

European Sociological Association : The RN10 Sociology Of Education Mid-Term International Conference

Abstracts

Education and Citizenship: theoretical issues, policies and practices

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1. Session 1: Higher Education, Participation And Citizenship.

1.1 Education for Citizenship: a case study in DkIT, Ireland”

Bernadette Brereton, Attracta Coleman, Dundalk Institute of Technology (DkIT), Ireland.

Humans are social beings, creating networks of interaction that influence our social engagement, integration and emotional well-being. The degree of *‘Social support correlates to stress, emotional and psychological well-being, physical well-being, health and the longevity of individuals.’* (Agneessens et al 2006). Following John Stuart Mill (1864) who stated that: *‘the State should require and compel the education...of every human being who is born its citizen’*; we hypothesise that an effective citizenship education is a key student support in higher level education in the multicultural, global context. In this, we build on previous work by Brereton, Hurley (2012) which examined the diversity of qualitatively different support networks within the higher level student body and showed that understanding these networks is key to understanding the student learning experience. Our pilot study identified marked differences between Irish-born and foreign-born students with the former showing a lack of knowledge or interest in education for citizenship while the latter stated that education for citizenship *‘is a very important thing’*; *‘a way of letting us broaden our horizons’*; *‘can develop our creativity and imagination’*; *‘can allow people to become wiser and (more) knowledgeable’*; *‘tells us how to become a good citizen’*. We surveyed the complete student body (5,000+) of Dundalk Institute of Technology (DkIT), Ireland to assess some key understandings and perceptions and highlighted some key philosophical difficulties which arise in the provision of education for citizenship. We conclude that differing interpretations of the concept and content of citizenship education exist and recommend that these must be carefully considered if education for citizenship is to harness its potential for the development of future global citizens having a shared understanding of citizenship. This is the challenge for higher level education.

1.2 Talking with the scientists. Citizenship education through discussion of techno-scientific issues.

Federica Cornali, University of Turin, Italy.

In contemporary societies, the exercise of citizenship requires increasingly more complex skills. Citizens' participation in the political, social and civil life relates to various issues such as, for example, awareness and knowledge of rights and duties, sense of belonging to society, tolerance and adoption a multicultural perspective. In particular, the constant scientific and technological progress puts citizens in the face of complex economic, political, social and ethical challenges. The genetically modified foods are a health hazard? What are the consequences of climate change? Is licit the civilian use of nuclear energy? What are the risks of so-called "therapeutic cloning"? To deal with these dilemmas citizens need as well as a good level of scientific literacy also dialogic skills, critical thinking, tolerance of opposing views, desire to participate constructively in the public domain. It is a mix of scientific and civic skills, which the school can make a great contribution. The project *Scienza Attiva*®, developed and conducted by the Inter-University Centre «Agorà Scienza», pursues this goal by relating the world of school to the world of scientific research. The project takes place in a physical space — constituted by the classrooms — and in a virtual space — the website www.scienzattiva.eu. *Scienza Attiva*® is an opportunity for students and teachers to deal a variety of scientific topics. First they analyze a series of documents especially drawn up by a panel of scientists and downloaded from the website. Secondly they dialogue with scientists, by online exchange of questions and answers. Later this phase of training / information, students through a process of deliberative participation (consensus conference) develop proposals and scenarios that deliver to scientists and representatives of public institutions. The most recent edition of *Scienza Attiva*® involved more than 2,400 students (from 110 high schools throughout the Italian territory), 200 teachers and 60 scientists. They have interacted, have generated knowledge and shared outlook on the themes "energy", "nanoscience" and "stem cells". This paper — by means of participant observations, in depth interviews and questionnaires undertaken during the course of the project *Scienza Attiva*® — allows us to reconstruct the opinions of students, teachers and scientists about the possibility an effective scientific citizenship.

1.3 The many faces of academic success in higher education.

António Firmino da Costa, Ana Caetano, CIES-IUL, Portugal.

The concept of academic success is at the centre stage of the main discussions around higher education systems and its impact on citizenship, tertiary institutions' efficiency and students' performance. This notion has been used as an administrative classification measured by the number of years a student takes to complete a degree. It is a simplistic definition of success that pre-formats the understanding of the multifaceted character of students' pathways in higher education. Trajectories with different levels of investment, learning outcome and academic achievement are classified in similar terms, and cases of success configured by less linear educational paths are left out. These limitations, posed by a narrow definition of the concept of success, ultimately hinder the comprehension and explanation of the social complexity that underlies students' experiences and achievements in higher education. In this paper we problematize the notion of success using data from a research project aimed at studying students' pathways in higher education in Portugal. The investigation was multileveled (structural, contextual and biographical) and involved both quantitative and qualitative methodologies. Based on the in-depth interviews carried out with students from different institutions, areas of knowledge and regions, a typology of students' pathways was defined. The discussion on this paper is based on two of these types: education-focused pathways and shifting pathways. The first illustrates relatively linear trajectories and the second exemplifies lengthier paths marked by discontinuities and oscillations. According to a limited administrative classification the first are considered to be successful and the second are classified as cases of failure and/or dropout. However, both share the importance assigned to academic qualifications and illustrate how success and academic achievement can have different configuration.

2. Session 2: Inequalities, Exclusion And Citizenship: Concepts, Debates And Scenarios I.

2.1 Southern Europe and its representations in the European scene – union or fragmentation, convergence or divergence.

Luís Capucha, João Sebastião, Raquel Matias, Susana da Cruz Martins, Rita Capucha, Maria Álvares, Alexandre Calado, CIES-IUL, Portugal.

The Southern European countries have made an effort to converge with European parameters in the field of education, but since the financial crisis, and the implementation of austerity measures, the Southern European countries witnessed a significant withdraw of educational policies at several levels. Moreover, austerity measures have been supported by a symbolic discourse that pinpoints these countries' cultural characteristics as explanations for both the rear positions occupied in the ranking of education indicators and for being the focus of the main financial European Union problems. For this presentation we firstly argue that the poor reputation implied by geographical clustering of Southern European EU member-states has little correspondence to these countries' realities. On one hand because this clustering is significantly a result of a biased interpretation of statistical data, since Portugal, Spain, Italy and Greece present highly diverse economic, political and social characteristics, striking evidence when looking closely to their education systems. On the other hand, if there are to be found common characteristics, these are more related with the experience of a fast process of convergence with current European social patterns until the Euro crisis. Secondly, we argue that symbolic discrimination implicit on labelling these countries as "PIGS", and its dissemination, aims to impose a specific political and economic agenda, affecting not just Southern European countries but the whole Europe, as well as the future of social Europe and the role of investment in education. Our discussion is supported through the analysis of some key indicators (from international databases: Eurostat, Eurydice, OECD, PISA 2012, measuring similarities and differences between countries and focusing on its impact in the actors involved in specific areas covered by educational policy domain. These will allow the discussion of the motivations for the symbolic discourses about "the South".

2.2 Performing "included exclusion" - youths without permanent resident permits in Switzerland's educational system.

Kathrin Oester, PHBern, IEF, Switzerland.

