



Leading education
and social research
Institute of Education
University of London

Education and Citizenship in a Globalising World

Convened by the Institute of Education, University of London and Beijing Normal University

19 – 20 November 2010, Institute of Education, University of London

Programme

Friday 19 November

0800	<i>Registration - tea/coffee available</i>	Crush Hall
0900	Opening addresses by Professor Geoff Whitty , Director of the Institute of Education and Professor Zhou Zuoyu , Dean of the Faculty of Education, Beijing Normal University Chair: Professor Kathryn Riley, Director of Research and Director, London Education Research Unit, Institute of Education	Jeffery Hall
0940	Professor Lord Bhikhu Parekh , Emeritus Professor of Political Philosophy at the Universities of Westminster and Hull, and a Fellow of the British Academy <i>Educating Citizens for a Globalising World</i> Chair: Professor Ann Phoenix, Co-Director of the Thomas Coram Research Unit, Institute of Education	Jeffery Hall
1020	Professor Tan Chuanbao , Director of the Center for Civic and Moral Education, Beijing Normal University <i>The Particularity and Universality of the Concept of Citizen</i> Chair: Professor Ann Phoenix	Jeffery Hall
1100	<i>Coffee break</i>	Jeffery Hall Foyer

1130	<p>Professor Ann Phoenix, Co-Director of the Thomas Coram Research Unit, Institute of Education <i>Globalising 'acts of citizenship': young people and schooling in multicultures</i></p> <p>Chair: Dr Hugh Starkey, founding Co-Director of the International Centre for Education for Democratic Citizenship, Institute of Education</p>	Jeffery Hall
1210	<p>Professor Li Ping, Professor of Ethics, Sun Yat Sen University <i>Pre-restriction of Cultural Tradition and Civil Education</i></p> <p>Chair: Dr Hugh Starkey</p>	Jeffery Hall
1250	<i>Lunch</i>	Jeffery Hall Foyer
1400-1430	Presentations 1	Please see separate detailed schedule
1440-1510	Presentations 2	Please see separate detailed schedule
1520-1550	Presentations 3	Please see separate detailed schedule
1550-1610	<i>Coffee break</i>	Jeffery Hall Foyer Level 4 Level 5
1610-1640	Presentations 4	Please see separate detailed schedule
1650-1720	Presentations 5	Please see separate detailed schedule
1730-1800	Presentations 6	Please see separate detailed schedule
1900	<i>Reception drinks</i>	The Montague on the Gardens Hotel , Montague Street (see map provided at the end of this booklet)
1930-2300	<i>Conference dinner</i>	The Montague on the Gardens Hotel, Montague Street (see map provided at the end of this booklet)

Saturday 20 November

0900	<i>Tea/coffee available</i>	Jeffery Hall Foyer
0930	<p>Professor Audrey Osler, Founding Director of the Centre for Citizenship and Human Rights Education (CCHRE), University of Leeds <i>Children’s Human Rights, Citizenship and Schooling: Re-thinking Democratic Narratives</i></p> <p>Chair: Professor Li Jiayong, Associate Dean, Faculty of Education, Beijing Normal University</p>	Jeffery Hall
1010	<p>Professor Krishna Kumar, Director of the National Council of Educational Research and Training, India <i>Education and the Nation</i></p> <p>Chair: Professor Li Jiayong</p>	Jeffery Hall
1050	<i>Coffee break</i>	Jeffery Hall Foyer
1120-1150	Presentations 7	Please see separate detailed schedule
1200-1230	Presentations 8	Please see separate detailed schedule
1240-1310	Presentations 9	Please see separate detailed schedule
1310	<i>Lunch</i>	Jeffery Hall Foyer
1400-1430	Presentations 10	Please see separate detailed schedule
1440-1510	Presentations 11	Please see separate detailed schedule
1520-1550	Presentations 12	Please see separate detailed schedule
1550	<i>Coffee break</i>	Jeffery Hall Foyer
1610	Conference summary by Dr Hugh Starkey , Reader of Education, Institute of Education and Professor Li Jiayong , Associate Dean, Faculty of Education, Beijing Normal University	Jeffery Hall
1640-1700	Closing thoughts by Professor Chris Husbands , Director Designate, Institute of Education	Jeffery Hall

Plenary speakers (in programme order)

Professor Geoff Whitty



Professor Whitty is Director of the Institute of Education (IOE), University of London, a post he has held since 2000. Previously Karl Mannheim Professor at the IOE, and its Dean of Research, Professor Whitty began his career as a teacher in London before becoming an academic at Bristol Polytechnic and Goldsmiths, University of London. His research interests are in education policy and sociology of the curriculum. He is a former President of the British Educational Research Association and former President of the College of Teachers.

Professor Zhou Zuoyu



Professor Zhou has been working at Beijing Normal University (BNU) for nearly twenty years. He is the current and first Dean of the Faculty of Education, a new institution established in 2009 as a result of the combination of several schools and institutes related with education studies and teacher training at BNU. Professor Zhou's previous posts at BNU include Vice Dean of the School of Education and Director of BNU Office of Social Science Research. Academically, he is a Professor of Higher Education and currently serves as the Director of the Leadership Center at BNU.

Lord Bhikhu Parekh



Lord Parekh is Emeritus Professor of Political Philosophy at the Universities of Westminster and Hull and a Fellow of the British Academy. He is one of the UK's foremost academics and parliamentarians on the subject of multiculturalism and diversity. His distinguished career has included chairing the Runnymede Commission on the Future of Multi-Ethnic Britain, whose report – the Parekh Report, published in 2000 – made a defining contribution to the debate on multiculturalism in the UK.

Professor Tan Chuanbao



Since 2003, Professor Tan has been Director of the Center for Civic and Moral Education (CCME), School of Education, Beijing Normal University, where he was previously Vice Dean. He has undertaken periods as visiting fellow in the USA, UK (IOE) and Japan. His Center is noted for its pioneering work linking citizenship and moral education.

Professor Ann Phoenix



Professor Phoenix is Co-Director of the Thomas Coram Research Unit. Her research interests include motherhood and the social identities of young people (including those of 'race', ethnicity and gender). She recently completed an ESRC Professorial Fellowship for a programme of work entitled 'Transforming Experiences: Re-conceptualising identities and 'non-normative' childhoods', and is a Fellow of the Royal Society of Arts.

Professor Li Ping



Professor Li is one of China's top specialists in educational and moral philosophy, comparative moral education, and political education. She has been teaching at Sun-Yat Sen University since 1982, being appointed to a chair in 1995. She holds a PhD in ethics from Renmin University. From October 2003 to February 2004 she was a visiting researcher at the Harvard-Yenching Institute. Her textbook on moral education has been widely adopted in Chinese universities.

Professor Audrey Osler



Professor Osler is Visiting Professor at Birkbeck, University of London and at Leeds University, where she was founding Director of the Centre for Citizenship and Human Rights Education. She is currently Visiting Professor at Utah State University. She has also held posts at Birmingham University and at Leicester University, where she was Chair in Education. She works as consultant and adviser on citizenship education, development education and human rights education for UNESCO, the Council of Europe, the European Commission, and the British Council among others.

Professor Krishna Kumar



Professor Kumar has been Director of India's National Council of Educational Research and Training, since 2004. His work has included many international publications and keynotes, and achievements during his tenure at NCERT include the implementation of a new national curriculum framework. Professor Kumar is not only one of the most eminent scholars of education currently active in India, but also a leading policymaker and advocate of causes ranging from the promotion of greater mutual understanding between India and Pakistan to enhancement of the role of schooling in the empowerment of girls.

Dr Hugh Starkey



Dr Starkey is Reader of Education at the Institute of Education and chair of the Academic Committee for this conference. He specializes in citizenship and human rights education and social studies; intercultural education and language teaching; and online and distance learning. He is founding Co-Director of the International Centre for Education for Democratic Citizenship. Dr Starkey is a Council of Europe expert and consultancies include assignments for UNESCO, the European Commission and the British Council.

Dr Li Jiayong



Dr Li, Associate Professor of Education at Beijing Normal University, holds a PhD in International and Comparative Education. He has been doing teaching and research at Beijing Normal University for more than twenty years. He was the Deputy Director of the International and Comparative Education Research Institute (1999-2001), Associate Dean of the School of Education (2001-2007), and Academic Registrar of Beijing Normal University-Hong Kong Baptist University United International College (2007-2009). He is currently Vice-Dean of the Faculty of Education at Beijing Normal University.

Professor Chris Husbands



Professor Husbands is the Director-Designate of the Institute of Education, University of London, taking up his new post in January 2011. He is a world-leading scholar in the field of teacher education, and has led the education faculties at the Universities of Warwick and East Anglia. Professor Husbands has research interests in curriculum and teacher development and in policy in relation to schools and pedagogy. He is an appointed Board Member of the Training and Development Agency for Schools and of the National Trust Learning Panel.

Summaries of parallel presentations

Summaries are arranged alphabetically by author within each strand. To find out when and where the presentations will take place, please refer to the separate detailed schedule and to the maps of the building included at the end of this booklet.

