Message from the Chairperson

Dear CANDE SIG members, friends, and colleagues!

It has been quite a while since you received our previous newsletter. Very soon we are getting together again in Chicago. I am sure the 54th CIES annual conference will be an important step in the development of comparative and international education that will significantly contribute to research and scholarship in the field of citizenship and democratic education. On behalf of our SIG members, may I thank our colleagues from Michigan State University under the leadership of Professor Tatto for the great job in preparing the conference and putting all pieces together. Our SIG received 20 individual paper proposals and 2 session proposals. Last year we received more proposals, 38 and 2 respectively. There might be several reasons for the decline in submission (e.g. economic situation, growing number of SIG’s, etc) However, this is one of the problems that we should and will discuss at our business meeting. In this newsletter you will find the schedule of the sessions (pp. 2-8) with the presentations submitted to CANDE SIG for review. I invite you to attend as many sessions as possible. Our business meeting is scheduled for Monday, March 1st at 11:45 in Palmer House Hotel, Clark 8. I strongly encourage everyone to attend. We can only make this special group relevant if we all participate in decision making. This issue of CANDE BAR features Current Issues in Comparative Education, an open-access academic journal from Teachers College, Columbia University (pp. 12-13). I would like to thank CICE Managing Editor Matthew Hayden for the information about the journal. I also want to thank all our members who sent their updates (pp. 8-11) and announcements (pp. 12-15).

I look forward to seeing you all in Chicago.

Anatoli
rapoport@purdue.edu
20 individual presentations and 2 sessions were submitted to CANDE SIG for review. Below is the list of CANDE SIG highlighted sessions and general pool sessions with the presentations of our members who submitted through CANDE SIG. Our SIG business meeting is scheduled for Monday, March 1 at 11:45-1:15 in Palmer House Hotel, Clark 8. Unfortunately, one of our highlighted sessions starts at 12:00 on Monday and overlaps with the business meeting… This means we will have to work super productively and fast 😊

Monday, March 1

**CANDE SIG Highlighted Session - Reimagining Holocaust Education: Tensions between Multicultural and Civic Education in Central Europe**

**Sponsor:** Citizenship and Democratic Education (CANDE)

**Schedule Information:**

**Scheduled Time:** Mon, Mar 1 - 12:00pm - 1:30pm  
**Building/Room:** Palmer House Hotel / LaSalle 5

**Title Displayed in Event Calendar:** CANDE SIG Highlighted Session - Reimagining Holocaust Education: Tensions between Multicultural and Civic Education in Central Europe

**Session Participants:**

- **Presenter:** Debora Hinderliter Ortloff (Indiana University)  
  *Educating for Multicultural Citizenship: Tensions between Supranational and National Intentions and Educational Practice in Germany.*

- **Presenter:** Doyle Stevick (University of South Carolina)  
  *Holocaust Education in Estonia at the Nexus of Civic Education and Multicultural Education: Advancing Tolerance or Inflaming Ethnic Tensions?*

- **Presenter:** Deborah L Michaels (Grinnell College, Dept. of Education)  
  *The Divisive Roles of Multicultural and Civic Education: the Case of Romani Minorities in Czech and Slovak Schools*

- **Presenter:** Emil Kerenji (USHMM)  
  *Holocaust Historiography and Education from Yugoslavia to Serbia, 1944-2009*

*Emil Kerenji (USHMM)
Tuesday, March 2

School Governance and Citizenship Education
Sponsor:
General Pool
Schedule Information:
Scheduled Time: Tue, Mar 2 - 8:00am - 9:30am  Building/Room: Palmer House Hotel / Clark 10
Title Displayed in Event Calendar: School Governance and Citizenship Education
Session Participants:
Examining the school choice phenomenon: Reflection on global context and local conditions
*Dong Hui (CUHK)
Exorcizing the haunting specter of meritocracy: An effort to detract schools in Beijing
*Kai Yu (School of Education)
The ecologies of citizenship: Singaporean students’ perceptions of civic agency
*Theresa Alviar (NIE), Li-Ching Ho (n/a), Jasmine Sim (National Institute of Education), Pui-san Yap (National Institute of Education)
Transformative spaces: Immigrant youth and expressions of citizenship in contemporary France
*Travis Nesbitt (UCLA)
Chair: Dong Hui (CUHK)

