(3) Discussions on war and peace in the Ukraine: London perspectives of young people	Alistair Ross	London Metropolitan University, UK	alistairrosslondon@gmail.com
(4) A snapshot of Greek young people's views of war, peace and the Ukraine	Julie Spinthourakis	University of Patras, GR	spinkats@gmail.com
<p>The way young people understand and relate to war and aggression can affect them on various levels, not least of which their well-being. The events of the last year in relation to the war in Ukraine is both near us and at the same time may be perceived as being far away. However, the economic and social ramifications of this war have also brought about changes in the manner in which one understands, reacts to and perceives both their immediate and long-term future. A sampling of young people in Greece, between the ages of 14 and 17, were given the opportunity to take part in a deliberative discussion on the issues of war, aggression, the Ukraine and peace. As a consequence of the visibility of the war in Ukraine, the participants in these discussions appeared to both be aware of the war and its consequences for them personally and beyond themselves.</p>			
(5) Young Italians' speeches on the war in Ukraine and perspectives of peacebuilding	Sandra Chistolini	Università degli Studi Roma Tre, IT	sandra.chistolini@uniroma3.it
<p>In this contribution we propose a critical reflection on young Italians' discourses on the war in Ukraine and the possibilities of peace in the future. The study is part of the research proposal launched by Alistair Ross concerning the investigation about young people's socio-political understanding and values. Through the method of deliberative discussion, several focus groups were conducted with secondary school students from central and northern Italy. The conversations were collected in autumn 2022. Deliberative discussion was used as a pedagogical practice (Jerome, Algarra, 2005; Mycock, Tonge, 2012, 2014; Ross 2019) to promote critical reflection among young people on the issue. Without giving predetermined opinions, however, we assumed that this topic was particularly present in discourse among young people. The high exposure to communications from the media, social networks, and the opportunity to follow social debates in school and family could be considered two important premises for understanding what young people think about the specific center of interest. In general, the introduction of the debate follows the problems affecting our societies today and reveals a differentiated centrality of the arguments on war and peace in Ukraine. Young people are experiencing the war in a very involved way by linking it to other countries in the world that are in conflict, they are not absent but fully participating. The causes of war are defined and possible guidelines for peace are outlined. The two geographical areas show interesting characterisations linked to the higher presence in the North of young people from families with a migratory past and</p>			

Ukrainians newly arrived from war zones. The gender variable affects the analysis of the situation. Overall, the deliberative discussion shows the strong sense of reality in the young people with accentuated polarities between hope and pessimism.

(6) Young Poles reactions to the war in Ukraine	Beata Krzywosz-Rynkiewicz	University of Warmia and Mazury, PL	beata.rynkiewicz@uwm.edu.pl
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Young Poles reactions to the war in Ukraine (Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury, Olsztyn, POLAND) Poland is Ukraine's neighbour. During the decade preceding the war, political and socioeconomic relations between Poland and Ukraine were strong. Ukrainians worked in Poland, mainly in the service sector. The result was direct, contact between citizens of both countries. In the first weeks after the Russian invasion, more than 2 million refugees from Ukraine (mostly women and children) arrived in Poland. The Poles offered the refugees extensive social assistance, including home hosting. The Polish government created a fast track for them to get jobs and for children to attend schools. As a result, there are Ukrainian children in almost every school. On Polish television, the topic of war occupied more than 50% of the news coverage for many months. The shared borders with Ukraine, as well as information about a possible Russian invasion of Poland, also made the topic of war the subject of daily private and social discussions. To investigate the issues identified in the symposium, 12 students aged 13-15 participated in two focus group interviews. One of the groups included 3 children from Ukraine. The students showed an interest in the topic of war, which may also have been caused by joint education with Ukrainian children. A perception of its causes, the way it was conducted and the possibility of ending it was observed. Students described the war as bad, without pointing to any arguments that would justify it. They also pointed to the possibility of negotiations, but were unable to show what they might look like in practice. Interestingly, students, primarily Ukrainian, pointed to the positive consequences of the war - strengthening Ukraine position in the world and opening up opportunities for its development, as well as dispelling the myth of Russia as a military superpower.

(7) Young Estonian reactions to the war in Ukraine	Kristi Kõiv	University of Tartu, EE	kristi.koiv@ut.ee
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Kristi Kõiv (University of Tartu, Institute of Education, Estonia) Russia's invasion of Ukraine has led to the worst forced displacement crisis in recent history in different countries in Europe, with a large proportion of those fleeing being children and young people. Since the outbreak of the war in Ukraine, Estonian preschools, basic and upper secondary schools, vocational schools and universities have been actively engaged in supporting Ukrainian students. Schools play a vital role in addressing refugee learners' needs and in promoting their social and emotional learning and well-being. The present pilot study aimed to investigate Estonian adolescents' reactions to the war in Ukraine after the Russian – Ukrainian conflict outbreak. The sample included 12 Estonian adolescents aged 14 to 16 and the sample was balanced regarding gender. We

started collecting our data nearly year (11 weeks) following the beginning of the war in Ukraine and collected data through two small-group based open discussions with young people, following parental approval. We informed the participants that participation was voluntary, there were no right and wrong answers. The time needed for discussions was around 25 min. The preliminary results of this pilot study showed that young people were knowledgeable and informed about the course of the war, getting information mainly from social media. The analyse of answers reflect participants' positive attitudes towards Ukrainian refugees and they expressed involvement in helping behaviour toward the Ukrainian young refugees in school context. Given the descriptive qualitative nature of our research and the novelty of the war-related context, our approach explored young peoples' perspectives about the war in Ukraine among project countries to provide integrated results.

9.00-10.15	Room 1: Education policy, curriculum, school (I)	Aula I.101.2 Module 1	26 May
	Teachers' opinion on educational policy and social responsibility in conditions of overlapping crises of war and pandemics in Ukraine	Olena Bondarchuk	SHEI «University of Educational Management», UKR
		Irina Bondarevskaya	Center for Personal and Social Transformations, UKR
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			ibondarevskaya@yahoo.com

The study is aimed at finding out teachers' opinion on educational policy and social responsibility in conditions of overlapping crises of war and pandemics in Ukraine using 4 focus groups, total number of 22 participants, secondary school teachers from different regions of Ukraine.

The main problems of secondary school teachers in educational process were connected with: 1) conditions of uncertainty due to the threat of life for all people all the time, interruption of training and relocation to shelter; 2) severe destruction of infrastructure, which makes it impossible to organize stable distance learning due to constant power and internet outages in all regions of Ukraine; 3) loss of material wealth and, for a part, work and, accordingly, the ability of parents to maintain normal daily routine.

Several groups of participants of educational process with different levels of ensuring social justice were distinguished. The most socially vulnerable are the participants of educational process from temporarily occupied territories.

Almost all teachers mentioned: 1) another level of responsibility for all participants of educational process due to the need to organize safe conditions of training; 2) expanding repertoire of roles, combining the role of a teacher with the role of a psychologist, increasing responsibility for psychological self-support and

support of others; 3) increase in teachers' workload due to double preparation: a lesson and learning material for independent study in conditions of air alarms or lack of electricity and internet; 4) polarization of participants of educational process who were divided into those whose responsibility for education increased and those who have low motivation, especially vulnerable children."

Sexuality as a risk: sex education in Czech curriculum documents	Dagmar Křišová	Faculty of Education Masaryk University, CZ	dagmar.krisova@gmail.com
	Barbora Benešová	Faculty of Humanities, Charles University, CZ	barbora.benesovska@fhs.cuni.cz
	Marcela Macháčková	Faculty of Education Charles University, CZ	

Formal sex education and its implementation in education have been an increasingly debated in recent years. In the Czech Republic, the area came to the centre of public policy interest in early 2023, when, in response to several sexual harassment cases, the Minister of Education, Mr. Balas, expressed the need to strengthen sex education in schools. With the ongoing revision of the Framework Educational Programme and the awareness of the lack of research coverage in this area, we consider it appropriate to look at how sex education is framed in institutional documents in the Czech Republic today. We conduct a qualitative analysis of the Recommendation of the Ministry of Education for the Implementation of Sexuality Education in Primary Schools (2010), selected school education programmes and minimum prevention programmes. We compare these with the principles, rationale and topics articulated in the Standards for Sexuality Education in Europe (BZgA, & WHO, 2010), which were developed to support the implementation of holistic sexuality education. We point out significant differences in the conceptualisation of the Czech documents, particularly the normative, biologizing and risk-oriented sex education. We see the untold potential for a quality approach to sex education, which takes into account the sexual subjectivity and uniqueness of adolescents' experience and the interactive nature of sexuality, which the WHO Standards emphasize, in the areas of the educational area of Education for Citizenship, Ethics Education or the cross-sectional theme of Social and Personal Development.

Twin Transition for Excellence and Sustainability in Technical and Vocational Education and Training	Thomas Schröder	Dortmund University, DE	thomas-werner.schroeder@tu-dortmund.de
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Germany has a TVET system that is unique in the world, with about 65% of the population attending it to undergo initial vocational training. This TVET system and the quality of skilled labor is a basis for Germany's

economic success in the global market.

The TVET system provides initial vocational training for school leavers and appropriate continuing education in the sense of lifelong learning. The TVET system is continuously evolving in order to adequately meet the demands of the labor market as well as societal developments such as energy efficiency, climate protection, migration and digitization. In order to be able to achieve the objective of continuous further development, the TVET system works closely with institutions in society, business and science.

Sustainability from an ecological, economic and social perspective and excellence in vocational education and training are two sides of the same coin and must always be considered conceptually. The article shows this conceptual claim in the context of the twin transitions greening and digitalization and formulates reform claims.

