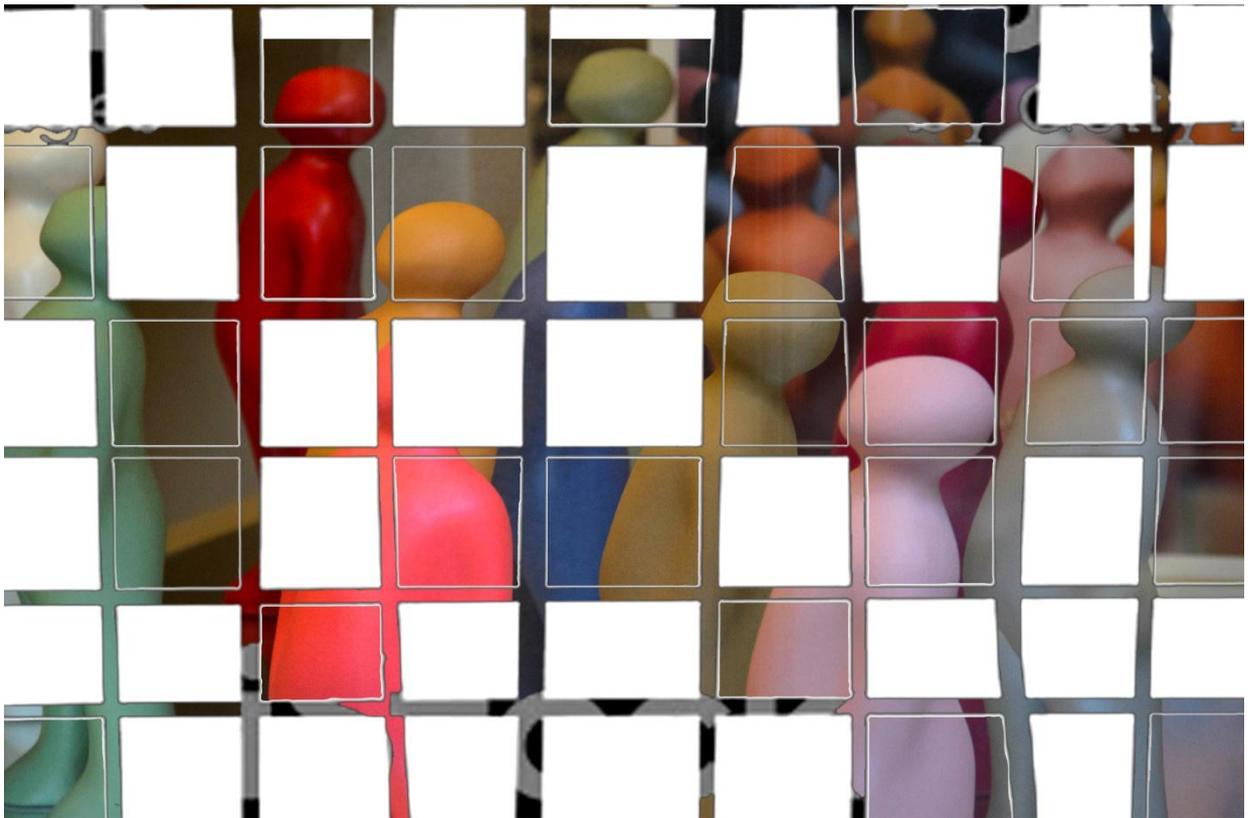


GUIDELINES FOR CITIZENSHIP EDUCATION IN TEACHER EDUCATION CURRICULUM DESIGN AND DELIVERY



Children's Identity and Citizenship in Europe

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Curriculum design and delivery: Citizenship education in pre- and in-service teacher education

It is well known that 'teachers matter', since teaching quality has a crucial role in students' development and achievement. Parallel to this, initial teacher education (ITE) and in-service teacher education (ISTE) also have a crucial role, as they have impact on the quality of teachers' professional development. Therefore, the ways ITE and/or ISTE programmes are designed are key factors in the quality of education.

