

Newsletter

Intercultural Active Citizenship Education

Issue 1, Winter 2005/06

Contents

1. INTERACT website
2. Next INTERACT Newsletter
3. Editorial
4. Introducing the project
5. Teams
6. Launching the work
7. First transnational meeting
8. Summary of WP2 final report
9. Second transnational meeting
10. Summary of WP3 national reports
11. News and Events
 1. Project Dissemination Activities
 2. Other related Activities



SIXTH FRAMEWORK PROGRAMME

INTERACT Website

www.ces.uc.pt/interact is the link to the INTERACT project. In our website you can keep up to date with the latest work achievements, developments, publications; participate in the forum by making suggestions, giving ideas, asking questions, etc.; find suggestions on bibliography and relevant links on this area; and, of course, be up to date with the latest news and events on citizenship and intercultural education.

It is our aim that both this newsletter and the website become interactive spaces. So we invite you to participate actively in this work!

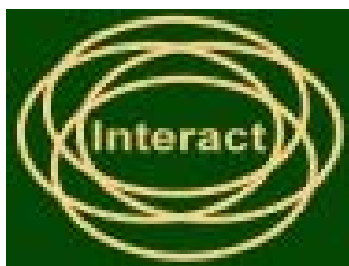
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Editorial

INTERACT, *Intercultural Active Citizenship Education*, is a 3-year project coordinated by *Centro de Estudos Sociais (CES)*, University of Coimbra (Portugal), with the following participants: Danmarks Pædagogiske Universitet, Copenhagen, (Denmark); Universidad de Valladolid (Spain); Institute of Education, University of London and University of Leeds (United Kingdom).

This is the first issue of its newly created newsletter. Through this bulletin, we intend to give an overview of the progress of this project and approach the implementation of Intercultural Education and Citizenship Education official guidelines through school practices in the four participant countries.

This first issue gives an overview of the project and of the work developed so far.



Although at different paces, European societies have undergone and are undergoing profound changes in the fabric of their population. Therefore, the concept of national citizenship has to become more flexible in order to make space for European and global citizenship and to allow all citizens to participate fully. European and national institutions have been attempting to rule change, but they cannot change the mentality of their citizens. Education has an important role to play here. However, teachers, being at the same time citizens and educators, need themselves to be educated to adopt a new approach that will enable them to engage reflectively and critically in these changes. This project is focusing on the perceptions, experiences and expectations that teachers have about the intercultural dimension of citizenship education, both as citizens and as educators. It is also looking at the relationships that teachers establish with NGOs and on the way they use the information they receive from the media. The project will analyse both inputs and outputs in teacher education i.e. their sources of knowledge, both content and experiential knowledge, and the possibilities they can create in order to become active participative educators within the scope of intercultural citizenship education.

Introducing the Project

This project focuses on the intercultural element of citizenship education and it aims to provide guidelines for teacher education in this area.

It intends to follow three main steps: (1) document analysis; (2) curriculum analysis; and (3) an empirical study.

INTERACT aims to establish links between official documents, curriculum design and the teachers' experiences, interests and expectations with regard to the intercultural dimension in Citizenship Education.

The overall purpose of this project is to contribute to the effective implementation of official guidelines on this matter and to the expansion of good practices that have been scattered in the schools.

Furthermore, this project is meant to map out, in each of the participant countries, the teacher development programmes and postgraduate courses that can offer relevant education for educators, as far as the intercultural dimension of citizenship is concerned, and to assess them in the light of the reviewed bibliography, of the official guidelines, at the European and national levels, and of the teachers' voices.

INTERACT is supported by the 6th Framework Programme of the European Commission, and will be developed in four countries: Denmark, Portugal, Spain and the United Kingdom.

Teams

INTERACT is based in four European countries.

In Denmark, Bente Meyer and Claus Haas collaborate in this project on behalf of the Danmarks Paedagogiske Universitet, Copenhagen, in the *Department of Educational Anthropology*. They are assisted by Helle Rørbech.

In Portugal, Manuela Guilherme coordinates the project on behalf of the *Centro de Estudos Sociais*, Universidade de Coimbra. The team also integrates José Manuel Pureza and junior researchers Hélia Santos and Graça Costa.

In Spain, Paloma Castro participates in this project on behalf of the Universidad de Valladolid, in the *Departamento de Didáctica de la Lengua y de la Literatura*. Her research assistant is Natalia Barranco Izquierdo.

Finally, two English universities are working together. Audrey Osler, from the *Centre for Citizenship and Human Rights Education*, University of Leeds, is assisted by the research officer Michalis Kakos. Hugh Starkey, from the *Institute of Education*, University of London, is assisted by Amanda Henshall.



Paloma Castro and Manuela Guilherme



Claus Haas and Bente Meyer

Launching the work

This project started in March 2004. The first task was to examine the intercultural education component in the European official documents on Citizenship Education and Intercultural Education. We produced a critical analysis of these documents and produced a bibliography (see pages 4,5 and 6).



The project team at the first meeting in Copenhagen. Left to right: Paloma Castro, Audrey Osler, Manuela Guilherme, Hugh Starkey, Claus Haas, Bente Meyer.

First transnational meeting

This took place at the Danmarks Paedagogiske Universitet, in Copenhagen, on April 30 and May 1, 2004.

This meeting had two main purposes; namely the presentation and discussion of the findings of the second work package, and it served as an opportunity for all partners to get to know each other, better to present their institutions and previous work. Being the first meeting, this was the first point in the agenda.

The second day of the meeting was mainly devoted to the presentation and discussion of the findings about the intercultural dimension in official European documents and the planning of the next three work packages. The four countries presented four different work approaches and findings. This led to enriching discussions and to a final summary report, which follows.



WP2 Summary

(based on the reports produced by all teams)

The Intercultural Dimension in Official European Documents: Research Summary

Audrey Osler, Centre for Citizenship and Human Rights Education, University of Leeds
Hugh Starkey, Institute of Education, University of London

Objectives

Our objective was to examine official European documents for definitions of an intercultural dimension and how it is addressed in the contexts of intercultural education, citizenship education, and human rights education.

Methodology

We assembled policy documents of the **Council of Europe** in the form of declarations, resolutions, recommendations and key studies of the *Committee of Ministers*, the *Parliamentary Assembly* and the *Congress of European Local and Regional Authorities*. Policy development in the **European Union (EU)** is summarized in a preparatory document for the European Council (Council of the European Union, 2004).

We identified policies on: intercultural education; citizenship (education); and human rights (education). We searched the texts of the policy documents for related keywords, namely: multicultural; diversity; democracy; equality; inequality; peace; justice; race and racism; ethnicity; xenophobia; anti-semitism; islamophobia; tolerance and intolerance; responsibility (responsibilities).