For a growing number of children without a (permanent) resident permit in Switzerland educational opportunities are limited, the children's rights and duties are uncertain. In spite of it, Switzerland's educational system tries to include children without permanent resident permits in its schools. In a very competitive educational system that tracks children already at the age of 12, for these children, equal opportunities remain however an illusion. Addressing this ambiguity, we refer to the Swiss educational system as fostering "included exclusion". Based on data drawn from a visual ethnography with five classes of 8th and 9th graders in a

disadvantaged suburb in Bern (2010-2013), the planned contribution will show how different youths with and without permanent resident permits experience marginalization ("included exclusion") as part of their everyday lives. As the video self-representations make clear, "belonging" is not a "natural" thing for them based on citizenship, but a "cultural" and therefore negotiated object. Challenging the assimilation paradigm of their host country the youths claim full access to educational resources and the right for equal opportunities while emphasizing at the same time their right of being a migrant. Not having Swiss citizenship and being treated as "equal" is a key issue for the youth's personal identity as the presented data will show.

2.3 Citizenship in legitimating discourses and curriculum structure of primary education reform in Portuguese Liberalism to a reproduction of gender inequalities (1835-1910).

Silvia de Almeida, CESNOVA, NOVA University of Lisbon, Portugal.

The aim of this work is, firstly, to address how socialisation, and especially citizenship, were central goals in the institutionalisation of national education system during the period of Portuguese Liberalism. Secondly, how these goals shaped the primary school curriculum as a legitimizing mechanism of reproduction of gender inequalities. In our theoretical framework, we favour the neo-institutionalist theory that consider the institutionalisation of public primary schooling as a product and an instrument for the construction of the nation-state. The modern State implies a european model of a national society (Ramirez & Boli, 1987; Meyer & Ramirez, 2000; Benavot, 2008; Meyer, 2009) or an "imagined community" formed by citizens that identify themselves with the culture of the country and that are loyal to the State. This presupposes the structuring of a new moral order anchored in civic values. Public primary schooling is the instrument by excellence to educate citizens or to construct a national identity and a civic culture based on the school curriculum. We also perform a content analysis of the legitimating discourses of the preambular texts of the reforms of primary schooling and the preparation and explicative documents for these legal texts (Almeida & Justino 2013). This heterogeneous corpus has shown 3 major themes and several subthemes of legitimizing discourse of primary education expressed through political discourse: social order (Individual Safety, Safeguarded property and Liberty and Peace of Individuals); Individual/National Improvement (material, intellectual, moral and physical Improvement); Political Order (Obedience to liberal Institutions, Citizenship, National Consciousness, Independence of the Nation). We analyze also how the reforms of primary schooling articulated the inclusion of citizenship as school knowledge. The content analysis of these legal documents has helped

us understand the nature of school socialisation conceived by the curriculum structure. Thus, during the Portuguese Liberalism, the reforms of primary schooling shape two fundamental types of school socialisation that differentiate the genders: for male schools, a school socialisation directed at the building of the citizen based on civic-patriotic and vocational education; and for female schools, a school socialisation directed at the role of wife, homemaker and mother, and later, with the Reform of 1894, at the professionalization of the “educational qualities of the woman”. What led to the naturalization of the social role of women in primary schooling, especially, as teachers for the first level and allowed them access to civic education. For now, the role of women in education was the training of the future citizen.

2.4 Global citizenship and education: critical aspects and new challenges.

Simona Tirocchi, University of Turin, Italy.

Social and civic competences are among the eight key competences identified in 2006 by the Council and the European Parliament as essential for citizens living in the contemporary society (European Commission, 2009); besides, the EU Youth Strategy 2010-2018 has included active citizenship as one of its main objectives (Eurydice, 2012). In this scenario, the role of school education is strategic for helping young people to develop these competences: citizenship education is included, in diverse forms, in national curricula in almost all European countries. In Italy, for example, has been promoted the nationwide programme ‘Citizenship and Constitution’ (Cittadinanza e costituzione) directed to students, while the programme ‘Puntoedueuropa’ consists of e-learning courses and regional workshops for teachers. The concept of citizenship has changed because of the effects of globalization process, but today is also contested the conceptualization of global citizenship (Dower N., Williams J., 2003). The old idea of citizenship which implied a top-down process (passive young people moulded by socializing agents into citizens) has changed, because the individual is considered an active agent, in dialogic relation to the cultural context. Also the concept of nation state, an entity with legal and geographical boundaries has been, in part, passed (Haste, 2010). The paper will face some critical points about citizenship, in particular the following: What are the constitutive features of the “new” and pluralistic global citizenship? What does it mean to be a citizen in the digital or web 2.0 era? (Dahlgren, 2003; Bennett, Wells and Rank, 2009; Jenkins, 2010; Sherrod, Torney-Purta, Flanagan, 2010) How citizenship education (in particular in Italian school) could perform better in this time of economic crisis?

2.5 The right to education & citizenship in Greece of crisis.

Magdalini Eleftheroglou, Panteion University of Social and Political Sciences, Greece.

In 1950, T. H. Marshall argued that "education is a necessary precondition of individual freedom " and that even that "the right to education is a genuine social right of citizenship, including goal of education in childhood is shaping tomorrow's adult". Since then, many of the states of Western civilization have adopted his words and introduced free public education for their citizens. But what if all the above tend to eliminate in Greece of crisis? Greece is a typical example of a country that, due to the economic crisis, from which is affected the last five years, rights (civil, social , political) are reviewed and in the same time some of them tend to disappear. One of the most visible examples is the right to education. Public schools (and public universities) merge or even close making difficult even the access to school for many students. On the other hand, teachers, because of the reduction of wages and not having the appropriate means in schools, ignore their lesson, convincing at the same time their own students, that they are not themselves capable of something better! ! So while education has immediate effect on citizenship, defining and setting the condition for the existence of Greek state, Greek society seems to lose another battle from which perhaps the consequences turn out to be baneful.

3. Inequalities, Exclusion And Citizenship: Concepts, Debates And Scenarios II.

3.1 Looking to Europe through educational inequalities.

Susana da Cruz Martins, Rosário Mauritti, Nuno Nunes, António Firmino da Costa, CIES-IUL, Portugal.

This presentation aims to contribute for the analysis of educational inequalities in Europe and its implications for the recognition of other inequalities, development processes and citizenship. The analysis of educational inequalities found in the various national populations also allows inferences about the potential for social change, justice and rights, inclusion and effectiveness of educational systems. This work allows to test the analytical possibilities of indices and indicators relatively unusually in sociology of education, such as the Gini index of education, reporting, in the first moment, the magnitude of educational inequality in Europe as

a whole and the comparison between countries. In the further step, we identify the areas of greatest educational inequality and their relation to the other features of the socio-educational structure, and other forms of inequality, notably income inequality. This analysis will be enhanced through the comparison of various social segments, taking into account, in each country, nationality, sex and generations of Europeans, allowing to complexify an integrated analysis of educational inequalities densely intertwined with other inequalities. We will also present a diachronic vision for the last decade, particularly with regards to cross reading indicators of educational and income inequality. The main empirical reference is the European Social Survey, taking into account the years of implementation of the survey (2002-2012). Other sources will also be used, for better contextualization, including Eurostat and OECD.

3.2 Schools and difference: The effects of intersectionality.

Maria José Casa Nova, Rosanna Barros, Carlos Estêvão, Custódia Rocha, Daniela Silva, University of Minho, Portugal.