Teacher education programmes are connected to the structural/systemic aspects of education, to the content of education at each level and in each type of education, and are also closely related to the expectations of educational policy makers, parents, students, teachers, and other stakeholders. Furthermore, the traditions of teaching school subjects also have strong impact on the way ITE and ISTE programmes are designed.

Naturally, this is the same with citizenship education. However, citizenship education is both an old subject, and paradoxically, one of the latest arrivals to education. Because of this, teacher education programmes have inner inconsistencies and contradictions, and the same is true if we compare institutional and national teacher education programmes.

A brief history of citizenship education and its implications for citizenship teacher education

Citizenship is not a new concept, rather it is one of the oldest domains of human culture, and many of the strategies used to pass on knowledge, skills and understanding to the next generations are equally old.

The oldest religious and philosophical systems closely connected to ideologies of citizenship. Some early philosophers – like Confucius in ancient China, Plato, Aristotle in Greece, Quintilian in ancient Rome and others - were concerned with the core issues of citizenship of their time. Also, they conceptualized how to teach members of the next generations to become good citizens. However, “teaching” meant mainly “socializing” children at home in the family; it was only the wealthy that could employ tutors, who literally “taught” citizenship to their private students (Heater, 2002).

Later, in feudal times, there existed a kind of loyalty education - loyalty to the land, to the landlord, to the king and mainly and mostly loyalty to the church and to God. Within this, for the elite “citizenship education” there was “leadership education” to prepare future leaders of society. However, these approaches were far from the concept of citizenship education of our era, since critical aspects and the concept of democracy and active citizenship were missing.

A significant development of citizenship education and citizenship education in teacher education, started with the 17-18th century in Western countries, in the age of revolutions. This was the time and place in which citizenship education could become meaningful and important for wider groups in society. It had a number of social prerequisites, including:

- The starting formal mass schooling;
- An emerging and developing Enlightenment philosophy;
- Evolving trends of modernity. (Heater, 2002)

With mass education professionally prepared teachers were needed. Schooling became the main form of mass education, and was deeply influenced by two significant factors. Firstly, mass education systems emerged as *national education systems*; Secondly, *subject education* became the main approach in distilling knowledge. Moreover, from the late 19th, previous characteristics of citizenship education were challenged by developments in human societies, such as: globalization; the changing role of the nation state; the spreading of liberal democracies with human rights, with concepts of free choice and individual identity coming to the fore. In addition, new child-centred pedagogies, the digital revolution and other developments have also influenced teaching and learning in school and teacher education programmes.

From the brief outline above we can glean that citizenship is a broad and fluid concept giving rise to challenges, ambiguities and inconsistencies in citizenship education and citizenship teacher education. However, from the starting periods of formal teacher education, the role of the teacher was conceptualized as including:

- developing subjects in schools
- educating citizenship as a subject
- educating good, collaborating, loyal citizens for the nation state.

Up to the present it can be questioned if *citizenship* could ever become a well-shaped and clearly organized *school-subject*. Research shows that in our time citizenship is taught in many different ways in different educational systems on different levels of education in different types of educational institutions (Kerr 2000, Banks 2001, Davies 2005, Nelson & Kerr 2006, Cappelle, Crippin & Lundgren, 2010). Citizenship education is organised differently in different states of Europe, in some it is a curriculum subject while in others it is a cross-curricula theme. Necessarily, citizenship teacher education programmes reflect this organisation and this raises a number of challenges:

- If citizenship is a separate subject then *teachers of citizenship education* must be prepared in a given subject-teacher-education track, as with other subjects such as mathematics or music. However, in many countries the subject of Citizenship is taught by teachers trained in other subjects - history, geography, literature etc, with teachers trained in *some* practices, theories and methods in citizenship education only.
- Similarly, if it is not a separate but a kind of *cross-curricula* subject and it must be taught by all teachers in all levels and types of education, then citizenship as a topic and citizenship education as a set of knowledge content and methods should be taught for all future teachers and these sets of knowledge must be offered by ISTE programme as well. However, citizenship education may have low priority and may not feature highly in ITE and ISTE programmes.
- Related to the points above is uncertainty over which domain citizenship and therefore citizenship education and citizenship

teacher education is built on. Is it law, ethics, finance, economy, philosophy, religion, history? As these are knowledge fields most often taught as separate subjects in formal educational institutions then there may be difficulties associated with how citizenship education fits with these. It is a very difficult question in curricula design, what and how deeply to teach for example in ethics in citizenship education, if there is an overlapping subject that teaches this topic directly and separately, then how to prepare students in ITE and ISTE is equally problematic.