VP	How to teach diversity by using multicultural literature scenarios	Vasiliki Resvani	University of Patras, GR	basw.res@gmail.com
		Julie Spinthourakis	University of Patras, GR	spinkats@gmail.com

In the last decade societies and educational systems have had to deal with a variety of highly challenging crises, including those linked to migration, economy, health, and the while not something new, the most recent the geopolitical conflict between the Ukraine and Russia. Throughout these crises, modern societies have become increasingly multicultural and where schools should be a place where everyone is welcome. Citizenship education has and continues to be a means of developing knowledge, skills and understanding to be able to play a full part in society as active and responsible citizens. A teacher in their classroom is constantly asked to responsibly relate with the world around us, past, present and future in order to prepare their students to be active citizens. Teacher's views on diversity, otherness, conflict and their influence on the educational process during times of conflict and crisis have and continue to be the subject of study in previous research but less in relation to enhancing acceptance of otherness through the use of multicultural children's literature. Our research sought to study of teachers' views on cultural otherness, the strategies they follow in order to approach it by smoothly integrating the foreign student and c) the use of literature with references to otherness in their teaching. The method followed was mixed quantitative and qualitative with opportunistic simple random sampling for the quantitative internet survey. A total of 399 primary education teachers who taught in public Greek schools participated in the research. The research included the development of teaching scenarios using multicultural literature. These scenarios were used as teaching resources with several groups of in-service primary school teachers in Western Greece. Our presentation shares our findings and focuses on the in-service teacher training aspects of teaching about diversity and otherness through the interactive use of teaching scenarios.

9.00-	Room 2: Diversity, identities, inclusive	Aula II-302	26 May
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10.15	education (I)	Module 2		
Risk identities: The impact of the COVID-19 pandemic	Stratis Monioudis	University of Patras, GR	epameinondaspanagopoulos@gmail.com	
	Epameinondas Panagopoulos		anadam@upatras.gr	
	Anthi Adamopoulou		kamarian@upatras.gr	
	Ioannis Kamarianos			
<p>The COVID-19 pandemic played a crucial role in people's lives, changing many aspects of their daily lives; this greatly affected the student community, putting their identity at risk. For instance, several universities suspended physical attendance classes and moved towards distance education. In addition, many governments put in place transmission protection measures, and generally, the pace shifted to a new normal to manage the risk related to the COVID-19 pandemic. The above and other changes led to negative impacts in various areas of students' lives, thereby embedding the notion of risk in their identity. The central theme of this research is the analysis of the impact of the pandemic crisis COVID-19. More specifically, this research explores the consequences of the embodiment of risk in the identities of the students at the University of Patras. The methodological approach followed is quantitative and includes a questionnaire consisting of closed and open-ended questions. The tool we used to collect our data was based on an international literature review which was an essential requirement for the development of our work. The survey sample consisted of university students from different regions of Greece who are now studying at the University of Patras.</p>				
Being Subject (Citizen) in Binary Gendered/ Sexed Citizenship: Gender Reassignment and Gender Identity Policy in Turkey	Nazan Eren	Eötvös Loránd University (ELTE), HU	nazaneren89@gmail.com	
<p>Being Subject (Citizen) in Binary Gendered/Sexed Citizenship: Gender Reassignment and Gender Identity Policy in Turkey "This paper aims to shed light on how the normative binary understanding of gender/sex is reproduced through gender politics and the law on gender reassignment in Turkey within the framework of current citizenship debates. Exploring citizenship debates within the context of gender/sex transformations, this study will be indicated the ways in which legal regulation and political structures in Turkey reinforce traditional gender norms and binary understandings of gender/sex, and how these impact individuals seeking gender reassignment or who identify outside of the gender binary. According to Spivak, traditional conceptions of citizenship have been based on a narrow understanding of</p>				

identity that excludes marginalized groups such as women, people of color, and LGBTQ individuals. In particular, Spivak has emphasized the ways in which gender is constructed through complex cultural and social processes that are deeply embedded in power relations. She has argued that traditional notions of citizenship that fail to take into account the ways in which gender is constructed and maintained through systems of power are inadequate for protecting the rights of marginalized groups.

As a result, to fully protect the citizenship rights of the subject (citizen), a rethinking of the concept of citizenship in terms of intersectionality, or the ways in which social identities intersect and shape individuals' experiences and opportunities in society. This includes taking into account the ways in which gender is constructed and maintained through systems of power and oppression and working to create more inclusive policies and laws that address the unique challenges faced by marginalized groups in accessing their rights and participating fully as a subject (citizen).

VP	Nativity as a Determinant of Exclusion: A Sheer Indifference Towards Immigrant Learners	Menias Mashaba Joseph Divala	University of Johannesburg, SA	meniasmashaba@gmail.com jdivala@uj.ac.za
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By adopting democratic policies, post-Apartheid South Africa has opened up for migration, thereby bringing about substantial changes in the societal structure. Nevertheless, some citizens think the influx of migrants has intensified resource competition between immigrants and citizens. The sentiment above is reignited through movements like #OperationDudula#. There is now a sense that citizens are beginning to claim 'nativity' as a prerogative to accessing resources, like prioritizing a South African citizen by birth in accessing public healthcare, employment, education etc. This predicament means that the children of immigrant parents are caught in the crossfire. Schools have faced challenges where children, based on nationality, are being forcefully removed from classrooms and accused of stealing space for South African children by birth. This case results in discrimination and an act of xenophobia. In addition, violence against immigrant children demonstrates Afrophobia since only African learners are targeted and not white immigrants nor migrants from other continents.

This paper hence examines the extent to which one can maintain #OperationDudula# without at the same time abrogating on the constitutional right to education as well as United Nations / UNESCO expectations on member countries. This paper, therefore, argues that modelling school inclusion and diversity can ameliorate the case, thereby bringing about principles of ubuntu to strengthen citizenship education and raise awareness about xenophobia in the schooling context.

The paper will follow the theoretical or conceptual research approach by interrogating literature and appraising or constructing arguments in defense of democratic inclusive education.

VP	Greek Romani: Their education and the factors	Archontia-Myrto	University of Patras, GR	myrto2888@gmail.com
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influencing it

Panagiotakopoulou

University of Patras, GR gnikolaou@upatras.gr

Georgios Nikolaou

During the last decades, an educational policy with a strong "privileged and charitable" character has been followed in Greece and the diversity is treated as a deficit. Although the Greek state has shown particular sensitivity and sincere efforts to address the issue of the education of Romani students, there has been difficult to integrate them into the school environment. Furthermore, the actions of the Romani society and their way of living worsen the whole situation as it creates an environment contrary to the organized structure of a modern educational system. The main purpose is not only to analyze the most important factors that influence the school attendance and the school performance of Romani students, but also to investigate the role of the educators and the school, as well as the Romani's perceptions of education. Therefore, a bibliographic review was conducted of articles and randomized controls trials published in electronic journals and books, examining the presence and the performance of Romani students in Primary and Secondary education in Greece. Nowadays, most Romani students neither attend school, nor their attendance is complete and unproblematic because of the social exclusion experienced by non-Romani students and their parents, by the school itself, as well as by the curriculum and their teachers. Despite the application of a great number of different educational programs by the Greek State, the integration of Romani students has been unsuccessful, because of the absence of both properly organized efforts and a total reformation of the Greek Educational System. The understanding of the relationship between this specific social group with the school, as well as the way of education that Romani families follow in order to be active members of their own society may play a key role to the integration of Romani student in the Greek Educational System.

10.15- 11.15	Keynote Lecture: "Normalize conflict and de-normalize violence: What history education can do for democratic culture"	Angela Bermudez	Salón de Actos	26 May
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Normalize conflict and de-normalize violence: What history education can do for democratic culture

Angela Bermudez
Centro de Ética Aplicada. Universidad de Deusto, ES

History education has served to justify and promote war. But it has also been used as a means to cultivate peaceful coexistence. Researchers and educators have proposed innovative approaches to history education that seek to cultivate tolerance of diversity, strengthen pluralistic societies, enrich intercultural dialogue, challenge racist stereotypes, erode simplistic representations of "others" and help transform conflicts of nonviolent ways. Yet, all of these alternatives imply helping students develop a critical understanding of political violence, past and present. This, unfortunately, is not the dominant trend in education systems.

In this conference I examine the challenges and possibilities of historical education contributing to the construction of sustainable cultures of peace. Drawing upon studies of peace and conflict and ethical philosophy, I propose a conceptualization of social conflict and political violence, and the relationship that exists between them, emphasizing the natural and potentially productive nature of conflict, as well as the social, instrumental and destructive nature of violence. I then consider the educational implication of this conceptualization, especially in what refers to history education and the representation of violent pasts.

Based on this theoretical foundation, I introduce the research line that I have developed in the last decade to study the narrative processes and mechanisms of the normalization and denormalization of political violence. I will explain the analytical model used, in which ten narrative keys are described. These consist of the discursive mechanisms through which historical accounts can describe violent events and processes while making the social nature and implications of violence invisible. I will illustrate the operation of these keys with examples taken from secondary education history texts from different countries (Spain, Colombia, the United States and Serbia).

11.15-11.45	Coffee break		Hall	26 May
11.45-13.00	Room 1: Populism, democracy, social cohesion		Aula I.101.2 Module 1	26 May
	Populism in Greece: A qualitative study of university students' perceptions	Thanassis Karalis	University of Patras, GR	karalis@upatras.gr
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Populism can be understood as an approach that seeks to mobilize and empower the masses against a perceived threat or oppression. This phenomenon often emerges during an economic, social, or political crisis, where people feel the existing institutions and authorities are failing them. Populism has become an increasingly prominent force in the political landscape of Greece, particularly in recent years. Therefore, we must understand how this phenomenon impacts Greek society, particularly Greek university students. Through a qualitative analysis and conducting a focus group, we examine their perceptions and attitudes toward populism and how populism utilizes culture and identity as tools for domination in the public sphere. In our first findings, populism is a familiar term for the participants and is considered a threat. Its influence exists in various areas, including education, media, and social relations. Concurrently, populism seems to look like hypocrisy, deceit, and serving selfish interests. University students also provide significant insights into how universities can react to this evolving phenomenon.