Intercultural Education

For the Council of Europe

- The earliest studies on intercultural education focus on the education of migrant populations and their *integration* into European schools. In the 1980s, it was argued that intercultural education's main task was helping all pupils to 'acquire a positive self-image' (1987a:19); that interculturalism is concerned with characteristics arising from membership of different *cultures* that goes beyond ethnic considerations (1987b:7).
- By the 1990s, policies are more inclusive in approach and raise the issue of relationships between cultural groups (1992).
- Ministers of Education now agree the need for further research to define intercultural education clearly (2003).

For the European Union

- At its 2001 Stockholm meeting, the **EU Council of Education** paid particular attention to active citizenship and social cohesion. It agreed that overall aims for education include: 'the development of society, in particular by fostering democracy, reducing the disparities and inequities among individuals and groups and promoting cultural diversity'. Consequently 'all citizens should learn skills required in an increasingly international and multicultural society' (2004).

Citizenship

In the Council of Europe's **Committee of Ministers'** documents citizenship education is for:

- *democratic* citizenship, based on the principles of *human rights* (1999a, 2002)
- Education for democratic citizenship may take place in various contexts including the community (2002).
- All of the European source documents view citizenship education as lifelong and participatory learning (e.g. 1999a).
- Education for democratic citizenship prepares young people to live in contexts of cultural diversity (2002)
- Education for citizenship is a multi-dimensional concept. It prepares young people to learn about and *practice* democratic citizenship in a range of contexts, from local to global (2000a)

The documents produced by the **Parliamentary Assembly of the Council of Europe** emphasise raising awareness of the *responsibilities* of citizens (1999b).

The Congress of European local and regional authorities recognises that settled foreign residents may be excluded from local public life and democratic processes, and urges Member States to work towards integration (2000c)

The Education Council of the **European Union** commits itself to strengthening citizenship and social integration through education in line with the so-called Lisbon process which aims at realising the most competitive knowledge economy in the world while strengthening social cohesion. Future developments will take place within the overall policy framework of *Education and Training 2010*. Member States are encouraged to learn from each other about best practice in citizenship education and to embed education for citizenship and social integration in teacher training programmes (2004).

Identity

There are no specific references to the concept of identity in the **Council of Europe** documents, although issues of identity are addressed with reference to 'diversity' in terms of 'ethnicity, culture, languages and religions' in European societies. Member States:

- resolved to enter into political and legal commitments for the protection of national minorities in Europe and to pursue a policy for combating racism and intolerance (1993).
- recognise the need to include diverse perspectives in educational policy and practice (2003).
- perceive the management of diversity as problematic (2003).

For the **European Union** the European dimension is fundamental to education. A proposal for a set of key competencies includes 'interpersonal, intercultural and social competencies, civic competencies, and cultural awareness'. These could serve as a reference point for curriculum development (2004).

Human Rights

•The **Committee of Ministers** recommends that:

‘The understanding and experience of human rights is an important element of the preparation of all young people for life in a democratic and pluralistic society. It is part of social and political education, and it involves intercultural and international understanding’ (1985).

•The **Parliamentary Assembly** stresses human rights education as a means to combat negative attitudes towards minority groups and promote respect for diversity (1997). It specifies the centrality of *human rights* as *democratic values* for all citizens (1999b).

•The **Congress of Local and Regional Authorities** (2000b and c) emphasises the rights of foreign residents to participate in local public life.

· In 2002 the Council of Education of the **European Union** agreed that education plays ‘an important role in building up social cohesion, in preventing discrimination, exclusion, racism and xenophobia and hence in promoting tolerance and the respect for human rights’ (2004).

References

Council of Europe (1985) Committee of Ministers Recommendation No. R (85) 7 *Of the Committee of Ministers to Member States on Teaching and Learning about Human Rights in Schools*, Strasbourg: Council of Europe.

Council of Europe (1987a) Council for Cultural Co-operation ‘*Interculturalism: theory and practice*’ Strasbourg: Council of Europe.

Council of Europe (1987b) Council for Cultural Co-operation ‘*Interculturalism and Education*’ Strasbourg: Council of Europe.

Council of Europe (1992) *Intercultural learning for human rights: seminar held in Klagenfurt, Austria, 28-30th October 1991* Strasbourg: Council of Europe.

Council of Europe summit (1993) *Vienna Declaration*, Strasbourg: Council of Europe.

Council of Europe (1997) Parliamentary Assembly Recommendation 1346 *On Human Rights Education*, Strasbourg: Council of Europe.

Council of Europe (1999a) Council for Cultural Co-operation *Declaration and Programme on Education for Democratic Citizenship, based on the Rights and Responsibilities of Citizens*, Strasbourg: Council of Europe.

Council of Europe (1999b) Parliamentary Assembly Recommendation (1401) *Education in the responsibilities of the individual* Strasbourg: Council of Europe.

Council of Europe (2000a) Council for Cultural Co-operation *Project on “education for Democratic Citizenship”*, Strasbourg: Council of Europe.

Council of Europe (2000b) The Congress of Local and Regional authorities of the Council of Europe Resolution (91), *On Responsible Citizenship and Participation in Public Life*, Strasbourg: Council of Europe.

Council of Europe (2000c) The Congress of Local and Regional authorities of the Council of Europe Recommendation 76 *On the participation of foreign residents in local public life*, Strasbourg: Council of Europe.

Council of Europe (2002) *Recommendation Rec (12) of the Committee of Ministers to member states on education for democratic citizenship*, Strasbourg: Council of Europe.

Council of Europe (2003) Committee of Ministers of Education *Declaration by the European Ministers of Education on intercultural education in the new European context.*, Strasbourg: Council of Europe.

Council of the European Union (2004) *Education and Citizenship; report on the broader role of education and its cultural aspects* Brussels: European Commission.

Second Transnational Meeting

Coimbra hosted the second transnational meeting of INTERACT. Between 13 and 14 June 05, the team gathered at CES to discuss the work developed so far, and to plan follow-up work. The two-day meeting was hard work, not only doing the balance of completed work, but also discussing some of the main points in each of the work packages to follow.

Most teams had already finished their national reports (WP3), and it was agreed that the discussion on work package 4 should start as soon as possible in order to carry out the comparative analysis. A short summary of two national reports follows on the next pages.

By mid-06 at the most, the project teams will be expected to have completed a cross-national comparative/contrastive analysis of the findings resulting from the identification of converging and diverging aspects in the national documents examined, as far as concepts related to the intercultural dimension of citizenship education are concerned.