- Further, related to how citizenship is included in the curriculum and how teachers are trained in citizenship education are challenges associated with continuity and student progression within the subject. There is danger of unsystematic planning and inconsistency in ITE or ISTE provision across age-phases.
- Further complication comes when ITE and ISTE programmes are regulated by government agencies outside the university. Where students must meet professional standards set by these agencies, it can be a difficult task for the university curriculum designers to incorporate citizenship education into degree programmes with different quality assurance parameters.
- Moreover, because Citizenship education involves broad concepts including critical thinking, and interaction with others in democratic responsible ways, and encourages learning through active citizenship, it does not always fit with traditional pedagogic practices in school education.

- Since traditional civics education often had primary focus on the nation state (in some ways educating the next generation to be loyal to the nation) there may be tension in citizenship teacher education with regard to how and how much teachers must be prepared for teaching global, cosmopolitan, and critical citizenship.
- One of the most difficult challenge to citizenship education and citizenship teacher education designers how to reach a balance between theoretical *knowledge* of citizenship, and the active, *acting* part of citizenship education. Certain teacher education programmes give students opportunity to act as citizens in real-life social situations. However, these activities do not necessarily fit with the policy of a given university.
- The emergence of democratic citizenship and education for democratic citizenship may also lead to tensions in curriculum design, for example if the curriculum and practice should encourage socialisation into a particular set of values, or if it should encourage a critical engagement with these values.
- Further, active citizenship education will necessarily need to prepare teachers to handle controversial issues that arise in the classroom. Without specialist training teachers (and teacher educators) may be tempted to fall back on 'safe' teaching about citizenship as in previous civics models. However, in citizenship ITE and ISTE programmes future and practicing teachers must learn *about* citizenship – the legal background, its historical, political cultural realities etc; - as well as be involved *in* citizenship to do it actively, to act as

active agents in society. Citizenship education has this socializing role in ITE and ISTE as well, and this is why the practice, the doing part must be such an integrated part of all ITE and ISTE citizenship education curricula.

The following sections present some case studies of citizenship education in teacher education in order to show some practice on the ground.

Citizenship education in teacher education in Estonia

Citizenship education is a part of national curricula in Estonia and it is delivered in schools through three approaches: as a compulsory separate subject in basic and upper secondary school level; as integrated part of another subject (personal, social and health education) in primary level and also as a cross-curricular dimension through all educational levels.

At primary school level (grades 1-3), topics related to citizenship education are integrated into a personal, social and health education subject groups, whose general objective is to introduce society as a form of human life organisation and living environment. At basic school level (grades 4-9), citizenship is taught during two subjects as a specific subject-related content, it also incorporates knowledge, attitudes and skills acquired through other subjects (mainly history, personal, social and health education, geography, biology and literature) and overviews of what has already been taught at primary school level. At upper secondary school level (gymnasium), at which citizenship is taught in two compulsory subjects, pupils are taught to understand the modern world as a whole and

the political, social, economic and other processes which are part of life in society and shape it. Topics related to citizenship education are also included in the subjects of history, geography, biology and personal, social and health education through all levels of school curriculum (National Curriculum for Basic Schools, 2011; National Curriculum for Upper Secondary Schools, 2011).

All Estonian teachers have to undergo higher education in which they specialise in their chosen subject(s) and are trained specifically for their profession. Each teacher must attend in-service training courses. In-service training is organised by two public universities (University of Tartu and Tallinn University), several training centres and subject associations.