Mind the gap: Exploring correlates of populism in youth

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Lately, we are witnessing a continuously widening gap between youth and older generations on how they perceive, trust and value the functioning of democracy worldwide, especially so in the less developed countries.

This paper draws on previous body of research that analyses populism focusing on several characteristics of individuals with populist proclivities, such as economic and social deprivation, social background, decreased trust in democratic institutions and specific social attitudes.

Despite the increased interest in studying the reasons for the ever-growing support for populist leaders and policies, 'populist attitudes' among the youth has been only scarcely addressed. To fill this research gap, we conducted an exploratory study with a sample of 450 participants (58% female) at the average age of $M=18,9$ years ($SD=1,4$) who anonymously and voluntarily responded a set of several self-reported questionnaires: the Three-dimensional populist scale by Shultz et al., several relevant subscales from the World Values Survey- WAVE 7, and the Generic Conspiracist Beliefs scale.

In addition to descriptive data, regression analysis was conducted to test the hypothesis whether different values along conspiracy thinking, feeling of accomplishment and relevant demographic data predict

inclination towards populist attitudes in late adolescent years. The findings of this study advance the up-to-date understanding of the impact of psychological characteristics of the individual considered as factors that (de)stimulate the populist worldview among youth.

The age of permacrisis: What about trust?	Epameinondas Panagopoulos	University of Patras, GR	epameinondaspanagopoulos@gmail.com
	Michael Katsillis	Otto von Guericke University Magdeburg, DE	mijkat@gmail.com
	Georgia Gouga	University of Ioannina, GR	gouga@uoi.gr
	Ioannis Kamarianos	University of Patras, GR	kamarian@upatras.gr

Crisis is not an unfamiliar word with respect to social issues in Greece. The year 2011 was the starting point of the successive crises that were to hit the world, as well as Greece; that was the year that would mark the beginning of the financial crisis. Then follows the refugee crisis, and approaching today, we note the pandemic crisis, which existed until now. Finally, war has been waged on European ground recently, and the energy crisis is emerging across Europe. Furthermore, another economic crisis may be on the road. Permacrisis refers to a state of permanent crisis that is characterized by persistent social, economic, and political instability. At the same time, the need for more trust in institutions reflects a widespread belief that established structures and systems can no longer solve the challenges of the risk society. This paper analyzes the relationship between these two related phenomena that define the contemporary social sphere, focusing on their implications for democracy and social cohesion. Our analysis highlights the complex interplay between these factors and underscores the need for new approaches to fostering democratic engagement, building trust, and promoting evidence-based decision-making. Finally, we offer insights into how we might navigate this uncertain terrain moving forward.

VP	The usefulness of social education in relation to the development of empathy in students on issues related to their relationship with others in the post-financial crisis and pandemic era. Students' views	Christos Pavlos	University of the Peloponnese, GR	pavloschr@yahoo.com
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The economic crisis, which from 2010 onwards in Greece affected the families of adolescents and then the pandemic, which directly affected them, created a very complex context in terms of analyzing their behavior towards those around them. Alienation from their peers and the feeling of loneliness from prolonged disengagement is a reality, which obviously created a potential anti-sociality in most of them. At the same

time, on the other hand, the economic difficulties of the families of the weaker social strata deprived these adolescents of the possibility of finding alternative areas of social release (activities, excursions, etc.), so that in the phase of any normalisation of conditions, there is no corresponding normalisation of their anti-sociality. This situation therefore led, fortunately not generally, to intense behaviour, which in some cases bordered on delinquency (fights in the school environment, violation of personal data through the publication of various personal moments of the peers, sports fan violence, reactions to diversity, etc.). Therefore, at this time, when such behaviours are manifesting themselves, we believe that the school lesson, which talks about civil rights, democracy, diversity, citizenship, equality, inclusion and so many other issues related to living with others, has a special weight in the development of social empathy in the adolescent. Therefore, in the context of this belief, we asked the middle school third grade students (15 years old) of a school in a deprived area (with a lot of students of immigrant or Roma origin) to answer us if they believe that the course they are taught, called Social and Civic Education, with the knowledge it provides through the topics it deals with, helps them to develop their social and political consciousness and their social behaviour in general. In our paper we will present their views and comment on them so that we can understand the multifaceted and important role that the teaching of this subject plays (or not), in our time.

11.45-13.00	Room 2: Citizenship and values (I)	Aula II-302 Module 2	26 May
	Reflecting on education for citizenship in Southern Europe: mapping out values as spontaneously raised by young people Thiago Freires Fátima Pereira Leanete Thomas Dotta	Faculty of Psychology and Education Sciences of the University of Porto (FPCEUP), PT	tfreires@fpce.up.pt fpereira@fpce.up.pt leanete@fpce.up.pt

Young people build relationships with values (human dignity, freedom, solidarity, equality, etc.) in many different ways. The dynamics they incorporate and promote contribute to identity formation whilst being influenced by the sociocultural sphere. In this communication, we aim at addressing what values young people from Southern European countries spontaneously discuss, with the aim of exploring how such knowledge can contribute to the design of education for citizenship. To animate the debate, we draw on a set of data collected through deliberative discussions with 378 young people (12 to 20 years old) from four Southern European countries, namely, Portugal, Spain, Italy and Cyprus. These small group discussions allowed youth to talk about their identification with their country and with Europe, making room for a natural debate on values. Citizenship education under the signature of a formal subject area in schools is

known for being a quicksand territory, with varying societal institutions questioning its work (Church, family, etc.). All over Europe, countries have varied on how they tackle this domain's importance, with curricular strategies ranging from the determination of a fixed content area to a more transversal approach. By mapping out what young people focus on when freely speaking about values, it may be possible to forge new designs and approaches to a domain responsible for supporting students in becoming active, informed and responsible citizens. Our initial results corroborate that youth in different regions of Europe discusses distinct values. Therefore, we establish what the differences are in the targeted Southern European countries and hypothesize the possible reasons in light of sociocultural aspects.

Citizenship behaviour and perception of climate change in relation to competition and cooperation	Marta Fülöp.	Institute of Cognitive Neuroscience and Psychology and Károli Gáspár University of the Reformed Church, HU	martafulop@yahoo.com
	Adam Kun	Eötvös Loránd University, HU	kunadam@elte.hu
	Adrienn Král	Eötvös Loránd University, HU	kral.adrienn@ecolres.hu

Active citizenship implies that citizens are willing to act not only for their private interest but also for the common good. Climate change is a global process and individuals are not able to exert direct influence on it, however a joint effort may have some impact on these processes. But who are those who are more willing and less willing to take into consideration the common as opposed to the individual short-term interests.

The goal of the present study was to investigate how the perception of climate change relates to civic attitudes and personal competitiveness.

An online questionnaire was applied that consisted of the Climate Change Attitude Survey (Christensen & Knezek, 2015), the Citizenship Behaviour Questionnaire (Krzywosz-Rynkiewicz et al, 2018) and the Competitive Orientation Questionnaire (Orosz et al., 2018).

Participants: Participants were university students of different majors (psychology, education, engineering, biology, sports) from Budapest, Hungary.

The paper will present the complex relationship among the examined constructs and highlights how beliefs and intentions related to climate change vary along different civic activity attitudes and different types of competitiveness, how civic attitudes mediate between climate change beliefs and intentions to intervene

and how the importance and preferred mode of obtaining individual goals in a competitive relationship modify the willingness to be an active citizen and act for public good and public causes.

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

Teaching Tolerance in Troubled Times	Sarah Whitehouse	University of the West of England, UK	sarah.whitehouse@uwe.ac.uk
	Jane Carter		jane.carter@uwe.ac.uk
	Karan Vickers-Hulse		Karan.Vickers-Hulse@uwe.ac.uk

This paper will focus on how the value of tolerance can be taught through current social and political issues in primary and secondary schools. Using a case study of Bristol; a diverse and multi- ethnic and religious city, the paper will explore how the toppling of the statue of a slave trader and Bristol philanthropist, divided views in the city. The paper addresses a range of pedagogic approaches that can be used to explore the issues raised by the toppling. It will support thinking about the value of tolerance and how it can be applied to real life critical incidents.

VP	The European values and the role of museum in times of Conflict	Dora Katsamori	National Centre for Scientific Research 'Demokritos', GR	dkatsamori@iit.demokritos.gr
		Xenia Ziouvelou		xeniaziouvelou@iit.demokritos.gr
		Konstantina Giouvanopoulou		kgiouvano@iit.demokritos.gr

In today's uncertain times, the need for civic education, especially in the field of active citizenship, seems more relevant than ever. Citizens, especially young people, need a meaningful education, which will not only focus on the transmission of knowledge but mainly on the cultivation of values, attitudes and skills. The current crisis we are experiencing, apart from being economic and political, could also be described as a moral crisis, as citizens, especially young people, are questioning the institutions and values of their country. The solution to this challenge is not easy, however there is a strong argument to be made that the contribution of the museum and any exhibition space in general could be more important today than ever before in this field. From addressing basic social and political issues in the light of moral values to helping to shape the way in which we, as citizens, perceive all these values and what is happening around us, the museum space has the power to reflect and co-shape, together with formal education, our society.

VAST is a European research project which aims to digitize, study and promote the European moral values

through use cases from art (theater), tradition (fairytales) and science (scientific texts of the 17th century) by highlighting the role and context of museums as the most relevant for this purpose. This presentation aims to summarize the main results of the project and specially to highlight the results of the focus groups with museum experts regarding their role in the field of values communication, as well as the role of the museum itself in relation to society and its contribution to the achievement of inclusion the promotion of diversity.

