NETWORKING EUROPEAN CITIZENSHIP EDUCATION

Rethinking Citizenship Education in European Migration Societies

Political Strategies - Social Changes - Educational Concepts

Report

Workshop 5:
Intercultural Citizenship Education –
New Perspectives for Learning at Schools

Graça Costa, Portugal

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www.bpb.de/nece

Session 1: Scientific Inputs – Research Results- European Discourses

Number of participants present: 47

Key Issues and Questions

- Which political topics and issues should be addressed in both curricula and learning material?
- Is it necessary to "rethink" (or define) basic intercultural education terms and approaches?
- How is the history of immigration and of immigrants presented in schools? How should the essentials of European history, i.e. Enlightenment, colonialism, holocaust, communism, be adequately taught to immigrants?

Introduction and Moderation: Susanne Frank
Anthropologist and teacher trainer, London

Susanne Frank opened the session by raising some questions about the kind of political debate and educational field in Europe. Because of the recent fears of segregation in France, Netherlands and England, Frank argued that Europe should promote a political education policy focussing on (a) creating unity in diversity, (b) equal participation in society. But what are the resources? And how would curricular education be realised? These were the questions that guided the first session presentations on a conceptual and theoretical framework.

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Isabel Ferreira Martins
Coordinator of the Entreculturas Department at the High Commission for Immigration and Ethnic Minorities (ACIME), Portugal

PRESENTATION: **Intercultural Citizenship: the ACIME approach**

Ferreira Martins based her contribution on the Portuguese policy regarding immigration which is conducted by ACIME, a body reporting to the Prime Minister and the Minister of the Presidency. Its mission statement is "*to promote the integration of immigrants and ethnic minorities into Portuguese society, assure the participation and cooperation of representative immigrant associations, social partners and welfare bodies in defining the policies of social insertion and the fight against exclusion, as well as following the application of legal instruments to prevent and outlaw discrimination while exercising one's rights on the basis of race, colour, nationality or ethnic origin".* Ferreira Martins argued that its national integration policy includes intercultural education, citizenship education and cooperation with civil society including immigrant community. She mentioned not only immigration policies in Portugal but also European strategies concerning Education for Democratic Citizenship.

Ferreira Martins pointed out the seven principles, which guide ACIME´s policy regarding integration of immigrants, such as:
(1) **equality** of rights and responsibilities, (2) **hospitality** to overcome particular disadvantages, (3) **citizenship**, according to the recent changes in the Nationality Law, (4) **co-responsibility** and (5) **participation**, e. g immigrant associations' role and participation in the ACIME policy – social mediators in the main services provided in the National Immigrant Support Centres and the SOS Immigrant Services, (6) **interculturality** perspective as a main line of action in managing diversity, and finally, (7) dialogue and negotiation of political issues with immigrant representatives reflecting its concern of the ACIME for **consensus**.

Furthermore, she highlighted ACIME´s priorities on welcoming and integrating immigrants. These are symbolised by the image of a hand containing the world which translates as the following: (1) information on human rights defence; (2) problem solving; (3) to know more to act better; (4) immigrants with immigrants; (5) public awareness of intercultural integration policies.

As far as the ACIME´s scope of action at a local level is concerned, Ferreira Martins emphasized that there were 58 Immigrant Local Support Network (CLAI´s), 23 run by NGOs, 33 run by local authorities in partnership with the ACIME. This means, in her words, an integration of proximity in order to reinforce the alliance with bodies from civil society through empowering more effective integration. She added that an increase is scheduled to up 80 centres.

Ferreira Martins also explained that Portugal's policies are raising public awareness and promoting interculturality. The Entreculturas Department – Intercultural Education and Training - started in 1991 within the framework of the Ministry of Education. However, in 2004 this Department, as well as the team involved, was moved to the ACIME. Intercultural education/training perspective is considered as a transversal and core dimension of immigrants' integration in public policy. The relevant activities focus on: (a) Short training activities, (b) Celebration of special events, e. g. cultural diversity week; (c) Training of Trainers Network; (d) Pedagogical materials, (e) Research/Action projects.