Taking as its starting point a research project under development in basic and grammar schools in the north and south of Portugal, called "Democracy, Difference and social and educational inequalities" this paper is intended to interrogate sociologically the social reality under study, seeking to know and understand to what extent the educational institution and the school as an organization, contribute or not for the "judicious management" of inequality and exclusion (Stoer & Cortesão, 1999), for the qualification of the service market or to education in the service of humane societies, to build "multiplied inequalities" (Dubet, 2001) and multiple or simultaneously to build an active critical citizenship. From the analysis of the data resulting from application of a questionnaire survey for students of the 7th, 8th, 9th, 10th and 11th grades, is discussed from the perspective of the theory of intersectionality (Defrost & Winker, 2007, 2008 and 2009; Nogueira, 2013) and non-synchronized perspective (McCarthy, 1993), the cumulative effects of inequalities derived from the hierarchical perception of difference with respect to school performance, including the differences arising from the class, ethnic and cultural, gender, sexual identity, motor and/or cognitive disabilities, regional belongings. This paper problematize the contexts and social and educational processes to understand to what extent they may potentiate or inhibit the (un)institutionalization of social norms, rules that tend to subordinate groups of lower social status, building, alternatively, policies recognition that inform practices consistent with the "status model" (Fraser, 2000), able to generate institutional solutions that enable the elimination of "institutionalized abuse" (ibid.) that structurally are victims the subordinate groups in the various spheres of society.

3.3 Explaining inter- and intrasexual differences in educational achievement: The impact of pressure for gender-conformity on study processes.

Wendelien Van Tieghem, Hans Vermeersch, Mieke Van Houtte, Ghent University, Belgium.

In order to properly function as citizens, children are socialized into the norms of their respective cultures. Norms pertaining to appropriate gender behaviour tend to have a profound impact during all life phases and across situations. For instance, youngsters feel the need to conform to gender norms concerning dress, behaviour, extra-curricular activities and (hetero)sexual relationships to be accepted by peers. Deviating from these norms results in social punishments, such as ridiculing, exclusion and bullying. Consequently, these 'atypical' youngsters tend to have higher rates of depression and lower overall well-being. While research linking gender-conformity to psychosocial adjustment has been extensive, research on educational endpoints has remained limited. In this study, we investigate the impact of pressure for gender-conformity on academic self-efficacy, which is an important mediator for academic achievement. Central is the interaction effect between gender and pressure for gender-conformity, which allows studying the differences between the sexes as well as the variation within the sexes. Analyses are based on data of 6600 students in the first grade of secondary education, clustered in a sample of 59 schools. Students were asked to complete the same questionnaire at the start and the end of the year. Such longitudinal data allows studying changes in pressure for gender-conformity and academic self-efficacy more thoroughly. Pressure for gender-conformity results in less cross-gender behaviour. In a school setting where studying is considered 'feminine', this implies that boys who experience strong pressure might limit their study-commitment, resulting in lower academic self-efficacy. Conversely, we expect opposite results for girls, since they are often perceived as 'ideal students'. Girls who experience a strong pressure might feel the need to live up to such expectations, by working harder at school and scoring higher on academic self-efficacy. Preliminary results confirm these hypotheses.

3.4 Short-term fun or long-term gain: A mixed methods empirical investigation into perceptions of truancy among non-truants

Gil Keppens, Vrije University of Brussels, Belgium.

Truancy is commonly seen as the result of a lack of social bonding. Social bonding can be understood as the attachment an individual holds to persons, groups or institutions that support conventional values and norms. As attachment becomes fragile, the risk of truancy

arises. Within the frame of social bonding theory, bonding is not an individual trait, but a quality that inheres in the relationship between the pupil and the school environment. Most attention in truancy research focuses on the relationship with significant others (i.e. teachers, parents and peers) from the perspective of the truants. This paper aims to fill this gap by studying perceptions of truancy among non-truanting youngsters in Flanders. In the first place we assess the different patterns in which non-truants express themselves towards truancy. Secondly, we analyze how attitudes towards truancy vary according the presence of truants at school or the salience of individual risk factors for truancy. In order to answer our research questions we relied on a mixed methods design. Qualitative in-depth interviews (N: 30) were used to explore the perceptions prevalent among non-truant secondary school youngsters in Flanders, the Dutch speaking part of Belgium. In addition, survey analysis (2013) was used to assess the prevalence of both attitudes towards truancy (N: 3314). The results show that a majority of youngsters condemn truancy and only a small part finds truancy attractive. Interestingly, we find a small but significant correlation between both attitudes, indicating that condemning truancy can't be interpreted as the counterpart of finding truancy attractive. Both attitudes are embedded with different social characteristics. Our research suggests that future studies on truancy should devote more attention to views of non-truanting peers on truancy.

4. Session 4: Participation, Mobilization And Citizenship.

4.1 Increasing efficiency and inclusion with less resources through citizens' participation: the case of La Paz School in Albacete.

Ana Burgués, Adriana Aubert, Tinka Schubert, Barcelona University, Spain.

This paper presents the results obtained under the INCLUD-ED research (Integrated Project of the FP6 of the European Commission), the only project from SSH research that was listed by the European Commission among the 10 success stories of the last Framework Programmes. The outcomes of the project identified –among other findings–the ways of improving and increasing schools' efficiency and social inclusion with 0 added costs through certain forms of citizenry participation in education. Through the analysis of schools in different European countries, this research identified Successful Educational Actions (SEAs) that contribute to overcome school failure and increase academic success at the same time that it improves community social cohesion. Among these SEAs, we find certain forms of community and family participation where community existing resources are capitalized leading to

increasing educational success and social cohesion. In this paper, we focus on how this community participation in La Paz School in Albacete increases efficiency and social cohesion with no additional costs. La Paz is located in one of the poorest neighbourhoods in Spain where conflicts between teachers, students and community were striking in 2006. To address this situation SEAs were implemented and the school was transformed into a Learning Community. As a result, in just one year, the reading indicator increased from 1,4 to 3,0 and school failure was reduced from 122 children in 2006 to 13 in 2009. At the same time the costs in professionals per student have decreased from 400€ in the school year 2005-2006 to 300€ for 2011-2012. In sum, the analysis of this case study provides evidence on particular forms of community participation that allow to fight against school failure and increase academic success in times of crisis, by making the most of community resources through the implementation of SEAs.

4.2 On the roots of citizenship: the perception of legality and civic ties among Italian students.

Maddalena Colombo, Mariagrazia Santagati, Catholic University of Milan, Italy.

Citizenship education is delivered by Italian schools in a fragmented way: it's not compulsory and transversal to the curriculum, being taught not as a formal subject but rather as a kind of educational praxis. However a stronger effort by the education system is needed with regard to civil formation, so as to contrast the high rates of corruption and illegality that are widespread in this country, as pointed out by international reports (EU anti-corruption report, 2014; DG Home Affairs statistics) in comparison with other European countries. The school itself, by theory as a presidium of legality, seems to be not paying much attention to this issue, according to the widespread student's attitude to copy during exams or their failure to comply with disciplinary rules (Dei, 2011). Since a few years the issue of "legality" within and by the school context has been turned up to public attention and many surveys are in progress at the moment. It's relevant to know how new generations perceive the observance of social rules, inside and outside the school, where do they fix the border between legal and illegal behavior, and what are their normative sources (school-family testimonials, laws, institutions, role models, etc.) and the values related to the public sphere to which student refer on. All these questions are strictly related to the educating mandate of the education as tool for building citizenship. A survey – carried out in 5 town of North and South of Italy in 2010-13 – explored the perceptions of legality and the respect of the rules among 3,048 students attending different types of state upper-secondary schools and regional VET centres (14-18yrs.).

Through the analysis of the data sets and processing a civiness index we highlight the differences in representations, attitudes and behavior of the adolescents in the sample, considering some significant variables (gender, citizenship, and territorial area).