A qualitative data analysis is to be carried out based on interviews with institutional actors in order to understand the official objectives conceived for intercultural and citizenship education in the various countries. Therefore, work packages 5 and 6 were thoroughly discussed. The final interview guide for national actors was agreed upon, after the different national idiosyncrasies, identified through the analysis of national documents, were discussed. It was unanimously agreed that the interviews should be semi-structured in order to be adaptable to the needs of the different national contexts. This decision resulted also from the piloting of a proposed guide carried out previously.

The following steps will be the identification, selection and mapping, at the national level, of main teacher training/development programmes and postgraduate courses that address issues of intercultural education, in order to assess their contents and approaches and proceed with a comparative analysis. These work packages (7, 8 and 9) are expected to be completed by mid-06 as well.



Left to right: Claus Haas, Paloma Castro, Bente Meyer and José Manuel Pureza



Left to right: Rita Silva, Manuela Guilherme, Hélia Santos and Paloma Castro



Left to right: Rita Silva, Audrey Osler, Hugh Starkey and Nuno Correia

WP3: Document Analysis at National Level Summary of final reports

In order to carry out WP3, some general guidelines were agreed upon among partners. The official documents assembled nationally were targeted at infant, primary and secondary education, within the timeframe of 1980-2004. The documents were analysed in order to find out how intercultural education is defined, the contexts it is being promoted and the implementation guidelines they provide.

Portuguese Summary Report

Portugal has been a democratic country since 1974. This is naturally reflected in the regulation of the education system. The Framework Law on the Educational System, dating from 1986, stresses both the democratisation of access to education, as well as the democratic character of education and of schooling. Clearly, these ideals spread through the rest of the legislation regulating different levels of education, national curriculum, particular projects, and the education community. A more democratic school ethos is, for example, a concern expressed in legal documents regulating the school community, such as parents associations and/or the rights and duties of pupils and teachers.

As far as the “*intercultural dimension*” is concerned, references to values such as respect for cultural diversity and solidarity appear frequently throughout the official documents analysed. Furthermore, the Ministry of Education created a working group to study and to promote intercultural education in the 90s. The “*Board of Intercultural Education*” aimed at developing particular strategies and activities in schools with a high rate of pupils from immigrant background and high levels of school failure. These are, however, the sole explicit references to intercultural education, made in the context of the specific projects developed in some schools promoted by this bureau targeting the education of migrant populations and ethnic minorities. The initial aim of broadening the intercultural approach to education to the whole country and curriculum was never accomplished, remaining confined to projects in pilot-schools.

Since 2001, the school curricula suffered a reorganization including thereafter “Education for Citizenship” as a transversal area of education, replacing the former “Social and Personal Education”. As a specific strategy, three new compulsory subjects were introduced in the national curriculum for primary education: Project Work, Study Methods and Civic Education. The latter is meant to prepare responsible, active and critical citizens, by promoting their active participation in class, school and community life.

It is also worth mentioning that documents addressing pre-school education in particular are very rich in terms of concepts and ideas relating to intercultural education and democratic and citizenship education. According to its Outline Law, dating from 1997, pre-school education is expected to promote contact amongst children from different social groups, respect for cultural heterogeneity and children’s awareness of their own existence as members of their community. However, national syllabi in secondary school give more emphasis to intercultural education mainly in specific subjects such as foreign languages, geography, history and art.

Finally, as stated above, it is to be noticed that the main feature of active citizenship in schools remains, according to national legislation, mostly focused on their democratic organisation.

Spanish Summary Report

At examining Spanish educational laws in order to interpret the concept of intercultural education from the perspective of Education for Democratic Citizenship we can conclude that: The concept of "*intercultural dimension*" is developed in the subject of "foreign languages" but closely linked to communication in the sense that students will be able to communicate successfully in intercultural situations. The only term used is "intercultural encounters" which ratifies the importance given to communication.

The concept of "*citizenship*" is linked to "European citizenship" which reveals the State worries for developing in students a conscious of belonging to the European Union.

The concept of "*democracy*" is the one that is the most developed, mainly linked to prepare students for an active participation in social life.

It is remarkable that the Spanish educational laws are cognitive oriented instead of action oriented, that is, there are very few practical implementation strategies.

News and Events

A. Project Dissemination Activities

Centro de Estudos Sociais, Portugal

The Portuguese team organised and carried out three **workshops** on issues related to interculturality and education since the beginning of this project. Two of the courses were included in CES' annual programme of advanced training courses. On 15-16 October 2004 Manuela Guilherme coordinated the first workshop: "*Intercultural Dimension of Citizenship Education: Analysis of Official Documents and their Implementation*". The next workshop promoted by CES was carried out on 17-18 June 2005: "*Interculturality and Citizenship in the Iberian Education Systems*". Finally, on 9-10 November 2005, INTERACT team accepted the invitation by an NGO working in a small town near Coimbra (Associação Fernão Mendes Pinto) to organize a workshop that was targeted at pre-school and primary education teachers: "*The Challenges of Cultural Diversity in Citizenship Education: some thoughts*".

In 2004 and 2005, **project INTERACT** was disseminated in numerous **conferences**. Manuela Guilherme participated in the following events:

-March 26-27, 04: *Annual CULTNET Meeting*, University of Durham. Presentation entitled *INTERACT: Intercultural Active Citizenship Education*.

-October 20, 04: A seminar which was part of the Undergraduate Education Programme at the COLLEGE OF EDUCATION, Coimbra; and, on the 22nd and 23rd, she presented INTERACT in the discussion panel for Social Sciences of the *National Meeting of Science and Technology*, promoted by the Portuguese Associate Laboratories, at the University of Aveiro.

-April 20-23, 05: "Diversity in Education in an International Context" organized by the INTERNATIONAL ASSOCIATION OF INTERCULTURAL EDUCATION, in Verona, Italy. Presentation entitled *Dancing with Concepts in Intercultural Education*.

-November 18-20, 05 : "Citizenship Education Within the Context of European Migration and Minorities", organized by CENTRE OF THE KRYZOWA FOUNDATION FOR MUTUAL UNDERSTANDING IN EUROPE, in Poland. Presentation entitled *INTERACT: Intercultural Active Citizenship Education*.

-November 24-26, 05 : "3^o Encontro de Investigação e Formação: Educação para a Cidadania e Culturas de Formação" organized by CENTRO INTERDISCIPLINAR DE ESTUDOS EDUCACIONAIS, College of Education, Lisbon. Presentation entitled *Interculturalidade e Cidadania nos Documentos Reguladores do Sistema Educativo Português*, with Rita Paulos da Silva.

-December 2-4, 05 : "EYCE 2005: National Experiences, European Challenges" organized by the BUNDESZENTRALE FÜR POLITISCHE BILDUNG, in Berlin. Presentation entitled *INTERACT: Intercultural Active Citizenship Education*.

Portugal (cont.)