STRAND 1: Moral Education, Values and Citizenship

Author: Abdallah, Ghassan – Centre for Applied Research in Education (CARE), Jerusalem

Title: Learning From Success: CARE experiences in promoting the role of morals and humanitarian values in fostering national identity among the Palestinians.

Summary: The disappearance of awareness of national values amongst the public resulted in the domination of political and religious parties over the political scene. The absence of functioning democratic structures and institutions, the domination of the radical and fundamentalist thinking, all led to the decrease of level of tolerance among various social and political groups. The internal political conflict has overcome our national values with the agenda of violence and intolerance, which resulted in the gradual breakdown of civil order and peace from within Palestinian society. Thus CARE launched its program to empower, strengthen and unite the Palestinian political national spirit and identity at both high and grassroots levels through working with youngsters and youth, both females and males coming mostly from disadvantaged areas, seeking to restore the public's recognition of the ideals of civic peace, non-violence and tolerance.

Author: Chowdhury, Payel Rai – University of Calcutta, India

Title: Human Rights: a Pedagogical Practice and an Agenda for Action in Pursuit of Social Justice

Summary: Human rights education must be contextual in nature, that is, it must focus upon specific experiences, needs, and problems. For it is our relationships with each other, our communities, our environment, and our government that must be examined to be transformed or enhanced. The significance of human rights education is in its being acknowledged as a way to empower people to improve their quality of life and increase their capacity to participate in the decision-making process, leading to desired transformation in social, cultural and economic policies.

Author: Davies, Patricia - University of Manchester, UK

Title: Student Participation: preparing students for ICT decision-making in school

Summary: Little empirical research exists on promoting students' participation in democratic decision-making. This paper reports on a student-led action research project to develop recommendations for improving teaching and learning with ICT, which they present to the school's senior management team. I report on the process of organising these students as researchers, and on the consequences of

their involvement. Initial findings indicate the potential for shared planning and decision-making in school.

Author: Everett, Helen - Institute of Education, University of London, UK

Title: Faith Schools, Religious Identity and Attitudes of Tolerance - the research story so far

Summary: In England the debate over the effectiveness and ability of faith schools to produce students who are tolerant of diversity has intensified in recent years. After presenting preliminary findings of research conducted in faith and non faith schools into the attitudes of tolerance displayed by their pupils this paper suggests that an important aspect of understanding any differences relates to theology rather than the broad categorization of 'faith' school.

Authors: Fischer, Karin - University of Orléans, France

Title: Ethos vs Ethics or the hierarchy of rights and values in schools – the Irish case

Summary: The concept of 'school ethos' has become all-pervasive in the political and educational discourse on the denominational school system in Ireland. This development has helped perpetuate a hierarchical vision of educational rights which gives precedence to organised groups over individuals and to adults over children. The concept of 'school ethos', with its insistence on certain communal identities and interests, may even be seen as an obstacle to the development of a genuinely ethical approach of education based on children's rights and democratic principles.

Author: Harkin, John - Oakgrove Integrated College, Derry-Londonderry, Northern Ireland

Title: Moral Education, Values and Citizenship

Summary: This paper describes one school's journey of leading people from conflict to peace in Northern Ireland, through division to togetherness. Informed by student and staff evaluations, it considers strengths and weaknesses in a whole-school citizenship approach to issues of integration. Local, national and international experiences are used to develop young people as ambassadors of change in a post-conflict community where, despite progress to peace, tensions remain.

Author: Hopkins, Neil - Institute of Education, University of London, UK

Title: Can citizenship become a realistic part of Further Education programmes in England?

Summary: This paper will explore how citizenship education can be incorporated in Further Education programmes in England. It will look at the impact of the Crick Reports on Citizenship Education in the compulsory and post-compulsory sectors; how citizenship education could be incorporated into current Further Education programmes; the 'apprenticeship' and 'self-help' traditions in FE (and how

these traditions might encompass citizenship education); and the missed opportunities of citizenship education in England so far.

Author: Kirchsclaeger, Peter - Centre of Human Rights Education, University of Teacher Education Lucerne, Switzerland

Title: Study Visits of Human Rights Institutions as Innovative Instrument and Method of Human Rights Education

Summary: Human Rights Education can start with positive achievements because of its legal fundament, still keeping the critical attitude to see what has to change. Human Rights institutions show that Human Rights are *real*, not an illusion. Students at the Centre of Human Rights Education can – e.g. in the special study program “Human Rights Education” – experience and reflect on “study visits of Human Rights institutions as instrument and method of Human Rights Education”. The paper will discuss this innovative instrument and method of Human Rights Education.

Authors: Levy, Gal - The Open University, Israel and New York University in Tel Aviv
Massalha, Mohammad - The Open University, Israel

Title: Learning to Become Activist Citizens: Alternative Educational Initiatives in Arab Society in Israel

Summary: In recent years, Arab-Palestinian citizens in Israel are in search of ‘a new vocabulary of citizenship’, amongst other ways, by resorting to ‘alternative educational initiatives’. We investigate and compare three alternative schools; each challenges the contested conception of Israeli citizenship. Our findings reveal different educational strategies to become ‘claimants of rights’, yet all initiatives demonstrate the constraints Arab citizens face while trying to become ‘activist citizens’ (Isin 2009).

Author: Mandry, Antonia – Teachers College, Columbia University, USA

Title: Perceptions and Peace: Human Rights and Citizenship Education in Turkey

Summary: This case study is designed to study a group of educators and students in a university course in Turkey and their perceptions of citizenship and human rights. Understanding educational reform in relation to citizenship and human rights in the Republic of Turkey is vital to understanding how schooling in Turkey becomes a contested site in larger national, regional and global debates as well as providing a conceptual landscape to local and international educators who wish to implement reforms.

Authors: Montero Pedrera, A. M. - University of Seville, Spain
Yanes Cabrera, C. - University of Seville, Spain
Sánchez Lissen, E. - University of Seville, Spain

Title: Education for democratic citizenship being debated in Spain - Study of the concept and its application within the context of education policies (1970-2006)

Summary: This research aims to conduct a comparative analysis of the content and purpose of Spanish educational policies through two perspectives: on the one hand, from the perspective that argues that the subject "Education for Citizenship" should be taught as a subject in the curriculum, and from the perspective that emphasizes that this content can be taught through the contents of other subjects with a transversal character. To do so we first examine the concept of citizenship and the educational policies through legislation that has regulated Spanish education from the 1990 Act to the present. Secondly, we analyze some undertaken initiatives for developing its contents. Finally we show the results and conclusions of the work regarding to the comparison both in law as in the area of the curriculum.

Author: Mourad, Maysa - Wellesley College, USA

Title: Reframing History: Understanding Teachers' Roles in Promoting Social-Emotional Competencies, and Civic, and Moral Development of Students in Lebanon

Summary: My research stems from viewing history as a subject capable of providing students with agency for making the moral decisions of today by learning from the past. The organization of *Facing History and Ourselves*, and the framework of the *Collaborative for Academic, Social and Emotional Learning*, in addition to the historical background of the national history textbook in Lebanon, have guided my interviews with history teachers in Lebanon.

Author: Newman, Michael - Summerhill School, Suffolk and HEC Global Learning Centre, Tower Hamlets, London, UK

Title: How can children transform their schools as active citizens fighting for their rights?

Summary: Using models of practice of Robert Owen, A.S. Neill and Alexander Bloom to explore issues of schooling, and how this can influence students' conceptions of identity, community and learning in school through their citizenship education. These models bring us real stories of life, decision-making, justice, learning that are based on children learning to create themselves, their identities, laying the elusive foundation of citizenship - autonomous, critical thinking individuals, active members of their various communities.

Author: Pérez Expósito, L - UAM-Xochimilco, Mexico

Title: The Notion of Political Participation in the Curriculum of Ethics and Civic Education in Mexico

Summary: This paper analyses how the Political is understood in the Mexican curriculum of Ethics and Civic Education for secondary schools, how it is related to the notion of participation within the program, and what would be the consequences of such an understanding in terms of inclusion or exclusion of other forms of political participation among young people.

Author: Sakade, Noriko - University of Birmingham, UK

Title: Promoting peace in school: a case study of education for peace in England; shared possibilities and challenges with citizenship education

Summary: The paper examines the current practice of peace education, and how it fits in with the overall framework of citizenship education by sharing aims, values and practices. By drawing on the study of an existing project in schools in England, it also explores the possibilities and challenges for peace education and citizenship education in schools, which aim to promote effective and sustainable practice so as to have positive effects on students.

Author: Sim, Jasmine - National Institute of Education, Nanyang Technological University, Singapore

Title: The burden of responsibility: elite students' understandings of civic participation in Singapore

Summary: Singapore is managed by 'a culture of elite governance'. Elitism conjures a class divide, and a disconnection between elite and the citizens it has to lead. This article reports on how a group of elite students understand civic participation. Findings show that these students are prepared to undertake the burden of responsibility, but they straddle fundamental tensions, particularly in how they have been socialized which is in contradiction to the society they will serve.