In Estonia, however, there are no teachers of citizenship with a fully specialised university education in this field. Instead, they have mostly graduated in history with a specialisation in citizenship education to teach students in basic and upper secondary schools as compulsory separate subjects of citizenship. At primary school level, aspects of citizenship are taught mainly by general teachers whereas, at secondary and upper secondary school level, citizenship education is the preserve of those who have specialized, though not necessarily in citizenship itself. In fact, there is no an initial teacher education programme focusing specifically on citizenship education, but the topic is most commonly covered by teachers who have specialized in history or personal, social and health education curriculum. Thus, there are special initial teacher education programmes for citizenship education in Estonia integrated mainly with history and/or personal, social and health education curriculum studies and student teachers may acquire a specialist qualification in this area.

Also, the minimum qualification requirements for all those who have completed initial teacher education, whether they are intending to work in primary, basic or upper secondary school, include aspects of citizenship education (Citizenship Education at school in Europe, 2012).

Education for Global Responsibility: a case from the Czech Republic

A new subject Education for Global Responsibility was included to the study programme teaching at Primary School in the academic year 2015/2016. Its aim is to provide student teachers with food for thought which will hopefully help them decide voluntarily, responsibly and competently to bring and include important topics of global citizenship education systematically to their future teaching at primary school. Moreover, they will be able to choose effective procedures and support pupils during their active discovery of important phenomena, connections and relations concerning active and responsible life in the connected world.

The authors of the study programme worked on the presumption that global education should pervade various educational subjects. The core of the subject consist mainly of discussing activities which enable students to discuss important global issues from the point of a citizen, share their views on them and deepen their knowledge which is related to global issues. The second pillar of the course is experiential learning. The students will “live out” lessons made for pupils of primary schools within the course and will reflect their experiences from the point of a future teacher afterwards.

In their thematic report on Education in Global and Developing Topics at Primary and Secondary Schools (2016, available at: http://www.csicr.cz/html/TZ_globalni_rozvoj_temata/flipviewerxpress.html), The Czech School Inspectorate states that a relatively high part of Czech schools include global issues in their school education programme. According to the inspectional report, various kinds of methods and education forms are included to the education of global issues. A wide range of various aids and materials is used in the teaching of global issues. It was also discovered that Czech schools put more emphasis on environmental/ecological topics in comparison with other topics. Furthermore, stimulating participating methods, that place higher demands on pupils own initiative, are used only in a small part of schools. It is also known from the report that only 35.8% of primary school teachers and 44% of secondary school teachers were involved in further education of this area in the school year 2014/2015.

The subject tries to respond to these findings, therefore it:

- places emphasis not only on the environmental issues but also on other global and developing topics;
- devotes larger extent to the topics that are related to the interconnection of the world, topical issues and development issues and connect global and developing topics with local dimension;
- uses stimulating methods and education forms in larger extent;
- motivates the students of teaching profession to participate in projects or programmes (e.g. service learning projects) by external subjects.

In the media but also in their everyday life, children and young people meet the issues of poverty, armed conflicts, terrorists' attacks, natural disasters and other facts that arise from them more often. In today's globalized world, it cannot be claimed that these issues are distant and that they are not concerning us. Research (e.g. Claire, 2007) points to the fact that individuals of different ages, including the youngest, experience other people's problems very sensitively. Therefore they need to understand them better, analyse them in a relatively safe environment and share their worries.

It is very important to fulfil their needs in the environment of formal education since the needs cannot be and are not often satisfied in the family for various reasons. Pretending that these problems do not exist and therefore do not concern us is not the solution. It is important to talk about the problems with the pupils. An instant respond to urgent challenges that pupils know from media, conversations of adult family members, etc. seems to be the most natural way. Apart from reacting to topical issues in the world and the Czech Republic, it is also desirable to plan lessons devoted to some of the problems beforehand.

Global citizenship education supports creation of values and attitudes in a way that people are able and willing to participate actively in solving local and global problems. Global development education aims to accept responsibility for creating a world where everyone has the possibility to lead a dignified life. The interest of the society is raising people who will make an effort to ensure dignified life for all individuals in the world and accept democratic principles at the same time.