With respect to the meaning of Intercultural Education and Training, she stressed the main lines such as: (a) Formal and non-formal education initiatives; (b) Deconstructing cultural centrism; (c) Better understanding of other cultures; (d) Rejecting discrimination; (e) Ensuring social cohesion; (f) Learning for all.
Ferreira Martins also explained ACIME´s approach to intercultural education based on social action, empowerment and participation linked to:
(a) **Cultural co-operation** in terms of cultural exchange and co-construction of teaching and learning materials,

(b) **Transformative Learning** - articulating practice and theory - which (1) transforms experience into knowledge, skills and attitudes, (2) gives meaning to previous experience, (3) promotes learning through critical self-reflection;
(c) **Perspective change** – Training strategies by meta-reflection

To sum up, Ferreira Martins addressed the special relevance of human rights and democratic values, which need to be taught, as well as the commitment of citizens, educators and trainers. Reflection on the concepts of Intercultural Education and Education for Democratic Citizenship is an integral part of action.

Frank-Olaf Radtke
Professor for Educational Science at the Johann Wolfgang Goethe University in Frankfurt/Main

PRESENTATION: **Paradoxes of Intercultural Education: What Children Can Learn about Immigrants from German School Books?**"

Frank-Olaf Radtke introduced a study on school books on two subjects: "Home country/Sachkunde" and "Social Studies/Politics/Civic Education" at primary and lower secondary level in German states: Hesse and Bavaria, during the 80s and 90s. Frank-Olaf Radtke explained the aim of this study by asking: How are immigrants and their children represented in textbooks? How do these representations influence social practices?
As a starting point, he outlined the meaning of school books which are seen as: (a) how social reality is acquired and reproduced, (b) how knowledge is validated, institutionalised and, consequently, is social-culturally approved by a process of accreditation (c) and as a normative socialization. In addition, school influences are still very strong. He pointed out that as an institution of the state it cultivates national identity. Being so, what role does the programme of Intercultural Education play?

Frank-Olaf Radtke described the findings of the study by saying that all the books of primary and secondary school made a distinction between *we* and *they-groups*. This distinction was impregnated by attributes such as alien and foreign, Germans and non-Germans. These are negotiated by culture and cultural differences.

However, differences between Germans and foreigners are stressed and associated with education for tolerance because immigrants are viewed as a danger in public debate. In order to change that assumption, how can we help and see them as an enrichment to society? Concerning their private sphere, how do they live? Frank-Olaf Radtke stressed that foreigners are to be positively assimilated in order to reduce discrimination. Germans need to appreciate diversity and give assistance to people who are disadvantaged or discriminated.

In this context, stereotypical patterns and discriminations are opposed to the pedagogical programme of Intercultural Education and civic education programs of the EU (which promote integration, tolerance and avoid prejudices and discrimination). Nevertheless, this was not reflected in the design of books because the guidelines strengthen the *we*. He emphasized the books remain the same as they were 15 years ago. The claim for tolerance does not lead to recognition/appreciation and respect of others.

Scott Harrison
HMI with responsibility for citizenship at the Office for Standards in Education (Ofsted)[1], England

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[1]   See www.ofsted.gov.uk

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Liz Craft
Curriculum Adviser with responsibility for citizenship at the Qualifications and Curriculum Authority[2] in England

PRESENTATION: **How Should the Curriculum Change to Reflect Migration in Society?**

Harrison started by explaining that the QCA is responsible for the curriculum, assessment and qualifications in England, and Ofsted is the inspectorate that evaluates standards in schools. He made the point about migration in England recently reported in the press and set the context for the current debate on identity and diversity.

Craft pointed out the purpose of national curriculum citizenship by saying that it deals with migration issues (legal and human rights, implications of the UK as a multiethnic country and UK´s relations with Europe) in order to develop responsible citizens.

Craft also described the more recent events concerning how well identity and diversity are taught. She started by analysing Citizenship since 2002 as being part of the statutory National Curriculum in England. She showed that teaching about Britain's diversity is an area of weakness (Ofsted´s evidence) or neglected (Ajegbo report). In 2006, the government review on "Diversity and Citizenship" found good practice in teaching but also a lack of experience/ negative attitudes (pupils).

In this context, the Ajegbo report on "Diversity and Citizenship"[3] recommends to:
(a) strengthening historical understanding of UK society in order for young people to learn to live together and debate shared values; (b) including programmes with critical thinking about ethnicity, religion, race and an explicit link to political issues and values; (c) using contemporary history in teachers' pedagogy to illuminate thinking about contemporary issues related to citizenship.