4.3 Education and Citizenship in Current Greece: Conformism and Defiance.

Vasiliki Kantzara, Panteion University of Social and Political Sciences, Greece.

The Greek education system underwent many changes in recent years. However, citizenship is not a main concept to be found among its aims or curriculum both in primary and secondary education. Regardless of this, both overt and hidden curriculum prepares students for their future role as citizens: firstly by instilling highly valued national and nationalistic ideals; secondly by teaching overtly the dominant religion doctrine; and thirdly by disguising dominant relations of power in a variety of manners. When it comes to power, students learn that it is predominantly the character and personality of people who is responsible for their 'good' or 'bad' actions and nothing else. By the time students are enrolled at the university one sees that they entertain a highly idealistic view of society and are scantily equipped as citizens with adequate knowledge of certain rights and duties, freedoms and responsibilities. In current contractual societies, where every party has knowledge of his/her rights and duties, or issues of democracy and equity, Greek students do not learn so much about their rights as the emphasis is on their duties, and not so much about their freedoms as the emphasis is put upon their responsibilities. In doing this, the education system accomplishes, though it does not even try, to create either a high degree of conformism in students or a high degree of defiance, a high degree of political awareness or high degree of apathy and disinterest, if not disdain, for politics. The aim of this paper will be to examine this seeming paradox and to highlight processes that link education to citizenship issues. The leading question posed in the proposed paper is, How does the curriculum and the experience of schooling prepare future citizens? The answer is based on previous research on aims and the ongoing project on studying the way students experience schooling. The framework used draws on theories and concepts in sociology of education adopting a critical stance towards the theme under investigation.

4.4 Education and democracy envisioned by European citizens.

Nuno Nunes, Susana da Cruz Martins, CIES-IUL, Portugal.

The secularization of educational systems, democracy and citizenship are foundational elements of contemporary modernity in Europe. Education plays a central role in the achievement of social cohesion through social, political, cultural and economic rights, and also in the maintenance of democratic attitudes and concrete capabilities of citizenship. Europe is a mosaic of diverse historical, political and cultural heritages but the institutional dynamics of education is a transversal development process. Now it's the time to better analyze how citizens look at democracy and its directions in European countries. This paper analyzes, precisely, the importance of formal education in the formation of democratic values and democratic attitudes, and how European citizens' dispositions apprehend the roles of state and governments to ensure democracy. Are the changing conceptions of citizenship in Europe increasing inclusive democracies? And, if so, what is the profundity of formal education in a democratic collective acting? We will present an analytical model that explains how structural and institutional factors intervene over democratic attitudes and citizenship in Europe, recognizing the role of social distribution of knowledge and, particularly, of education. Looking at social structures and educational country indicators and by articulating national and transnational scales, we will present scientific results based on a multidimensional and multivariate analysis through the last European Social Survey (year 2012), observing multinational trends and national regularities of 28 countries of Europe. Noteworthy attention will be given to the findings of a generational standing point of democratic attitudes and citizenship in Europe. In a changing continent, it's important to acknowledge the linkages amongst the protagonists of an increasing school achievement with the necessary knowledge, skills, values, attitudes and dispositions inherent to a wide democratic citizenship.

5. Session 5: Families, Schools And Communities.

5.1 Does school guidance enforce social segregation within the Italian upper secondary school system? A research on teachers' recommendations at the end of lower secondary school.

Marco Romito, University of Milan, Italy.

Within the Italian educational system, the transition from lower to upper secondary school constitute a crucial field of study to explore the mechanisms at play in the reproduction of educational inequalities. This paper focus on specific processes that may hinder the realization of equal educational opportunities often downplayed by existing studies concerning

the Italian case. On the basis of the empiric material gathered through an ethnographic research carried out in two school in the city of Milan, this paper will explore the evaluative criteria underlying the recommendations through which teachers support and advice their students at the transition to upper secondary school. It will be shown that, more or less conscious motives and logics may bias teachers orienting advices in a way that may enhance the scholastic, social and ethnic segregation of upper secondary school tracks.

5.2 Education – an important or marginal element In the development and content of citizenship?”

Sølve Sandaker, Norway.

What are the relations between organisation of education, the content of citizenship education and the development of citizenship in youngsters? Is education important for citizenship or are there other factors, like the family, the municipality, the relation to later working life, the organisation of law, the relation to international economy, or historical factors that are influencing the development and the content of citizenship mostly? Which spheres of citizenship should be most emphasized today, is it the national, the regional or the global sphere, and what are the consequences of different compositions of citizenship in relation to those spheres? In the invitation to the conference it is referred to three aspects of citizenship, which were distinguished between by Marshall: those concerning civil, political and social rights. Also different forms of duties are important according to Simone Weil. Citizenship should be possible to interpret in much the same way for all citizens. This implies that living standards should not differ too much for citizens to be able to see each other as of same worth. When inequality has occurred it should preferably be possible to give it an trustworthy explanation. In case it could be explained by e.g. different education or different efforts, which might be seen as much of the same since education demands time and effort that might be rewarded justly in later working life. According to Tristan McCowan one important way that education relates to citizenship is as means to making it more effective. He is also giving examples of the arrangement of citizenship education from different national contexts. In larger comparative studies between nations concerning education and citizenship, the possibility of enlightening new questions are limited. In our own study, which we will present, it will be attempted to use a mixed qualitative and quantitative approach, and in this way trying to find out what characterizes chosen countries regarding their history and present situation, and what prospects for citizenship those characteristics will give for the future.

5.3 Citizenship Education in Action? Gift Exchange Practice in Ukrainian Schools.

Ilona Wysmulek, Institute of Sociology and Philosophy, Polish Academy of Science, Poland.

Educational institutions have one distinguishing peculiarity: they teach not only through curriculum, formally organized form of transfer of knowledge, but also through the everyday practice of functioning of this institution, its formal and informal regulations and routines which are part of the everyday life of all its actors but are outside the school program. In this paper I claim that citizenship education is not a school subject but a skill taught through both - top-down explaining of the idea in the classroom (as a part of curriculum) and its down-up practicing (in many informal ways). Following Sartori's understanding of democracy, I argue that those two dimensions of citizenship education cannot function one without the other. This paper concentrates on the second side of citizenship education and highlights the informal practices of gift exchange as the unplanned repeated activity through which the specific ideas of citizenship education are practiced. The idea of citizenship itself, and thus citizenship education as well, are not the universal concepts, but local constructs both on theoretical and practical levels. Citizenship education is tightly connected with culture and practice of participation in social life and contains different meanings depending on local context in which it functions. In post-communist countries, gift giving is the important part of school life, which reflects the participation strategies and attitudinal behavior of all actors of educational institution, starting from parents and children and finishing with teachers and school administration. Is it a corruption act, or maybe the reflection of the interactional mechanisms of a broader society? Who actively participates in it and what is the character of this participation? The paper is based on the empirical research conducted in Ukraine in September 2013 as a part of my PhD project in the Institute of Sociology and Philosophy of Polish Academy of Science.

6. Session 6: Diversity, Immigrants And Ethnic Minorities I .

6.1 First results of the project ALLMEET - Actions of Lifelong Learning addressing Multicultural Education and Tolerance in Russia.

Cláudia Urbano, Inês Vieira, M^a de São José Côrte-Real, M^a do Carmo Vieira da Silva, Luís Baptista, CESNOVA, NOVA University of Lisbon, Portugal.