Author: Stojnic Chávez, Lars - Pontificia Catholic University of Peru (PUCP) and coordinator of PUCP Academic Direction for Planning and Evaluation

Title: The role of two different Peruvian educational proposals in the development of students' dispositions towards citizen participation

Summary: The research focused its efforts in analyzing how is it that school assumes its role of formation and socialization of democratic individuals, not only with theoretical knowledge, but also as subjects capable of reproducing social discourses and practices of the democratic kind in their everyday life. The school was chosen as the object of study, because it is the first social environment in which people formally relate to all that is public.

Authors: Stoltz, Pauline - Malmö University, Sweden
Svensson, Marina - Lund University, Sweden

Title: Rights and responsibilities in a gendered world: quality in/between China and the Nordic countries

Summary: This paper is part of the introduction to a book (*Gender Equality, Citizenship and Human Rights – Controversies and challenges in China and the Nordic Countries*, eds. Pauline Stoltz, Marina

Svensson, Zhongxin Sun and Qi Wang, Routledge 2010) which examines the ways in which current controversies and political, legal, and social struggles for gender equality raise conceptual questions and challenge our thinking on political theories of equality, citizenship and human rights.

Author: Stray, Janicke Heldal - University of Oslo, Norway

Title: Education for democratic citizenship in Norway

Summary: In this paper presentation results from a research project about democratic citizenship are presented. The policy papers underpinning educational reform in Norway have been analyzed and compared with international policy recommendations from the European Council and OECD (DeSeCo). Using a discursive approach, the research shows that educational discourse in Norway differs from international discourse about education, democracy and citizenship.

Author: Tegtmeyer Pak, Katherine - St. Olaf College, Northfield, USA

Title: Enriched Education: Active Citizenship in Japanese Universities

Summary: What factors have allowed engaged citizenship pedagogies to become visible beyond the individual classroom in Japanese universities? Why should we understand them as offering a different model of citizenship from mainstream higher education? I answer these questions by presenting findings from a qualitative study of seventeen Japanese universities, including narratives from three cases at greater length. Research was conducted over ten months from fall 2009 until early summer 2010.

Author: Terano, Mayumi - Institute of Education, University of London, UK

Title: Civic Engagement of International Postgraduate Students – Conceptual and Methodological Implications from a Case Study at the University of Pittsburgh

Summary: Based on case study data collected from 250 survey participants and in 42 face-to-face interviews, the paper shares the outcome of a study which explored how civic engagement patterns are related to social and cultural participation, and it also discusses relationships among variables that represent demographical, social and cultural backgrounds. The implication of theoretical and conceptual approaches to civic engagement, methodology, programming approach to international postgraduate students are discussed.

Authors: Xiang, Beili - Beijing Normal University, China
King, Tina - Newcastle University, UK

Title: A Study of Compulsory Educational Policies and Values Orientation about Children's Rights to Education: 1985-2007

Summary: This paper was inspired by a news report on unfulfilled children's rights to education. A problem tree analysis has been applied to analyze the problems. The paper then discusses related educational law, managerial systems, gender, curriculum design and school layout from 1985 to 2007, and offers some solutions and suggestions. Based on this case study, the author discusses the value orientations of educational policymaking.

Authors: Xiao, Wang - Beijing Normal University, China
Shuanghua, Jiang - Beijing Normal University, China

Title: On Chinese Citizenship Education in the Era of Globalization

Summary: Globalization is not only a new stage of development, but also a new way of thinking, and its arrival demands a 'modernity' perspective. We should consciously think about Chinese citizenship education by using the universal standards of human civilization. In other words, Chinese citizenship education in the era of globalization must be based on human civilization and enhance nationalism under the leadership of democracy. Taken with a national perspective, citizenship education develops both Chinese citizens with an awareness of their rights and world citizens with a human perspective.

STRAND 2: Sustainability, Development and Global Citizenship

Authors: Amirianzadeh, Mozghan - Islamic Azad University, Marvdasht branch, Iran
Shahidi, Nima - Islamic Azad University, Mamasani branch, Iran

Title: Sustainable development, higher education and global citizenship

Summary: The purpose of research was to study the role of higher education in sustainable development and global citizenship education. The research method was qualitative using triangulation methods, and used a focus group and in-depth individual interviews to study 40 students' perceptions about the strategies and role of higher education in sustainable development and global citizenship education. The results revealed that universities have an important role in global citizenship education.

Author: Bao, Chuan-you - Beijing Normal University, China

Title: School Districts in the American and French Educational Administration Systems: A Comparison and Discussion

Summary: As a basic unit of educational administration in the United States and France, the school district in both countries has shared characteristics such as the independent financial management of school district budgets, separated rights of decision-making and implementation, etc which guarantee that the system of educational administration runs independently, freely and effectively, and promotes

better balanced development of education in a district. All of this has some important implications for China to reform its educational administrative system.

Authors: Beneker, Tine - Utrecht University, Netherlands
van der Vaart, Rob - Utrecht University, Netherlands

Title: Mental representations of global awareness – Stakeholder perspectives in the Dutch canon process for global citizenship

Summary: The problem with the knowledge component of global learning is its sheer endlessness. However, heuristic devices may be helpful for educators in order to discuss choices. This is the main aim of the Dutch ‘canon’ for global citizenship. The canon commission consulted various stakeholder groups. These groups clearly had very different mental representations of what global learning should be about. This implies important observations for the design of global learning.

Author: Chaengchenwet, Phiriyaphong - Samsenwittayalai School, Bangkok, Thailand

Title: Building a Global Citizen Through World-Class Standard Schools in Thailand – Can we get there?

Summary: This paper discusses the context for development of World-Class Standard School policy in Thailand, and explores the details of the policy with regard to curriculum development. It shows the problem of inconsistency in the implementation of the policy in schools. This paper reflects practitioners’ level concern regarding the implementation of this World-Class Standard School policy in Thailand. There is a gap between the vision of the policy in the Ministry level and the implementation of the policy in school level.

Author: Chen, Sicong - Osaka University, Japan

Title: Developing Global Citizenship: the Effect of Studying Abroad

Summary: This study explored the effect of studying abroad on the development of global citizenship by investigating the perceptions of Chinese students who studied in a UK university in 2006. Particular understandings of global citizenship and limited acceptance of the identity of global citizenship were found. Some elements of global citizenship seemed to be developed effectively via studying abroad while some not.

Author: Cook, Angela - Cambridge Education Foundation, UK

Title: Global education: evaluation of the transfer of global education from partnership to pervasion

Summary: In the current economic climate are school partnerships worth funding? What evidence do we have to indicate whether they are important in delivering global learning? This paper will review

briefly three recent research studies and will explore how impact is being identified and measured by a programme provider. How do we know what we think we know in relation to school partnerships?

Authors: Courtney, Jane – London South Bank University, UK
Gravelle, Maggie - University of Greenwich, UK

Title: Switching Sides: The battle between globalised pedagogy and national identity in the development of an Early Literacy Programme in Cambodia

Summary: Literacy is a fundamental and universal concern. This paper explores the issues which arise from an Early Literacy project in Cambodia. We suggest that receivers of aid are often required to embrace donors' pedagogies at the expense of their own national identity. Paradoxically, high income countries, while claiming to meet the needs of individual learners, are increasingly adopting policies and strategies which are 'one-size-fits-all' rather than learner-centred.

Author: Coysh, Joanne - University of Warwick, UK

Title: Preserving Power and Perpetuating Powerlessness: Some Observations on the Contradictory Nature of Human Rights Education in Community Settings in Tanzania

Summary: This paper explores the dynamics of power and knowledge production in human rights education through the analysis of two human rights education (HRE) processes conducted by national non-governmental organisations (NGOs) in Tanzania in 2010. It identifies how human rights are communicated to workshop participants and analyses how unequal power relations and mistaken assumptions about knowledge and agency can corrupt even the most participatory of processes.

Author: Cunningham, Rod - Head of Pre-VENT KS3, a European Social Funded Project in Wales

Title: Deliberative Democracy and Sustainable Design: Why should these be central to a school curriculum for the twenty-first century?

Summary: In this paper, I explore two important principles behind building sustainable and resilient communities and follow this up with some practical implications for schools. The two key principles discussed are deliberative democracy and sustainable design. I argue that schools should place these at the centre of their curriculum and offer some practical programmes for achieving this including utilization of philosophy for children and the principles of permaculture.

Author: de Block, Liesbeth - Institute of Education, University of London, UK

Title: Peace, reconciliation and rights through children's television: a case from Kenya.

Summary: This presentation is a discussion about one example in which issues of peace, reconciliation and rights have been addressed with children through the use of locally-produced media. By studying an example of television Edutainment in Kenya I hope to illustrate one of the basic principles underlying Communication for Social Action – that behaviours and attitudes need to be addressed through the facilitating of discussion and the negotiation of meaning and priority.

Authors: Edge, Karen - Institute of Education, University of London, UK
Creese, Brian - Institute of Education, University of London, UK
Evans, Susan – PLAN International

Title: Investigating PLAN International’s School Linking Programme: Lessons on nurturing collaborative partnerships between schools

Summary: The PLAN Schools Linking Programme supports the development of partnerships between schools in the United Kingdom, Kenya, Malawi, Sierra Leone and China. An international team of researchers led by the IOE has completed an extensive study on the third year of the programme, analysing partnerships by theme and identifying common features of high momentum partnerships. The study included quantitative data supplemented by face to face visits in all the participating countries.