CANDE SIG Highlighted Session - Deliberating in a Democracy: A Collaborative International Professional Development Initiative
Sponsor:
Citizenship and Democratic Education (CANDE)
Schedule Information:
Scheduled Time: Tue, Mar 2 - 12:00pm - 1:15pm  Building/Room: Palmer House Hotel / Clark 1
Title Displayed in Event Calendar: CANDE SIG Highlighted Session - Deliberating in a Democracy: A Collaborative International Professional Development Initiative
Session Participants:
Chair: Nisan Chavkin (Constitutional Rights Foundation Chicago)
Presenter: J. Spencer Clark (Indiana University)
Presenter: Minever Cerkezi (Municipality Secondary School for Economics Gostivar)
Presenter: Stacey Gorman (Mundelein High School, Mundelein, IL, USA)
Presenter: Patricia G. Avery (University of Minnesota)
Discussant: Elmiza Kazimbade (Center for Innovations in Education)
Discussant: Carolyn S. Pereira (Constitutional Rights Foundation Chicago)

Social Justice and Education in the World of Globalization and the Information Knowledge Society
Sponsor:
General Pool
Schedule Information:
Scheduled Time: Tue, Mar 2 - 3:30pm - 5:00pm  Building/Room: Palmer House Hotel / Clark 9
Title Displayed in Event Calendar: Social Justice and Education in the World of Globalization and the Information Knowledge Society
Session Participants:
Socrates in the knowledge cosmopolis: Cultivating the soul in the world of globalization and the information knowledge society
*Andreas M Kazamias (University of Wisconsin-Madison, University of Athens(Greece))

Struggles for memory and social-justice education in Latin America
*Carlos Torres (UCLA), *Lauren I Jones (UCLA-Paulo Freire Institute)

Paradoxes in global ideas of democratic cosmopolitanism in the world economic forum’s rhetoric of an imagined future for entrepreneurship education
*Hanne B Mawhinney (University of Maryland)
Chair: Carlos Torres (UCLA)

Wednesday, March 3

Teacher Education and Professional Development: Multicultural Approaches
Sponsor: General Pool
Schedule Information:
Scheduled Time: Wed, Mar 3 - 12:00pm - 1:15pm  Building/Room: Palmer House Hotel / LaSalle 2
Title Displayed in Event Calendar: Teacher Education and Professional Development: Multicultural Approaches
Session Participants:
Teacher education programs and approaches to diversity: On the need for the postcolonial project of “coming-into-being”.
*Michael J Zambon (Niagara University), *Bryan Shao-Chang Wee (University of Colorado Denver)
Challenges for adoption of child-friendly approaches in classroom: Evidence from YMBEP 2009 baseline survey
*jia guo (Harvard Graduate School of Education), *Ying Zhang (Save the Children, Kunming, China)
Learning to teach low SES pupils: Pre-service teachers’ understanding about education and social differences in China
*Heng Jiang (Michigan State University)
Teacher empowerment in high need schools: Building a community of learners
*Anne Mungai (Adelphi University)
Re-imagining teacher professional development and citizenship education: Lessons for import from Colombia
*James M Noonan (Harvard Graduate School of Education)
Chair: Michael J Zambon (Niagara University)

Studies in Comparative and International Education II
Sponsor: General Pool
Schedule Information:
Scheduled Time: Wed, Mar 3 - 1:30pm - 3:00pm  Building/Room: Palmer House Hotel / Clark 5
Title Displayed in Event Calendar: Studies in Comparative and International Education II
Session Participants:
Students’ concepts of democracy: A comparison of Hong Kong and Australian adolescents
*Kerry J Kennedy (The Hong Kong Institute of Education)
Students’ school experience across forty-four countries
*Corey B Bower (Vanderbilt University)