-December 9-11, 05 : “Europe Inside Out” - IALIC 6th Annual Conference, in Brussels. Presentation entitled *Intercultural Perspectives within the Curriculum in Portugal and Europe: Account of European Projects INTERACT & ICOPROMO*

Hélia Santos presented INTERACT in the following event:

-April 28, 05: “9th Spring FORUM” organized by CENTRO DE FORMAÇÃO DE PROFESSORES DE POMBAL. Presentation entitled *Citizenship Education: INTERACT Project*, and integrated in the discussion panel “Human Rights, Family, Citizenship and the State”.

“**2005 - European Year of Citizenship through Education**” was set off by the Council of Europe with the aim *to launch throughout Europe a campaign to popularise and put into practice the education for democratic citizenship policies and programmes developed within the Council of Europe.* (<http://www.coe.int/T/E/Com/Files/Themes/ECD/>)

In order to join in this campaign, the Centre for Social Studies organised two events in Coimbra. On November 15, CES organized and hosted a **symposium** on “*Interculturality, Citizenship and Education*”, addressed at young researchers, higher education teachers, educators, education researchers, etc. Participants were given the opportunity to benefit from a whole day of in-depth discussions with international scholar experts. The programme included talks by and debates with Prof. James A. Banks (Univ. of Washington, Seattle), Dr. Cherry A. McGee Banks (University of Washington, Bothell), Prof. Gerd Hoff (Freie Universität Berlin) and Dr. Alison Phipps (University of Glasgow).



Dr. Cherry Banks, Prof. James A. Banks and Dr. Manuela Guilherme in the morning session (left to right).



Dr. Alison Phipps, Prof. Gerd Hoff, Dr. Manuela Guilherme and Dr. Marta Araújo in the afternoon session (left to right)

The other event was a **forum** addressed at schools and NGOs, called “*Interculturality, Citizenship and Education: experiences and experiments*”, in Coimbra, on July 12-14. It was composed of two different moments: round tables, each morning (on issues such as citizenship education, interculturality and education, and discrimination in schools), and a full-day exhibition of projects developed by schools, NGOs, parents associations, etc.

(<http://www.ces.uc.pt/forumcidadania>)

**Departamento de Didáctica de la Lengua y la Literatura
Universidad de Valladolid, Spain**

In order to disseminate the INTERACT project within the educational community of our institution, the Spanish team has elaborated a poster with relevant information (dates, main concepts, objectives, partners). The effect has been a growing interest on it.

6º Programa Marco, Comisión Europea

PROYECTO DE INVESTIGACIÓN DURACION
Marzo 2004 - Junio 2007.

CONCEPTOS CLAVE
- Interculturalidad.
- Ciudadanía.
- Derechos Humanos.
- Democracia.

Interact
Intercultural Active Citizenship Education

OBJETIVOS GENERALES

- Analizar la dimensión intercultural de la educación para la ciudadanía y derechos humanos desde la perspectiva de los documentos oficiales nacionales y europeos, responsables políticos y expertos en materia de educación y profesores.
- Identificar líneas de intervención en programas de formación de profesorado.

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B. Other Related Activities

The Danish University of Education, Denmark

Helle Rørbech and Katrine Dahl Madsen joined the project as research officers in 2005.

Helle Rørbech's background includes an MBA in Danish Literature, Danish as Second Language, and Art History. She has worked as an external lecturer in Danish Literature at the Institute of Curriculum Research, The Danish University of Education and has edited two books on the teaching of Danish in schools.

Katrine Dahl Madsen's background includes an MA in Educational Research and International Development Studies at the University of Roskilde. During the last two years, she has been working as a research assistant at The Danish University of Education, Department of Educational Anthropology in the fields of participation, mediating agency and education for sustainable development.

New MAs in citizenship education and intercultural education

In 2005 the Danish University of Education launched two new MAs. The MA in *citizenship education* aims to develop the political, ethical and educational knowledge of students in relation to citizenship in late modern contexts influenced by individualisation, globalisation and multiculturalism. The MA in *intercultural education* aims to give students insight into theories and methodologies related to intercultural education and to enable students to handle educational issues in a multilingual and multicultural society.

New book

The research unit *Ethics and political education* at the Danish University of Education has published a book on *Citizenship, identity and democratic education* (Danish version only; Ove Korsgaard (ed.) (2004) *Medborgerskab, identitet og demokratisk dannelse* Danmarks Pædagogiske Universitets Forlag). INTERACT researcher Claus Haas contributed with an article on "Multiculturalisms".

Research unit in intercultural education

The department of Educational Anthropology has initiated a research unit in *Intercultural learning processes*. The research unit focuses on how intercultural processes of learning can contribute to the creation and recreation of democratic communities as well as on the critical and emancipatory potential found in intercultural processes of learning. The research unit currently includes seven national and international projects relating to intercultural learning processes.

New project on citizenship education

The Danish University of Education and six other universities representing six EU-countries have won an EU-grant for a study on how children in European schools learn to be good citizens. The motivation for the project is current challenges such as globalisation, emigration and the fragmentation of work and family life. The project is funded by a grant of € 305.000 from EU's Socrates programme. The new project will run until the summer of 2007. It involves three researchers in Denmark ([Lejf Moos](#), [Per Fibæk Laursen](#) and [John Krejler](#), all from the Danish University of Education) and totals twenty-seven European researchers.

Denmark (cont.)

The Danish University of Education is involved in a new school development and teacher training programme on Citizenship Education in primary schools, funded by *The Ministry of Refugee, Immigration and Integration Affairs*.

INTERACT interviews

The Danish partners have interviewed a number of leading figures in citizenship education and intercultural education in 2005. An analysis of the data is in progress.

Publications

Claus Haas has recently contributed to public debate about intercultural issues with an article called *Multicultural manifesto for the past and the future*, in the Danish newspaper Politiken, December 27th.

He has recently published two papers:

Den offentlige sfære som interkultural demokratisk dannelse. (The public sphere as intercultural democratic education). *Historie & Samfundsfag, No. 4, December 2004*.

Politik, nation og kristendomskundskab (Politics, nation and the [the school subject] Christianity). *Religionslæreren 101 (2), 2005*

Centro de Estudos Sociais, Portugal

Conferences and Papers

February 2004

Rita Paulos da Silva presented the paper *Fighting against Homofobia: Network Building and Decentralization of Resources as Social Support for LGBT Youth* in the symposium "Looking for Senses: Sexisms and Homofobia", organized by não te prives association, Coimbra.

March 2004

Manuela Guilherme participated in the course *Language Learning and Citizenship Education*, organized by the BRITISH COUNCIL at the University of Loughborough.