Craft showed a practical example from a national conference where students voted electronically in response to the question: What do you think citizenship education is for? The answer was: to give young people the opportunity to be active and to make a difference in their communities. This is linked to the aims of the revised National Curriculum which should bring out young people who are (a) successful learners; (b) confident individuals; (c) and responsible citizens.

A revised curriculum for Citizenship[4]:
- A focus on concepts and processes such as: democracy, justice, rights, responsibilities, identities and diversity; critical thinking, responsible action, advocacy, representation
- Elements of the programme related to migration and diversity should emphasise areas such as: (a)political, legal and human rights; (b) actions citizens can take to influence decisions; (c) development and struggle for rights and freedom; (d) changing nature of society in UK and values that are shared; (e) origins of diversity; (f) migration to, from and within the UK; (g) the UK's relations within Europe, Commonwealth and the world, (h) challenges facing the global community of inequalities, sustainability and interdependence.

She mentioned the outcomes for learners who should: (a) become politically literate, equipped to play an active part in public life and democratic processes; (b) become critical, curious and questioning about political, social and moral issues of the day; (c) become skilled in debating controversial citizenship issues and able to defend and advocate views; (d) appreciate and value diversity in society, (e) become confident in their understanding to their identities and what being a citizen in Britain today means to them; (f) become equipped to take responsible actions with confidence and conviction, to try to have influence, promote change, resist unwanted change or challenge injustice; (g) be prepared for the future, work and life in an increasingly "migrant" world as independent thinkers, problem solvers and active citizens.

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With regard to citizenship skills and knowledge developed by students' needs, Craft introduced a reflection on what schools will need to decide…
1. What kinds of learning experiences should they provide?
2. What kinds of teaching methods and pedagogies are most effective?
3. What is the relationship between the subjects of citizenship and history?
4. What is the unique contribution of each subject to teaching about identities, diversity and migration? What specific topics should be addressed?

The content of citizenship courses attempts to strengthen citizenship curriculum by critical thinking about ethnicity, religion and race, as well as emphasising the use of contemporary history. Craft stressed that history and citizenship might include (a) a knowledge and understanding of people, themes, issues, values, religious beliefs, cultures, lifestyles and events significant in the understanding of contemporary UK and how they have evolved over time; (b) an understanding of where there has been, and is, unity of opinion and where there is diversity; (c) a discussion of how unity is achieved and diversity is managed in a democracy; (d) an understanding of the concept of "respect" for different opinions, values, religious beliefs, cultures and lifestyles and an understanding of when it is legitimate not to respect these; (e) an understanding of racism and discrimination and how they can be challenged.

Craft outlined a proposal for possible areas of study that should look at (a) the reasons over time for migration from/to the UK using selected examples that meet learners´ needs. Some examples should show that migration has taken place throughout Britain's history. There is a case that all pupils should know about migrations from Europe, the West Indies, Africa and the Indian sub-continent in the 20th century, and immigration from Africa and Eastern Europe in the 21st century; (b) the impact of immigration – how people (both established communities and immigrant populations) have responded over time socially, economically and politically – successes, failures, controversies and their resolution.

Discussion
Some questions were raised by the audience, mainly on which methods should be applied to initial teacher training and the kind of values involved, how young people should be led to see citizenship, as well as the extend to which school books can promote pedagogical change.

According to Craft, there are many other important sources to be considered besides the school books. She also emphasised the need of close attention to European law. Regarding key concepts, it is possible to reach some agreement.

With regard to school books, it was stressed that they play no more than a complementary role. There is a set of good practices in schools but they must be made better known. There are resources such as two collections of stories, ACIME´s production, that promote autonomous way of thinking as well as a bilingual publication, e.g. Creole.

However, Frank-Olaf Radtke argued that school books reproduce the given society. They stereotype ethnicities and highlight them. To solve this issue we need to reflect on these representations, what are our ideas about that?

Frank concluded the first session of presentations by saying that the main topics cover relevant questions such as: (a) notions of critical thinking, (b) approaches to teacher training, (c) the flexibility to use several materials to enrich the learning process.

Session 2: Didactic Approaches – Practical experiences – Educational Projects

Number of participants present: 34

Introduction and Moderation: Viola Georgi
Professor of Intercultural Education at Free University, Berlin

Viola Georgi started to point out main concepts related to: political and theoretical reflection, the understanding of intercultural education, intercultural education prepares individuals for multiculturalism, and fosters related competencies. Citizenship education promotes social cohesion, solidarity, respect and helps to solve conflicts in a democratic way. However, there is a difficulty in implementing it due to a huge deficit in teacher education and of information about what happens in the classroom. Intercultural education is not considered to be a curricular subject but a cross curriculum component which may be an excuse not to implement it.