Developing global competencies in U.S. school leaders
*Jayson Richardson (University of North Carolina Wilmington), Scott Imig (University of North Carolina Wilmington)
Chair: Jayson Richardson (University of North Carolina Wilmington)

Civic Education in Dynamic Societies
Sponsor: General Pool

Schedule Information:
Scheduled Time: Wed, Mar 3 - 3:30pm - 5:00pm Building/Room: Palmer House Hotel / Dearborn 3
Title Displayed in Event Calendar: Civic Education in Dynamic Societies
Session Participants:
Civic education in societies in conflict: From individual identity to civic empathy
*Tali Yariv-Mashal (n/a)
Comparing eighth-grade students’ civic attitudes and civic engagement in Shanghai and Hong Kong
*Yongling Zhang (University of Minnesota, Twin Cities)
Education for citizenship in Singapore, 1955 to 2004
*Yeow Tong Chia (OISE/University of Toronto)
Education for girls in Hunza (Northern Areas) Pakistan: The impact of values, culture, and context
*Jehan Mehnaz (Pennsylvania State University)
“Building Democracy Project”: A Canadian-Ukraine partnership funded by CIDA and Queen’s University
*Mary Drinkwater (OISE/University of Toronto)
Chair: Tali Yariv-Mashal (n/a)

Thursday, March 4

Civic Societies: Theory and Practice
Sponsor: General Pool

Schedule Information:
Scheduled Time: Thu, Mar 4 - 8:00am - 9:30am Building/Room: Palmer House Hotel / Burnham 5
Title Displayed in Event Calendar: Civic Societies in Comparison: Theory and Practice
Session Participants:
Cosmopolitan analysis: Political theory as an analysis tool for examining citizenship education policy and practice
*Debora Ortloff (University of Houston Clear Lake)
A Chinese civil society in the making? Civic perceptions and civic participation of university students
*Yuxin Tu (OISE/University of Toronto)
Comparative mythography: Toward a poststructural analytical framework for global educational discourse
*Walter P Dawson (International Christian University)
Chair: Judith V Torney-Purta (University of Maryland)
School Reform in Fragile Contexts
Sponsor: General Pool
Schedule Information:
Scheduled Time: Thu, Mar 4 - 8:00am - 9:30am Building/Room: Palmer House Hotel / Burnham 3
Title Displayed in Event Calendar: School Reform in Fragile Contexts
Session Participants:
Opportunities and challenges for reform in school systems in fragile contexts: The case of Liberia
*James H Williams (George Washington University)
Post-independence Timor-Leste: As rural educational development goes, so will the nation
*Cole S Farnum (Harvard University)
Reimagining citizenship education in the post-conflict moment: A Liberian case study
*Laura Quaynor (Emory University)
Chair: James H Williams (George Washington University)

CANDE SIG Highlighted Session - Citizenship Education in European Context
Sponsor: Citizenship and Democratic Education (CANDE)
Schedule Information:
Scheduled Time: Thu, Mar 4 - 8:00am - 9:30am Building/Room: Palmer House Hotel / LaSalle 4
Title Displayed in Event Calendar: CANDE SIG Highlighted Session - Citizenship Education in European Context
Session Participants:
Education and democratic values in multicultural contexts: Confronting challenges in Scandinavian schools
*Heidi Biseth (Oslo University College)
Education for democratic citizenship: Czech civic education within the European public discourse
*Caroline Schlegel (The Elliott School Of International Affairs)
Patriotic education in post-Soviet states: Comparative analysis
*Anatoli Rapoport (Purdue University)