The transformation of the social and economic system has changed the transmission of the cultural heritage from generation to generation leading to a new set-up of norms and the promotion of new models of relationships. Taking Russia and its multi-ethnic composition as the our objet of analysis, and considering the major role of the universities for the re-structure of the Russian society, the aim of the TEMPUS project «ALLMEET - Actions of Lifelong Learning addressing Multicultural Education and Tolerance in Russia» is to contribute to managing and respecting the diversity of all ethnic groups within Russian society by focusing on individually and collectively integration functions of learning as a cultural, social and economic activity. The specific aims of the ALLMEET project are: to build a common theoretical background on concepts regarding intercultural education; to map the existing knowledge, practices and policies regarding migration and conflict resolution at local, regional and national level; to enhance the capacity building and participation of Russian HEIs in planning, establishing and reinforcing positive actions on issues related to migration and minority groups through the establishment and the implementation of Intercultural Education Platforms involving civil society and local stakeholders, Personalized Lifelong Learning Services centers to meet the different learning goals and (life) condition of target groups that are difficult to reach through formal HEIs learning offer. As a partner team in this project, along with an Italian, a Dutch, a Scottish and five Russian partner teams, we present here the first results of the comparative research we are developing in the ALLMEET project.

6.2 Citizenship Training in Immigrant Education in Portugal.

María del Carmen Arau Ribeiro, Luísa Maria Lucas Queiroz de Campos, Samuel Walter Best, Maria Paula Martins das Neves, Polytechnic Institute of Guarda, Department of Languages and Cultures, Portugal.

As language teachers, the authors consider the teaching of culture to be inseparable from its given language, which makes the sociological nature of the acquisition of language by immigrants in Portugal so relevant. In an ongoing FCT-funded research project into the language and culture education offered to immigrant children in over 20 public and private schools in the region of Guarda, Portugal, may reveal important considerations in the area of citizenship training. With the involvement of teachers whose background in this area may be questionable, the fit between the guidelines developed by the High Commissioner for Immigration and Intercultural Dialogue and what is actually taught in the classroom should lead to a number of Best Practices, on the one hand, while the gaps that are revealed will

determine other suggestions for improvement in the educational system for these students. The national slogan translated as “More Diversity, Better Humanity” should be supported in the language and culture education provided just as it is promoted by the European Union Democracy Observatory, whose defense of the development of the social, personal and formal educational skills of immigrant learners is critical. Constructing a valuable foundation based on quantitative data collected through written surveys and qualitative data stemming from interviews with participating school teachers, the study is striving to report on the challenges arising from the need to teach specific citizenship for Portugal within the “new”, multiple, global citizenship context.

6.3 Intercultural competences as crucial mean for citizenship’s education: an european project experience.

Maria Giovanna Onorati, Filippo Bignami, University of Aosta Valley, Italy; University of Applied Sciences of Southern Switzerland, Switzerland.

In ever-changing societies, intercultural competency, meant as a key asset enabling people to cope with the unfamiliar situations and ever changing problems (...) finding new and shared solutions (Onorati & Bednarz, 2010), has much to do with an innovative concept of citizenship as construct resulting from ongoing processes of active social and political deliberation. Education to such a concept of citizenship focuses on students’ empowerment in letting them assume an active role in the process of defining and expanding citizenship itself (Benhabib, 2004; Menezes, 2003). Citizenship learning situations would be characterized by engaging students as “active change agents” (Pinkett, 2000). Similarly, intercultural education should be centered on a holistic, situated approach (Reggio, 2010), in which the actual experience of the encounter and of the dissonant effects of clashing with difference are appraised as drivers for a transformative learning process (Mezirow, 2000; Illeris, 2005) based on reflective reworking. Such a pattern of action allows to integrate in one’s own life elements that are part of the other’s life, implying a shift from a mere relativistic to a constructionist paradigm of action (Bennett, 2005). Results of the a European Project I-VET, aimed at enhancing intercultural competences in VET teachers and trainers, confirm this connection. The project worked by designing and testing a situated and multidimensional approach to learning, enhancing the emotional-relational dimension of learning, the planning and cooperative approach, focusing on case studies and reflective elaboration. I-VET puts the conditions for creating a sense of belonging to a community based on collaborative and bridging dynamics for a socially and politically open ended cooperation in settings invoked by European identity. Citizens are in fact

persons not only tied to nationality through the granting of rights only (Nussbaum, 2010). Citizens are persons capable of living together through commitment and awareness of local and global actions.

6.4 Teachers' implicit and explicit attitudes towards Ethnic Minorities: Relation to the Sense of School Belonging of Ethnic Minority Students.

Fanny D'hondt, Toon Kuppens, Peter A.J. Stevens, Mieke Van Houtte, Ghent University, Belgium.

This study tests the impact of teachers' attitudes towards ethnic minorities on these students' educational and wider outcomes. This study focuses on two forms of teachers' attitudes: teachers explicit and implicit attitudes to ethnic minority students. Many studies make use of self-reported scales to record the population's attitudes towards groups with a different ethnic background. However, in the last two decades, psychologists have developed a new measurement technique, the Implicit Association Test (IAT), to capture a persons' attitudes in a more automatic way. However, while many scholars are enthusiast about the theoretical relevance of IAT, especially in modern societies, where racism is argued to express itself in more subtle or hidden ways, more empirical evidence is necessary to gain full insight in this technique. Furthermore, since this field of study is mainly dominated by experimental research, it is interesting to explore the value of IAT using a non-experimental design. Furthermore, scholars have given ample attention to the importance of students' sense of school belonging on their education outcomes, but there is less research on the factors and processes that impact on students' sense of school belonging, and particularly in relationship to ethnic minority students. This study further integrates and builds on these lines of research by investigating the relationship between teachers' implicit and explicit attitudes towards ethnic minorities, and ethnic minority students' sense of school belonging, using a large sample of ethnic majority and minority students and their teachers in Flanders (the Northern part of Belgium). Preliminary results, based on a multilevel analysis, show that while teachers' implicit attitudes do not influence ethnic majority and minority students' sense of school belonging, teacher explicit attitudes do. If teachers hold more negative, explicit attitudes towards ethnic minorities in general, ethnic minority and majority students have a lower sense of school belonging.

6.5 Shaping ways of managing diversity in Portuguese schools, from the student`s perspective.

Pedro Jorge da Costa Caetano, Maria Manuela Mendes, Nova University Lisbon; CIES-University Institute of Lisbon.

This presentation aims to examine the results of an empirical research project that analysed the political socialisation processes of the students at three Portuguese public secondary schools in the Lisbon Metropolitan Area in 2011. Against the background of the implementation of an “Education for citizenship” programme in the official Portuguese school curriculum (2001), the project basically sought to know what attitudes the students mobilised in the face of a hypothetical situation involving the presence of ciganos (gypsies) in a school context. In this respect, and based on a pragmatic and comprehensive perspective, we attempted to test the concept of multiculturalism and how it is seen and experienced by the students at these schools. Our purpose is to answer the question: In a school context, how do students think the coexistence of gypsies and non-gypsies should be managed? In seeking to answer this question, the methodology that seemed to us most appropriate to this study’s objectives is founded on the mobilisation of a scenario-based questionnaire, and to this purpose we surveyed 700 secondary students in a classroom environment. The results show four possible coexistence formats within the overall framework of a synoptic vision of the available ways of managing a multicultural experience: separation; socialisation; universalism; and cooperation.