Author: Ellis, Maureen – Open University, UK

Title: Global Citizenship Education for Sustainable Development

Summary: Pilot studies reveal lack of philosophical and theoretical justifications for global education practices of recruits and passionate practitioners. Conscious of learning as the new labour, critical global educators resist pressure to produce ‘bricoleurs’, in favour of education for human flourishing: Chinese Taoism, Vedic Rta, African ubuntu, or Greek eudaimonia. This talk advocates exploiting a rich critical heritage, capable of empowering ‘internal conversations’ appropriate to global realities, and discursive disciplinary identities.

Author: Gibbs, Anne - University of Leeds, UK

Title: The geography of London primary schools: issues of ethnic and social diversity and segregation

Summary: A classification of London primary schools is presented, derived from a cluster analysis of the ethnic and socio-economic characteristics of the schools’ composition. Subsequent analysis relating groups of schools to their neighbourhoods provides some evidence of ethnic and social segregation varying by class of school. It is contended the Classification could provide a useful framework for mixed methods research or by school managers as a benchmarking tool.

Author: Leonard, Alison - Institute of Education, University of London, UK

Title: The South/North Educational Linking Process (S/NELP): Learning from Linking 2

Summary: This paper presents an overview of the context for South/North Educational Linking. A summary of my research methodology is outlined before the major research content is presented, reporting evidence from schools in Ghana and Uganda. Three themes are explored: The United Nations' Millennium Development Goals and the S/NELP; Pupil and teacher learning outcomes attributable to the S/NELP and How S/NELP relationships impact on Development and Development Education in local communities.

Author: Liang, Mingyue - Beijing Normal University, China

Title: Problems, causes and solutions in a school moral education course - research in a school in Jiangxi

Summary: The moral education course is an important medium for school moral education in China. Field research has identified two main problems. One is the knowledge-orientation of the direct moral education course; the other is the exam-orientation of the indirect moral education course. Those phenomena have two main causes - the highly pressurized nature of school education, and old notions of education. To address this we need to light the fires of moral education and rejuvenate teachers' notions of education.

Authors: Martin, Fran - University of Exeter, UK
Griffiths, Helen - University of Exeter, UK

Title: Global Partnerships for Mutual Learning: exploring issues of power and representation in researching teacher development through North-South study visits.

Summary: This paper presents the interim findings of an ESRC-funded research project 'Global Partnerships as sites for Mutual Learning: Teachers' professional development through study visits'. Data from a UK-Gambian global partnership and the study visit course run within the partnership are analysed using postcolonial theory. The case of Nigel, a UK teacher, is used to examine factors that affect a teacher's resistance to learning to listen to new perspectives.

Authors: McLean, Lorna - University of Ottawa, Canada
Cook, Sharon - University of Ottawa, Canada

Title: Teacher Education in an Era of Shifting Boundaries: Developing Educators with a Global Citizenship Perspective

Summary: A group of the professoriate from a Faculty of Education has organized events to promote a global citizenship programme. Thus, the issue with which we grapple is how to sustain educational change and innovation over a long period without exhausting or deterring the members. We draw upon

the literature on change management to understand ways to sustain the programme during a critical, transitional phase of leadership restructuring.

Author: Meecham, Pam - Institute of Education, University of London, UK

Title: Wandering in the new museum: brokering fluid identities

Summary: Citizenship and sustainability are key terms in contemporary museums. Given the scope of ambition for the inclusive museum, technology is often called upon to broker between multiple identities and historically circumscribed colonial collections: reconfigured to support the global citizen, 'crossing cultures, crossing time'. This paper draws on salient examples to explore the issues at stake in the brave new world of heterotopias.

Author: Moir, James - University of Abertay Dundee, Scotland, UK

Title: Graduate Attributes for Citizenship in the 21st Century: The Scottish Enhancement Theme Approach

Summary: Graduates require a range of attributes that enable them to deal with, not only employability, but also an increasing concern with global citizenship. This paper evaluates the Scottish 'Graduates in the 21st Century Enhancement Theme' within this context as well as the increasing focus on personalisation. The implications for curricular design and pedagogy to engender a more profound form of personalisation are discussed.

Author: Molinari, Mario - Publisher and Bookseller, UK

Title: Education of the Essentials – A Baseline for Human Understanding

Summary: Two key aspects characterise Education of the Essentials. One, what a country needs is to share a genuine sense of purpose, one based on friendship and cooperation. Two, change is possible when you *phase in* a new model. "You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete." (Buckminster Fuller)

Author: Rapoport, Anatoli - Purdue University, Indiana, USA

Title: Teaching in a comfort zone: Practitioners' views and rationale for teaching global citizenship

Summary: US educators are still sceptical about introducing the global citizenship model in their classrooms. This study investigates how teachers from one Midwestern state conceptualize global citizenship and what in their opinions is impeding global perspectives on citizenship education. This research supports the findings of other studies that (a) teachers tend to rationalize the unfamiliar

concept of global citizenship through more familiar concepts and discourses, and (b) educators need more rigorous assistance to teach emerging types of citizenship.

Author: Shi, Long – Beijing Academy of Educational Sciences, China

Title: On the Reform of Education for Sustainable Development in China

Summary: Sustainable development is a broad social transformation, which education must follow by actively promoting its own reform. Sustainable development should also meet the educational demands in contemporary society. We need to take into consideration the intergenerational education in the process of education reorientation. Our education policy should promote the learners' capacity building for sustainability. Sustainable development calls for pedagogical reform. We should transform education from inertial development to scientific and innovative development so as to initiate and implement educational reforms featured by innovation.

Author: Street, Robin - Villiers School, London, UK

Presenters: Phil Masterson - Villiers School, London, UK

Pupils from Villiers School, London, UK

Helen Trivers, Human Rights Education Manager, Amnesty International UK

Title: Villiers School – A case study of a Human Rights Friendly School

Summary: Villiers School is the only UK school currently taking part in Amnesty's Human Rights Friendly Schools. Amnesty offices in 14 countries are each working with one secondary school to support them to integrate human rights principles and values into the ethos, culture and practices of the school. The project is clearly linked with global initiatives such as the World Programme for Human Rights Education and is part of Amnesty's work to support all young people to learn about and experience human rights through the formal school system.

Author: Tian, Qing - Beijing Normal University, China

Title: The progress of Environmental Education (EE) / Education for Sustainable Development (ESD) in higher education in China - based on a questionnaire to university students in sample universities in China

Summary: In students' opinions their universities' understanding of and attitude to Sustainable Development gradually becomes weaker from the curriculum level up to the level of institute commitment and further weakens at the level of the university development strategy. Although university students are sensitive and can respond to the issues of resource shortage around them, they pay little attention to the large-scale background reasons and long-term issues. There is a great and obvious gap on issues like Climate Change between students' needs and education supply in universities.

Author: Worden, Jennifer M. - Harvard Graduate School of Education, Massachusetts, USA

Title: Communitarian Cultures in three U.S. Democratic Schools: How Participant Beliefs, Organizational Structures, and School Culture Interact

Summary: I explore how participant *beliefs* about education, governing school *structures* as varied models of democracy, and communitarian *cultures* at each school interact iteratively to undermine or reinforce one another in three democratic high schools. The defining shared characteristic across schools is that they work towards what Etzioni (1996) terms authentic community, one responsive to the needs of all members that reflects shared values which balance autonomy and order.

Author: Xu, Changing – Sun Yat-sen University, Guangzhou, China - Bar-Ilan University, Ramat-Gan, Israel

Title: Citizenship Education, Globalising Trend and the Student Assessment Reform: A Case Study in China

Summary: The main idea is to provide the macro context under which assessment policy is being developed in China. The second part concerns “the student assessment reform: the central government”. The main idea introduces the measures in China: Carry Quality-Oriented Education Assessment; Test and Examination Reform Efforts; Stop Ranking: Rate, Reform the University Entrance Examination. The last part is the discussion and conclusion. Countries internationally are working to make education assessment less technical and more educational. China, like many other countries are trying to use a more qualitative approach to assessment to build up sound citizenships for the country.

STRAND 3: Multicultural Education, Diversity and Social Cohesion

Author: Aguilera, Pilar - Institute of Education, University of London, UK - University of Barcelona, Spain

Title: Emotional Cosmopolitan Citizenship: Reconceptualizing Education in a Globalising World

Summary: The paper will focus on a reconceptualization of ‘emotional cosmopolitan citizenship’ based on an interdisciplinary theoretical analysis of discourses of emotion in relation to education for human rights and citizenship education. I will argue that the acquisition of emotional competence linked to social and political issues at the local, national, and global levels enhances personal efficacy in ways that support the development of human rights and citizenship within education.

Authors: Anderson, Jim - Goldsmiths, University of London, UK
Chung, Yu-Chiao - Goldsmiths, University of London, UK

Title: Community languages, the arts and transformative pedagogy: developing active citizenship for the 21st century

Summary: Based on qualitative research in four London schools in 2009-10, this paper reports on a study, funded by the Nuffield Foundation, examining the importance of arts based creativity for the teaching of Arabic, Chinese, Panjabi and Tamil in mainstream and complementary schools in London. Particular attention is given to the implications of the findings from a citizenship perspective, taking critical account of the broader context in relation to language education.