April 2004

Manuela Guilherme organized a "Science-Coffee Break Session" entitled *Identity, Interculturality and Citizenship*, for students of Secondary School Maria Amália Vaz de Carvalho, Lisbon, with Dr. Meneses, Dr. Baganha and Dr. Pereira (researchers at CES).

She also participated in 2004 SIETAR Conference with the paper *Intercultural Strategies for Teamwork: Cultural Identities in Transition*, and with a presentation of ICOPROMO Project.

July 2004

Manuela Guilherme made the *Keynote Speech* of the "International Teaching Excellence Congress" organized by the BRITISH COUNCIL, in Glasgow.

Portugal (cont.)**September 2004**

Manuela Guilherme organized and moderated the discussion panel *Intercultural Education for the Exercise of Citizenship* in the “8th Luso-Afro-Brasilian Congress of Social Sciences”, organized by CES in Coimbra. Four papers by researchers from Brazil, Mozambique and Portugal were presented in this panel to begin the discussion. In the same congress, José Manuel Pureza together with Paula Meneses (researcher at CES) presented the paper *The Sustainable Development of Peace*.

José Manuel Pureza participated in the “Universal Forum of Cultures” organized by the CATALAN INSTITUTE OF HUMAN RIGHTS, in Barcelona, with papers *The right to development: juridical and political perspectives* and *The right to juridical international protection of human rights*.

October 2004

Manuela Guilherme presented ICOPROMO Project in EXPOLINGUA, a forum promoted by the Leonardo da Vinci Programme, in Lisbon. Furthermore, she accepted the invitation from the ASSOCIATION OF STUDENTS OF SOCIOLOGY of the Faculty of Economics of the University of Coimbra to present ICOPROMO Project.

José Manuel Pureza participated in the Symposium “Fundamental Rights:Challenges for the 21st Century” organized by ACTAE – Interdisciplinary Centre of Political and Social Studies of Évora University, with the communication *Democratizing and decolonising Human Rights*.

November 2004

Rita Paulos da Silva presented the paper *Network Building and Decentralization of Resources as Social Support for LGBT Youth* in Congress “Gays, Lesbians and So-and-So”, organized by ASSOCIAÇÃO NOVO OLHAR (*New Look Association*) and COLLEGE OF EDUCATION, Leiria.

Manuela Guilherme and Rita Paulos da Silva participated in a ‘brainstorming meeting’ at the MINISTRY OF EDUCATION about “*Key-Competencies for Secondary Education – Key-competencies for the areas of Citizenship and Professionalization*”. This meeting was organized by a Working Group coordinated by José Manuel Pureza that has been set up at the Ministry of Education, with the aim to work on a Framework for Competencies in Citizenship and Professionalization at the 12th grade level.

José Manuel Pureza presented the paper *Values, order and regulation in international relations*, in the 7th Free Course in Contemporary History “Portugal, Europe and the Atlantic”, organized by the MARIO SOARES FOUNDATION and the CONTEMPORARY HISTORY INSTITUTE from the Arts Faculty of the University of Lisbon. He also participated in the International Meeting of Centres for Transnational Studies: “Europe and the USA within new international relations”, organized by the INSTITUTE OF TRANSNATIONAL₁₆ STUDIES, in Córdoba, with the paper *The Challenge of World Governability*.

Portugal (cont.)**February 2005**

Manuela Guilherme met with representatives of several institutions responsible for teacher training in order to negotiate and set up an agreement between CES and their institutions in order to promote closer collaboration between CES and basic and secondary schools as far as scientific dissemination, teacher training activities and projects in and with schools are concerned.

May 2005

Manuela Guilherme participated in the final session of SOCRATES/COMENIUS project *Others and Ourselves – yesterday and today*, organized at Secondary School Dr. Mário Sacramento, in Aveiro, one of the partner schools.

June 2005

José Manuel Pureza participated in the Workshop “Terrorism and World Security” organized by the INTERNATIONAL UNIVERSITY OF ANDALUCIA, in Huelva, with the paper *Human Security and Terrorism*.

August 2005

Rita Paulos da Silva organized and carried out a workshop about *Homophobia* in the International Meeting “European Youth Exchange: Get Together – Gender in our Lives”, an event co-organized by the PORTUGUESE YOUTH NETWORK FOR EQUITY BETWEEN WOMEN AND MEN and carried out in the Portuguese Institute for Youth, Lisbon.

October 2005

Manuela Guilherme was invited to give a set of five seminars entitled *Cosmopolitan Citizenship and the Need for a Critical Pedagogy in Foreign Language and Culture Education*, part of the MA programme of the Department of Spanish and Portuguese, at Brigham Young University, Utah. At the David M. Kennedy Centre for International Studies of the same institution, she also gave a lecture entitled *'Glocal' languages: Critical perspectives on interculturality, cosmopolitanism and citizenship*.

Manuela also visited California State University. At the Fullerton campus, she met with Stella Ting-Toomey, Richard Wiseman and other staff from Department of Speech Communication. At the San Marcos campus, she met with Rosario Diaz-Greenberg from College of Education, and participated in a seminar that was part of the MA programme on World Languages Education.

José Manuel Pureza participated in the Symposium “The Reform of the UN”, organized by the LAW FACULTY of the University of Huelva, Spain, with the paper *UN and Global Governance: ambiguities and hopes*. He also participated in Lisbon in the “Workshop on National External Policy” organized by the INSTITUTE OF DIPLOMACY of the International Affairs Ministry, with the paper *International society and the limits of sovereignty: morality and Law; just war and humanitarian interventions; democratization and democratic peace; failed States and international responsibility*.

Portugal (cont.)

Finally, José Manuel Pureza participated in the 1st International Cycle of Conferences on “Citizenship in Contemporary Political Thought”, organized by the DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS from the University of Minho, with the paper *Global Citizenship in the Post-Modern Construction of Peace*.

November 2005

The INTERACT team at CES organized and hosted a workshop on *Intercultural Education* promoted by the Board of Intercultural Education of the Portuguese High Commission for Immigration and Ethnic Minorities. The target group of this activity were teachers and educators, who attended the workshop in large numbers.

José Manuel Pureza participated in several events which reflected on the reform of the UN. He was invited to two universities, in Rio de Janeiro and Niterói, Brazil, to present the papers *Reform of the UN: a lost chance?* and *Reform of the UN and the Politics of Global Governance*. In Coimbra, he participated in a Seminar to Commemorate the 60th Anniversary of UN organized by the FACULTY OF ECONOMICS of the University of Coimbra, with the paper *The Reform of the UN and Global Governance*.

Hélia Santos presented a session entitled *A postcolonial and intercultural approach to history syllabi*, at the workshop “Education, Multiculturalism and Social Justice”, part of CES’ annual programme of advanced training courses.

