OREALC/UNESCO Santiago INTERNATIONAL SEMINAR
Teaching and Learning in the Education 2030 Agenda

TEACHER TRAINING FOR CIVIC EDUCATION

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Scheme of the Presentation

- Democratic belief and contemporary requirements for education

- Initial evidence on teacher preparation for civic education in 6 countries of the Region

- Guidelines and questions for the development of teacher training in this crucial area.

1

Democratic belief and education

Democratic belief…

"**Democracy is, first and foremost, an ideal**. [...] **Without an idealist tendency a democracy is not born and, if it is born, it swiftly deteriorates. More than any other political regime, democracy goes against the trend, against the inertial laws that govern human groups. Monocracies, autocracies, dictatorships are easy and just fall on us; democracies are difficult and must be fostered and believed in.**"

(Giovanni Sartori 1991).

Democratic belief by education level in seven Latin American countries, 2007

Source: ECOSOCIAL-2007 (Schwartzman 2008).

Democracy is better than any other form of government	Primary	Secondary I	Secondary II	Higher	Total	Dif % (Between Primary and Higher)
Argentina	64	71	77	89	75	25
Brazil	65	55	65	76	64	10
Chile	36	43	50	75	55	39
Colombia	38	46	47	70	51	33
Guatemala	53	47	56	60	54	7
Mexico	53	55	67	77	60	24
Peru	55	41	60	74	63	18
Total	54	52	60	76	61	22

Attitudes of 8th grade students towards authoritarian governments. Average in six Latin American countries (ICCS-2009)

	Disagree and Disagree Strongly (%)	Agree or Agree Strongly (%)
People who have opinions that are different to the Government should be considered its enemies.	83	17
It is best for Government leader to make decisions without consulting anybody.	80	20
If the President is not in agreement with Congress, he should dissolve it.	78	22
Government should impose its authority even when it violates the rights of some citizens.	72	27
It is fair for the Government not to obey the law when it thinks this necessary.	69	31
The Government should close news media that criticise it.	62	38
Government loses authority when it recognizes its mistakes.	51	49
The country's most significant opinion should be that of the President.	47	73
The concentration of power in a single person guarantees order.	42	58

How can civic commitment be understood today? (global vision)

- Dropping electoral turnout
  and participation in political parties

- Growing mistrust of politics

- Growing inequality …… particularly amongst young people.

ERIK AMNÁ (ICCS 2016) Örebro University, Sweden:
Presentation in Santiago, 27.3.15

PESSIMISTS   AND   OPTIMISTS

- Democracies are under serious threat

- The distance between young people and traditional politics constitutes a problem ("democratic time bomb") :
  - ✓It represents them less and less
  - ✓ And... ever fewer of them want to be represented.

  (Amná, op. cit.)

- There is no crisis, but rather changes in ways of getting involved.
- Interest and involvement are stable
- Internet and participation in *ad hoc* actions that permits, expand the repertory of participation.
- Even if this does not make up for the absence of young people in political parties, ... young people create new avenues for political involvement, and help democracies to survive.

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Civic education and teacher training in the region

CIVIC EDUCATION AND TEACHER TRAINING

- WHAT DOES TEACHER EDUCATION DO ABOUT CIVIC EDUCATION IN THE REGION?

- WHAT IT DOES IS IT COHERENT WITH THE REQUIREMENTS OF CONTEMPORARY DEMOCRACY?

- WHAT PATTERNS EMERGE FROM INTERNATIONAL COMPARISON?

UNESCO-OREALC Study, 2014-2016

- Comparative analysis of six countries in the region based on reports prepared by specialists:

  - **Argentina** : **Andrés Gustavo Marcos Schujman;**
  - **Chile** : **Ana Farías Antognini**
  - **Colombia** : **Carlos Valerio Echavarría Grajales**
  - **Guatemala** : **Floridalma Meza Palma**
  - **Mexico** : **María Concepción Chávez Romo, Leticia Gabriela Landeros Aguirre and Hilda Berenice Aguayo Rousell**
  - **Peru** : **Manuel Iñiguiz .**

- Complementary information on Central America from "**Informe Consulta Subregional sobre Formación Inicial de Docentes en Educación para la Ciudadanía (UNESCO 2016**)

- Observations and contributions of an international workshop-seminar held in Santiago, Chile, in April 2016.

Institutions considered in a curriculum analysis of the presence of civic education in teacher education, by country.