Author: Bingham, Domini - Institute of Education, University of London, UK

Title: Interculturalism and early educational leadership in London schools – considerations for school outcomes

Summary: Globalisation has led to multicultural, mobile societies and a growth in multi-ethnic school communities. On average, migrant students in London schools are one year behind native students. This study seeks to discover early leaders' perceptions of social justice and implications for practice in improving school outcomes in London schools, where school intakes can be up to 80% of students having English as an additional language (EAL).

Authors: Fincham, Kathleen - University of Sussex, UK
Dunne, Máiréad - University of Sussex, UK
Durrani, Naureen - Northumbria University, UK

Title: Youth and competing narratives of national belonging: explorations of citizenship in two Muslim contexts

Summary: This comparative research explores young people's narratives of national belonging in Pakistan and Palestinian refugee camps in south Lebanon. In each context we consider the relationship between 'nation' and 'state' and the ways that 'Islam' is appropriated to construct a sense of belonging and unity. Highlighting gender, we then move to explore how these dominant discourses of national citizenship define boundaries that also produce fragmented identities and internal 'others'.

Authors: Forestier, Katherine - British Council Hong Kong
Mejias, Sam - Institute of Education, University of London, UK

Title: School Linking Projects and Student Voice: The British Council's Connecting Classrooms project in Hong Kong and Portsmouth

Summary: The British Council's *Connecting Classrooms* programme links schools in the UK with schools in over fifty countries as part of its work to promote intercultural dialogue and active global citizenship.

This paper explores the role of student voice in facilitating school linking projects between the UK and Hong Kong to assess the experiences of student and teacher participants in the *Connecting Classrooms* school linking project in Hong Kong.

Author: Fuentes, Juan Luis - Complutense University of Madrid, Spain

Title: The concept of 'intercultural dialogue' and the Council of Europe documents

Summary: More than fifty years of history of the Council of Europe has left a collection of official documents in which there is a clear evolution in the view of cultural diversity. The publication of one of its few white papers on this issue reflects the concerns of European society for an unresolved issue, where education has played a variable role and one not always respectful of human rights.

Author: Gupta, Latika - University of Delhi, India

Title: From Civics to Politics: The Challenge of Text Creation

Summary: The introduction of politics in place of civics as a subject for 11-14 age-group marks a major curricular reform in India. This paper examines the epistemology of the new subject 'Social and Political Life' (SPL) with the help of its textbook. By analysing the treatment of gender, caste and religious identities, the paper finds that SPL reinvents politics as a social institution, thereby offering a dynamic model of citizenship education.

Authors: Karanikola, Zoe - University of Patras, Greece
Balias, Stathis - University of Patras, Greece

Title: Intercultural education in the Greek primary schools through textbooks (anthologies): content analysis

Summary: Given the new school textbooks (anthologies) and the heterogeneous student population, we tried with the method of qualitative content analysis to examine how potential it is to apply intercultural education through them. The results showed that the references of "high interculturalism" are prevailing. There are a few references of additive or contributions approach, while the presence of "strong national elements" is not intense. The references of mild nationalism are increased.

Authors: Kolenić, Ljiljana – Faculty of Teacher Education in Osijek, Croatia
Berbić Kolar, Emina – Faculty of Teacher Education in Osijek, Croatia
Matanović, Damir - Faculty of Teacher Education in Osijek, Croatia

Title: Linguistic Field Research on Protected Croatian Languages

Summary: The paper describes the linguistic field research of the protected speeches of villages Siće and Stari Perkovci. The villages are situated in Posavina region and represent a living linguistic monument to the Croatian language. It is important to implement this kind of research and field work into primary and secondary school curricula in order to preserve these precious languages, and to provide teachers for methodological study of Croatian dialectology.

Authors: Lamour, Patricia – International African Academy, Surrey, UK

Title: The International African Academy: setting a benchmark for excellence for urban youth and their communities in a globalised world

Summary: A case study of the emergence of a unique international African Academy, which captures the historical beginnings and evidence for the long standing educational and social crises that have affected Britain's African and African Caribbean communities. It argues for an African centred as opposed to a Eurocentric education for urban youth, and to educate and mentor them for excellence, leadership, social entrepreneurship and peace in a globalised world."

Authors: Liu, Zhaojun - Guizhou Normal University, China
Yuan, Fengqin - Guizhou Normal University, China

Title: On Ethnic Cultural Curriculum in Guizhou

Summary: In order to preserve cultural diversity in the process of globalization, ethnic cultural curriculum has been carried out in some schools in Guizhou Province since 2002. Based on a survey of 20 schools, this article presents the development and the general situation of ethnic cultural curriculum in Guizhou Province, and ends by posing some problems in ethnic cultural curriculum practices, and putting forward some suggestions about the construction of an ethnic cultural curriculum.

Authors: Long, Thierry - University of Nice Sophia-Antipolis, France
Pantaléon, Nathalie - University of Nice Sophia-Antipolis, France
Bruant, Gérard - University of Nice Sophia-Antipolis, France

Title: Are sports efficient tools in terms of education? The case of citizenship

Summary: Our study deals with sport socialization in terms of citizenship development. It compares two different sport contexts: the institutionalized and competitive context and the self-regulated context (street sports). Through a qualitative methodology, the results are contrary to the current beliefs about these two kinds of practice. The conceptions of citizenship that adolescents highlight are related to the nature of their sport socialization context and particular regulation.

Author: McCowan, Tristan – Institute of Education, University of London, UK

Title: Nussbaum's 'three capacities' and the making of citizens in higher education

Summary: Martha Nussbaum argues that universities should develop three qualities in students: critical self-examination, world citizenship and the narrative imagination. However, the educational activities and pedagogical approaches that might support these elements remain somewhat opaque. This paper assesses Nussbaum's recommendations utilising the theoretical frame of *proximity*, leading to a broader interrogation of the role of higher education in the development of citizenship.

Author: Mehmedbegovic, Dina - Institute of Education, University of London, UK

Title: Insights into attitudes to multilingualism and positioning of languages in the UK political discourse

Summary: This study is based on the analysis of the UK parliamentary debates records in the period under the Blair Government, 1997 – 2006. Additionally, a search for relevant references was also conducted on the Downing Street Cabinet Office website. The aim of this research is to provide insights into positioning of languages and attitudes to multilingualism in the highest political forum in the UK and official web presence of the Cabinet Office. Key words used for both searches are: bilingualism, multilingualism, plurilingualism and community/minority languages.

Author: Philippou, Stavroula - European University Cyprus

Title: Comparing civic education curricula before and after EU accession: Europeanisation in the case of the Republic of Cyprus

Summary: This paper compares discourses on European citizenship and national/state identities in Greek-Cypriot civic curricular documents before and after the accession of the Republic of Cyprus to the EU in 2004. Findings indicate distinct differences and continuities between the two periods; although 'Europe' provides a framework to legitimize curricular innovation, European citizenship is not systematically addressed in locally relevant ways to alleviate existing tensions between ethno-national and state identities in Cyprus.

Author: Riley, Kathryn - Institute of Education, University of London, UK

Title: Leadership of Place: What Does this Mean for School Leaders in Challenging Urban Areas?

Summary: This paper contributes to theory, policy and practice in relation to urban school leadership, by examining three questions: What is place and why does it matter? How is place defined and articulated in the literature and policy discourse? What are the 'leaderly' actions that characterise leadership of place? The concept of place is linked to that of political literacy, and the author raises important issues about trust and global citizenship.

Author: Royal, Wendy - Kwantlen Polytechnic University, Canada

Title: The Philosopher's Teahouse: Implementing Transformative Curricula in Multicultural Classes

Summary: Dr. Royal explores students' responses to an innovative teaching approach that transformed her multicultural postsecondary classroom into a place of dialogue and critical engagement. Students found the pedagogy meaningful since it not only taught them practical English language skills, but also connected their lives to the sociopolitical, broadened their worldviews, alerted them to their rights and prepared them to become active and equal participants in their new society.

Author: Ryan, Kristan - Institute of Education, University of London, UK

Title: ACCESS/Ability-to-Benefit Adult Female Students and Choices of Student Services: A Study of One Institution

Summary: This qualitative study investigated the choices of student services made by nine adult female ACCESS students, designated as Ability-to-Benefit (ATB) students in the United States, who were attending or had recently graduated from the Interboro Institute, a two-year for profit vocational college in New York City with a predominately female student population, and the effects of having used those services on their development as students.

Authors: Sablić, Marija –Faculty of Teacher Education, Osijek, Croatia
Peko, Anđelka – Faculty of Teacher Education, Osijek, Croatia

Title: Young people's attitudes towards members of their own nation and members of other nations: a view from Eastern Croatia

Summary: The main aim of this paper is to examine students' attitudes towards their nation and to determine social distance to certain European nations and their willingness to participate in different relationships with other members in certain life situations. Specific problems of this research are directed at determining young people's social distance to members of their and other nations regarding respondents' gender and type of faculty.