Rita Paulos da Silva presented the paper *Network Building and Decentralization of Resources as Social Support for LGBT Youth* in Congress “Other Educations – Social Work with Youth”, organized by the COLLEGE OF EDUCATION, Setúbal.

Workshops, Courses and Post-Graduate Programmes**October 2004**

José Manuel Pureza coordinated, together with Teresa Cravo, the workshop *Lights and shadows in post-war reconstruction processes*, organized by the PEACE STUDIES RESEARCH GROUP at CES.

November 2004

Manuela Guilherme organized a 2-day workshop entitled “*Interaction Strategies in Multicultural Teams*” integrated in CES’ annual programme of advanced training courses.

May 2005

She also coordinated, together with Clara Keating and Daniel Hoppe, a workshop on *Intercultural Competences*, organized by the Associação Fernão Mendes Pinto.

September 2005

Manuela Guilherme organized a 2-day workshop entitled “*Diversity Management and Intercultural Responsibility in Multicultural Teams*” integrated in CES’ annual programme of advanced training courses.

Portugal (cont.)**October 2005**

Manuela Guilherme participated in the coordination of a 3-day workshop entitled “*Intercultural Competence for Professional Mobility*” in the European Centre for Modern Languages, Council of Europe, within the scope of the ICOPROMO Project. This workshop was attended by 24 professionals from 21 different European countries.

José Manuel Pureza has taught different courses and post-graduate programmes, from which we would highlight the following:

- “Course on Human Rights” and “Summer Course on Human Rights” at the Law Faculty, University of Coimbra (from 1999 to 2005)
- “MA in Environmental Law”, at Universidad Internacional Iberoamericana (from 2000 to 2004)
- Post-graduation in “Peace and War Studies” at the Universidade Autónoma, with the module “Culture of Peace and International Law” (from 2004 to 2005)
- “I Intensive Programme in Peace Studies” of the European Doctorate Enhancement in Peace and Conflict Studies, University of Limerick, Ireland, with the module “Legal pacifism, a critical view” (September 2004)
- Coordinator of the programme in “Humanitarian Law”, organized by *Ius Gentium Conimbrigae* and *Brigada Ligeira de Intervenção*, Coimbra. (January 2005)
- 7th Post-Graduation in “Human Rights and Democracy”, where he coordinated a module about “Peace and Humanitarian Law”. (May 2005)
- “II Intensive Programme in Peace Studies” of the European Doctorate Enhancement in Peace and Conflict Studies, University of Sabancı, Istanbul, where he presented the module “Peacebuilding processes and state failure strategies” (July 2005)

Other Projects

Since November 2003, Manuela Guilherme has coordinated another 3-year European Project, named ICOPROMO – *Intercultural Competence for Professional Mobility*, funded by Leonardo Da Vinci National Agency (www.ces.uc.pt/icopromo). She also participates in the ICOPROMO project version launched and supported by the European Centre of Modern Languages, Council of Europe.

José Manuel Pureza is the researcher responsible for the project “*Prevenção de conflitos armados, cooperação para o desenvolvimento e integração justa no sistema internacional*” (Prevention of armed conflicts, cooperation for development and fair integration in the international system) supported by the *Instituto Português de Apoio ao Desenvolvimento* (2002-2005).

José Manuel Pureza coordinates two other projects in progress between 2004 and 2006:

- “*Mulheres em contextos de violência armada. Um estudo de caso sobre o Rio de Janeiro*” (Women in contexts of armed violence. A case study on Rio de Janeiro), funded by Ford Foundation and UNESCO; and
- “*Peacebuilding processes and state failure strategies. Lessons learned from three former Portuguese colonies*”, funded by Ford Foundation.

Portugal (cont.)

Rita Paulos da Silva coordinated *Project LGBT Education* carried out by Association rede ex aequo, from January to September 2005. This project was funded by the European Youth Foundation of the Council of Europe, within the scope of programme D-HRE (Human Rights Education).

Publications

In 2004, Manuela Guilherme together with Alison Phipps edited the book *Critical Pedagogy: Political Approaches to Language and Intercultural Communication* (Clevedon: Multilingual Matters). The same authors published “Critical Pedagogy”, a special issue of *Language and Intercultural Communication* (3/3).

The INTERACT Portuguese team (Manuela Guilherme, José Manuel Pureza, Rita Paulos da Silva and Hélia Santos) co-authored the article “The Intercultural Dimension of Citizenship Education in Portugal” to be published in *Education for Intercultural Citizenship: concepts and comparisons*, a book organized by M. Byram and M. Flemming and to be edited by Multilingual Matters (Clevedon) in 2006.

José Manuel Pureza has published several journal articles and book chapters during 2004-2005.

-“Quem salvou Timor Leste? Novas referências para o internacionalismo solidário” (*Who saved East Timor? New references for international solidarity*), in Santos, B. (org.): *Reconhecer para libertar. Os caminhos do cosmopolitismo multicultural*. Rio de Janeiro: Civilização Brasileira, 2003. Porto, Afrontamento, 2004

-“O Direito Internacional, esse estranho ser” (*International Law, that strange thing*), *Janus – Anuário de Relações Exteriores*, 2004

-“Do atlantismo ao europeísmo de esquerda” (*From Atlantism to left-wing europeism*) (co-authored by Miguel Portas), in Louçã, F. E Rosas, F. (orgs.), *Ensaio Geral. Passado e Futuro do 25 de Abril*. Lisboa, Dom Quixote, 2004

-“Vuelve la batalla por la reforma de la ONU”, in *Anuario CIP*. Madrid: Icaria Editorial, 2004-09-01

-“Who saved East Timor? New references for international solidarity”, *South European Society & Politics*, 9 (2), Autumn 2004

-“Os múltiplos dialectos da emancipação” (*The Multiple Dialects of Emancipation*), in Marnoto, R. (coord.), *Leonardo Express*. Coimbra: Instituto de Estudos Italianos da Faculdade de Letras da Universidade de Coimbra / Editorial do Departamento de Arquitectura da FCTUC, 2004

- “O regresso da paz negativa?” (*The return of negative peace?*) (co-authored by Tatiana Moura), *Revista de História das Ideias*, vol. 25, 2004

- “Lusofonia ou as perversões da nostalgia” (*Lusophonie or the perversion of nostalgia*), *Rua Larga, Revista da reitoria da universidade de Coimbra*, nº 7, January 2005

- “O tempo da guerra eterna?” (*The time of eternal war?*), *Janus* 2005. *Anuário de Relações Exteriores*, Público/UAL
- “Le Portugal et le nouveau internationalisme” (*Portugal and New Internationalism*), *Pôle Sud, Revue de Science Politique de l’Europe Méridionale*, nº 22, May 2005
- “Margem crítica e legitimação nos estudos para a paz” (*Critical margin and legitimation in peace studies*) (co-authored by Teresa Cravo), *Revista Crítica de Ciências Sociais*, nº 71, June 2005
- “Defensive and oppositional counter-hegemonic uses of international law: from the International Criminal Court to the common heritage of humankind”, in Santos, B. e Rodríguez-Garavito, C. (orgs), *Law and globalization from below. Towards a cosmopolitan legality*. Cambridge: Cambridge University Press, 2005

Universidad de Valladolid, Spain

Natalia Barranco joined the project as a research assistant in September 2004.