Representation of A Marginal Father Figure in Turkish Cinema: Miracle in Cell No. 7	Nilüfer Pembecioğlu	Istanbul University, TR	niluferpembecioğlu@gmail.com
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When a little girl dies in an Aegean town in 1983, Memo, a father with a daughter of the same age, is blamed. Waiting for the issue to be resolved, Memo and his daughter Ova count down the days to meet. Despite the fact that many believe he is innocent; nobody could prove it and Memo is sentenced to death since the deceased girl's father was the martial law commander of the town. The 2019 movie box-officed almost 90 million TL and reached 5 million viewers overall. This success is attributed to the realistic fiction of the film and the emotional father-daughter relationship it demonstrates. With its topic and characters, the film represents a case analyzing the problems of the search for justice and Turkish society "in times of conflict". As the film reaches high audiences it also voices the issues of strengthening Citizenship Education. The remarkable father-daughter bond is the main subject of the movie, which is actually an adaptation of a Korean film. The popularity of adaptations in Turkish cinema is nothing new; practically every adaptation since "The Girl with The Red Scarf" has been a huge hit.

The study's main objective is to demonstrate how "marginalization" and "the use of infantilization as a political component" are integrated into the context of the narrative through the semiotic analysis methodology of Greimas. The study, in which the marginal father type is discussed within the framework of fatherhood also provides a content analysis and discourse analysis of the film comparing and contrasting the father character represented. Also, while it deals with the concepts of peace, citizenship, and justice during the martial law phase in Turkey it also questions how a Korean-based film could reach such high popularity in Turkey.

11.45-13.00	Symposium 4. Young Europeans as citizens online	Room 3 Sala de Grados	26 May
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Convenor: Beata Krzywosz-Rynkiewicz	University of Warmia and Mazury, PL	beata.rynkiewicz@uwm.edu.pl
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The development of new technologies has changed human functioning in many spheres. It has also significantly affected the social relations of young people. These relationships are fundamental to human development of the cognitive and emotional spheres. To the greatest extent, they influence socialization

patterns related to functioning in peer and community groups. They also shape relations with the state, citizenship activity and perception of oneself as a citizen.

In the symposium, we will present a comprehensive study, carried out using a variety of methods and from different cultural perspectives on young people's attitudes towards online citizenship. The research was conducted as part of WG 2, Citizenship Education in the Context of European Values: The Educational Aspect, project activity The research was conducted in 4 European countries - Spain, UK, Hungary and Poland - which are diverse in terms of geography, size but also democratic traditions. The research involved young people in late adolescence (15-19 high school students) and early adulthood (20-25 university students). Different groups of methods were used to find answers to different research questions. First, using a survey constructed for the study, it was possible to identify what kind of online civic activity young people are engaged in and make cross-cultural comparisons. Second, conducting focus interviews made it possible to identify the justifications and motives for engaging in civic activity. Third, conducting free association analysis allowed us to understand how young people conceptualize virtual and digital citizenship. Fourth, the collected research material made it possible to construct guidelines for preparing educational workshops for young people. The research has been completed. Their analysis is currently underway. The four presentations will present the four issues mentioned above.

(1) Young people on-line citizenship activity and relations to the state	Paszkal Kiss	Károli Gáspár University, HU	kiss.paszkal@kre.hu
	Martyna Kotyśko	University of Warmia and Mazury, PL	martyna.kotysko@uwm.edu.pl
The presentation will discuss data showing the number of hours spent in the media, the type of social media used, the character of citizenship activity in relation to political orientation, beliefs about current world political issues (e.g., war in Ukraine).			
(2) Young people motives for engaging in civic activity	Verity Jones	University of the West of England, UK	verity6.jones@uwe.ac.uk
	Tatiana García-Vélez	Universidad Autónoma de Madrid, ES	tatiana.garcia@uam.es
The presentation will discuss the results of focus interviews with young people, discussing their motives for engaging in online civic activities. Special attention will be paid to showing the fears and limitations as well as the opportunities that the media provide for civic engagement. Conclusions can be valuable for building educational programs to support the citizenship participation of 'digital natives' generation'.			

(3) Young people conceptualization of virtual and digital citizenship	Beata Krzywosz-Rynkiewicz	University of Warmia and Mazury, PL	beata.rynkiewicz@uwm.edu.pl
The presentation will discuss the results of free association analyses related to two online civic activity phenomena: virtual citizenship and digital citizenship. Comparison of two concepts content in relation to age and nationality will allow us to understand the universal (beyond cultural and beyond age) aspects of these phenomena and their cultural specificity. The analysis will provide an opportunity to identify the directions in which online civic activity can develop.			
(4) Digital citizenship in education-workshop concept proposal	Marcin Kowalczyk	University of Warmia and Mazury, PL	marcin.kowalczyk@uwm.edu.pl
The presentation will discuss a proposal for a workshop that can be conducted with young people on civic activism online. Special attention will be paid to new emerging initiatives, including controversial activities, for example, the actions of Anonymous group.			

13.00-14.30 Lunch: Cafeteria Plaza Mayor, UAM Campus

14.30-15.45 Room 1: History, citizenship and empathy **Aula I.101.2** **26 May**
Module 1

Thinking historically for Canada’s Future National Youth Survey	Carla Peck	University of Alberta, CA	peck1@ualberta.ca
In an increasingly complex world—with new communications technologies, proliferation of “fake news”, increasingly diverse societies, commitments to and demands for reconciliation, reparations, and national status for Indigenous and Francophone peoples, and inflamed debates over public commemoration of historical figures—citizens face a level of political, social, and cultural complexity that demands a critical understanding of the past and present. Although curriculum developers in Canada are drawing on recent theoretical and empirical research on historical thinking to develop new approaches to history education, this work is still in its infancy. There has been no systematic, pan-Canadian research done to assess the state of history education since A. B. Hodgetts’ (1968) landmark National History Project study more than fifty years ago. In his report, Hodgetts offered a scathing critique of the state of history education in Canada and lamented the “bland consensus version of history,” (p. 24) the emphasis on memorization rather than deep learning, and the failure to help students establish connections between the past and present. In recent years, many history/social studies curricula throughout Canada have been revised to include frameworks of			

historical thinking (Lévesque & Clark, 2018) and Indigenous Knowledges (McGregor, 2017), however these changes have given rise to many important and pressing questions about what is actually happening in K–12 classrooms and what impact, if any, such curricular changes are having on student learning. In a National Youth Survey conducted by the Thinking Historically for Canada’s Future research partnership, 2000 students aged 10-18 completed an online questionnaire about their perceptions and experiences learning history in schools. In this presentation, survey results will be explored through the lenses of the three themes of our research partnership: historical thinking, Indigenous Knowledges, and civic engagement.

‘Students are left with a skewed view of the Holocaust’: can role play and simulation help in developing Holocaust learning and understanding?	Henry Maitles	University of the West of Scotland, UK	henry.maitles@uws.ac.uk
	Paula Cowan	University of the West of Scotland, UK	paula.cowan@uws.ac.uk

Role play and simulation strategies can be tremendously powerful classroom teaching strategies, but need to be used with caution, forethought and reflection in all areas of the curriculum. There is much evidence now from around the world that learning about the Holocaust can have a valuable impact on young people’s human rights and citizenship outlooks. But, also evidence that poor or badly thought through pedagogy in this area, whilst aimed at developing pupil empathy for victims of Holocaust experiences, can lead to both distressing students and a skewed view of the lived experiences.

This paper will examine the insights from the research literature experience and the personal research of the authors to examine whether this strategy can/should be used in the development of understanding about the Holocaust. Using classroom observations and interview methodology with students, it will be argued that teachers need to use extreme caution in using role play and simulation, indeed perhaps looking at other strategies to develop empathy.

History as a means to communicate citizenship	Eleni Karamanoli	Aristotle University of Thessaloniki, GR	ekaramanoli@edlit.auth.gr
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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.

VP	Outcasts and the consequences of the lack of education in Romania during the '40s and '50s	Nicolae Hurduzeu	West University of Timisoara, RO	nicolae.hurduzeu@e-uvt.ro
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Times of conflict are periods when educational systems are deprioritized and have much to suffer as funding diminishes considerably too small sums from countries' GDP. If during these times, moral values are not promoted to school children, society will fail morally and become easy to manipulate and disunite. The purpose of history is that of helping children learn from the mistakes of the past in order to avoid repeating them. After the second world war, Romania entered under the influence of the communist Soviet Union which promoted the outcasts, and uneducated members of the society and placed them in critical positions. Besides specialized literature there are many documentaries such as Memorialul Durerii (the Memorial of Pain), a TV documentary series with more than 200 episodes that present the testimonials of those who witnessed the Romanian communist death camps from Jilava, Sighet, Pitesti, the forced labor camps, were deported to Bărăgan, or supported of fought with the resistance troops hiding in the mountains. All social categories were subject to these ordeals, starting from secondary or high school students, illustrious intellectuals, politicians, men and women, priests, and peasants. In other words, all those who opposed the Communist regime. The atrocities to which those from the communist prisons were subject at the end of the 1940s and beginning of the 1950s are hard to comprehend. These were even portrayed in artistic movies such as *Undeva in Est* (Somewhere in the East) or *Intre chin si Amin* (Between torture and Amen). The present lecture presents the testimonial of a former high school student who was a political prisoner in communist times and his life lesson by emphasizing the idea of RESPONSIBILITY. The present lecture also forwards several good practice solutions which can be used in class with the students.