Anne Sliwka
Professor of Education at the University of Trier, Germany

PRESENTATION: **Civic Education in Multicultural Societies: Two Innovative Settings**

Sliwka focused on public deliberation and service learning.

Firstly, she defined **Deliberation** as finding solutions to common problems in a democratic manner. This is based on: (a) discussion and consideration of all sides of an issue; (b) thoughtfulness in decision or action, (c) democratic competence. By democratic competence she means to: (1) distinguish between objective facts and normative opinions, (2) listen, ask and understand; (3) argue on the basis of reason; (4) develop empathy for other standpoints and perspectives, and finally (5) collective profound information.

Sliwka gave an example of the deliberative forum, where students decide: (a) on a controversial issue; (b) develop a questionnaire (pre-/post-use); (c) organise a deliberative poll with experts and politicians; (d) deliberate in random groups; (e) analyse data and present results.

Moreover, she mentioned the effects of deliberation, as the following ones: (a) greater legitimacy of collective decisions; (b) enhanced levels of substantial knowledge; (c) changes in preference systems; (d) more mutual trust; and (e) collective reasoning;

Secondly, Sliwka defined **Service Learning** as acting as a responsible citizen in one's community. By service, she means working for others, in a sense to find solutions to problems in schools and communities and also to promote services for schools and communities. By learning, she means developing one's cognitive learning; skills, habits and personality. She presented the effects of service learning, such as (a) enhanced cooperation and ethical thinking (Rosenberg, 1999), (b) better problem solving skills (Eyler 1998), (c) greater identification with one's school (Melchior/Bailis, 2000) (d) bridging instead of bonding (Putnam 1999) and (e) transcending oneself (Youniss 1998).

Manuela Guilherme
Researcher at the Center for Social Studies, University of Coimbra, Portugal

PRESENTATION: **INTERACT: Intercultural Active Citizenship Education**[5]

The VI European Framework Project INTERACT is carried out by four European universities. According to Guilherme, the INTERACT project aims to:

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[5]   See www.ces.uc.pt/interact

(a) focus on the intercultural dimension of citizenship education;

(b) establish links between official documents, curriculum management and teachers' experiences and expectations;

(c) map out the teacher development programmes and postgraduate courses and to assess them;

(d) focus on the perceptions, experiences and expectations that teachers have about the intercultural dimension of citizenship education as a citizens and educators,

(e) look at the relationships that teachers establish with NGOs;

(f) provide guidelines for teacher education;

(g) contribute to the effective implementation of the official guidelines;

(i) make recommendations for teacher education;

(j) contribute to the expansion of good practices;

As far as **Methodology** is concerned, Guilherme highlighted the following:

(a) **Theoretical analysis:** review of relevant and updated literature on identity, and citizenship, human rights and intercultural education, theory and practice;

(b) **Normative analysis:** examination and comparative/contrastive analysis of the official intercultural dimension of citizenship education in official documents at the EU and national levels. On this respect, she added that citizenship education has been meant for all and intercultural education only for a few. However, the INTERACT approach aims to view on teacher education as education for all.

(c) **Quantitative analysis:** statistical analysis of a questionnaire distributed amongst teachers of basic and secondary school teachers in Portugal and Spain.

(d) **Qualitative analysis:** based on individual interviews (among all partners) and focus groups interviews (Denmark and Portugal) as well as interviews with policy makers and a greater sample of teachers. The main aim of this project is to give some suggestions for teacher education in this area.

Guilherme pointed out some of the conclusions about the most frequent concepts found in national documents, which were the following ones:

(a) In **Denmark**: *democratic* and *international education*, knowledge of political systems, rights and duties have been the focus. However, multicultural, intercultural issues and citizenship education have been introduced in some subjects, e. g. History and Civics.

(b) In **England**: the focus has been on multiculturalism and political citizenship education.