Author: Sardoc, Mitja - Educational Research Institute, Ljubljana, Slovenia

Title: The Educational Significance of Engagement with Diversity

Summary: In this paper I examine the issue of engagement with actions, practices and conceptions of the good embedded in opposing comprehensive doctrines and the various educational problems we are likely to encounter while including diversity in classrooms and other educational settings. I identify the basic functions linked to the educational significance of engagement with diversity and articulate

the foundational shortcomings engagement with diversity is faced with. I then outline a conception of the fair terms of engagement with diversity that would be of the greatest benefit to those students that are the least advantaged.

Author: Skervin, Hyacinth - North West University, South Africa

Title: Dialogic Analysis of Narrative Results from a Gender Study: Lessons for Transformative Research

Summary: The article is based on a pilot study representing the first phase of a gender research project aimed at social and cultural transformation in South Africa. The goal of the project is to re-educate girls through communities of practice operating within their school environments to embrace human rights values that are universally acceptable. The article discusses specific factors contributing to dialogic dissonance implied in the unexpected results of the study.

Authors: Spiteri, Damian - Malta College of Arts, Science and Technology, Malta
Law, Kriss - Malta College of Arts, Science and Technology, Malta

Title: Citizenship education and young people in care in a Maltese context

Summary: The study is focused on a cohort of at-risk young men, who as boys were in care in Malta and explores, using ethnographic approaches, what messages about citizenship education they see themselves as having obtained from careworkers and other professionals, alongside the overall care context, in their upbringing years. One of the authors (KL) is one of the peers of the participants in this research, having been assigned to the same care-home as a child. The other author (DS) has considerable experience as a social worker and teacher, and also as a researcher of issues concerning young people.

Author: Xie, Chunfeng - Beijing Academy of Educational Sciences, China

Title: Challenges of Complex Social Environment and Cultivation of Positive Qualities of Citizens

Summary: Respect for human life is a universal morality. Suicide is a reaction against this morality of human life. The spread of suicide is a pain in the heart for many countries. There are both similarities and distinct features concerning youth suicide in different nations. By helping them set up the positive and optimistic "sunshine attitude" towards life, we can enable them to treat the unhappiness in the society with optimism. Psychological counselling and educational intervention to sensitive groups should be strengthened so as to enhance social and human care, and create a harmonious and warm social atmosphere.

Author: Yan, Fei – Institute of Education, University of London, UK

Title: Multiculturalism? Changes of Minority Education in China

Summary: This paper reports on the early stages of a research project which will address the question: how has the Chinese government responded to ethnic issues in the area of education, historically and currently? Initially the study examines policy changes towards different historical periods and subsequently examines the current Chinese mainstream curriculum to ascertain what ideologies have been adopted. Specifically the study will examine what messages are promoted about both minority groups and the Han majority in the mainstream curriculum.

Author: Zhang, Yong-jun - Beijing Normal University, China

Title: Multicultural Education: a Rational Choice for Improving Social Cohesion in a Globalizing World

Summary: Social cohesion is an important foundation for a nation-state's existence and development and it cannot be created without education. However, in a globalizing world, its foundation—national culture—is threatened. Against this background, we should change mono-cultural education into multi-cultural education and should adhere to the principle of “harmonious but different” in practice. Then we can improve social cohesion through education.

Author: Zhao, Zhangjing - Beijing Normal University, China

Title: The value of education for China college students against a background of Multi-culture

Summary: Modern China multi-culture, as a diversified system, is informed gradually with the development of reform and opening. The value of education for China college students is guided by social value, as well as affected by traditional, mass, non-mainstream and western culture. Their characteristics include secular idealism, prominence of the individual and self-realization. The reform of education should advocate the critical spirit, and regulate the ideological and political course.

Author: Zhu, Zhiyong- Beijing Normal University, China

Title: Higher Education Access and Equality Among Ethnic Minorities in China

Summary: Abstract: Market reform, financial decentralization, and economic globalization in recent years have greatly accentuated China's social and regional inequalities. These phenomena are expected to be addressed by education. Educational equity has been the controversial theme in the policy making and in practice. This study explores the development of ethnic minority's higher education access in the policy context since the 1950s, and analyzes inequality between Han Chinese and ethnic minority groups.

STRAND 4: Patriotism, Cosmopolitanism and Education

Authors: Adlam, John - Springfield Hospital, London, UK
Pelletier, Caroline – Institute of Education, University of London, UK
Scanlon, Christopher

Title: 'A Citizen of the World': Cosmopolitan Responses to Metropolitan Models of Social Inclusion

Summary: This paper examines practices of social inclusion in education and social care, and the way in which they exclude whilst endeavouring to include. It draws on the work on theorists including Foucault, Marx, Zizek and Ranciere to analyse efforts to include minorities, including the unemployed and the educationally underachieving. It explores why such efforts fail, and what this tells us about the dynamics of inclusion and citizenship in the welfare state.

Author: Al-Nakib, Rania - Institute of Education, University of London, UK

Title: Democratic Aspirations and the Kuwaiti School System: Exploring the Tensions through a Kuwaiti Teacher's Prefigurative Practice

Summary: Michael Fielding (2007) argues for radical education that prefigures a more democratic ideal. While Kuwaiti schools are a far cry from that which Fielding describes, Tahani, a Kuwaiti teacher, seems to embrace several of the prefigurative practices he advocates. This paper uses data collected during a case study of a Kuwaiti government school to explore Tahani's efforts to educate her students democratically and with full recognition of their rights.

Author: Chen, Yangguang - Goldsmiths, University of London, UK

Title: Becoming global citizens through bilingualism: English learning in the lives of university students in China

Summary: Globalisation has led to a tremendous expansion of the English language. To the Chinese, the concept of global citizenship is understood as having strong interests in global issues, cultivating the understanding and appreciation of diverse values, and enhancing country's competitiveness. All this is however realized through communication in English. Research findings show that expert English learning does take place in various informal settings, such as English corners, English clubs, and Christian churches. These different learning scenarios would overturn our stereotypes about foreign language learning.

Author: Chhabra, Meenakshi - Lesley University, Massachusetts, USA

Title: A Developmental Analysis of an Inter-Group Interaction between Youth Across Conflict Lines- Implications for Research and Practice

Summary: The focus of inquiry is the conversations between Indian and Pakistani youth, on the historical event of the 1947 India-Pakistan Partition. The Personal Meaning developmental framework is applied to analyze their conversations. The results of this inquiry illuminate developmental possibilities among these youth in their interactions. It illustrates the potential role of youth as peacemakers and calls for real efforts to actively engage them as global citizens.

Author: Chu, Xuan - Beijing Normal University, China

Title: Research on the problems of Morality and the Social Curriculum in the primary schools of China

Summary: In the light of “Morality and Social Curriculum Standards”, morality and society textbooks published by the Educational Science Publishing Company are analyzed through the method of content analyzing. It is found that there are some features for this kind of textbook that focus on children’s lives, containing comprehensive knowledge and so on. After that, the problems and the recommendations for current morality and society curriculum are identified and given.

Author: Golmohamad, Muna – Institute of Education, University of London, UK

Title: Patriotism, Cosmopolitanism and Education: Reconceptualising patriotism, pushing the boundaries, cultivating a global mindset – the emergence of a new world

Summary: ‘... A common nationality’ that enables citizens ‘... to transcend the local and parochial bonds ... to extend the scope of their moral universe to also encompass strangers (who are fellow citizens)...’ (Kok-Chor Tan, 2004, p.104). Education for World Citizenship, informed by a concept of unity in diversity, can help to redefine how patriotism and love of country are understood. Thus claiming it is possible to assist in the project to educate the ‘critical spirit’, according to Giddens, and cultivate a global mindset.

Author: González García, Erika - University of Granada, Spain

Title: On the Concept and Models of Citizenship

Summary: Nowadays the idea of citizenship concerns society and is a controversial subject. Migration, globalization, political and social changes, the foundation of democracies, the development of new international pacts and agreements, education for citizenship or the development of rights and duties oblige us to revise the notion of citizenship as a status of belonging, of inclusion and exclusion

Author: Jayarajan, Sathish - Mallya Aditi International School, Bangalore, India

Title: Making sense of a contested canon: developing a constitutional sensibility in Grades 11 and 12 in complicated times

Summary: In this paper, I explore whether an enquiry based approach to the study of the Constitution of India (as a *text* or primary source) leads to the development of a *constitutional sensibility* and *makes for good teaching practice*. The approach involves creating an *argumentative classroom* which is enabling of active intellectual exploration. I provisionally conclude that a constitutional sensibility is about appreciating the contested and complex nature of constitutional arrangements.

Author: Johnson, Laura - Institute of Education, University of London, UK

Title: Towards a Framework for Global Citizenship Education

Summary: For teachers, policy makers and academics, there is sufficient ambiguity in the complex field of global citizenship education to cause confusion and misunderstanding. This paper describes an initial typology for global citizenship, developed through a critical review of literature, which will subsequently be used to develop an analytical framework through which the field of global citizenship education may be better understood and applied in both theory and practice.