14.30-	Room 2: Art, creativity and inclusion	Aula II-302	26 May
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VP	Contemporary art in citizenship education: online galleries	Irina Bondarevskaya	Center for Personal and Social Transformations (CPST) – UKR	ibondarevskaya@yahoo.com
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Significant number of Ukrainians had to leave Ukraine because of extreme cruelty of the Russian army during the war which started on 24th February 2022. Ukrainians who stayed in Ukraine during the war and Ukrainians who left Ukraine often have different understandings of what is democracy and what is democratic due to different experiences. I suggest to use online galleries of contemporary art as a teaching method. Notions without single generally accepted definitions as democracy or non-discriminative values are to be discussed in a group rather than taught. Metaphorical images mediate such discussions. Following the link you can see how such online gallery can look like <https://padlet.com/iobondarevskaya/Bookmarks> Online galleries can also be used for conducting focus groups. For example, online gallery “Art for non-discriminative values in education” contains 61 images and it is enlarging. Images of paintings for this online gallery were provided by Ukrainian artist Vasilina Kolomyiko. Usage of contemporary art with lots of metaphors by online tools enables to rise personal senses associated with such controversial notions as non-discriminative values and democracy from subconscious. Understanding of what is democracy and what is democratic can differ a lot inside Ukrainian society. That is why recovery of Ukraine after the war should include wide discussions on democracy both in formal and informal education. Usage of contemporary art online and offline is especially important in citizenship education. Particular forms of contemporary art can be considered as a type of citizenship activity. I would also suggest to organize exhibitions of creative self-expression of people with different experiences who are not professional artists. Such exhibitions can serve as a platform for exchange of life experiences between Ukrainian forced migrants and Ukrainians who stayed in Ukraine during the war.

	Generative A.I. Re-Shaping Film Studies: An Innovative Approach for Film Education	Damlasu Temizel	Istanbul University, TR	damlasu.temizel@istanbul.edu.tr
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Generative AI is already a game-changer in the movie industry. It is transforming the traditional ways of filmmaking from scriptwriting and casting to post-production and distribution. When describing Generative AI in the field of Film Studies, the usual aspects are primarily about using artificial intelligence techniques to create multi-layered content, such as images, videos, music, text, and other forms of data. However, AI's production capability of those realistic images is a part of the imitation and simulation of human-like creativity. Beyond the question of having privileged technological tools acting like real filmmakers, lecturers in Film Studies now face a big deal of Generative AI immersed movie productions. In this context, there seems to be an emerging need for an innovative approach while adapting the lecturers' usual syllabus and

way of teaching. Foremost, as a part of knowledge transfer in education, the lecturers' role in expanding the vision of young filmmakers is crucial and shows the value of education in the movie industry. Supportively, according to UNESCO, artificial intelligence has the potential to address some of the biggest challenges in education today. AI may innovate teaching and develop learning practices.

This article primarily aims to research innovative solutions for lecturers in Film Studies and discuss the parameters to transform their way of creating educational content through AI for better analysis and explanation of the Generative AI movie creation process while still boosting the genuine perspective and emotional depth of students that come from human creativity.

Sense of Humor and Attitudes Toward Death in Teachers and Teacher Candidates: A Multiple Regression	Nilüfer Pembecioğlu	Istanbul University, TR	niluferpembecioglu@gmail.com
	Betül Yılmaz Çam	Tokat Gaziosmanpaşa University, TR	betul.yilmaz@gop.edu.tr
	Nuran Tuncer	Tokat Gaziosmanpaşa University, TR	nurantuncer72@gmail.com

Teachers are the milestones to shape children's perceptions toward school, teachers, 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 an effect on their preferences for their teaching, their personality, beliefs, and attitudes also gain importance. 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, the correlational research methods 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 an online survey tool and it is transferred to a computer environment and analyzed by using SPSS 22. As a result of the data analysis, it has been found that age is positively correlated with a sense of humor whereas it is negatively correlated with attitude toward death. Also, gender is found negatively correlated with a sense of humor, but there is no correlation between gender and attitude toward death. Similarly, there is a 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 preschool teachers. While the discussion related to findings and related literature is additionally included, the study proves that there is no correlation between a sense of humor and an attitude toward death with.

VP	The obstacles of the domain and the field according	Marina Porto	Universidad Autónoma	marina.marques@estu
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to highly creative women

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Historically, women were described as less capable of performing complex tasks compared to men. Currently, scientists agree that there are no differences in intellectual abilities based on gender. The predominance of male success in valued domains are justified especially by sociocultural influences. In this study, we investigated the obstacles created by the domain and the field to highly creative women. We interviewed 25 women, aged 38 to 79 years (M= 59.34; SD= 10.8), with prizes, awards, or medals in different domains: literature, journalism, fine arts, cinema, cooking, human development, music, business, law, architecture, biochemistry, dance, photography, fashion, psychology. Their stories were analyzed through the grounded theory. The main gender barriers identified in the domain pointed to: (a) impact of work on families, (b) limited access to financial resources, (c) having more men than women, (d) discrimination. In the field, the obstacles described were: (a) time for recognition, (b) obscure criteria, (c) male predominance in positions of power, and (d) the paradox of the denial of gender obstacles. The internal dynamics of the domains generate limitations and slow down the professional development of the participants. In addition, the gendered rules and structures of the field affected their recognition, although some of them avoid recognizing the drawbacks. We emphasize the importance of women presence at different organizational levels, to favor family friendly policies that value non-linear trajectories and generate opportunities for different professional profiles. It is necessary to highlight the discrimination still present in many areas, especially at higher professional levels, and demasculinize the criteria of excellence

14.30-
15.45

**WORKSHOP: Participation workers,
conflict and young people's democratic
socialization**

**Room 3
Sala de Grados**

26 May

Roy Smith

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Drawing on research with youth participation workers, this workshop will explore the role of conflict in youth work that aims to support young people's democratic socialisation. Conflict is a reoccurring theme when youth workers talk about their practice. They speak about incidents of injustice, arguments with authority figures, disagreements between young people and adults, as well as with young people and families and conflicts with other youth workers. Navigating conflict is also essential for young people's democratic socialisation as they encounter challenges, resistance, and barriers to their freedom to act. Youth workers

support young people's development but also immerse themselves in their own conflicts, which can threaten their work. Yet, organisations put them in positions where conflict is inevitable and potentially desirable. This workshop will examine youth workers' relationships with conflict, considering the conflicts between themselves and young people, parents, communities, organisations, managers, politicians and other youth workers. These moments of tension provide valuable opportunities for democratic learning and development and can shape the experiences of young people, informing their relationship with democracy. Embracing these conflicts and understanding their democratic potential can enrich youth work. However, the role of conflict in youth work is often ignored, and a greater understanding of its role is needed to improve the ethical underpinnings of youth work practice, ensuring that young people better understand the aims of the work. A better understanding of the role of conflict could also help prepare workers for the inevitable opposition and frustrations they are likely to face.

15.45-16.00 **Coffee break** **26 May**

16.00-17.15 **Room 1: Youth Participation** **Aula I-101.2** **26 May**
Module 1

Discourse in youth organisations as a representation of civic education in Poland and Ukraine	Celina Czech-Włodarczyk	Adam Mickiewicz University, PL	cczech@amu.edu.pl
	Helena Ostrowicka	Kazimierz Wielki University, PL	hostrowicka@ukw.edu.pl

To recognise contemporary forms and ways of understanding citizenship by young people, it is necessary to reach places where young people express their identity and belonging in the way they choose, for example, within youth organisations. Youth organisations gather young people, operate in the youth environment and fulfil their needs through their activities.

In this paper, we will discuss the research conducted by our team entitled Heterotopies of citizenship - educational discourse and pedagogies of militarisation in the spaces of youth organisations. Analytical-critical and comparative approach" (project financed by a grant from the National Science Center in Poland, No. 2019/35/B/HS6/01365). The subject of the research is the analysis of the structure and content of educational discourses in selected youth organisations that establish relationships with loved ones (e.g., ""ours"", ""ours""") and separate (e.g., "other", "foreign") phenomena, objects, and ideas. Six organisations

operating in Poland were selected for the study: AIESEC Poland (AIESEC), ATD Fourth World (ATD), Center for Youth Initiatives Horizons (CIM Horizons), Center for UNESCO Initiatives (CI UNESCO), All-Polish Youth (MW) and the National-Radical Camp (ONR) and six operating in Ukraine: We Build Ukraine Together (BUR), Regional Initiatives Foundation (FRI), Youth Corps (JUNKOR), PLAST, Youth Nationalist Congress (MKN), UKRAINER.

The main research problem is the question: What spaces of identity, complement, similarities and differences are citizenship constructed in studied youth organisations?

Civic education implemented in selected youth organisations operating in Poland and Ukraine can be an example of strengthening and popularising democratic values but also militaristic and nationalistic content, with a clear tendency to heroise war, combining readiness to serve in the army with activities defined as the defence of moral and civic order, in times of intensified social and military conflicts.

The research used a qualitative strategy, a method of collecting empirical material by searching secondary sources from January 2021 to May 2022. With the help of discourse analysis and content analysis, we examine the texts available on the websites of selected organisations, including their statutes, regulations, reports and reports on activities, and entries on Facebook.

What is the role of voting rights in civic transitions to 'adulthood'?	Thomas Loughran	University of Lancaster, UK	t.loughran@lancaster.ac.uk
	Andrew Mycock	University of Huddersfield, UK	a.j.mycock@hud.ac.uk

Debates around voting age reform have become increasingly salient in many established democracies, especially the UK, over the last decade. While implementation has been patchy and slow compared to the previous wave of voting age reform in the late 1960s/early 1970s commitment to votes-at-16 is now an established platform of many progressive parties. The push for voting age reform has come at a time when age has emerged as an increasingly important electoral divide in democratic societies which has added to political polarisation around the issue. This has resulted in the primary terms of debate on voting age reform increasingly stagnating around narrow definitions of 'adulthood'. With mainstream advocates of reform arguing that 16-year-olds are sufficiently 'adult' to be granted voting rights while opponents counter that this is inconsistent with rising thresholds of other markers of 'adulthood'.