7. Session 7: Diversity, Immigrants And Ethnic Minorities II .

7.1 School ethnic diversity and adolescent civic attitudes in England.

Jan Germen Janmaat, Institute of Education, University of London, UK.

The current paper investigates the effect of school ethnic diversity on adolescents’ civic attitudes in England. These attitudes concern inclusive dispositions towards immigrants, social trust and perceptions of an open climate of discussion. Use is made of panel data of the Citizenship Education Longitudinal Study (CELS) to explore these relationships. Ethnic diversity is measured with two indices at the school grade level: ethnic fractionalization and

minority proportion. With regards to inclusive attitudes on immigrants the paper finds that the positive effect of diversity disappears once prior levels of the outcome are included in the model. This points to the occurrence of selection effects. Diversity further appears to have a strong negative impact on trust, while it shows no significant link with perceptions of open discussions. These results apply for both ethnic majority and ethnic minority respondents. These findings, and particularly the one for trust, are at first sight quite disturbing. However, it is postulated that diversity only shows this negative effect if there is no real interaction between ethnic groups. After all, getting to know the ethnic 'other' usually reduces fear and prejudice because one finds more similarities than first thought. Perhaps the ethnic segregation between classes within schools in Britain, produced by practices like selection and ability grouping, has prevented youngsters of different ethnic groups from getting to know one another.

7.2 Gypsy/Roma (Ciganos) in Portugal: key factors for success and continuity of schooling paths.

Maria Manuela Mendes, Olga Magano, Ana Rita Costa, Liliana Moreira, CIES-IUL; Open University Lisbon, Portugal.

In Portugal, since 1974, with the military and political revolution that put an end to dictatorship, there have been significant improvements to the level of living conditions of the Portuguese and the measures of the social protection system were consolidated (Welfare State). Some of these measures of social policy, although they are not specifically targeted at Gypsy/Roma (Ciganos) families, as for example the social housing policies, compulsory education and the income support allowance, have produced important and little-known effects in the life paths of Gypsy Roma families, providing opportunities for social inclusion that are little-known or even unknown to the scientific community. It is important to emphasize that in some Gypsy/ Roma families we can notice the need for schooling due to the desire of social integration or lack of occupational alternatives that do not involve school knowledge. Furthermore, the lines of action and objectives of the National Strategy for Gypsies /Roma people integration are reducing and unambitious (primary education for children and vocational education to access the labour market, reduction of inequalities in access to some public services, for example, health, reduction of inequalities in access to housing, including social housing). Comparing to the previous generations, now Gypsy/Roma children are more included in the educational system, particularly in the starting years when it concerns to basic education. After that the presence of Gypsy/ Roma children in schools becomes "problematic", marked by high school

dropouts and unsuccessful schooling paths. It is known beforehand that some social policies have had a not insignificant impact on the maintenance and continuity of education pathways for some gypsy persons. Based on the survey and documental analysis of policies, programs and innovative projects combined with the analysis of interviews with technicians and leaders of organizations, the aim of this presentation is to discuss some preliminary results of our ongoing research which intends to identify key factors for success and continuity of schooling paths of Gypsy/Roma persons.

7.3 Integration' and educational success: How ethnic minority and majority group acculturation attitudes and expectancies shape student-teacher relations in Flemish schools.

Lore Van Praag, Peter Stevens and Mieke Van Houtte, Ghent University, Belgium.

Many social policies were designed and implemented to improve the acculturation of people of immigrant descent in Belgium. As a result, these policy discourses represent particular views of what it means to be 'integrated' in society and hence, what is expected from whom to achieve this goal. However, ethnic majorities and minorities may have different views about what is necessary to integrate in society. In this study, we analyze the acculturation discourses of different ethnic groups in one specific setting: the school. Schools are interesting settings as they are often perceived as the ideal institution through which social policy makers can promote integration in society. Furthermore, they are expected to provide students of immigrant descent tools to participate in society and learn more about cultural practices. Ethnographic observations and qualitative interviews of teachers and students in secondary education in three multi-ethnic schools in Flanders (Belgium) are used to gain more insight in how teachers and students view the relationship between acculturation and achievement. We use Berry's (1989) acculturation modes as a theoretical template to analyze teachers' and ethnic minority students' discourses. Little research has studied acculturation attitudes and expectancies of ethnic minorities and majorities together. Findings reveal that while students of immigrant descent seem to focus more on having contact with peers of Belgian descent and participating in society, teachers find it harder to disconnect cultural maintenance from contact and participation, having specific cultural expectations of students of immigrant descent before achieving educational success. These distinct attitudes and expectancies have shaped student-teacher relations in school. The conclusions discuss the implications of these findings for social policy and future research.

7.4 School hierarchies and social cohesion in the urban space in Brussels

Perrine Devleeshouwer, GERME - Université Libre de Bruxelles, Belgium.

This paper focuses on social and educational aspects of immigration and integration. School institution, as an important socialisation body, plays a big role in identities constructions. In Belgium, school is defined as an institution that should contribute to integration of all pupils despite their socioeconomic and cultural backgrounds. Yet the school system is highly differentiated and segregated. It makes pupils live very different daily experiences in school. Thus, the relation to foreign origin changes in function of the educational context and trajectories. To this day, the educational segregated contexts have been the most studied in sociology. This paper analyses the subjective identity of young people with a foreign background and successful educational trajectories. The results come from a mixed methodology: 127 qualitative interviews, 160 questionnaires, mental maps and observation. At the same time this paper underlines a rejection of the stigmatisation suffered by youth with Maghrebi background and a strong use of prejudices leading to detachment practices between different youth categories. The paper uses a relational and strategic definition of ethnicity by shedding new light on theories according to which socially, educationally and spatially relegated youth develops a positive identity by turning the stigma they are assigned. When there is no educational relegation, the stigma is not turned against society but it is used as a tool defining an apophatic identity. In conclusion, this article questions the role played by the educational institution in the social urban cohesion processes.

8. Session 8: School Achievement And Citizenship.

8.1 Strong Correlations between Families' social-economic Background and Students' School Achievements in Germany – A Case for Participating in Civic Society Activities.

Jana Heinz, TUM School of Education, Munich, Germany.

In Germany the strong correlation between families' socio-economic background and pupils' school choice after early school tracking as well as pupils' achievements have been known for a long time. They have, however, only raised broad public awareness since the publications of the large scale student assessment studies PISA in 2000. Being discussed publicly as a major social injustice (and as the number of social movements have increased in the last years) it

could be expected, that these inequalities will lead to an activation of civil society in Germany. In this presentation the research question will be answered, if these conditions lead to civil society initiatives that aim at helping underprivileged children to have the same educational opportunities as children from higher social-economic backgrounds. A total of 26 guided interviews were conducted with participants of various civil society initiatives in the area of school, in order to determine the participants' subjective views about their work and their motives for participation. Data evaluation using the MAXQDA software program is still in progress. Preliminary results indicate that civil society activities take place mainly in already established networks, as for instance in after-school homework assistance or tutoring by pensioners. Furthermore, parents are an important group of stakeholders, who initiate activities to support their own children and thereby create a civil society network, by which also other underprivileged children are supported. Only few initiatives were found besides these two types of commitment to civil society, which aim at creating equal conditions for all children in schools. These were mainly organised by persons, who are professionally related to schools or to research on education.

8.2 Engagement and achievement: key words of active citizenship.

Michela Freddano, Valeria Tortora, INVALSI Rome, Italy.