Natalia studied her MA in Foreign Language Teaching at West Virginia University (USA) where she worked as a Spanish TA for a two-year period.

She completed her PhD courses on Didactic of Language and Literature and nowadays, she is writing her thesis about Oral Mediation with Immigrant Students.

University of Valladolid, Faculty of Education

The University of Valladolid is developing a MA in Intercultural Education. This MA aims to give students strategies and education resources to make the intercultural integration easier.

Dissemination

In order to disseminate the INTERACT project within the educational community of our institution, the Spanish team has elaborated a poster with relevant information (dates, main concepts, objectives, partners). The effect has been a growing interest on it.

New book

Paloma Castro has participated in a joint book publication by Multilingual Matters, “Foreign Language Teachers and Intercultural Communication. An International Investigation”, with CULNET members.

This book reports on a study that focused on teachers’ beliefs regarding intercultural competence teaching in foreign language education.

She has contributed with a chapter entitled “Objectives of foreign language education and culture teaching time”.

Publications

In 2004 and 2005 Paloma also published the following academic papers:

Sercu, L., Méndez García, M.C. y Castro Prieto, P. (2005). *Culture Learning from a Constructivist Perspective. An investigation of Spanish Foreign Language Teachers’ Views*. *Language & Education*, vol. 19: 6. (pp. 483- 495)

Spain (cont.)

Castro, P., Sercu, L y Méndez García, M.C. (2004). *Integrating language and culture teaching: an investigation of Spanish teacher's perception of the objectives of foreign language education*. Intercultural Education, vol. 15: 1. (pp. 91- 104)

Sercu, L., Méndez García, M.C. y Castro, P. (2004). *Culture teaching in foreign language education. EFL teachers in Spain as cultural mediators*. PortaLinguarum, nº 1. (pp. 85- 102)

Presentations

Paloma has made a number of presentation during the year.

In April 2005 she gave a 10 hours course on the topic “La dimensión intercultural en el aula de español como lengua extranjera” organized by the Cervantes Institute and the Department of Didactic of Language and Literature.

In May 2005 she addressed an audience of students and lectures at the Faculty of Humanities in Burgos on the topic “Desarrollo de la dimensión intercultural en Educación Infantil”.

In June 2005 she participated in the seminar “Curso de Formação: Interculturalidade e Cidadania nos sistemas educativos ibéricos” with a conference “La dimensión intercultural en la educación para la ciudadanía democrática: la perspectiva del sistema educativo español” held at the University of Coimbra, Portugal.

Interact interviews

The Spanish partners have interviewed a number of leading figures in the field of education in reference to the main concepts of the project.

Institute of Education and University of Leeds, United Kingdom

University of London, Institute of Education

Dr Amanda Henshall joined the School of Arts and Humanities as INTERACT research officer in July. Amanda's background includes working as a secondary school teacher of English, before taking her Masters and PhD. in Educational Research. In her previous post at the Qualifications and Curriculum Authority, Amanda collaborated on research in the area of citizenship education, as part of the monitoring of the National Curriculum.

New distance learning course on citizenship education

The major development in teaching at the Institute of Education has been a new distance learning [MA degree in Citizenship and History Education](#). The first module of this course was taken by 24 students across five continents. Their evaluations of the experience were overwhelmingly positive. This module has also been accepted by the education ministry for England (DfES) as providing an excellent basis for serving teachers who wish to gain the DfES certificate of citizenship teaching. We offered a pilot course to teachers wishing to gain the certificate in 2005 and this will continue in 2006.

New books

The Leeds and London INTERACT partners have published three books in 2005. Audrey Osler and Hugh Starkey's *Changing Citizenship: democracy and inclusion in education* (Open University Press) was published in early summer and officially launched in October (see below). Their edited book *Citizenship and Language Learning: international perspectives* was published by Trentham and launched in conjunction with the British Council at IATEFL Cardiff in April. Audrey's edited book *Teachers, Human Rights and Diversity* was also published in the summer by Trentham.

Book launch

Changing Citizenship: Democracy and Inclusion in Education

Tuesday 4 October 2005 saw the formal launch of the book '**Changing Citizenship: democracy and inclusion in education**' at The Institute of Education London. The authors Audrey Osler (University of Leeds) and Hugh Starkey (Institute Of Education), are both partners in the INTERACT project. The book, published by Open University Press, sets out a comprehensive agenda for citizenship education.

The book launch was attended by many key figures in citizenship education. Commentary on the book was provided by two guest speakers: Anne Hudson (Head of Central Foundation Girls School, Bow, East London) and Bruce Gill (Inquiry Secretary to the Zahid Mubarek Inquiry , previously of the Home Office)

"Hugh Starkey speaking at the launch of *Changing Citizenship: democracy and inclusion in education*. Professor Osler is seated on the platform, next to the lectern."



Anne described how citizenship has been put in to practice within her multiethnic schools in London. She commended the book for providing an inspiring and practical framework for citizenship education and for stressing responsibilities as well as rights. Bruce welcomed the book's clear and helpful definitions of citizenship as inclusive and its emphasis on how schools can promote democracy through attending to their race equality obligations.

The book can be purchased on-line at: <http://www.education.leeds.ac.uk/research/cchre/>

Audrey
Osler and
Hugh
Starkey

*Changing
Citizenship:
Democracy
and
Inclusion in
Education*

Open
University
Press 2005



UK (cont.)

Disseminating research

Hugh Starkey has made a number of key-note presentations during the year. In January he addressed an audience of students and lecturers at the School of Education University of East Anglia. In May he spoke at the Global Teacher Project in London. In June he provided a key-note speech at the conference Towards Intercultural Communication Competence in Europe and Beyond held at the University of Primorska in Slovenia. His topic was: Citizenship Education, identity and intercultural communication: developing cosmopolitan perspectives. The conference was supported by the British Council and was organised by the Labicum research project at the University of Primorska to which Hugh has been a consultant.

In November Hugh gave a key-note on *Language Teaching for Democratic Citizenship* at the LEND (lingua et nova didactica) conference in Rome, Italy.