Using a mixed-methods approach, leveraging newly available focus group data and survey evidence, we argue that the terms of debate are sterile and out of step with both young people's perceptions of the relationship between voting rights and 'adulthood' and normative democratic claims on the necessity of reform. Both our quantitative and qualitative evidence demonstrate that young people perceive civic transitions as a separate entity from other transitional spheres and associate voting with their right to have a

democratic voice as young people, not because they perceive themselves as 'adult'. Interpreting this through Honwana's concept of waithood and Van Genep's rites of passage typology we argue that young people's civic transitions are typically framed as transitional rites (life cycle transition) when in reality they are incorporation rites (societal acceptance transition). This has resulted in advocates, opponents and policymakers individualising the voting age debate by focusing on demand-side (individual expression) aspects and neglecting more important supply side (collective representation) aspects of voting age reform.

Youth political identity and democratic disaffection: Active citizenship and participation to counteract populism and polarization	Miquel Essomba Maria Nadeu Puig-Pey	ERDISC Research Group Universitat Autònoma de Barcelona, ES	MiquelAngel.Essomba @uab.cat
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Anna Anna Tarrés Vallespí

Globally, youth satisfaction with democracy is declining – not only in absolute terms, but also relative to how older generations felt at the same stages in life. Young people's faith in democratic politics is lower than any other age group. By their mid-thirties, 55% of global millennials say they are dissatisfied with democracy (Foa, 2020). There are notable intergenerational declines in four regions: Latin America, sub-Saharan Africa, southern Europe, and the Anglo-Saxon democracies (Foa, 2020). One can point to concrete factors to explain such declines -ranging from the growth of youth unemployment to the persistence of corruption and poverty in new democracies (Foa, 2020). Growing discontent with living conditions is taken advantage of by populist leaders, who exacerbate polarization, cultivate a climate of animosity and dismantle democratic institutions (Boese, et al., 2022). This populist rule—whether from the right or the left—has a highly negative effect on political systems and leads to a significant risk of democratic erosion (Kyle, 2018). On the other hand, we find examples on how youth participation in civil organizations and social movements is increasing, as shown in teenage support to Black Lives Matter movement (Pew Research Center, 2022) or Fridays for Future, a youth-led and -organised global climate strike movement.

Combining quantitative and qualitative research methods according to Creswell's mixed approach, this article aims to explore the significance of youth identification and participation in 299 community-based organizations in the city of Barcelona as an alternative to the decline of democratic quality in Catalonia, Spain.

VP	Assessing Social Media Literacy Skills among College Students in Turkey: A Survey Study	Gulnur Yenilmez Kacar	Trakya University, TR	gulnuryenilmez@gmail. com
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With the rapid developments in digital communication and mobile technologies, social media has become a prominent channel to access and spread information much more quickly and conveniently. It provides a great opportunity for authorities, who have competency in developing reliable information with expertise in

a particular field, to circulate great deal of information in an instant. On the other hand, social media also leads to ordinary people, who do not have any expertise in a specific field, generating content and disseminating information as if they were experts. Such a flow of inappropriate, irrelevant, unchecked and unconfirmed information creates information pollution and sometimes causes the phenomenon named 'infodemic'. Therefore, it requires individuals to scrutinize and evaluate the information provided on social media critically, to question the source of information, and to create content accordingly, which means social media literacy skills. Social media literacy, a subset of new media literacy, constitutes an integral part of digital citizenship. It equips individuals with the knowledge and competence to utilize social media in a responsible and ethical way. To bring up young adults who know rights and privacy of themselves and others and can estimate possible risks on social media, it is essential to enable them to cultivate social media literacy. This study aims at determining the level of social media literacy skills of college students in Turkey and evaluate them in relation to the uses of social media and demographic variables. To this end, an online survey is conducted as a pilot study and the data are analyzed using relevant statistical analyses on SPSS 22.0. The findings will enable to comprehend and evaluate young adults' use of social media with reference to social media literacy, and will provide an advisory framework to develop education policies to raise the media literacy of students.

16.00-17.15	Room 2: Citizenship and values (II)	Aula II-302 Module 2	26 May
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The value of diversity: Focusing on the expectations of the university students	Nikos Analytis	University of Patras, GR	
	Epameinondas Panagopoulos		epameinondaspanagopoulos@gmail.com
	Michael Katsillis	Otto von Guericke University Magdeburg, DE	mijkat@gmail.com
	Anthi Adamopoulou		anadam@upatras.gr
	Ioannis Kamarianos		kamarian@upatras.gr

The waves of refugees to Western Europe, and especially Greece, were observed to be constantly increasing. Moreover, these refugee flows have affected specific sectors of society. In these sectors, education is

included; it needs regular integration of refugee students in the school environment and 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. The university educational process determines 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.

	Digital citizenship in Chinese context: An exploring study of Chinese university students' perceptions	Jing Yu Koon Lin Wong	University of Hong Kong (EdUHK), HK	s1131863@s.eduhk.hk wongkl@eduhk.hk
	Digital citizenship as an emerging concept has been explored by researchers from different social contexts. However, there is limited research focusing on exploring this concept in China. This research aims to fill this gap by exploring Chinese university students' interpretations of digital citizenship using semi-structured interviews. The finding of this research indicates Chinese university students regard digital citizenship as a multidimensional concept including digital literacy skills, digital rights, being patriotic citizens, digital responsibility/moral, and digital civic participation. It is found Chinese digital citizenship shared certain components (e.g., digital literacy skills, digital rights) with its counterparts in Western context. However, the results also suggest Chinese digital citizenship is unique in certain aspects including emphasizing on patriotism, merging interpretation of digital responsibility and morality, and demonstrating controversial opinions towards digital civic participation as well as limited understanding of digital rights. It is argued that these unique findings of Chinese digital citizenship could be attributed to Chinese traditional culture, citizenship education, and interpretation of 'good citizen'. This research contributes to current theories of digital citizenship by providing a model of digital citizenship in Chinese context. The findings of this research also could have implications to educators and policymakers in other societies to further improve digital citizenship education.			
VP	A Study on Diplomacy. How to Fight, Solve and Resolve Conflicts	Madalina Iacob	West University of Timisoara, Ro	madalina.iacob@e-uvt.ro

The proposal is linked to the sphere of international relations, more precisely, to the understanding of certain actions performed by the states from a cultural point of view. World War II has largely changed the political, economic, social, and cultural factors which influence the everyday life of all people. Although important European countries have suffered immense economic and social losses, in more than 50 years Europe succeeded in establishing a continuous and long-term development. With this new alignment stage of the European states, there are different factors, amongst which are the cultural ones, which favoured better achievement regarding bilateral or multilateral relations. The way through which important bilateral and long-lasting relations can be achieved implies diplomacy, as well. The advantage of diplomacy is that it does not necessarily target an economic interest. It rather employs a shaping force, translated in the importance of good relations with other states, European or not.

The purpose of this paper is to identify the means with which diplomacy has to fight and resolve potential conflicts in international relations. Moreover, depending on the mental software of each country, we can shape and explain certain reactions from the recent history. Precisely, the way in which the cultural manifestations at different levels of depth, enunciated by Hofstede, can be also applicable to what we understand by the thorough understanding of the states' diplomacy. Regarding the theoretical frame of this study, it is best associated with constructivism, with a topic taken from sociology and transformed within the theory of international relations in scientific knowledge. The present paper does not aim to approach the analysis of military conflicts but rather the incipient state, the moment before the outbreak of any conflict, the way to explain *'avant la lettre'* a possible imminent conflict. Although inherent, the clash of civilizations is explainable and can be solved once the international scene understands and accepts that people and, implicitly, societies are different yet unequal. Any group, no matter if large or small, will have a different order. The simple existence of different social classes deepens the gap between those who possess certain advantages and those who don't. Why not imagine a space in which these theories are transposed when talking about states?

This idea is based on the research I have done regarding Hofstede Theory on the mental soft from a constructivist point of view. The two primary studies for the present research are Geert Hofstede – *Culturi și organizații softul mental – Cooperarea interculturală și importanța ei pentru supraviețuire*, (translated by Mihaela Zografi), Humanitas, 2012, and Alexander Wendt – *Teoria socială a politicii internaționale* (translated by Mihai Cristian Brașoveanu), Polirom, 2011. Without the analysis of both works, our analysis wouldn't take place.

VP	Depiction and description and of war and peace: a pilot study among adolescents	Kristi Kõiv	University of Tartu, EE	kristi.koiv@ut.ee
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The aim of this study is to reveal adolescents' depiction and description of peace and war through drawings

and semi-structured interviews. The study is a pilot study in the beginning of year 2023 evoke two research questions: How do adolescents reflect peace and war in their drawings? and How do adolescents reflect their opinions about peace and war? Participants included 12 volunteer adolescents (6 boys and 6 girls) aged between 15 and 16 in one of the Estonian schools. The participant students were asked to draw a picture of war and peace (Egüz, 2020) and the analysis of drawings were coded based on the war and peace categories developed by McLernon and Cairns (2001). Group-based semi-structured interviews were conducted about peace and war according to adapted methodology (de Souza et al., 2006) and students' responses were analysed using quantitative content analysis. Students used peace and war icons and symbols as interpersonal peace and absence of conflict in their drawings. In the interviews, the meaning of peace and war was defined as a social phenomenon between people and between countries. Research on students' conceptualizations of war and peace is essential to the development of peace education programs in the field of social studies in the curriculum level.

16.00-17.15	Symposium 5: Looking at and into Youth in the Margins	Room 3 Sala de Grados	26 May
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	Convenor: Julie Spinthourakis	University of Patras, GR	spinkats@gmail.com
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This symposium is dedicated to presenting the different contributions of the CitEdEV project Working Group 8 members. Working Group 8's working theme was "Youth on the Margins". This symposium continues the interdisciplinary work of the group first presented during the 2022 Conference in Prague with the presentations including work on marginality, violence, resistance, art, political action and education.

