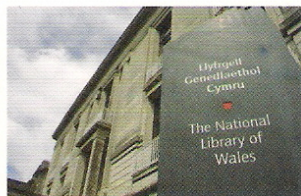
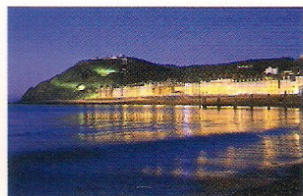
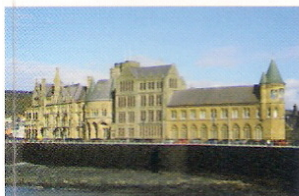




A Child's World International Conference

27-29th June 2012

Aberystwyth University, Penglais Campus, Aberystwyth,
Wales, United Kingdom.





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Conference Programme

**Organised and hosted by the School of Education and Lifelong Learning,
Aberystwyth University.**

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Session 1b	Global Citizenship – Student participation / Paper 3 [WED-S1B-83] Room: Hugh Owen A14
Title of Abstract	<i>Azorean children's engagement with rural communities in the age of globalisation: folklore, resistance or global citizenship on a small scale</i> Dr. Ana Cristina Palos & Dr. Francisco Sousa, University of the Azores, Portugal
Abstract	<p>Findings from the first stage of the study show that, according to the participant teachers' discourse, knowledge about the local territory should be taught for reasons that vary between (1) the usage of local data for exemplifying phenomena whose study is required by the national curriculum and (2) the potential of that knowledge for promoting pupils' involvement in the socioeconomic dynamics of the local community. Accordingly, in the second stage, we have studied pupils' engagement with local communities from their own perspective. This paper highlights aspects of the Azorean pupils' discourse that can be related to issues of global citizenship.</p> <p>We interviewed 30 pupils in Azorean primary schools. The analysis of the interviews was organized around four main categories: pupils' overall representations of the village; their representations of other places; their perspectives on the extent to which the implemented curriculum conveys knowledge about the local territory; and their perspectives on their right to participate in decisions taken in the school and in the family. Disaggregation of those categories into 14 sub-categories has helped us sort out the most meaningful pieces of the children's discourse in terms of ESGGC, especially their statements on community problems and on ways of addressing them.</p> <p>All the interviewees valued their village and were able to identify some problems affecting it. In most cases the responsibility of finding solutions for those problems was assigned to the local authority. Their representations of other places, especially cities, tend to be based on the recognition of services frequently provided in them. They identified problems in those places only occasionally. Most of the pupils suggested that they were learning less in school about the local territory than what they would like to. They rarely acknowledged that the adults listen to them and take their positions into consideration when making decisions. While many interviewees complain about their exclusion from decision making, they also exclude themselves and other local actors from efforts to solve the identified problems. Hearing that the community's problems should be solved by "the president" suggests issues of citizenship that could be further explored in the schools we have visited.</p>
Key Words	children's participation; children's perspectives; global citizenship; qualitative research