Author: Kan, Wei - Beijing Normal University, China

Title: Citizenship Education in China and the UK: Key features and contemporary challenges

Summary: The comparison of citizenship education in China and the UK reveals the differences in the content and the pedagogical approaches, whilst there are also some similarities on human rights and respect for multiculturalism. These similarities and differences produce rather different assessment results for pupils and teachers in China tend to convey knowledge and skills in citizenship education, whereas UK teachers prefer to focus on values and participation in classroom discussion.

Author: Leung, Cheuk-Hang - Institute of Education, University of London, UK

Title: Decolonization through Deliberation - Teaching Democratic Citizenship in a Quasi-Liberal-Democratic Society

Summary: This paper presents a philosophical analysis of democracy education in a postcolonial society. Focusing on the case of Hong Kong, it illustrates the contested conditions for civic education and democratization. It proposes that deliberative democracy should be the ideal form for citizenship education whilst public deliberation could serve as a platform for launching informal civic teaching for democracy with a view to transforming colonially distorted political culture.

Author: Liu, Bao-cun - Beijing Normal University, China

Title: Education for International Understanding for Cosmopolitan Citizenship in a Globalized World

Summary: In a globalized world, the aim of education should change from developing “citizens” to “cosmopolitan citizens”. Education for international understanding plays an important role in the development of cosmopolitan citizenship. Since 1978, China has made great progress in education for international understanding to increase student’s knowledge and understanding of different countries and different cultures. *Education 2020* calls on developing a large number of internationalized talents and thus puts forward new and higher requirements for education for international understanding and cosmopolitan citizenship development, and therefore a new round of reform will begin in future years.

Author: Mejias, Sam - Institute of Education, University of London, UK

Title: Utopian Visions and Neoliberal Uses of Global Education: A Case Study of an NGO-supported Whole-School Human Rights Education Project in a Secondary School in England

Summary: This paper considers the issue of global education in schools by examining the findings of a research project that explored a partnership between human rights NGO Amnesty International and a school in London to implement a whole-school human rights education project. Drawing on research findings, I consider the forms of instrumental uses of school partnerships envisaged and enacted by schools and explore how NGO-school partnerships affect and are affected by ongoing school development processes within traditional school structures.

Authors: Miranda Beas, Miguel - University of Granada, Spain
Somoza Rodríguez, Miguel - UNED (National University of Distance Education), Spain

Title: Political Culture and Multifaceted Identities in Spanish Textbooks (1978-2008)

Summary: This research proposes a comparative study of the treatment given to the issue of citizenship in the Spanish educational system (primary and secondary schools) by textbooks of Language and Literature, Social Sciences and Education for Citizenship in three ways: as a support for multifaceted identities, as a generator of a political culture, and finally, as civil status that makes the exercise of rights and obligations possible.

Author: Oluokun, Folake - United Nations Development Programme, Abuja, Nigeria

Title: Preparing the Next Generation of Nigerian Citizens: Perceptions and Views of Nigerian Youth on Human Rights, Corruption and Democracy

Summary: Democracy in Nigeria is often associated with electoral fraud, violence, corruption, abuse of power, bad governance, apathy on the part of the governed and the non-inclusiveness of disadvantaged and marginalised groups. While several approaches need to be employed in addressing these challenges, the future of democracy in Nigeria depends largely on effectively preparing the next generation of Nigerian citizens who currently form a large percentage of the country’s population.

Author: Qin, Hangyin - Beijing Normal University, China

Title: For Future Citizens, Common Values Education in the Context of Chinese Culture and Education System

Summary: Common values refer to fundamental values shared by different cultures. Benevolence, righteousness and justice, rites and propriety, wisdom, and promises are traditional ethical values of Confucianism. In formal education, values education has been delivered through separate subjects and school culture and climate. Common values have been stressed in 2001 New Curriculum Reform for future citizen. Common values education could contribute to building a harmonious society and a peaceful world.

Author: Rapoport, Anatoli - Purdue University, West Lafayette, Indiana, USA

Title: The role and place of patriotism in citizenship education in Russia

Summary: Based on the analysis of patriotic education in Russia and recent tendencies in political discourses, the paper demonstrates that patriotic, military, and nationalistic components have become dominant in contemporary civic curriculum in Russia that presents a serious challenge to fragile democratic tendencies in Russia's civic education.

Author: Rose, Caroline - University of Leeds, UK

Title: Creating good citizens: 'patriotic education' in China and Japan since the 1990s and implications for Sino-Japanese relations

Summary: The paper presents the initial findings of my e research on history and citizenship education in Japan and China since the late 1990s. It compares state policy and official discourse on history and citizenship education in both countries, and how the history and civics curricula have been reformed and implemented. Through this it considers the attempts to 're-'form national identity in each country, and the possible implications for Sino-Japanese relations.

Author: Shi, Guopeng - Beijing No.4 High School, China

Title: Critical Patriotism in a Globalising World

Summary: This study explores the definition and nature of Critical Patriotism. I define it as a close combination of critical reflection and patriotic emotion. It requires one to utilize various critical thinking abilities based on clear and valid evidence, in all patriotic issues. In a globalizing world, I would suggest that being informed, rationality, and active participation could serve as dimensions to enhance critical patriotism education.

Author: Splitter, Laurance J. (Professor) Hong Kong Institute of Education, Hong Kong

Title: Beyond Citizenship Education? Some Conceptual and Practical Concerns

Summary: I argue that *citizenship* and related concepts should be treated warily by educators and researchers. Citizenship cannot define who *I am*, nor can it plausibly ground moral or values education. For both these tasks, the familiar concept of *being a person in the world* does a better, and simpler, job. I suggest that classrooms which take the concept of personhood seriously should function as *inquiring communities*, in which such issues as the meaning and importance of our affiliations and associations may be critically examined.

Author: Tse, Thomas Kwan-choi - City University, Hong Kong

Title: The Quest for 'Fa-zhi' (Legal Rule) in Three Chinese Societies: Junior Secondary Curricular Materials of Mainland China, Hong Kong, and Taiwan in Comparison

Summary: For Chinese societies, law is somewhat an imported concept and system from the West. Over the past two decades or so, significant socio-political changes in mainland China, Hong Kong, and Taiwan have brought corresponding changes in the formal curricula concerning law-related content in these Chinese societies. Drawing on Kohlberg's theory as well as Nonet and Selznick's framework of legal development, and with the aid of content analysis and textual analysis, this comparative study analyzes the relevant curricular materials at junior secondary level published between 1995 and 2000 in the three places. It examines the composite legal culture represented and transmitted by the syllabuses and textbooks in each society, as well as the similarities and differences across the societies.

Author: Unterhalter, Elaine – Institute of Education, University of London, UK

Title: Cosmopolitanism, citizenship, gender and global obligations in education: Reflections on teacher engagements in Kenya and South Africa

Summary: The paper explores how gender equality, citizenship, and cosmopolitanism emerge in reflections on the MDGs by teachers in Kenya and South Africa. Case studies in two government primary schools show that teachers understand gender only as numbers of girls and boys, while they feel disconnected from national and international gender policy. This highlights problems of participation and ownership in the MDG project, raising questions for any post-2015 development.

Author: Wang, Zilin - Institute of Education, University of London, UK

Title: Self-globalisation - a new concept in the push-and-pull theory: a study on Chinese self-funded masters students

Summary: Non-economic motivation of self-funded overseas study discussed in this paper, namely the self awareness of globalization, shows great influence over people's decision making. This research

attempts to draw attention on global awareness in domestic citizenship education by identifying the implications of self-funded study abroad for changes in people's view of the world, identity and attitudes towards diversity. Therefore bring up the necessity of expanding the citizenship education to a globalised level.