(1) Responding to Cañada Real: marginality, resistance and social justice through course development	Liliana Jacott	Universidad Autónoma de Madrid, ES	liliana.jacott@uam.es
	Tatiana García	Universidad Autónoma de Madrid, ES	tatiana.garcia@uam.es
	Peter Cunningham	London Metropolitan University, UK	peter.cunningham1204@gmail.com

This presentation reflects on recent (2021-23) course development of an MA module on Human Development and Social Justice at UAM, with the introduction of an active citizenship element to the curriculum from a participatory action approach. The module is offered as part of an MA in Social Justice in Education which attracts students from the social sciences, many of whom work, or have prior experience of working, in the field of community education and development. The course has strong theoretical under-

pinning centered on social justice with a special focus on the circuits of resistance and solidarity constructed by people from Cañada and basically by women. Course development builds on initiatives that involve working closely with community activists and local politicians based in Cañada Real Galiana, a marginalized neighborhood on the outskirts of Madrid, that give the module specific focus on the place and its people. Data on activist perceptions is presented in relation to political strategy and policy, and on student's perceptions in relation to their learning. The presentation augments and elaborates on an introduction to the project presented at the CiCea conference 2022.

(2) Building resilience against violent extremism and marginalization	Maria Patsikouridi	Aristotle University of Thessaloniki, GR	maria.patsikouridi@gmail.com
	Dimitris Zachos	Aristotle University of Thessaloniki, GR	dimzachos@eled.auth.gr

Since 2015 the UN and EU security agendas began to include education in security agendas to prevent violent extremism and political violence. Those who use political violence aim to influence societal governance and the distribution of political power. Security agendas identify schools as “key institutions” in preventing political violence. They suggest empowering the young generation so that it builds resilience against extremist ideologies and organizations. In the first part of the paper, we will explore the terminology and its application in school, as well as the different root causes violent extremism. In the second part, we will explore how schools can contribute to addressing this phenomenon. We will refer to changes in curricula, teaching strategies, and everyday school practices, which are aimed at a free, democratic classroom environment that promotes inclusion, social justice, and equality.

(3) Knife crime and marginality of youth: university student voices	Ioannis Kamarianos	University of Patras, GR	kamarian@upatras.gr
	Julie Spinthourakis	University of Patras, GR	spinkats@gmail.com

Consecutive crises can play a distinct role in changing pragmatics and social situations. While essentially a country with low rates of violent crimes, post both the financial crisis and the pandemic, the incidence of knife crimes has been seen to increase in Greece. How this reflects on social marginality and young people as well as how the latter both reacts to it as well as what actions, if any, they take are the focus of our interviews with Greek university students. Our presentation, the discussion of the student's views as well as how to disseminate this information is the focus of our paper.

(4) Intercultural mediation: the faced challenges	Raluca Colojoara	West University of Timisoara, RO	raluca.colujoara@e-uvt.ro
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The wars have opened a door for the Romanian society towards a path it was not very familiar with welcoming refugees and including them in their own culture by accepting their cultural, educational, and

religious differences. It is under the receiving state's obligation to help and protect those in need to integrate so that disparities can be alleviated. This all can be achieved with good policies. The current paper will focus on Romania's evolution in the last years and the implementation of the concepts of intercultural mediation and intercultural education with respect to inclusion and it strives to eliminate exclusion by the society of those already chased out from their security zone and obliged to settle in a new community.

(5) Art and Inclusion: Learning from case studies	Susana Gonçalves	Polytechnic of Coimbra/ NIEFI, PT	susana@esec.pt
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In this article, we identify and analyse some effective practices of support and empowerment of young people at risk of exclusion. We will present some proposals for participatory art and analyse the factors that allow artistic practices to collapse to revitalize the cultural identities of those who are beyond the margins of the mainstream society.

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9.00- 10.00	CiCea AGA Meeting		Room 3 Sala de Grados	27 May
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10.00- 11.15	Room1: Critical and philosophical perspectives on citizenship		Aula I.101.2 Module 1	27 May
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Four prime ministers and a funeral – issues of 'Britishness' in The [dis]United Kingdom	Ralph Leighton	Canterbury Christ Church University, UK	ralphleighton@hotmail.com
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The UK is a mess, both as a geographical concept and as a socio/political entity. This paper adopts a radical citizenship perspective to discuss that assertion. It comprises three sections - the first addresses the confusion and many misconceptions concerning differences between Great Britain, the British Isles, the UK, England, which pervade the media, popular discourse, and some academic discourse, and which render learning about citizenship challenging. Secondly it discusses some recent socio/legal/political issues arising in the UK which render the teaching of citizenship and fundamental values to be an even greater challenge.

23/05/23

The final section is a discussion regarding the implications of the inconsistencies, confusion and contradictions raised in the first two sections, illustrating the impossibility of providing a fit for purpose - whatever that purpose might be - Citizenship Education in England.

VP	The place of Citizenship Education in a VUCA World: The case of South Africa	Nokuthula Nkosi Joseph Divala	University of Johannesburg, SA	nokuthuladinkosi@gmail.com jdivala@uj.ac.za
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The concept VUCA means ‘Volatility, Uncertainty, Complexity and Ambiguity’. This notion arises from the background of living in a world that is experiencing advanced interventions and developments through new technologies, and artificial intelligence. These developments are taking place at the same time that the world is also experiencing conflicts as a result of discrimination, inequalities, wars, marginalization, and many other social ills and injustices. These experiences re-enforce the VUCA worldliness. On the other hand, the VUCA seems to be strongly attached to the changing aspects of our lives being introduced by the fast-moving developments in ICTs, Artificial Intelligence and the interface these developments bring to human existence. To some extent, volatility, uncertainty, complexity, and ambiguity have also been introduced in what were traditional spaces for human activity and existence, such as education. These developments are taking place at the same time that South Africa is in a process of re-imagining itself, post-apartheid to develop meaningful forms of citizenship identity and civic engagement. In view of these developments, this paper seeks to understand the extent to which reimagining and repositioning citizenship education might reinforce meaningful principles and values of democratic life in times of conflict. This paper contends that a general understanding of citizenship education may not be able to aid in the resolution of these conflicts. The paper proceeds to suggest forms of citizenship education capable of supporting a VUCA World. This is a philosophical paper whose arguments will be presented through critical interpretive analysis.

VP	After the National Security Law and the global pandemic: Some reflections on school education and citizenship education in Hong Kong	Eric King-man Chong	Hong Kong Metropolitan University, HK	kmchong@hkmu.edu.hk
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After the National Security Law and the global pandemic: Some reflections on school education and citizenship education in Hong Kong. This virtual presentation will review the education reforms in Hong Kong since the early 2000s, in particular on school education and citizenship education. It will examine the changes in educational policy, school curriculum, roles of teacher, and preparation for citizenship in Hong Kong school education in recent years. Some reflections on school education, school curriculum, and teacher roles will be given.

10.00-11.15	Room 2: Community engagement, political identities, and trust	Aula II-302 Module 2	27 May
<p>How do young people from marginalised backgrounds relate to the concept of political identity using creative methods? Using creative methods to embed identity in youth work</p>	Thomas Loughran	University of Lancaster, UJK	t.loughran@lancaster.ac.uk
<p>Young people's political socialisation is often conceived as a process of developing and expressing their individual agency in response to the socio-political environment around them. However, there is substantial evidence that this positive agency is contingent on how they are perceived by the wider political community they are engaging with. In short, some groups of young people have significantly more agency in defining their own civic and political identities than others. These young people often have identities imposed upon them by societal stereotypes and unequal power structures. Those from economically marginalised background, ethnic minority group and who have disabilities may be particular likely to feel that their political identity is essentialised and homogenised. This reduces some young people's sense of political agency and impacts on their engagement with, and attitudes towards, the support services they engage with.</p>			
<p>This paper presents preliminary findings from a comparative co-produced study in England looking at how marginalised groups of young people construct and express their own identities within the context of youth work using creative methods. Young leaders in 4 different regions across the UK were tasked with creating their own creative research project exploring how young people within their peer groups relate to the concept of political identity. The diverse range of audio-visual outputs allowed the young people to express their identity, and its relevance to their lifeworld, on their own terms without imposing a specific set of models of assumptions. The results demonstrate that young people perceive their agency of their identities as constrained by their institutional context and crave opportunities to explore and develop them within a safe, supportive and un-judgmental environment. This ultimately leads to a normative claim that identity should be at the centre of youth work.</p>			
<p>Drawing on community knowledge to engage diverse communities with their children's learning</p>	Jane Carter	University of the West of Scotland, UK	jane.carter@uwe.ac.uk
<p>Minoritised groups are not always comfortable engaging with schools through the traditional approaches used (Moll et al., 1992). Without the engagement and inclusion of all groups, mistrust and conflict is given the space to grow. We also know that being a reader and learning to read is the foundation for academic and future economic success as well as engagement in democratic society (Breadmore et al., 2019). This paper</p>			

will outline a research project located in inner city Bristol, England that aimed to engage, often ‘hard to reach’ groups (Bonevski et al., 2014), with reading and school. The research design involved community researchers identifying members of the school and wider community who were considered to be ‘influential’, drawing from religious organisations, community and parent groups as well as community elders. This group of ‘influencers’ (Briggs et al., 2012) shared their experiences of learning and understanding of the barriers for families in engaging with reading and schools. ‘Messages’ were collaboratively designed and shared over six weeks through the ‘influencers’ channels of communication – informal WhatsApp groups, social media sites and word of mouth. During these six weeks, the school opened its library after school for families. Data was gathered to identify the number of families that visited the library (n=69), the books borrowed (n=144) and then analysed this to identify if any of the ‘harder to reach’ families had made use of the library. Twenty-six of these families were considered to be ‘harder to reach’. Further data indicated that it was possible that at least eight of these families had engaged with the library as a result of the ‘influencers’. This suggests the use of ‘influencers’ may present a promising area for further research.

