



university of  
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## Sixth annual conference on citizenship education

### Call for papers

Date:	28 – 29 May, 2018
Location:	University of Amsterdam, The Netherlands
Deadline submission abstracts:	March 1, 2018
Conference fee:	Attendance free (refreshments and lunch will be provided)
Keynotes:	David Kerr & Wiel Veugelers

### Citizenship education

Education is considered to be an important institution in supporting stable democracies, and free and open societies. Teachers, school leaders and school boards, with students and others working in education, together shape the school's role as a socializing agent. Increasing diversity in modern societies underline the importance of this role. At the same time, studies into the development of students' capacities to act as citizens (i.e. their citizenship competences) suggest that schools only have a modest contribution to the development of attitudes, values, skills and behavior. Schools' contribution appears most distinct in the knowledge domain. The need for schools to contribute to young people's development of citizenship knowledge, attitudes and skills is deemed important from the perspective of individual development and being worth pursuing in their own right. At the same time, seen from a societal perspective, schools are expected to contribute to democracy and social cohesion, e.g. serving to provide a countermeasure to the development of undemocratic behaviors and beliefs, and a remedy for social inequalities in political engagement.

So far, however, our knowledge about school effectiveness in the domain of citizenship is modest at best. Amongst others, an assessment of whether citizenship education is successful in meeting these multiple expectations requires tailor-made large-scale longitudinal studies. However, the scarcity of such studies has so far hampered insights into the development of citizenship competences. Mechanisms affecting the development of citizenship competences are considered to play a part in many different contexts, and with possible differentiating effects for different students or contexts. This interplay of contexts has further problematized insights into effective approaches to influencing the development of citizenship competences.

As part of the continuing debate about the contribution of education in dealing with developments like mass migration, growing inequalities, increasing harshness of the public debate et cetera, and fueled by large scale comparative studies, like the recent International Civic and Citizenship Education Study, citizenship education continues to receive increased attention from different perspectives. The role of citizenship education therefore deserves continued attention.

In light of these issues, we welcome contributions addressing the following issues in particular:

- How can outcomes of citizenship education be measured?
- What does assessment of students' citizenship competences teach us?
- How do citizenship competences develop over time?
- What (school) characteristics contribute to effective citizenship education?

- How does development of citizenship competences at school relate to other social settings?
- How do education's socialization outcomes relate to other outcomes?
- Is citizenship education able to mitigate social inequalities in civic and political engagement?
- Can citizenship education or education more broadly prevent young people from radicalizing?

### **Keywords**

*Citizenship education; the socialization function of education; citizenship competences; longitudinal and comparative research.*

### **Invitation**

You are invited to **submit a short abstract** if your presentation addresses one or more of these questions and keywords. Your presentation can concern any aspect of education relating to any phase of education as long as it addresses citizenship. The atmosphere will be informal to maximize a fruitful exchange of ideas and suggestions. For the same reason, the meeting will be organized around a confined number of papers. Extended summaries of all papers will be distributed shortly before the conference to all participants.

Papers can represent work in progress or research nearing completion. We encourage the submission of empirical work. The abstract should include a title, research question, theoretical background, data and methods, and (provisional) results and should not exceed 300 words.

Please send your abstract no later than **March 1, 2018** to Remmert Daas at University of Amsterdam ([r.j.m.daas@uva.nl](mailto:r.j.m.daas@uva.nl)). We will let you know by March 15, 2018 whether your abstract has been accepted. Participants whose abstracts have been selected will be asked to send a 4 page (2000 words) extended summary of their presentation two weeks before the start of the conference. All summaries will be send to all participants shortly before the conference.

*For more information and submission of abstracts*

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### *Organization*

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