(c) In **Portugal**: *citizenship education* is a cross-curricular approach and Civic Education as subject in Basic education, in the 9th form only with regard to multicultural and intercultural education, the Entreculturas Department (Ministry of Education at the High Commission for Immigration and Minorities, Council of Ministers) has played an important role in the national and European context. It has been implementing ACIME good practices in the field, mainly those which are related to teacher education and the production of materials. Guilherme highlighted the experience of two focus-group interviews with teachers who have been collaborating with the ACIME. These teachers considered theirs as the best work within teacher education, by collaborating with universities since they get theoretical knowledge with respect to the intercultural dimension of citizenship education as well as support for project implementation.

(d) In **Spain**: *Intercultural Education* regarding Education Reform of 2004 (LOCE): emphasizes dialogue, coexistence, plurality, diversity. Education Reform of 2005 (LOE) emphasizes culture, multiculturality, integration, diversity, equity and respect;

The current situation in Portugal based on interviews to policy-makers and to civil servants at the Ministry of Education, is the following:

   (a) multiculturality is considered as a recognition of multi identities;
   (b) dialogue and empowerment are often cited concepts, both in legislation and curricula;
   (c) the cross-curricular nature of citizenship implies that it is everywhere and it is nowhere;
   (d) citizenship education it is not necessarily intercultural education;
   (e) all students are expected to become interculturally competent.

According to teacher's interviews, Guilherme stated the following:

   (a) to be intercultural generally means to be a nice person and have good manners;
   (b) teachers learn from experience and they do not recognise the need for formal education;
   (c) students are viewed as a potential to change;
   (d) all need to be integrated in this new society.

To conclude, Guilherme presented some quotes by policy-makers as well as teachers' perceptions about multiculturalism and interculturality. Teachers need to be better prepared through formal education in order to face multicultural classes, instead of acting according to their own personal beliefs which are considered to be the unique truth on earth, and mainly they must bear in mind that the intercultural dimension of citizenship education is meant for all.

Francesca Gobbo
Professor of Intercultural Education, and Anthropology of Education at the University of Turin, Italy.

PRESENTATION: **Cooperative Learning**

Cooperative Learning deals with different backgrounds (students' different cultural, linguistic and cognitive abilities) working together on school tasks through a collective endeavour in order to (a) maximise the group member's efforts, (b) appreciate the values of participation, (c) promote personal and group responsibility and (d) guarantee equity in education by changing expectations towards pupils.

When diversity is associated with low social status, it is negatively perceived and associated with limited expectations. For instance, foreign/minority students are perceived and treated as different from others (e.g. circus children/Roma) and are expected to: (a) participate in the school culture(s) and (b) share the beliefs and values, communication skills and social habits, specific abilities and interests.

Gobbo talked about a project (5 schools in Bologna) which involved teaching a Complex Instruction course in primary school. Teachers created their own units and tested them in their heterogeneous classes in order to apply methods of cooperative learning. They focused on the need for promoting equality *inside the class*, since teachers' expectations influence student's peers (classmates), as well as *outside the class* by attempting to dismantle social stratification and the social class system.

In spite of the students' different competences and intelligence, equal criteria for all students are required. However, Gobbo made the point that what happens in the classroom goes against this requirement. She pointed out that inequality is linked to social status and to different types of intelligence. Nonetheless, she also added that unity is possible. Complex instruction is built upon two ideals: building a point of view and solving misunderstandings in order to create a climate of cooperative learning. Before testing it in class the same task was repeated. However, children wanted to see if they could do better. However, it is still difficult for Italian teachers to delegate their power on students.

The findings of ethnographic research showed that the students had difficulties in learning together but they managed to learn how to: (a) listen to each other, (b) debate with groups members, (c) give and accept constructive criticism, (d) help each other finalise the project, (e) realise that there are many ways of thinking.

Gobbo concluded that teachers should bear in mind the complexity of student identities (different experiences and expectations). Teachers should reflect on their school experience (compare their own reflections with ethnographic research, and about what they learned or taught implicitly).

Barry van Driel
International Association of Intercultural Education, Brussels.

PRESENTATION: **Consequences for Teacher Education and Classroom Practice**

Before introducing a practical example, "Free2choose"[6] from Anne Frank House, van Driel mentioned that he had also worked with complex instruction. He considered cooperative learning a very challenging

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[6]   See www.free2choose.eu

type of education which requires higher expertise in teacher education. Strategies of cooperative learning would differ from class to class and from place to place.