Concept of citizenship is changing. It is necessary to react on other forms of civic engagement, the rise in populism in politics and media, the growing

influence of the richest people on political decisions, being aware of reliance of other people who live in various places of the world, the loss of cultural identity of numerous young Europeans, etc. It is necessary to predefine the concept of citizenship towards the global responsibility. (Birzea, 2000)

The requirement to develop real understanding of global topics which besides other things requires understanding of related economical, social, political, environmental and cultural processes also places high demands on the teacher. Besides this, the teachers have to step out of the “guarantor of truth” position and they have to become not only facilitators of their pupils’ learning but also of their own, which is of course much more demanding. The course tries to do both – provide students with some of the content knowledge and let them experience the way how to form their pupils through the agency of indirect methods of teaching at the same time.

A teacher can introduce themselves and their pupils to the issues of global citizenship via various discussion methods in which pupils share their opinions, learn to view things differently and gain new information. Besides this, the motivation to think about problems and get information to it should be rising. Such discussion activities can “start” their thinking and bring about changes in their behaviour in everyday non-school life. The course tries to make the students of teaching start thinking differently and it also strives to make them be willing and able to apply these approaches in their future teaching practice.

Global Citizenship Education in Portugal

A group of educators from preschool to high school and two NGOs, CIDAC and Fundação Gonçalo da Silveira, jointly created a Network on Global Citizenship Education (GCE), after 6 years of Development Education intervention in the formal education system. The network describes its mission as “connecting and motivating different actors in schools for practices and dissemination of knowledge on Global Citizenship Education”. Its goals were defined as follows: to facilitate access to materials and information and exchange on GCE among educators working within the school context; to provide opportunities for sharing, reflection and peer training on GCE; to support the educators and the schools in the understanding and construction of responses to the challenges of today’s society, from the perspective of GCE. The GCE Network, an informal structure, started in October 2013. The basis of its activity is the local dynamics that respond to the needs, strengths and challenges of particular contexts, in their relation to global contexts.

As the Maastricht Declaration on Global Education in Europe (2002) stated, *“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship”*.

Portugal over recent years has been going through an ongoing period of serious economic challenges and has seen significant cuts in public spending. At the same time, in spite of these challenging realities, the country has also made progress towards strengthening Global Education

and Development Education; namely, the adoption of the National Strategy for Development Education in 2009 – ENED – was an important in order to strength both Global Education and Development Education at a national level. There are a number of key institutions involved in supporting and facilitating Global Citizenship Education and Development Education in Portugal.

The Portuguese NGDO Platform is the coordinating body for Development NGOs in Portugal. It represents a group of 65 NGDOs that are registered with the Portuguese Ministry of Foreign Affairs. It brings together a variety of NGOs, large and small, working in the areas of emergency humanitarian assistance, long-term development and Development Education. The platform also works closely with broader civil society movements that have a remit in regard to development in particular sectors. Established in 1985, it both represents and supports the Portuguese NGDOs, and aims to contribute to the involvement of civil society in Development Cooperation (GENE, 2014:28). Some of them, as is the case of Aidglobal, are also heavily involved in Global Citizenship Education, both at formal and informal levels.

After a voluntary experience at an orphanage in Mozambique in 2005, Susana Damasceno, an author of this chapter, was inspired to found Aidglobal, an NGO that educates for a more just and sustainable world. Aidglobal also promotes a global citizenship by engaging and educating people in Global Development issues in Portugal. Its aims are to identify, design and implement strategies and actions towards access to education. To this end it has been promoting activities with teachers and students from different schools through the “Educate to Cooperate” project, which has engaged so far over 3400 students in 17 learning institutions. The work

has since its foundation, had focus on the fight against illiteracy, executing projects and initiatives always in partnership with local authorities.

The specific goals of the project are to educate and train teachers/educators on themes concerning Global Citizenship Education and Development Education; to make pedagogical and methodological resources and materials available for teachers/educators and trainers; to cooperate with the teachers/educators, in order to sensitize them; to sensitize students and make them aware of different issues related to the world, particularly concerning inequalities and interdependences, through non-formal methodologies; to promote the integration of Development Education themes into school curricula. The Target group are Teachers of the 2nd and 3rd cycle of the national school system and its students. It is open - as partners - to all Schools, Teachers Training Centres and others.