Critical Reflections on Reimagining Civic Education: How Diverse Societies Form Democratic Citizens: A Roundtable Book Discussion
Sponsor: General Pool
Schedule Information:
Scheduled Time: Thu, Mar 4 - 12:00pm - 1:15pm Building/Room: Palmer House Hotel / Sandburg 6
Title Displayed in Event Calendar: Critical Reflections on Reimagining Civic Education: How Diverse Societies Form Democratic Citizens: A Roundtable Book Discussion
Session Participants:
Critical reflections on reimagining civic education: How diverse societies form democratic citizens: A roundtable book discussion
*Doyle Stevick (University of South Carolina), *Ali A Abdi (University of Alberta), *Audra Skuksaite (University of Texas Brownsville), *Ligia E Toutant (UCLA), *Joan DeJaeghere (University of Minnesota), *Anatoli Rapoport (Purdue University)

Religion and Education in Comparison
Sponsor: General Pool
Schedule Information:
Scheduled Time: Thu, Mar 4 - 12:00pm - 1:15pm  Building/Room: Palmer House Hotel / Clark 3
Title Displayed in Event Calendar: Religion and Education in Comparison
Session Participants:
Scholarly networks for religious liberty in Southeast Asia
*Richard G Kraince (The College of Mexico)
Role of religion in educational enrollment decisions - a case study of Pakistan
*Maham Mela (Columbia University)
Segregation in the Classroom: Is it beneficial to segregate in order to educate?
*Honey Ghods (Michigan State University)
“Reimagining” religion and education for holistic community development: A 4-country study of Latin American women educators
*Lauren I Jones (UCLA-Paulo Freire Institute)
Chair: Patrick N Leahy (Michigan State University)
Discussant: Patrick N Leahy (Michigan State University)

Mathematics and Science Education: Exploring Policy in Curriculum, Textbooks and Assessments II
Sponsor: General Pool
Schedule Information:
Scheduled Time: Thu, Mar 4 - 12:00pm - 1:15pm  Building/Room: Palmer House Hotel / Clark 2
Title Displayed in Event Calendar: Mathematics and Science Education in Comparison: Exploring Policy in Curriculum, Textbooks and Assessments I
Session Participants:
Math and science education in India, China and the US: A comparative study
*Seher Ahmad (Michigan State University), Lillian Brooks (Michigan State University)
Re-imagining a high-school science education programme for sustainability and global citizenship in the twenty-first century
*Jasodhara (Josh) Bhattacharya (n/a)
Science education and participatory citizenship through social activism: Intersecting in the twenty-first century
*Erin Sperling (OISE - University Of Toronto)
Is there a “problem with word problems” in early grade mathematics assessments for developing countries?
*Markus Broer (American Institutes for Research)
Chair: Seher Ahmad (Michigan State University)

Curriculum and Policy: International Perspectives
Sponsor: General Pool
Schedule Information:
Scheduled Time: Thu, Mar 4 - 3:30pm - 5:00pm  Building/Room: Palmer House Hotel / Clark 9
Title Displayed in Event Calendar: Curriculum and Policy: International Perspectives
Session Participants:
Re-image our country: How moral, citizenship and history education in Malaysia play their roles in constructing the national identity
*Wong Lee Lan (NCCU, Department of Ethnology)
Understanding national ideologies, power, and history textbook: A case study of North Koran history textbook
*Yoonjung Choi (Teachers College, Columbia University)

Same But Different: The Comparison of Reading Textbooks (Mandarin) Across China, Hong Kong, Singapore, and Taiwan
*Yi-jung Wu (SUNY at Albany), Aaron Benavot (University at Albany)

Reality and relevance: The role of gender parity in Kenyan schools
*Kim Foulds (UCLA)
Chair: Wong Lee Lan (NCCU, Department of Ethnology)

Friday, March 5

Citizenship Education and Democracy in a Global Era
Sponsor:
General Pool

Schedule Information:
Scheduled Time: Fri, Mar 5 - 8:00am - 9:30am  Building/Room: Palmer House Hotel / Clark 2
Title Displayed in Event Calendar: Citizenship Education and Democracy in a Global Era
Session Participants:
Making sense of national belonging and citizenship in an era of globalization and transnational migration
*Sohyun An (Augustana College)

