

Paper 3: Identity construction in multilingual settings: Kurdish Sorani speaking children in UK supplementary schools.*Tozun Issa, London Metropolitan University, UK, Sazan Salih, London metropolitan University, UK*

The study explores the way Kurdish Sorani speaking children construct their identities in supplementary school settings. Supplementary schools have been present in the UK since the 19th Century, initially set up to preserve the language and culture of the migrant communities in the UK (Issa and Williams, 2009). The primary aim of the Kurdish supplementary school is to promote Kurdish language and identity through the teaching of Sorani language, variation of Kurdish spoken amongst Iraqi Kurdish people in Northern Iraq, a community migrated to the UK during the 60s, 70s and 80s. The majority of children attending the school are born in the UK and come from Sorani speaking homes. They attend state schools during the week and the supplementary school on Saturdays. Compared to Sorani, English is their stronger language. The study aims to explore the positioning of these children as learners and the way they construct their identities through culturally relevant discourses. We adopt a qualitative methodology (Descombe, 2011) as we explore the way children and staff interacts with each other in formal classroom settings and how children position themselves through socially embedded discourses. We explore the role of code-switching in the development of children's multiple identities. We observe teaching in 4 classrooms, interview a sample of 15 children aged between 9-12 and carry out group interviews. We also speak to a number of teachers and parents. Our approach is social constructivist in principle exploring theory of culture, language and identity as fluid and dynamic (Haralambos and Holborn, 2000, p.914). Our initial results support Stuart Hall's New Ethnicities framework to suggest that children's production of localised discourses in the supplementary classroom settings provide useful contexts for the development of multiple identities as English speaking Kurdish children in London.

Keywords: *Identity, Supplementary Schools, Multiple, Sorani.***Paper 4: Responses to the barriers in education of Roma students in Slovenia: expert recommendations and teacher practices.***Irena Lesar, University of Ljubljana, Slovenia*

The life of the Roma in Slovenia and elsewhere in Europe is characterised by an unacceptable social and economic position with high levels of unemployment and poverty, mainly as a consequence of a low level of education. Roma students are confronted with numerous obstacles (including language), prejudice and discrimination, which all impede their learning progress and social inclusion. Important to the implementation of policies of inclusion is the teachers' understanding of their role in the learning achievement and social inclusion of Roma students. The aim of this paper is to analyse professional guidelines for working with Roma students, and to research into lower primary school teachers' perceptions of the challenges involved in the inclusion and advancement of academic achievement of Roma children within their classroom practice. The research, in which 34 teachers answered a questionnaire, reveals that teachers perceive factors that have the most influence on poor learning achievement relate to be home background and poor working habits, and that they do not recognise their own practice as being influential.

Keywords: *adjustments of the Roma students teaching, factors affecting the learning achievements of Roma students, language barriers, expert recommendation.***Keywords:** *Citizenship Education, Teaching and Learning, Curriculum, Islam.*

Friday 14th June

Room 5

14.00 to 15.20

SESSION: Citizenship in the Early Years**Paper 1: Comparing the views of pre-school teacher education student and practicing teachers attitudes towards respect for diversities in Finland, Greece and Turkey during periods of economic crisis.***Riitta Korhonen, University of Turku, Finland, Julia Athena Spinthourakis, University of Patras, Greece, Ebru Aktan, Çanakkale Onsekiz Mart University, Turkey and Panagiota Sotiropoulou, University of Patras, Greece*

The European economic crisis has led many EU citizens to perceive diversity as one of the main issues threatening their way of life thus raising the discrimination specter. Increasingly, Europeans tend to feel powerless with attitudes often passed onto their children. One of the most important mediators is education; here action can be taken to foster tolerant and respectful behaviours towards diversity. Respect for inclusion and diversity are crucial to the educator's role in securing equality of opportunity for all of the children especially during difficult economic periods. Pre-school teachers have the responsibility to ensure positive attitudes towards diversity and difference, to help them learn earl-on to value diversity and to grow-up making a positive contribution to society. Preschool teacher literature notes need to focus on issues related to cultural diversity development. However, concerns on whether/how they are prepared to respect cultural diversity in practice abound. Research indicates with effective preschool instruction, children can become independent/self-reliant individuals having acquired clear awareness of individual differences in themselves and others. By the time children complete preschool, they are able to recognise situations affecting gender/race/physical status and have developed foundations of cultural identity, language and attitude and are able to recognise ethnicity/cultural prejudice and being members of a social network within a society that exists at the urban and national level. This paper compares new data during times of economic crisis to 2009 pre-school teacher education students attitudes in relation to respect for diversities and how university preschool education programs prepare future teachers. It includes data drawn from pre-school teacher education students and practicing teachers from Finland, Greece and Turkey. We examine if preschool teachers and practicing teachers have developed and are aware of issues related to respect for diversity. We present qualitative and quantitative results and hope our findings will help enhance the discourse.