To be actively engaged doing national and international tests is an aspect of citizenship explain by young people that give their time often to do low stake tests aimed to evaluate not properly their achievement but the educational system in general. At the same time the level of interest and motivation of students is a reflection of the culture of evaluation that the school is able to explain. This article is a development of the study showed in occasion of the European Sociological Association Meeting 2013, to study the trend of student engagement on doing tests of the International Program for Student Assessment (PISA) promoted by the Organisation for Economic Cooperation and Development (OECD). The main aim is to study the trend of students attitudes in front of their engagement to PISA testing by time, the relationship among students' engagement, motivation and their social and economic conditions and, finally, the effect of students' engagement on their achievement. The focus is on Italian 15-year-old students, so that they are at the end of their compulsory education. In Italy, results from PISA survey underline a great variance among students' performances between geographical areas and different types of school; results are also affected by the social, economic and cultural background. Particularly we examine the characteristics of students from the regions of South Italy that are "Obiettivo Convergenza": Puglia, Campania,

Calabria and Sicilia. As a matter of fact those regions are characterized by some social economic and cultural disadvantages so that they receive finances from European Union to close the gap between them and the other Italian regions. From the methodological point of view the research examines data from the databases of PISA 2009 and PISA 2012. For each edition an index of student engagement has been done by using the cognitive test, that are studied in relation with other individual and contextual variables.

8.3 Social capital erosion in education? A closer look at the social implications of grade retention.

Jannick Demanet and Mieke Van Houtte, Ghent University, Belgium.

It is important for educational systems to ensure that students are connected to one another. In other words, educational systems should make sure that students have social capital. However, at least one practice, which is nonetheless widely applied in many educational systems, may be expected to erode social relationships between students. It concerns grade retention – i.e. the practice of letting academically challenged students repeat their grade. Inherent to grade retention is that retainees are taken away from their familiar class group and put in an unfamiliar one. As a result, existing friendship relations are disrupted and retainees have to establish new ones. Researchers expect that the label of “retainee” impedes their ability to form new friendships. As such, most scholars assume that retainees are at risk for social isolation, which, if true, would go directly against education’s integrating function. Few empirical studies, however, have been undertaken to investigate these assumptions. This study investigates the role of grade retention in the quantity and the quality of adolescents’ friendships. Moreover, we investigate the direct effect of the percentage of retained students at school on friendship quantity and quality, and its moderating effect on the relationship between retention and these friendship dimensions. Multilevel analyses on data (2004-2005) from 11,759 students in 83 Flemish secondary schools suggest that secondary school retention was related to a lower number of friendships, but was unrelated to friendship quality. Primary school retention was unrelated to friendships in secondary education. Furthermore, all students attending schools with a higher percentage of retainees –even the promoted ones– had fewer and less qualitative friendships. Moreover, the retention composition moderated the effect of individual grade retention on friendships. As this widespread practice yields the risk of diminishing students’ social capital and promoting isolation, we argue that this intervention strategy should be abandoned.

8.4 School culture: Impact on school engagement for students at risk of dropping out.

Marta Curran Fabregas, Autonomous University of Barcelona- UAB, Spain.

The aim of the paper is to analyse the effect of the school culture in the configuration of expectations and motivations of boys and girls and how this influences in the decision of continuing or dropping out school. Much research has been done about the causes of ESL but little has been done to analyse the perceptions of young people about their own school trajectory and the process of disaffection they may experience before dropping out school. In this sense, we consider that exploring the school culture can help us understanding how decision-making processes are developed in relation to educational trajectories. Specifically, we want to first explore the various institutional settings the school has in order to manage heterogeneity (such as curricular diversification, ability grouping and guiding programs). In this sense, we have evidences of how different methods of guiding and diversification can have an impact on academic performance and, in a more macro level, in terms of equity and quality of the school system but here we want to go in-depth into the micro level and analyse how these measures are experienced by students and the impact they may have preventing disengagement. On the other hand, we are interested in studying teachers' expectations and the effect these have on the opportunities, desires and decisions of students about their educational trajectory. In order to do so, we develop a qualitative analyses based on in-depth interviews and focus group to both teachers and students. These will take place in four high schools in the city of Barcelona with different social composition and different logic of managing the attention of diversity. The results of the analysis will provide evidence-based information of crucial importance in order to define strategies to prevent ESL at the school level.

9. Session 9: Education For Citizenship: National And Local Policies I.

9.1 Teaching democracy in an autocratic school: The Polish case study.

Marta Zahorska, University of Warsaw, Poland.

Political transformation in Poland of year 1989 led to substantial changes in all spheres of life, including education. The changes encompassed the school curricula – in the first place, in terms of history and civic education lessons. During history classes, students were taught the false version of the past of Poland, while civic education was aimed at convincing young people of superiority of the communist system. Several curricula were developed. One of these, prepared by a lawyer, put emphasis on information concerning the legal provisions in force; another one – prepared by sociologists and political science specialists was the preliminary course in the field of civic education. The most “revolutionary” of all curricula was one prepared by the “Civic Education Center” Association. It put emphasis on active methods and team-work of the students. As it turned out, it was very difficult to adapt to the school reality. The reasons for these difficulties are associated with a fossilized, autocratic schooling system. My presentation is dedicated to the results of research, which I conducted over the 5-year period of teaching of this curriculum at schools.

9.2 The dilemma of violence: school and citizenship.

João Sebastião, Joana Campos, CIES-IUL, Portugal.

Does school confronts the problem of school violence as a problem of citizenship and which are the attitudes of the educational actors towards it? The social and scientific debate in Portugal about school violence has grown dramatically during the last decade, with multiple political confrontations and turnarounds in public policies, namely those associated to the Student Regulation Law. This long and harsh ideological confrontation around this particular dimension of school life is an integrant part of the debate about childhood socialization and the future orientation of schooling in Portugal. Conceptions advocating a reorientation towards greater selectivity and elitism, nowadays represented by the incumbent government, adopt as keystones an authoritarian approach in the behavioural dimension associated to an educational selective strategy. This change of trend is consistent with the following end of the curricular time for civic education, which implied the disappearance of the single educational module about school violence for students. Based on a two years research with a cluster of schools with heavy discipline and violence problems, we sought to understand how policies oriented to regulate behaviour are understood by school actors and, in that context, what kind of conceptions and perceptions they build upon them. School strategies to deal with violent behaviours were basically centred at the beginning of the school year in the discussion between teachers and students of school's rules of procedure, and on teachers' talks during classes. When conflicts become more severe the main disciplinary strategy is essentially

based on classroom eviction, in general to a specific place inside school, in general without any link to classroom dynamics or civic education. Students conceptions generally condemn violence, although also largely consider that violence can be a legitimate way of action as defence (personal or friends/colleagues). Blocked from any participation in school forums capable of promoting institutional integration, students relate themselves with school system of rules based in the informal negotiation with teachers of the “acceptable” behaviours, developing in the interim their own perception of justice.

9.3 Can money help citizenship education? A study on financial education projects in Italy.

Emanuela E. Rinaldi, University of Udine, Italy.

