

Paper 2: Migration intentions and experiences among the Baltic States university students.

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Despite the growing number of young people affected by international migration, university students' migration is rarely a key issue at international debates as compared to other issues. This paper draws on surveys with Estonian (N = 182), Latvian (N = 359) and Lithuania (N = 159) university undergraduates to examine migration intentions and experiences and also to detect commonalities and differences between the three Baltic States. Theoretical basis based on modern statistical data and tendencies about migration among young people in the three Baltic States. Based on quantitative empirical analysis of data this project finds that a large number of the Baltic States university students express the desire to either live abroad for a long time or permanently; the value of foreign experience for job market was mostly positive, but connected with mixed emotions; and most of the students were able to have a low-qualified jobs and other possibilities outside the country. Differences between the Baltic State university students migration intentions and experiences give a base to discuss how to facilitate youth integration and support the upward mobility.

Keywords: *migration, migration experience, migration tendencies, youth in the Baltic States.*

Paper 3: Intercultural Literacy in the Context of Czech Educational System.

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Although Czech educational system from pre-primary to upper secondary education is built up on the concept of competences and a term of literacy is frequently used, intercultural/multicultural literacy seems to be a new term in Czech environment. Recent researches (e.g. Zerzova, 2012) provide data about particular competences (in research realized by Jana Zerzová; the focus is put on intercultural communicative competence of Czech children), but what the teachers miss is a more complex and, on the other hand, more detail elaboration of how intercultural literacy should be developed. Apart from the National Programme for the Development of Education, they primarily work with Framework educational programmes as with the basic documents for the creation of school curricula. Does current curricular conception of multicultural education provide appropriate conditions for development of intercultural literacy? If yes, how is it applied to practice? If not, what changes can we suggest that should be necessary to made? The answers may emerge from a detail analysis of curricular documents binding for all levels of education and from reflection of the teacher's work, which we would both like to present in our paper.

Keywords: *Intercultural literacy, Intercultural/multicultural education, Curricular documents, Practice.*

Friday 14th June

Room 4

10.30 to 11.30

SESSION: The Curriculum: Moral, Ethics and Citizenship**Paper 1: Views and beliefs of social studies teachers on citizenship education: a comparative study of The Netherlands, Bulgaria and Croatia.**

Margarita Jeliázkova, University of Twente, The Netherlands

This paper presents a comparative study of high school social science teachers in three European countries: the Netherlands, Bulgaria, and Croatia. In all these countries, citizenship is an important part of curriculum. The teachers need to find ways to deal with the everyday dilemmas of teaching a concept so highly loaded with diverse political meanings. What kind of citizens would they educate "good and adapted ones or critical and caring citizens? How would they find a balance between teaching about personal freedom and about taking responsibility for a local and also increasingly global community? These and other questions were posed to teachers in the three countries in interviews using Q-methodology, a combination of quantitative and qualitative techniques. As a result, five distinct views were found in Bulgaria: Pragmatic Conservatives, Deliberative Liberals, Local Social Guardians, Personal Growth Facilitators, and Global Future Debaters. In Croatia, the types were: Patriotic Conservatives, Liberal Democracy Guardians, Reflective Humanists, and Personal Growth coaches. In the Netherlands, we are in the process of completing empirical data. We expect to find variations of the four ideal types of views: Hierarchical, Individualist, Egalitarian, and Fatalist (grid-group theory of Douglas and Wildavsky). Subsequently, analysis of the three sets combined reveals the underlying common themes between the three countries. The study aims to make explicit the link between teachers views on citizenship education and the underlying teacher beliefs about education, teaching, and the social science curriculum. The second aim is to shed a light on the complexity of cultural, political, and historical contexts surrounding the introduction and implementation of citizenship education. The third aim is to demonstrate the crucial role of teachers, of their beliefs and experiences in shaping national and European citizenship education policies. The implications are discussed for citizenship education policy, curriculum development, and teacher training.

Keywords: *Citizenship education, Comparative study, Social science teachers, Qmethodology.*

Paper 2: Ethical Education as a Means of Active Citizenship Training.

Petra Fridrichova, Matej Bel University in Banska Bystrica, Slovakia

Ethical Education is a compulsorily optional subject in primary and secondary schools. The Ethical Education (EE) objective is the education of a personality with one's own identity, with interiorized ethical standards, with mature moral judgement and therefore with the behaviour determined by one's own beliefs; with a positive attitude to himself/herself and other people and that is why he/she is able to cooperate and to initiate cooperation. EE is thus subject oriented to: personal development (self-understanding, positive self-esteem), social development (knowing other people, their positive judging, group work ability and willingness, empathy, assertivity), moral development (understanding and acceptance of general ethical standards and principles, acting in compliance with ethical standards and one's own beliefs). Ethical Education content basis is the prosocial development oriented programme. In spite of the fact that EE is defined primarily as the training of a good/kind person, its civics unit is significant. In our paper we would like to show how ethical education contributes to education to citizenship in Slovak educational system.

Keywords: *ethical education, active citizenship training, curriculum of ethical education, education to prosocial behaviour.*