Keywords: *diversity, discrimination, teacher training, preschool teachers.***Paper 2 : Citizenship education in Externato Fernão Mendes Pinto, kindergarten and elementary a school (Lisbon, Portugal).***Rita Rêgo, Instituto da Educação, University of Lisbon, Portugal*

This paper explores the pedagogical options concerning education in citizenship at the Externato Fernão Mendes Pinto, a private kindergarten and elementary school in Lisbon (Portugal). Founded in 1967, more or less simultaneously with the foundation of the Modern School Movement in Portugal, it is still in operation and continues to follow the pedagogy of Celestin Freinet and the Movimento da Escola Moderna em Portugal (MEM). This historical case study uses a qualitative methodology to ask which and how school practices were developed to teach citizenship and democratic values. It asks whether those practices were an alternative to practices prescribed by the state system during the 'Estado Novo' (Salazar regime). The study presents an analysis of school notebooks, textbooks, newspapers, photos, a variety of administrative and other documents, among which were archives belonging to the school, to some older teachers, and to students. The data depict such methodologies as teacher self-training, pedagogy based on ordinary day-to-day things, learning processes that required free expression and exploration, and development of pupils as social beings by valuing their group interactions among peers and with adults, and allowing them to participate in cooperative management of the institution. The school encouraged those and other practices as an exercise in active democratic participation. Interviews of former head masters, teachers, and pupils will help to clarify the school's pedagogical options.

Key words: *Citizenship education, Freinet pedagogy, Modern School Movement, Externato Fernão Mendes Pinto***Paper 3: Uncertainties and challenges in children's education: reports of kindergarten teachers about the perceived changes in family education.***Cristina Rocha, Universidade do Porto, Portugal, Manuela Ferreira, Universidade do Porto, Portugal*

Drawing on Sociology of the Family and Sociology of Childhood and Education, this study aims to reflect on the status changes of child and adult in the family in Portugal, from the analysis of in-depth interviews conducted with kindergarten teachers with more than 30 years of experience. They are key professionals to capture the social process of production of (un)certainly concerning the definition of childhood and adulthood, particularly within the family. Sharing with parents the early education of their children, they become observers able to capture the on-going changes in family education. Moreover, they are "wise" interlocutors to whom the parents ask advice and help for the daily education of their children, expressing their (in)security and (un)certainly as adults in the exercise of their parental duties at home. The analysis of episodes evoked in the interviews suggests that i) parents (un)certainities cannot be decontextualized from their age and processes of individuation experienced in their own childhood; ii) the existence of child-centred family dynamics, considering it as an affective good generating emotional gratification in the present and social projection for the future, continues to display an instrumental function of the children, although its nature is distinct from the past; iii) controversy between parents and children denote a reversal of traditional statutes of adults and children in contemporary family in Portugal. The outcomes of this exploratory study indicate the need for further questioning on the changing status of adult and child in social interactive processes, with implications over other educational contexts, other adult relations and children's relationships in peer groups. It is then argued that citizenship education in early education should promote research and critical reflection about the social conceptions of child and adult and the social intergenerational relations.

Keywords: *children, adults, family education, social conceptions.*

Friday 14th June

Room 6

14.00 to 15.20

Workshop: Critical thinking about complex political problems**Workshop facilitator:** *Margarita Jeliaskova, University of Twente, The Netherlands*

The purpose of this workshop to present a framework to foster the development of critical thinking and research skills in young citizens in a democratic society. We show possible ways to help them see how scientific theories and research findings could and should play a role in political judgment and public policymaking. The core message is that there are three conditions to achieve these goals: a clear and articulate conception of the nature of political problems, explicit attention to the role of the sciences in problem structuring, and a critical look at the role of the social science teacher. We show how the "iceberg model" of political problems, combined with a typology of policy problems, offers teachers a framework in which thinking about political issues can be meaningful, challenging and useful. We distinguish between four different types of policy problems; and demonstrate how each type requires different analytical and research approaches; and how the required steps of thinking, arguing, information collection, researching alternatives and problem solving, take their own distinct shapes. We use the example of climate change as a basis for detailed illustrations of these differences. We will take a critical look at the existing practice of social studies research assignments in Dutch high schools. Then, we will guide the participants through specific hands-on experiences with designing practical assignments for students around each of the four problem types. We will discuss and analyze possible interdisciplinary research projects that could be designed for high school student. We will pay attention to the match between problem type and suitable research instruments and subsequently to the different products of students work, ranging from traditional papers through efficient combinations of qualitative and quantitative techniques to science cafes and use of modern social media. Critical thinking and deliberation are important skills, and very difficult to teach at the same time. We will offer teachers not only some new instruments to achieve this goal, but also a comprehensive analytical framework which allows for meaningful learning experience as well as depth and variation. Modern political problems invariably include a scientific and technological component, thus paying attention to how politics and science interact is an important part of the political education of young people. Our framework offers teachers the opportunity to address the issue with confidence, as well as to reach out to other school subjects to tackle complex political issues such as climate change, genetic engineering, nanotechnology, etc.