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Organising Committees

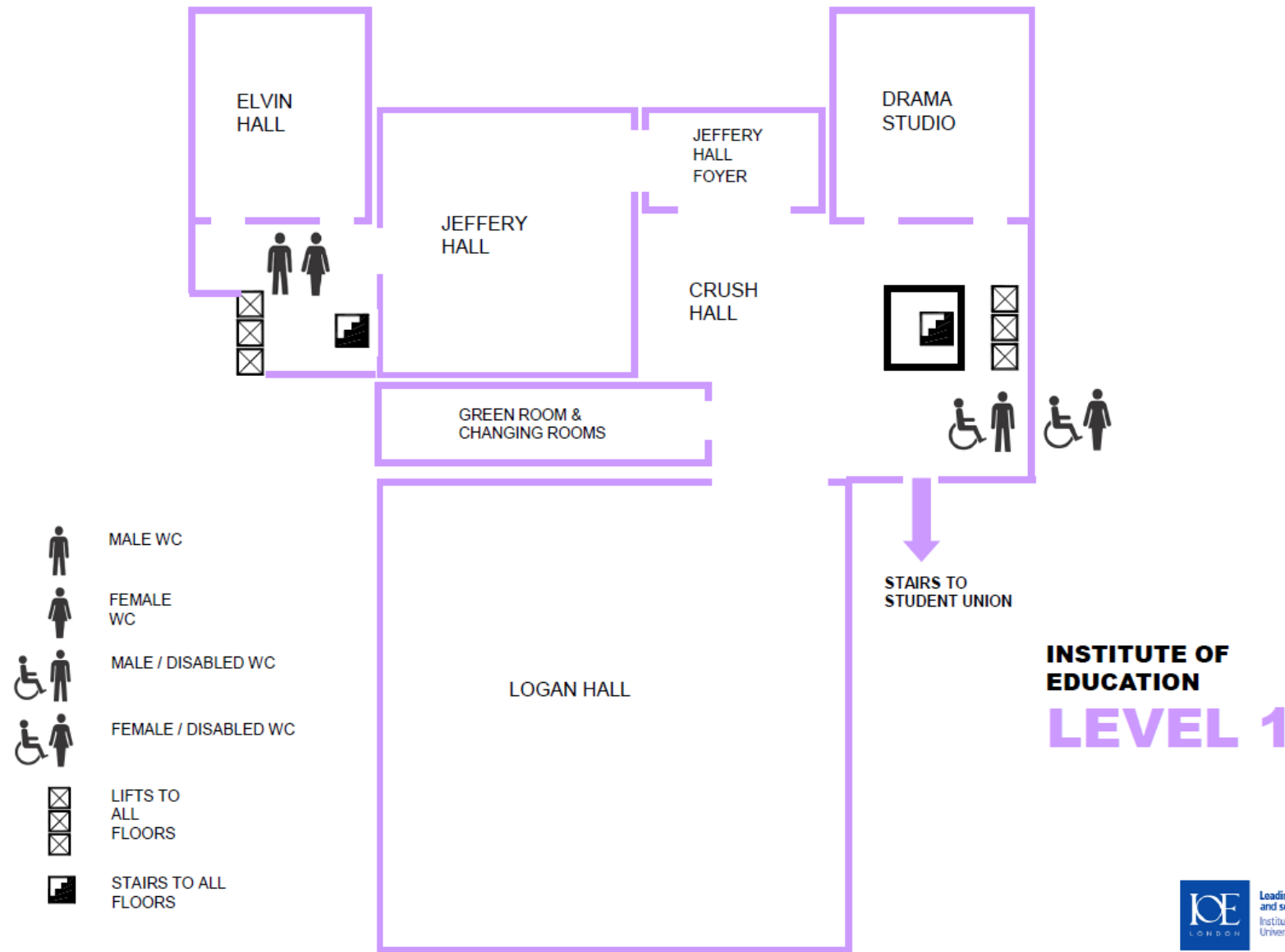
Institute of Education

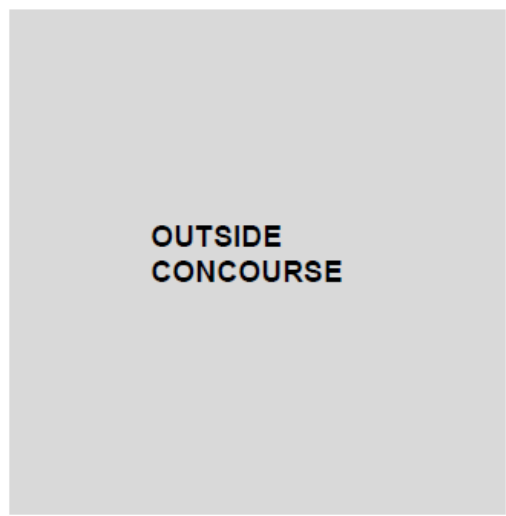
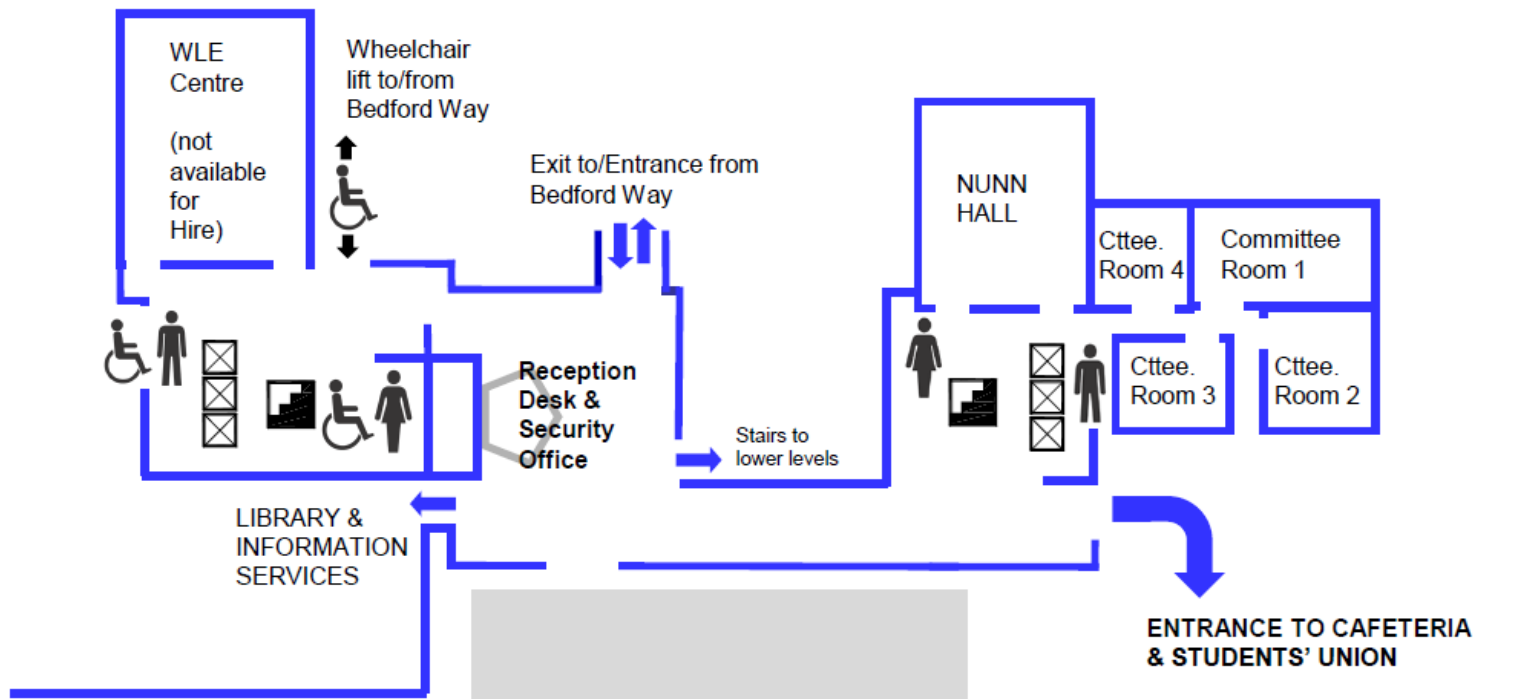
Fernanda Bates
Elaine Peck
Christopher Price
Hugh Starkey
Michael Walker
Justyna Wierzbinska
Mike Winter

Beijing Normal University







Li Jiayong
Wu Haitao
Yang Yang

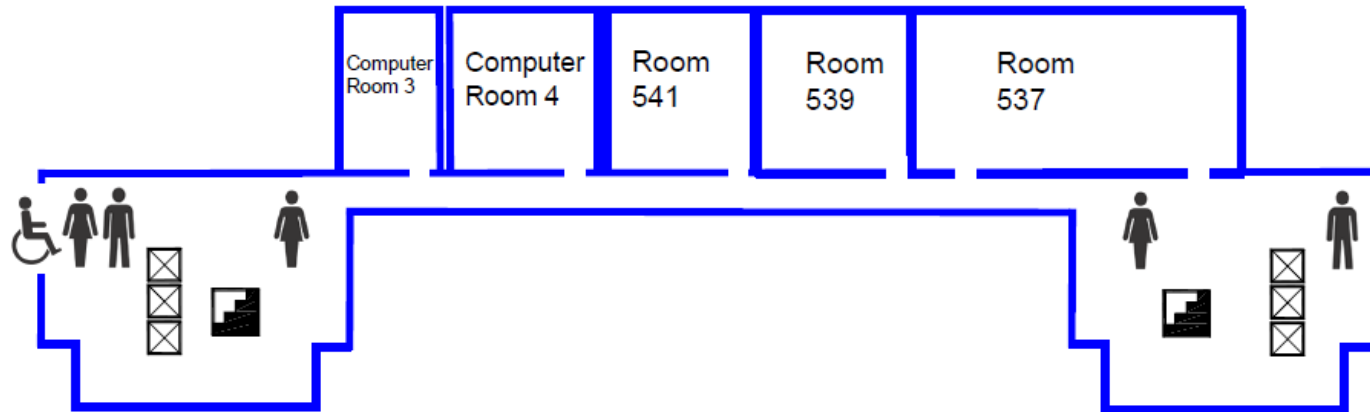
Getting around the IOE building










INSTITUTE OF EDUCATION
LEVEL 4

-  MALE WC
-  FEMALE WC
-  MALE / DISABLED WC
-  FEMALE / DISABLED WC
-  LIFTS TO ALL FLOORS
-  STAIRS TO ALL FLOORS



-  MALE WC
-  FEMALE WC
-  FEMALE / MALE / DISABLED WC
-  LIFTS TO ALL FLOORS
-  STAIRS TO ALL FLOORS

**INSTITUTE OF
EDUCATION
LEVEL 5**