Institutional Trust and Conflict: Ramifications for Citizenship Education	Epameinondas Panagopoulos	University of Patras, GR	epameinondaspanagopoulos@gmail.com
	Michael Katsillis	Otto von Guericke University Magdeburg, DE	mijkat@gmail.com
	Evangelia Papalexatou		evalpap@upatras.gr
	Anthi Adamopoulou		anadam@upatras.gr
	Ioannis Kamarianos		kamarian@upatras.gr

Every year, the Eurobarometer report indicates decreased levels of trust among citizens of the European Union. This manifests in a lack of trust in institutions, their representatives, and even the division of respondents from their fellow citizens.

Division, of course, has many sources –conflict not least among them. Unresolved conflict increasingly foments group segregation and, arguably, both the direct and indirect erosion of trust in national and international institutions. Direct erosion often occurs as a result of governmental inaction, intentional or otherwise. Perhaps the most noteworthy motivation of indirect erosion is humanitarian aid: accepting, sheltering, and incorporating refugee populations into the national whole.

Education is one of the most concurrently overtly and subtly affected institutions. Education plays both a

direct and indirect role in guiding its nascent citizens. Teachers (i.e., educators; the representatives of the educational institution) are the direct point of interaction between the nascent citizen and the institution of Education.

Educators have historically held high occupational status in many European societies. We employ quantitative analysis of Eurobarometer data to examine whether, as trust in the institution of education erodes as the result of ongoing crises and conflicts, educator's social status remains unchanged? If this affects their ability to teach the curriculum –hidden or otherwise– to their students? Indeed, if this questioning of not only themselves, but the institution they serve, acts to temper the curriculum, as they openly intend to teach it, but also reshape the hidden curriculum, by altering their fundamental identity?

The self-questioning imparted on educators by the crisis of trust may, of course, have numerous negative consequences. We argue, however, that there may be at least one positive ramification: the reinforcement of youth identity, strengthening the values of citizenship to produce a more strongly unified, egalitarian community of citizens.

VP	Interprofessional and Interdisciplinary Collaboration in Research, Practice and Education Among Nurses and Related Professionals	Blessing Nkiruka Anioke	University of Pécs, HU	aniokeblessing@gmail.com
		Siket Adrienn	University of Debrecen, HU	siket.adriennfoh.unideb.hu

Introduction: In the job of a Nurses, interprofessional and interdisciplinary collaboration are progressively seen as a vital factor. This study aims to examine factors that contributed to or hindered interprofessional and interdisciplinary collaboration and to determine the role of nurses and other related professionals in their interprofessional team.

Methodology: Several Literatures were reviewed, extensively analysed and conclusions were drawn from them. A literature search was conducted. Databases searched included Medline, PubMed, Research Gate and Google Scholar.

Results: In focus group study carried out with Canadian social work educators, practitioners, and students to identify barriers and facilitators to collaboration from the perspective of social work. Six themes were identified by participants that portrays facilitators and barriers: role clarification, culture, power dynamics, self-identity, communication and decision making (Ambrose-Miller and Ashcroft, 2016).

Conclusion: Based on the findings of the Literatures reviewed it can be concluded that nurse workers have the capabilities to offer their own unique standpoint about patient care in the Interprofessional team. Interprofessional and interdisciplinary collaboration in health care can be advantageous and challenging as well. The role of nurses needs to be clearly defined and there should be fluidity in the interprofessional team roles.

10.00-11.15	Room 3: Exclusion and marginalization		Room 3	27 May
Teachers' personal experiences of exclusion due to norms concerning ethnicity, race, and religion,	Vanja Lozic	University of Malmö, SE	Sala de Grados	vanja.lozic@mau.se
<p>While much of research has focused on students' experiences of exclusion in and outside educational settings, little is known about teachers own experiences. The study explores schoolteachers' experiences of exposure to exclusionary behaviour and comments by fellow colleague, students, or their legal guardians at the workplace. The focus is on entanglement of social and local context and exclusion based on ethnicisation, racialisation and normative perspectives on religion. Using analytic terms exclusionary processes and intersectionality, and by interviewing teachers who have experienced exclusion I answer following research questions: How do teachers experience exclusion and how does it affect them? What makes exclusion at workplace possible and how can one act on it?</p> <p>Of particular interest is subtle exclusion, as it has negative psychological, social, and professional consequences while it is hard to detect and resist to. Theoretical inspiration comes from research on intersectionality and microaggressions in the workplace.</p> <p>The study shows that the interviewees are subjected to exclusionary processes because they do not occupy normative position in the local context. Exclusionary processes they experience are often interdependent of several identity-based power differentials that may or may not operate simultaneously and these experiences have led to the development of resistance and coping strategies. Additionally, the interviewed teachers express that there is a lack of institutional support, highlighting the importance of developing analytical tools to understand and eventually tackle subtle exercises of exclusionary power.</p>				
Understanding knife crime in Greece: The narratives of university students	Epameinondas Panagopoulos	University of Patras, GR	University of Ioannina, GR	epameinondaspanagopoulos@gmail.com
	Georgia Gouga			gouga@uoi.gr
	Ioannis Kamarianos	University of Patras, GR		kamarian@upatras.gr
<p>This study attempts to contribute to the emergence of a social phenomenon of students carrying and sometimes using knives (knife crime). As the phenomenon is reported to rise, socio-economic conditions are conducive to developing related offending behavior. Poverty, stress, lack of trust in the educational process, and the risk of deviance caused by weakness are distinctive aspects. The continuation of the crisis in Greece and its socio-economic consequences has revealed pre-existing social protection problems and the welfare</p>				

state's weaknesses, the most important of which are those of the school. From the theoretical perspective of the crisis continuum, this paper attempts to contribute to the reflection of the educational community and Greek society by exploring the effects of the crisis condition (socio-economic, refugee, health). The research was conducted based on the qualitative approach, and we implemented two focus groups, with 10 participants in each. All the participants were undergraduate students of the Department of Education and Social Work of the University of Patras.

Visibility and awareness of the situation of violation of rights in Cañada Real (Madrid).	Constanza Burgos Santos	Universidad Autónoma de Madrid, ES	constanza.burgos@estudiante.uam.es
	Valentina Kittsteiner Schwencke		valentina.kittsteiner@estudiante.uam.es
	Erika Do Rosario		erika.toloba@estudiante.uam.es

In the frame of the Congress ""Strengthening Citizenship Education in Times of Conflict"", as students of the Master on Education for Social Justice of the Universidad Autónoma de Madrid, we would like to present the development of the project that was part of the subject ""Human Development and Social Justice"". It is a project whose main objective was the dissemination and visibility of the situation of violation of rights experienced by the inhabitants of Cañada Real as a result of the power outage that began in October 2020, understanding that human rights must be defended in all circumstances and places, because if they are not respected in the everyday, in the small, they are not really respected anywhere (Roosevelt, 1958). The communication will explain the objectives and work axes of the project, focused on social networks, an exhibition and a walking experience between the neighborhood and public transport. As well as the different stages and actions carried out, the entities that have worked and the ways in which it was expected to contribute to the community of Cañada Real Galiana in Madrid, Spain.

VP	Issues in education of Ukrainian refugees in Greece. The case of a primary school in Patras	Asimina Bouchagier	University of Patras, GR	abouchagier@windowslive.com
		Konstantinos Georgopoulos		
		Julia A Spinthourakis		spinkats@gmail.com

The case of a primary school in Patras. After the invasion of Russian troops on February 24, 2022 in the Kyiv

region of Ukraine, a large number of refugees arrived in Greece seeking asylum. A guaranteed right of all refugees, including children from Ukraine, is to provide them quality education in the Greek education system. The schools of Greece are the main places of reception and learning of the Greek language. Educators are called upon to include Ukrainian students in their classroom so that they receive all the cognitive and social stimulation they need while fighting inequality, racism and prejudice. For this research, the qualitative method was used with the semi-structured interview as a research tool in a primary school of Patras, Achaia prefecture, which is as a reception area for refugees. The participants were five (5) teachers who taught and interacted with the Ukrainian students. The analysis of the interviews attempts to identify the teaching approaches of the teachers, their views on issues of diversity, bilingualism, and the use of the heritage tongue as critical elements of citizenship education in times of conflict.

**11.15-
11.30** Break

**11.30-
12.30** Roundtable discussion: "History, Memory and Citizenship in Times of conflict" **Francisco Ferrandiz** **Salón de Actos** **27 May**
Mario Carretero
Ángela Bermudez

Roundtable discussion:
"History, Memory and Citizenship in Times of conflict"

Francisco Ferrandiz.
Researcher at the Consejo Superior de Investigaciones Científicas (CSIC), social anthropologist and advisor to the Secretary of State for Democratic Memory.
Expert on historical memory, violence and enforced disappearances

Mario Carretero.
Professor at Universidad Autónoma de Madrid and Researcher at FLACSO (Argentina).
Expert on history education.

Angela Bermudez
Researcher at Centro de Ética Aplicada. Universidad de Deusto.
Expert on history education, conflict and peace construction

12.30-
12.50

Break

Hall

27 May

12.50-
13.20

Closing Session

Salón de Actos

27 May

Closing Session

Radka Wildová. CitEdEV Chief Academic Coordinator

Marta Fülöp. CiCea President

Liliana Jacott and Tatiana García. Conference Coordinators. UAM

*****NO LUNCH AT UAM*****

UAM cafeterias are closed on Saturday