In recent years, young people’ financial education – i.e the provision of instruction and/or materials designed to increase financial knowledge and skills - has become an issue of increasing concern in emerging and developed countries. This has resulted in particular from shrinking public and private support systems, which has changed the Welfare system in many countries. Thus, financial literacy is now acknowledged as an important element of financial and economic stability and development (OECD, 2012). However, scant attention has been devoted to this topic in the area of sociology of education. The present study aims to add further information concerning the Italian case, analysing 40 national financial education projects run in formal agencies (schools and vocational training institutions) and outlining a typology of functions. Furthermore, using the CYFI model of economic citizenship for children and youth (2011), the paper focuses on how “financial education”, “social education” (the provision of knowledge and skills that change individuals’ understanding and awareness of their rights and the rights of others), and financial inclusion (the access to appropriate, quality, and affordable financial services) are depicted and faced in order to empower the financial capability that, according to the model, underpin “economic citizenship”. What are the results and constraints of such projects? How can they help negotiating new economic active citizenship? Limits and hypotheses of further research are described in the last part of the paper.

9.4 Corporate advertising in Portuguese public schools.

Isabel Farinha, IADE, Portugal

The field of in-school marketing is largely unexplored in Portugal. This paper aims to produce analytical-theoretical contributions on the school as a new medium and a new channel of consumption, analyzing its central role in mediating between state, market and civil society. Hence the importance of this research, the guideline questions, rooted in a biased consumer society are as follows: which social win-win relationship practices or legitimacy/visibility ones transacted by the state, the market and civil society are evident in their interaction with the school system?; how do in-school marketing activities square with public-private organisations' corporate responsibility?; are the ethical parameters of legislated and self-regulated best practice principles synonymous with consensus? Another purpose was also testing a Working with Schools Best Practice Principles as a self-regulatory tool aimed at school decision-makers to analyze how schools and their partners can build an ethical and responsible relationship. The methodology combines a quantitative analysis via questionnaires to school group representatives management committees (10-15 years old children) and a qualitative approach via document analysis and semi-structured interviews with public-private stakeholders. Our results lead us to negate hypotheses which speak of school 'marketisation', despite school's weak role in this mediation, and the prevalence of responsible in-school marketing based on best practice principles. They also lead us to support the hypothesis describing ideologically antagonistic positions and to conclude overall that reproduction and conception of these activities works towards an iconic shaping of schools' organisational identity and a socio-symbolical integration of the educational community into a hegemonic culture.

9.5 Education and citizenship - theoretical issues, policies and practices.

Álvaro Ribeiro, Institute of Education, University of Minho, Portugal.

Questioning the role of the family in building active citizenship, underlies and pervades this abstract an investigation that has been carried out in Portugal on homeschooling practiced by domestic and foreign families. One of the broader issues that homeschooling rises in contemporary democratic societies has to do with his place in the (re)definition of citizenship. Being the school a social device that immerses the student in curriculum and common organization which empowers him to live in a common society, allows the construction of citizens with a sense of tolerant and committed to the defence of social citizenship standards and a moral code common for future generations. In this sense critics have argued that homeschooling parents should not given the opportunity to follow a path other than educational school simply because, in rejecting an entire sphere of social action, jeopardize

the future of their children and undermine liberal democracy by preventing the personal rights of the child. The ability to maintain a certain degree of cohesion between the various members of society and contribute to the improvement of society will be compromised. Not denying the desire of wanting to restore the family unit for the regeneration of society and ensure that its beliefs and values are adopted by their children, will homeschooling lead to new forms of solidarities and new forms of social disintegration?

10. Session 10: Education For Citizenship: National And Local Policies II.

10.1 The school in the heart of the community: How the community embraces school institutions to educate for an active citizenship through informal learning.

Lígia Ferro, CIES-IUL, Portugal.

Informal learning is of great importance to construct active citizenship. We are especially interested in informal learning through arts, since it has an infinite potential for the stimulation of critical thinking and show alternative ways of seeing. We intend to discuss our analysis of some of the socialization contexts where young people live, trying to understand how they promote or hinder learning and active citizenship, since it seems that they can reconfigure these youngs' field of possibilities, enhancing life "projects" in some way different from those who confirm the school system trends of social reproduction. "Projects artistic intervention and social integration: between school and community" aims to analyze the role of participation in art projects in the learning processes of young people from disadvantaged communities. An ethnographic methodological research has been conducted in school communities in the metropolitan areas of Lisbon and Porto, focusing on some projects based on innovative learning methodologies that use artistic language as a main policy. The mediation between school and community generates important forces to deal with the economic constraints we are facing these days. In this presentation we will see how in the case of Porto Youth Initiative Center (Centro de Iniciativa Jovem – CIJ), managed by Agência de Desenvolvimento Integrado de Lordelo do Ouro, the community articulates with the group of schools Leonardo de Coimbra to develop artistic projects where active citizenship plays a central role.

10.2 Voice or noise? Civic formation and democratic management of schools in Portugal.

Pedro Abrantes, CIES-IUL /Open University Lisbon, Portugal.

From the 1974 revolution on, Portuguese educational system adopted a principle of democratic management of schools and civic education was included in curriculum, as way of fostering citizenship and consolidating democracy. In the 90s, the political emphasis on school autonomy, as well as the introduction of a compulsory subject called "Civic Formation" in both primary and secondary education would allegedly reinforce and implement such principles, following UNESCO and EU orientations. The objective of the present paper is twofold. On the one hand, a brief chronological overview of major policies on this issue will be sketched, focusing on the social forces and alliances that engendered these policies, during the last 40 years, in Portugal. On the other hand, a qualitative analysis of how democratic management and civic education is carried out in three public school clusters in the Lisbon suburbs will be discussed. The results are based on documental analysis, as well as focus groups with members of school boards, the school councils, teachers, parents and students. Conclusions: democratic procedures are formal, rather than effective. School autonomy is oriented towards the reinforcement of principals' responsibilities. Civic education, class delegates and parents' associations are mostly used to administrative issues and to support authority structures. Strategic school planning and evaluation are being introduced, as a mechanism of negotiation between principals and authorities, while the participation of school agents is reduced to surveys. Students have scarce notions and practices of citizenship and are hardly able to link them with school life. Therefore, there is a deficit of democracy in Portuguese schools, both in pedagogical practices and in organizational management, leading to a democratic deficit in the new offspring education and thus in the future society. Still, some innovative experiences were observed, as possible ways of generating new policies on civic and democratic education.

10.3 Children's citizenship and Italian educational policies.

Rita Bertozzi, University of Modena and Reggio Emilia, Italy.

In the last decades, the concept of citizenship has greatly changed. Globalization, human mobility and supranational institutions have transformed citizenship into a plural and heterogeneous object. In this context, new relationships between citizenship and participation are emerging. Welfare systems are more and more based upon citizens' activism. This pro-

active attitude is the driving force of a new concept of democracy, grounded on forms of responsible participation, on society-transforming actions and on interactive decisional processes. These changes affect educational policies as well. European policies have set the goal of training young generations about active citizenship through the use of participative methods (European Commission 2010). The paper will focus on the following questions. Are children's citizenship rights really recognized in Italy? How is active citizenship practised by children? How is the new idea of citizenship incorporated in national curricula? Firstly, the presentation will report on Italian educational policies during the Nineties and the numerous practices of active citizenship in school and extra-school contexts, such as projects of children participation in urban spaces planning and community decision making, e-democracy projects, and second generation practices of "daily citizenship". Specific attention will be devoted to the strengths and weaknesses of these policies and to their current halt, mainly due to financial cuts. Secondly, the presentation will report on how Italian schools educate pupils to democratic citizenship. The presentation will focus in particular on the recent 169/2008 Law, which introduced the new subject 'Citizenship and Constitution', critically scrutinizing teaching practices and methodologies as they emerge from national reports. The analysis will focus on how teaching this new subject involves a reconceptualization of citizenship, both in general and as regards European citizenship, and human and children's rights.