Aidglobal, together with other partners in Portugal, Germany and Romania [*DEAB, EPiZ, finep, Instituto Marquês de Valle Flôr, Ministry of State Baden-Württemberg, Camões – Instituto da Cooperação e da Língua*], has developed a manual for global education: “Global How?” The manual is strongly based on the project partners’ expertise in training facilitators as well as their experience from conducting test training courses in three different European countries. Another trainers’ Manual is the “Handbook of Education for Global Citizenship that provides a set of schedules of classes designed to integrate the issues of education for Global Citizenship (ECG) in the contents of the school curriculum. It’s goal is to foster integration of ECG practices in the national curriculum of basic education, particularly in the second cycle, by providing lesson planning to teachers and other educational agents.

In the “Educating to Cooperate” project, teachers drafted and implemented lessons on topics across the curriculum that integrated ECG subject areas. The lessons sought to value activities promoting active participation, collaborative work, critical thinking, problem solving, decision making; Participatory strategies as debate and reflection on group, role play, questionnaires, rain of ideas etc.

Students’ voice: University students’ views about citizenship issues in the teacher training

Naturally, student teachers’ and teachers’ expectations about ITE and ISTE citizenship education and their experiences on this education is a crucial aspect again. Still, in this particular field of education, in which university students and practicing teachers are motivated to be active and constructively critical with their social environment, it has a special importance to activate them in the design of their own education programme and to activate them to do it by a critical-constructive approach. Also, since many cases educational researchers and ITE and ISTE curricula designers miss students’ (future or practicing teachers’) opinion on citizenship education, it is an obvious choice to ask them about these issues. Therefore the *students’ voice* type research became particularly popular in this field of education. We carried out a preliminary qualitative research on these issues among Estonia, Portugal and the Czech Republic. In the next part we introduce some parts of this research.

Aim and research questions

The purpose of the present preliminary descriptive study was to get a better grasp of university students' understanding of citizenship issues in the teacher education.

Three research questions were evoked:

- (1) What is the impact of teacher training to students as citizens?
- (2) What are the core courses about citizenship education in the teacher training curriculum?
- (3) What are the suggestions to develop the teacher training curriculum in the area of citizenship education at the university?

Methodology

Four randomly selected samples from three universities were selected: Estonian (N=15; M= 24.4 years old) students studying at Social Science Educational Programme; Czech students studying at Civic Education Programme (N=15; M= 25.2 years old); Czech students studying at Primary Education Programme (N=15; M=23.3) years old; and Portuguese students (N=22; M=24.9 years) studying at Basic Education Programme, whereby all the programmes were teacher training master's degree curriculums.

Research instrument

Questionnaire consists of the open-ended questions in three areas:

- (1) Impact of teacher training on the students as a citizen (Do you think your university training as a teacher had an impact on your citizenship knowledge, skills and attitudes? How?)

(2) Opinions regarding to citizenship education courses in the curriculum (Do you find it important to have special courses(s) about citizenship included in your teacher training curriculum? If so, what kind of courses? Why? If not, why?)

(3) Suggestions regarding citizenship education in teacher education (Imagine that you were asked to be an adviser for a teacher training programme. Such programme should work well as citizenship education commitment. What would be your top five recommendations?).

Quantitative content analysis was used to categorize each open-end question answers.

Results

Impact of university teacher training to students' citizenship knowledge, skills and attitudes

Quantitative content analysis of the open-ended question about the impact of university teacher training to the students' citizenship knowledge, skills and attitudes revealed several categories:

(1) University curricula courses and curricula units about citizenship education included politics, human rights, laws, identity and human development, non-profit organisations, multiculturalism, cultural differences etc.

(2) Citizenship educations in schools – courses and curriculum content in the area of citizenship education at school;

(3) General academic skills and competences in the area of research and reading/analyzing scientific literature;

(4) Teaching methodology – use of active learning methods in the classroom;

(5) Development of attitudes like equality, tolerance, acceptance of different cultures, minorities, marginalized and excluded people;

(6) Teaching of social skills - life skills, communication skills, empathy and pro-social behaviour.