Educational challenges after 2007 post election violence in Kenya
*Daniel Komo Gakunga (University of Nairobi)

Negotiating identities: school experiences of Latino immigrants in Buenos Aires and in Madrid
*Jason Beech (A.C.E.E.S.A), *Ana Bravo-Moreno (Universidad de Granada)

Immigration, citizenship, and schooling: Evidence from schools in the city of Buenos Aires, Argentina
*Maria Fernanda Astiz (Canisius College)
Chair: Maria Fernanda Astiz (Canisius College)

Heidi Biseth will spend 3 weeks as a guest researcher at University of Washington, Center for Multicultural Education immediately after the CIES conference in Chicago. Her new publications are:


Karen's research focused on students enrolled in the Global Citizenship Program at Lehigh University in Bethlehem, Pennsylvania. The purpose was to learn students' perceptions of the development of their global citizen identity within the context of the program, and what they believed were aspects of the program that contributed to this growth. Mezirow's theory of transformative learning in adults informed the conceptual framework. This study is significant because it informs current debates regarding the role of higher education in preparing globally ready students and in facilitating self-reflection and transformative learning in young adults.

Karen recently published in *CICE*:


**Deborah Hinderliter Ortloff** has taken a new position in Houston. Her new e-mail address is [Ortloff@uhcl.edu](mailto:Ortloff@uhcl.edu)

**Patricia Kubow** and the Center for International Comparative Education at Bowling Green State University created an electronic Comparative Education Instructional Materials Archive (CEIMA). More about CEIMA see below in the ANNOUNCEMENTS section of this newsletter.

**Deborah Michaels** successfully defended her dissertation at the University of MI in August and moved to Iowa for a tenure-track position at Grinnell College. Her address is:

Deborah L. Michaels  
Assistant Professor  
Department of Education  
1120 Park Street #303  
Grinnell College  
Grinnell, IA 50112  
Tel. (641) 269-4552  
Email: michaeld@grinnell.edu
Judith Torney-Purta received the American Psychological Association’s 2009 Award for Distinguished Contributions to the International Advancement of Psychology at the 117th annual APA convention in Toronto in August.

PSYCHOLOGIST TO RECEIVE INTERNATIONAL PSYCHOLOGY AWARD AT 2009 APA CONVENTION IN TORONTO

COLLEGE PARK, Md. – Judith Torney-Purta, PhD, a professor of human development at the University of Maryland, College Park, since 1981, is being honored for her lifetime contributions to developing civic knowledge and democratic attitudes around the world, promoting international collaborative efforts in research and infusing her teaching with an international perspective. Torney-Purta has conducted psychological research for nearly 40 years on young people's knowledge of democracy and the social and political attitudes necessary to maintain it. She has also spearheaded efforts at the National Academies of Science to address the challenges to international research. She has received several awards for her research, including APA's Decade of Behavior Award for Research Relating to Democracy in 2005, the Nevitt Sanford Prize of the International Society of Political Psychology in 2001 and the University of Maryland’s International Landmark Research Award in 2005. Torney-Purta is the author or editor of six books reporting research on political knowledge and attitudes. The first was “The Development of Political Attitudes in Children,” (Aldine Transaction, 1967), and one of the most recent was “Citizenship and Education in Twenty-Eight Countries: Civic Knowledge and Engagement at Age Fourteen,” (IEA Amsterdam, 2001). She served from 1994 to 2004 as chair of the International Steering Committee for the International Association for the Evaluation of Educational Achievement Civic Education Study and was responsible for the research consensus process as well as major parts of a survey design and analysis of an international study that measured adolescents' belief in the importance of citizenship.