He stressed that the projects of the Anne Frank House contributes to promote democratic citizenship and fights against discrimination and racism. It receives millions of visitors per year. However, some members of society do not have the freedom to discuss certain issues. To illustrate his point, he showed a video about such controversial issues as religion. Religious freedom is reported to be a fundamental right; however, whereas in England policemen can wear a turban, this is not allowed in the Netherlands. He added that in Poland homosexuality, for example, is a controversial matter.

How can we bring controversial issues to the classroom? Teacher training must be a priority as well as educational materials and methods. In some contexts where controversial issues are very difficult to deal with, van Driel suggested avoiding a frontal debate. He called for a balance between multicultural and intercultural approaches, which can vary from place to place, time to time, focusing on commonalities and similarities, help foster a key starting point to controversial issues, where different opinions are respected, voices heard and needs addressed in a multicultural classroom.

Discussion

The Discussion started with the problem of dealing with controversial issues by teachers in class. The general opinion of the audience was consensual with regard to the need of teacher education on this matter. Since teachers are not social workers or psychologists but "only" teachers they need to learn how to manage a debate rather than avoiding it. The need of having safer spaces in classes, where freedom of expression is allowed and listening skills are developed , was emphasised, e.g. in civic education. It was mentioned that teachers felt that they had not enough support from school boards or from their peers when discussing conflict and controversial matters. He added that there is a set of methodologies that help avoid direct confrontation, such as one-minute cards which are used to manage discussion (speak and listen to each other in order to formulate arguments; brainstorming, the so-called "fishnet strategy").

Some participants shared difficult experiences, e.g. about deliberation by students of different ethnic and culture backgrounds.

To sum up, Giorgi stressed the main ideas presented in session two as follows:
1) the importance of service learning and complex instruction as a practical experience.
2) the need for investment in quality teacher education, regarding their new roles in the difficult task of moderating conflicts, changing attitudes, and dealing with identity matters on different subjects.

She also stressed the need for a network support at school and for creating a safer environment in order to help teachers become better professionals.

Laboratories

During the **Interactive Laboratories** entitled "**The future of citizenship education in European Migration Societies – Scenarios, Projects and Networks** five projects were introduced.

Karl-Heinz Köhler, Germany

UNESCO Associated Schools, is a global network of some 7.900 educational institutions in 176 countries (ranging from pre-schools and primary to secondary schools and teacher training institutions), which works in support of quality education in practice.

Köhler pointed out the topics such as human rights, democracy, global development, environment and sustainability as well as the methods applied, namely interdisciplinary and all age groups participation.

He raised the following questions: How should integration be accomplished in schools? And to which extent should integration be attempted? (Identify forms of ostracism, become active, minimise obstacles, and promote tolerance and mutual understanding.) Köhler mentioned a questionnaire about the ideal

and the real school to be carried out among teachers, students and parents (K. Wild – ASP evaluation). He stressed that school must be perceived as a whole and not as isolated unit in society.

Finally, he presented a project: 2008 "Side by Side"

Rita da Silva Gaspar Raimundo presented her PhD thesis supervised by Dr. Helena Salema, Portugal entitled "**How do Non-Profit Organizations Contribute to Citizenship Education?**"

She talked about the collaboration between NGOs and public schools in the Portuguese context and the relevance of this cooperation. In addition, Silva mentioned that the national law is not explicit as far as citizenship education is concerned.

Zelda Heney – Development officer, England, introduced the National Youth Agency[7] that works with other organisations in order to improve young people's lives (13 -25 years old). Standards for the active involvement of children and young people are presided by shared values, which are in fact what everyone believes in.

Teresa Toldy, introduced **Oberci,** which is an observatory for citizenship at Fernando Pessoa University, Oporto. Although the University does not have any specific degree in citizenship education, ethics is taught to students of all degrees as a common subject. The observatory organised an international conference on citizenship discourses and practices, and this was given as an example of relevant events promoted by the university.

Timothy Murphy, Centre for Excellence in Teaching and Learning, Ireland

He discussed some teaching strategies such as: service learning, teacher portfolios, peer coaching, and teachers' self reflection on their own practices.

He also mentioned a book: Teacher Education in an era of increasing accountability (OCED Teacher Education, 2002).

During the discussion, it was argued that grass-roots activities and establishing relationship between NGOs and schools was very important.

It was stressed UNESCO priorities in a wide range of issues, quality assurance, and the promotion of intercultural education in schools.

There was an interesting debate about all the projects presented in both sessions with exchange of experiences in different national contexts.

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[7]   See www.aya.org.uk