The analyze of open-ended question answers of students revealed that the impact of university teacher training to students' citizenship knowledge's were connected with two areas: courses and content of curricula of citizenship education at university and content of curricula of citizenship education at basic school level, whereby the last area of knowledge's tended to be more dominant among Czech university students. Also, university students recognized that citizenship education courses during their teacher training developed their research competencies as a part of their general academic competence.

The other domain of teacher training that influences four study-group university students as citizens was connected with development of their methodological/didactic competence in two areas – general didactics and more concrete area – teaching of social skills, whereby the last area was more emphasised among Estonian and Portuguese students.

University students recognized relative rarely, compared with recognition of knowledge's and skills, that the impact of teacher training to their attitudes – mainly towards diversity and equality, whereby Estonian and Portuguese students tended to evaluate this aspect more frequently than Czechs.

Core courses about citizenship education in the teacher-training curriculum

Based on the categorization of the student's answers regarding to citizenship education courses in the teacher training curriculum three groups of categories revealed, which were connected with the main issues and/or disciplines: personal level (identity and personal development, personal identity in the society, personal values in the society, personal problems connected with identity development; group and institutional level (group processes and social psychology, integration and inclusion of pupils into class and school, social institutions and their functioning; and society level (multicultural society, political science, sociology, history, law, ethics etc; Also there was a branch of courses connected the methodology – for example, didactics of civic education, didactics of history, didactic of teaching social and emotional skills for students.

Research results showed that methodological courses and courses in society level were the most important courses about citizenship education in the teacher training curriculum for three study samples of university students with relatively less importance of courses dealing with group behaviour issues and different institutions, whereby Estonians tended to evaluate highly courses connected with personal issues compared with Czech students' evaluations.

Suggestions for development of teacher training curriculum in the area of citizenship education

The results of the quantitative content analysis about students' suggestions for development of teacher training curriculum in the area of citizenship education revealed six categories:

- (1) Basic knowledge's in citizenship education of local, national and global issues including political, sociology, psychology, pedagogy, ethics, media etc., perspectives;
- (2) Methodological competencies based on the practical experiences and learning-by-doing;
- (3) Methodological competencies based on teaching and using active teaching methods including dialogue, brainstorming, role play, group work, planned game etc;
- (4) Knowledge's and skills about personal, social and health education;
- (5) Methodological competencies in the area of developing positive climate at the classroom with attention to students' attitudes and beliefs;
- (6) General academic competencies like critical thinking, analyzing, problem analyze, etc.

Study results showed that students' suggestions for the development of citizenship education curriculum in the teacher education were not only connected with competences to have the core knowledge and understanding about local, national and global citizenship issues, but also with having knowledge and skills in the area personal, social and health education, whereby the last aspect tended to be more prevalent among Estonian and Portuguese students compared with Czechs.

Most important area regarding to citizenship education in teacher education studies for all four study-group students was connected with development of their methodological competences in three areas: teaching strategies and methods connected with active teaching methods, practice-based teaching strategies and methods, and teaching strategies for fostering positive learning climate in the classroom. Thus, future teachers

were eager to have a teacher training curriculum in the area of citizenship education where empathies are put to promote to active, participatory teaching approaches associated with child-centred and attitude-based teaching.

Additionally, students' self-reported involvement in three roles during teacher training - as a teacher, as a citizen, and as a student, was analysed in the present research. The three study-group teacher-training students' opinions about the importance of the three roles (teacher, student, and citizen) in the six-point Likert scale (1 - completely not involved to 6 - completely involved). From the analysis of the data it was revealed that university students perceived themselves mostly as being in the position of teacher (M=5.01), then as student (M=4.68) and lastly they accepted the role of citizen (M=4.30). University students' role perception among study-groups tended to differ in two areas: Portuguese teachers and Czech primary education teacher tended to evaluate more their university students' roles compared with other study groups; and Estonian and Portuguese teachers accepted more their citizen roles compared with others.

