

HISTORIES OF EDUCATION AND REFORM:

TRADITIONS, TENSIONS AND TRANSITIONS

ABSTRACTS



Budapest _____
18-21 July, 2023 _____

Online _____
24-25 July, 2023 _____



ELTE | FACULTY OF EDUCATION
AND PSYCHOLOGY



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Schedule overview

Monday, 17 July

1:00 pm–6:00 pm Pre-Conference Workshop: Changing Forms and Formats | Digital Writing and Digital Publishing in the History of Education

Tuesday, 18 July

9:00 am–10:30 am Guided tour in the National Educational Library and Museum
11:00 am–12:30 pm Parallel EC Special sessions
11:00 am–12:00 pm English language guided tour in the University Library and Archives
12:30 pm–2:00 pm Parallel sessions
2:00 pm–2:30 pm Coffee break
2:30 pm–4:00 pm Parallel sessions
4:00 pm–4:30 pm Break
4:30 pm–5:00 pm Conference Opening Ceremony
5:00 pm–6:00 pm Keynote address 1 (streamed)
6:00 pm–8:00 pm Welcome reception

Wednesday, 19 July

8:00 am–9:00 am Guided tour in the Jewish Quarter
9:00 am–10:30 am Parallel sessions
10:30 am–11:00 am Coffee break
11:00 am–12:30 pm Parallel sessions
12:30 pm–1:30 pm Lunch break
1:30 pm–3:00 pm Parallel sessions
3:00 pm–3:30 pm Coffee break
3:30 pm–5:00 pm Parallel sessions
5:00 pm–6:00 pm Keynote address 2 (streamed)
6:00 pm–7:00 pm Tertulia
6:00 pm–7:00 pm ECR Welcome event
7:00 pm–8:00 pm Hungarian Folk Dance

Thursday, 20 July

8:00 am–9:00 am Guided tour in the Jewish Quarter
9:00 am–10:30 am Parallel sessions
10:30 am–11:00 am Coffee break
11:00 am–12:30 pm Parallel sessions
12:30 pm–1:30 pm Lunch break
1:30 pm–3:00 pm Parallel sessions
3:00 pm–3:30 pm Coffee break
3:30 pm–4:30 pm General Assembly
4:30 pm–6:00 pm Museum Pedagogy Workshop–in the Villa Rózsi Walter
4:45 pm–6:15 pm Parallel sessions
7:30 pm–10:30 pm Gala Dinner



Friday, 21 July

- 8:00 am–9:00 am Guided tour in the Jewish Quarter
- 9:00 am–10:30 am **Parallel sessions**
- 10:30 am–11:00 am Coffee break
- 11:00 am–12:30 pm **Parallel sessions**
- 12:30 pm–1:00 pm Closing ceremony
- 1:30 pm–5:00 pm Guided tour in the Hungarian Circus Art Museum

Monday, 24 July

- 9:00 am – 10:30 am **Parallel online sessions**
- 11:00 am – 12:30 pm **Parallel online sessions**
- 13:30 pm – 3:00 pm **Parallel online sessions**
- 3:30 pm – 5:00 pm **Parallel online sessions**

Monday, 25 July

- 9:00 am – 10:30 am **Parallel online sessions**
- 11:00 am – 12:30 pm **Parallel online sessions**
- 13:30 pm – 3:00 pm **Parallel online sessions**
- 3:30 pm – 5:00 pm **Parallel online sessions**



Citizenship Education in The European School System (1957–2010): Historical Evolution And Critical Aspects Between National, European And Global Actors

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In the past three decades, citizenship education has acquired a growing central role in the European Union (EU) educational policies. For example, in the Recommendations on Key Competences for Lifelong Learning (EU Parliament & Council of EU, 2018), it is stated that the European Education Area should “harness the full potential of education and culture as drivers for jobs, social fairness, active citizenship as well as means to experience European identity in all its diversity” (p. 1). In this perspective, citizenship has also been defined as a competence made of various skills and articulated on different levels: national, European, and global. In the meantime, the pedagogical debate has underlined the need for a critical reflection on the concept of citizenship as a competence (Joris et al., 2021) and the necessity to overcome it by adopting a critical citizenship education model rather than a soft one, a model more aware of social justice and inequalities issues (Andreotti, 2006). Considering citizenship education discourse in Europe as constructed by educational actors working in networks and shaping the European Education Area (Lawn & Grek, 2012), this paper focuses on one of them in particular: the European School System, a specific education system officially established in 1957 for very practical reasons, to meet the educational needs of children of European Coal and Steel Community (ECSC)’s officials. In these Schools the civil dimension of education has been utopianly and rhetorically stressed quite often since their foundation. Even though previous research has shown that the European Schools are not perceived as political entities by their students and are rather the expression of an elite in its making (Finaldi-Baratieri, 2000), it may be relevant to ask and attempt to reconstruct what role these Schools had historically – due to the transnational relationships characterising them – in the definition of a European citizenship education model.

The systematic analysis (Hofstetter & Schneuwly, 2013) conducted goes from the year 1957 to 2010 and focuses mainly on normative documents and the general structure of primary and secondary school curricula considering them as a “material artefact produced by various agents, [...], as part of institutional networks that connect organizations, agents” (Dussel, 2020, p. 672). Pedagogical Bulletins written by the teachers and celebratory brochures are also analysed.

A complex image of citizenship education emerges, composed of entangled aspects such as the connection with language teaching as a tool for promoting peace and communication or the link with the concept of lifelong learning and – in the most recent documents – with the development of the knowledge society. In this way, the research attempts to contribute to the understanding of the historical origins of the various – and sometimes controversial – shades of the European citizenship education model.

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