Literature reviews

Audrey Osler and Hugh Starkey published two major reviews of the literature on citizenship education in 2005. Both are now available on the internet.

The first was commissioned by UNESCO on behalf of the Inter-American Development Bank: Osler, A. & Starkey, H. (2005) *Study on the Advances in Civic Education in Education Systems: good practices in industrialized countries* (Geneva, International Bureau of Education, UNESCO).

The second review was commissioned by the British Educational Research Association (BERA). It examines research from Britain and places it in an international context. It will also be published in *Research Papers in Education*.

Osler, A. & Starkey, H. (2005) *Education for Democratic Citizenship: a review of research, policy and practice 1995-2005*.

INTERACT interviews

A number of leading figures in citizenship education and multicultural education have agreed to be interviewed for the research project. The interviews will take place during December 2005 and January 2006.

Other publications

In 2005 Hugh also published the following academic papers:

Osler, A. & Starkey, H. (2005) Violence in schools and representations of young people: a critique of government policies in France and England, *Oxford Review of Education*, 31(2), pp. 191-211.

Starkey, H. (2005) Democratic Education and Learning, *British Journal of Sociology of Education*, 26(2), pp. 299-308.

UK (cont.)

University of Leeds Centre for Citizenship and Human Rights Education

2005 has been a very productive year for members of the INTERACT project at the Centre for Citizenship and Human Rights Education at the University of Leeds. Michalis Kakos joined CCHRE as INTERACT research officer in February. Michalis' research interests are related to psychological dimensions of Citizenship Education. Last September he participated in the British Education Research Association Annual Conference presenting the results from his PhD research project which investigates the interaction between students and teachers in the context of Citizenship Education.

New MA course in Education and Democracy

In October the CCHRE launched the new MA course in Education and Democracy. This is an interdisciplinary programme of study and the CCHRE coordinates the collaboration between two particularly strong departments of the University of Leeds, the School of Education and the School of Politics and International Studies (POLIS).

The course offers an exciting programme of study with modules which examine a wide range of issues in relation to Education and Democracy. These include the examination of the principles and the implementation of Citizenship education, the view of cultural diversity in the context of Citizenship education, the philosophical perspectives on Democratic theory and the inter-relationship between socio-economic development and democracy.

2005-6 is the pilot year for the course which has already raised a considerable interest of students from all over the world.

New seminar series on citizenship learning

Michalis has taken a leading role in organising our interdisciplinary seminar series on teaching and learning for citizenship. The series was launched in September and although targeted at Leeds academic staff and students in the Faculty of Education, Social Science and Law at Leeds, has attracted colleagues from a wide range of academic backgrounds, including medicine, from universities across Yorkshire and from as far a field as Edinburgh and London.

The interdisciplinary seminar series was launched with a presentation by CCHRE director Professor Audrey Osler on *New Directions for Citizenship Education: re-conceptualising the curriculum in the context of globalization*. INTERACT partner Dr Hugh Starkey also made a presentation on Assessment for Citizenship Education distance learning courses, and the series is scheduled to run through to June with a lively programme of speakers. For further details contact m.kakos@leeds.ac.uk

Launch of international democracy and diversity report

In 2003 Audrey Osler was invited to join the international consensus panel on education for global citizenship in a multicultural democracies, convened by Professor James A. Banks of the University of Washington. As the panel's only European member she was responsible for writing one of the panels two initial concept papers.

UK (cont.)

In April 2005 she took part in the US launch in Seattle of the panel's research-based report *Democracy and Diversity: principles and concepts for educating citizens in a global age*. The report is available from the Center for Multicultural Education at the University of Washington. It includes a useful checklist designed to promote discussion and debate among educators.

Prestigious student award

In summer 2005 CCHRE doctoral student Tasneem Ibrahim won a prestigious three year scholarship in an open national competition from the Economic and Social Research Council to undertake research into citizenship education in both faith (Muslim and Christian) and in secular schools. Tasneem was one of just 15 education students across the UK to have won this award. Her research should throw fresh light onto the ways in which citizenship education can contribute to intercultural learning.

Researching global citizenship

This summer also saw the publication of Tasneem's article 'Global Citizenship education: mainstreaming the curriculum?' in the *Cambridge Journal of Education* which examines resources produced by NGOs and commercial publishers builds on the work she undertook with Audrey Osler and Hugh Starkey for the UK Department for International Development at the University of Leicester from 2001-04.

Responding to London bombings

Following the London bombings in July CCHRE launched a new project *Talking about terrorism; Promoting Peace*. Children and young people are likely to be asking questions about the bombings and the impact of the tragedy on them. Staff and students at CCHRE have put together an annotated list of websites to provide teachers with information, ideas and teaching resources. Go to www.leeds.ac.uk/cchre

click on resources and then click on Talking about Terrorism: Promoting Peace. If you have suggestions for other websites to add to the list, please email us at cchre@education.leeds.ac.uk

Renewing European citizenship

In autumn 2005 CCHRE contributed to a number of initiatives to celebrate the European year of Citizenship Education. There include an invited seminar by the Federal Centre for Civic Education in Bonn where Audrey Osler made a presentation on education for European Citizenship. She was also a keynote speaker at the conference of the International Observatory on Participatory Democracy in San Sebastian, Spain in November.

UK (cont.)**Who can resist shopping for books?**

CCHRE staff have recently set up an Amazon-like space on our website where you can buy a number of our publications. Visit www.leeds.ac.uk/cchre and load those books into your shopping trolley!

News from Aceh, Indonesia

Audrey Osler visited Aceh in Indonesia in September to assist with a post-tsunami survey of education needs. Although many adults living in refugee camps have been interviewed again and again about their needs and those of their children, we found that children and young people had had less opportunity to participate in public debate about their own futures. Interestingly, when asked about changes they would like to see at school, young people focused less on computers and English language lessons (the response of many adults) and asked for teachers who would listen to them and opportunities to discuss their anxieties with an adult. Many of these children are extremely traumatised and need opportunities to talk, having lost their homes, family members, teachers and schools.

Up-coming events

Both Audrey Osler and Hugh Starkey will be giving papers on citizenship education at the American Educational Research Association (AERA) conference in San Francisco in April. Audrey has also been invited to take part in a presidential panel on citizenship education in the context of globalization when she will speak on the subject of human rights education.

Next INTERACT Newsletter

This newsletter is to be published every six months. We hope, and we want, to keep up with that schedule, which means that around the month of July 2006 we will produce number 2 of this bulletin.

In case you are interested in subscribing our mailing list, please send us an email (interact@ces.uc.pt) and we will send you the next number as soon as it is ready.

We invite you to disseminate this newsletter by forwarding it to friends and colleagues, who you know may have interest in this project and research area.



SIXTH FRAMEWORK PROGRAMME