Conclusion

The results showed university students' awareness of citizenship education in their teacher training curriculum studies and its impact to their citizenship knowledge, skills and attitudes with more emphasises on their knowledge's about citizenship and less to the attitudes. In comparison with other teaching competences, the dimension of acquiring knowledge about citizenship education was not so prominently evaluated and more emphasises were given to the dimension of how to teach citizenship

education and promote active, participatory and attitude-based teaching approaches. Furthermore, university students' understanding of citizenship knowledge, skills and attitudes cannot be considered separately from their development of citizenship-as-practice approach, reflecting the broad concept of citizenship.

Teacher training university students' views about their roles underline more their position as a teacher and a student and less as a citizen reflecting their present status. Students' views about their present teacher education curriculum studies in the area of citizenship education were dominantly connected with acquiring citizenship knowledge's – mainly in society level, but lesser sphere included the development of teaching competence, reflecting more narrow focus on citizenship. Thus, it is important that broad issues about citizenship education are strongly advocated through teacher education with challenges to have a curriculum context for development of university students' - as future teachers, own citizenship identity. Democratic global citizenship education has a big importance in the future generations' development and therefore its presence in schooling has an evident and eminent role. Therefore, citizenship education is a must both in schooling and in ITE and ISTE programmes.

Some Conclusions

Education for Citizenship is an area with many problems to overcome in educational sciences. There are gaps that have not been sufficiently explored in the domain of this essential and transversal curricular area to the diversity of study cycles and disciplines, as well as lacunae between the prescribed curriculum and practices (Serrão, 2014).

This investigation contributed to a better understanding and knowledge of the teaching of Education for citizenship, teachers' training needs and difficulties in the implementation of this curricular area and it was focused on how students evaluate the teaching and learning processes, together with their suggestions in order to improve them. It also contributed to know the influence of Citizenship Education and its impacts on the students. The data were treated and analysed through a mixed process, quantitatively and qualitatively. Pedagogical practices of teachers were identified. The research results indicated the need of mobilizing projects for the teaching professionals to accomplish their functions with efficacy and motivation. Teaching professional practice is embedded in a continuous improvement process. In this sense, this investigation constitutes a base in order to create a referential framework for training of teachers (Serrão, 2014).

The results of the quantitative and qualitative content analysis about students' suggestions for development of teacher training curriculum in the area of citizenship education revealed six categories: (1) basic knowledge's in citizenship education of local, national and global issues including politology, sociology, psychology, pedagogy, ethics, media etc.; (2) methodological competencies based on the practical experiences and learning-by-doing; (3) methodological competencies based on teaching and using active teaching methods including dialogue, brainstorming, role play, group work, planned game, etc.; (4) knowledge's and skills about personal, social and health education; (5) methodological competencies in the area of developing positive climate at the classroom with attention to students' attitudes and beliefs; and (6) general academic competencies like critical thinking, problems analysing, etc. Study results showed that students' suggestions for the development of citizenship education curriculum in the

teacher education were not only connected with competences to have the core knowledge and understanding about local, national and global citizenship issues, but also with having knowledge and skills in the area personal, social and health education. The most important area regarding citizenship education in teacher education studies for all students was connected with development of their methodological competences in three areas: teaching strategies and methods connected with active teaching methods, practice-based teaching strategies and methods, and teaching strategies for fostering positive learning climate in the classroom. Thus, future teachers were eager to have a teacher training curriculum in the area of citizenship education where empathies are put to promote active, participatory teaching approaches associated with child-centred and attitude-based teaching, as also literature confirms (Chistolini et al., 2014).

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The CiCe Jean Monnet Network

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The CiCe Jean Monnet Network is a consortium of universities with interest in how and what people learn about their society, a partnership that grew out of the CiCe Erasmus Academic Network, which had been in existence in various forms since 1998 with the support of the European Commission. Closely related to the Network is the CiCe Association, an independent body of individuals and institutions with academic and practical focus on citizenship education and identity formation in young people in Europe and the world.

The CiCe Jean Monnet network links 25 institutions in network from 17 states that are involved in training education professionals (teachers, social pedagogues, early childhood workers, youth workers etc) and concerned with citizenship education and the development of identities in young people.

Partners involved in the Network:

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Charles University in Prague, Faculty of Education, CZ
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