Judith Torney-Purta and Britt S. Wilkenfeld conducted a detailed analysis of the United States IEA Civic Education Study for the Campaign for the Civic Mission of Schools with support from the Division on Public Education at the American Bar Association. The results of the study are described in the report Paths to 21st Century Competencies through Civic Education Classrooms: An Analysis of Survey Results from Ninth-Graders. More about the report see below in the ANNOUNCEMENTS section.

Anatoli Rapoport received a $250,000 grant from International Research and Exchange Board to conduct the Teaching Excellence and Achievement International Exchange Program and final conference (September-November 2009). His publications in 2009 are:


Anatoli’s new webpage is: [http://www.edci.purdue.edu/rapoport](http://www.edci.purdue.edu/rapoport)

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**JOURNAL RACK**

*Current Issues in Comparative Education* (CICE) is an open-access online academic journal from Teachers College, Columbia University. Since its founding in 1997, the journal has become a recognized and respected source for cutting-edge debate in the field of comparative and international education. CICE publishes scholarly articles that make significant contributions to further debate on educational policy and comparative studies within a variety of academic disciplines.

Founded by doctoral students from the Department of International and Transcultural Studies, the journal is grounded in a multifaceted conception of comparative education and addresses changes in world politics, economic markets and the social milieu as they effect education through the academic and practical experience of its readers and contributors. As an online journal, CICE has the ability to reach a much larger audience than many traditional print journals and to also solicit submissions from this international readership in an effort to include as broad a range of perspectives as possible. CICE’s authors and readers include scholars, field practitioners, graduate students and policy-makers from around the world.

**CALL FOR PAPERS**

*Education and Economic Crises Volume 12, Number 2, Spring 2010*

The editors of *Current Issues in Contemporary Education* are issuing a call for papers that explore the impact of the recent global economic crisis on education and educational systems. The current crisis, which originated in the global financial sector, has spread to create a worldwide recessionary environment of heightened unemployment and job insecurity, depressed consumer spending, illiquidity and
imbalances in credit markets, growing restrictions on public services and expenditure, and increased uncertainty of individuals over their short- and long-term economic futures. While one result has been a shattering of confidence in neoliberalism and unfettered market-oriented philosophies, the implications of the crisis for education remain unclear. The upcoming issue of CICE seeks to explore the impact of the global economic crisis on education across its many dimensions.

CICE welcomes substantive contributions from diverse theoretical, methodological, empirical, and disciplinary perspectives. Although all submissions will be considered for publication, primary consideration will be given to submissions that engage the call as described. The deadline for submissions is March 1, 2010.

Manuscript Submissions
CICE requires that manuscripts be submitted using the online submission system at Teachers College Content Works Submission Management System (http://eval.tclibrary.org/Signin.asp) All submissions must be in Word format (".doc", ".rtf", or ".txt" files) and uncompressed (i.e. not ".zip", ".bin", etc.). For more information visit the CICE website at www.tc.edu/cice

ANNOUNCEMENTS

From Daniel Schugurensky:

Conference Announcement
Deepening democracy as a way of life: Challenges for participatory democracy and citizenship learning in the 21st century
Profundizando la democracia como forma de vida: Desafíos de la democracia participativa y los aprendizajes ciudadanos en el Siglo XXI

May 13th to 16th, 2010
Universidad Nacional de Rosario, Argentina

From Judith Torney-Purta:

Civic education, especially when it is interactive and involves discussion of current issues, is an effective way to develop the skills that young Americans need to succeed in the 21st century workforce. Students who experience interactive discussion-based civic education (either by itself or in combination with lecture-based civic education) score the highest out of four groups on the report Paths to 21st Century Competencies through Civic Education Classrooms: An Analysis of Survey Results from Ninth-Graders
competences examined include working with others (especially in diverse groups), confidence in expressing one’s opinion, and knowledge of economic and political processes. Students who experience neither interactive nor lecture-based civic education have the lowest scores on all the 21st Century Competencies examined. This group, which comprises about one-quarter of all students tested in the U.S., shows low levels of knowledge and also a relatively low level of willingness to work hard and to obey the law.

These are among the major results of a detailed analysis of the United States IEA Civic Education Study, conducted by Judith Torney-Purta and Britt S. Wilkenfeld for the Campaign for the Civic Mission of Schools with support from the Division on Public Education at the American Bar Association. The full report can be accessed here [http://communities.socialstudies.org/node/435](http://communities.socialstudies.org/node/435) or on the CMS website [www.civicmissionofschools.org](http://www.civicmissionofschools.org)

**From Gita Steiner-Khamsi:**

Dear colleague,
We are pleased to update you about three recent publications on citizenship education from NFER researchers.

**Embedding citizenship education (CE) in secondary schools in England (2002-08)**

*Avril Keating, David Kerr, Joana Lopes, Gill Featherstone and Thomas Benton*

This is the seventh annual report from the Citizenship Education Longitudinal Study (CELS), concentrating on emerging lessons from 12 longitudinal case-study schools that CELS has been following since CE became as statutory part of the curriculum in 2002.

The report shows that CE, as a subject, is increasingly accepted by secondary school leaders and teachers, It is perceived to be having a positive impact on students’ confidence, tolerance and respect; while other benefits include a greater awareness of current affairs and engagement with local issues. However, there remain a minority of schools where CE is not firmly embedded and where students may not be receiving their statutory entitlement. The final report from CELS will be published in 2010.

The research brief, full report and press release can be found on the CELS web pages [http://www.nfer.ac.uk/nfer/research/projects/cels](http://www.nfer.ac.uk/nfer/research/projects/cels)
Citizenship and values education to the rescue! A shared call to action by the Five Nations Network
David Kerr – Conference Rapporteur

A united call to action – from those in England, Ireland, Northern Ireland, Scotland and Wales – for politicians and policy makers to make a renewed commitment to citizenship and values education to enable young people to engage with our increasingly complex, challenging and changing world. Recent events, including mistrust in politics and politicians, the rise of far right parties, and the meltdown in financial services, have all highlighted the urgency of investment in citizenship and values education.

The Five Nations Network has brought together policy makers, practitioners, stakeholders, NGOs and young people for an annual conference on citizenship and values education since 2000. Following the ninth annual conference, they are now determined to galvanise support and have issued a number of lines of action to invigorate citizenship and values education within and across the five nations.

The call to action, executive summary and full conference report can be accessed from the Institute for Global Ethics website http://www.globalethics.org.uk/cms/index.php?id=five_nations_conference

Pupil assessment in citizenship education: purposes, practices and possibilities
David Kerr, Avril Keating and Eleanor Ireland

• Can you assess pupils in citizenship education?
• If yes, how can you do it effectively?
• What are the challenges in developing pupil assessment in citizenship education?

Responding to a gap in knowledge and understanding about assessment in this area, NFER worked with a number of CIDREE organisations from across Europe to answer these questions.

The report collects comparative information on current policies, purposes and practices in eight countries – England, Hungary, Ireland, Italy, The Netherlands, Northern Ireland, Scotland and Wales – and highlights emerging themes and challenges. The outcomes map the rapid and ongoing changes that have taken place, identify key challenges that remain and highlight the possibilities for taking this area forward.

Download a free copy of the full report from the NFER website http://www.nfer.ac.uk/nfer/index.cfm

NFER is keen to work with partners to continue to monitor and report on developments in pupil assessment in citizenship education.
From Patricia Kubow:

Comparative Education Instructional Materials Archive (CEIMA): All CIES members are invited to participate in CEIMA, which is a free and publically accessible on-line site for the submission and download of comparative education materials. Click on Comparative Education Instructional Materials Archive (CEIMA) at [http://ice.bgsu.edu](http://ice.bgsu.edu)

If you have any questions, please contact Patricia Kubow at the email established for CEIMA: ceima.bgsu.edu