PAÍS	ARGENTINA	CHILE	COLOMBIA	GUATEMALA	MÉXICO	PERÚ
Instituciones Analizadas (Mallas Curriculares)	4 programas Jurisdiccionales 4 Institutos Superiores Pedagógicos 3 Universidades Públicas	15 Universidades Públicas 21 Universidades Privadas	10 Universidades Públicas 3 Universidades Privadas	Programa de las Escuelas Normales Programa de Formación para docentes de primaria 1 Universidad Pública 9 Universidades Privadas	Escuelas Normales: 4 del Distrito Federal; 5 de distintas regiones del país; 3 Rurales 3 Instituciones privadas	7 Universidades Públicas 2 Universidades Privadas 2 Institutos Superiores Pedagógicos

Presence of Civic Education in Initial Teacher Training, 6 countries

COUNTRY	ARGENTINA	CHILE	COLOMBIA	GUATEMALA	MEXICO	PERU
Educational institutions	Primary Education AND Secondary Education: Higher Institutes and Universities	Primary and secondary education: Public and private universities	Primary and secondary: Public and private universities	Primary: Normal Schools, State and private university. Secondary: State and private university.	Primary and secondary: Normal Schools (public and private) and Universidad Pedagógica Nacional.	Primary and secondary: Teacher training institutes and public and private universities
Civic Education in teacher training	Mention for the area of Ethics and Citizenship Education: multiple programmes Higher teacher specialisation in Education and Human Rights	Sub-area of Civic Education in Orientation Standards, for the specialty of History, Geography, and Social Sciences in Basic and Secondary Education.	The General Education Law establishes guidelines, but the issue is not addressed in any current legal framework.	Design of the Educational Reform: defines educators as facilitator of civic learning for democracy, and establishes the need to train them in democracy, culture of peace, and multiculturalism.	The National Plan divides the educational programme into 5 areas, incorporating issues of civic education in the area of Optional Topics	Graduate profile oriented towards culture of peace and respect for human rights for Basic Education and secondary school Social Science teachers. Citizenship and Democracy area for secondary school Social Science teachers

Presence of civic education in policy documents on teacher training in Central America.

PAÍS	COSTA RICA	EL SALVADOR	HONDURAS	NICARAGUA	PANAMÁ
Formación Ciudadana en la FID	No hay política referida a su integración FID debe orientarse a partir de principios democráticos	No hay política referida a su integración	No hay política referida a su integración Educación referida a la ciudadanía prohibida para docentes extranjeros	No hay política referida a su integración Áreas de formación docentes relacionadas: interculturalidad y formación en valores	No hay política referida a su integración FID debe orientarse a partir de principios democráticos Principios cívicos, éticos y democráticos; idiosincrasia comunitaria y cultura nacional: básicos para la FID

Fuente: Tabla elaborada a partir de la información proporcionada por la Consulta Subregional sobre Formación inicial de docentes en educación para la ciudadanía, elaborada por OREALC/UNESCO (2016).

WHAT TOPICS OF CITIZENSHIP EDUCATION ARE INCLUDED IN TEACHER EDUCATION CURRICULA?

THEMATIC CATEGORIES IN CIVIC EDUCATION ANALYSIS MATRIX (SREDECC)	Percentual thematic coverage in teacher training programmes					
	Argentina	**Chile**	**Colombia**	**Guatemala**	**Mexico**	**Peru**
Civic values and principles: (Freedom; Equity; Social Cohesion; the Common Good; Human Rights; Social Justice; Solidarity; Equality; Diversity ; Tolerance; Pluralism; Democracy)	33.3%	33.3%	41.6%	91.6%	100%	41.6%
Citizens and democratic participation: (Civic rights; Citizens' obligations and responsibilities; Voting, deliberation; Participation and decision making; Participation in school governance and/or collective social action projects; Participation in political actions; Negotiation and forming agreements; Competencies in critical reflection for active citizenship; Accountability).	54.5%	36.4%	45.5%	72.7%	72.7%	54.5%
Institutions: (State; State of law; Powers of the democratic state; Government - public administration; National government; Constitution, law, regulation, legality, culture of legality; Judicial system, penal system, police; Armed Forces; Elections, electoral system, electoral participation; Political organizations in a democratic society; Unions and civil society organizations, social movements, collective bodies; NGOs; Risks for democracy: Authoritarianism; clientelism; populism; nepotism; press monopoly; control of justice; organized crime)	50%	58.3%	50%	50%	91.6%	25%
Identity, Plurality and Diversity: (National identity; Group identities; Latin American identity; Multiculturalism; Race and gender stereotypes and prejudices; Discrimination, exclusion; Patriotism; Nationalism; Cosmopolitanism)	12.5%	25%	37.5%	75%	75%	62.5%
Coexistence and Peace: (Illegitimacy of the use of force; conditions of legitimate use of force by the State; Coexistence; Peaceful and negotiated conflict resolution; Competencies for coexistence)	75%	0%	75%	75%	75%	75%
General context: (The economy; work; sustainable development: environment; Globalization)	100%	33.3%	33.3%	66.6%	66.6%	33.3%

Proportion of civic education thematic categories addressed in teacher training curricula

Gráfico Nº1:
Porcentaje de Categorías de Formación Ciudadana Incorporadas en la FID
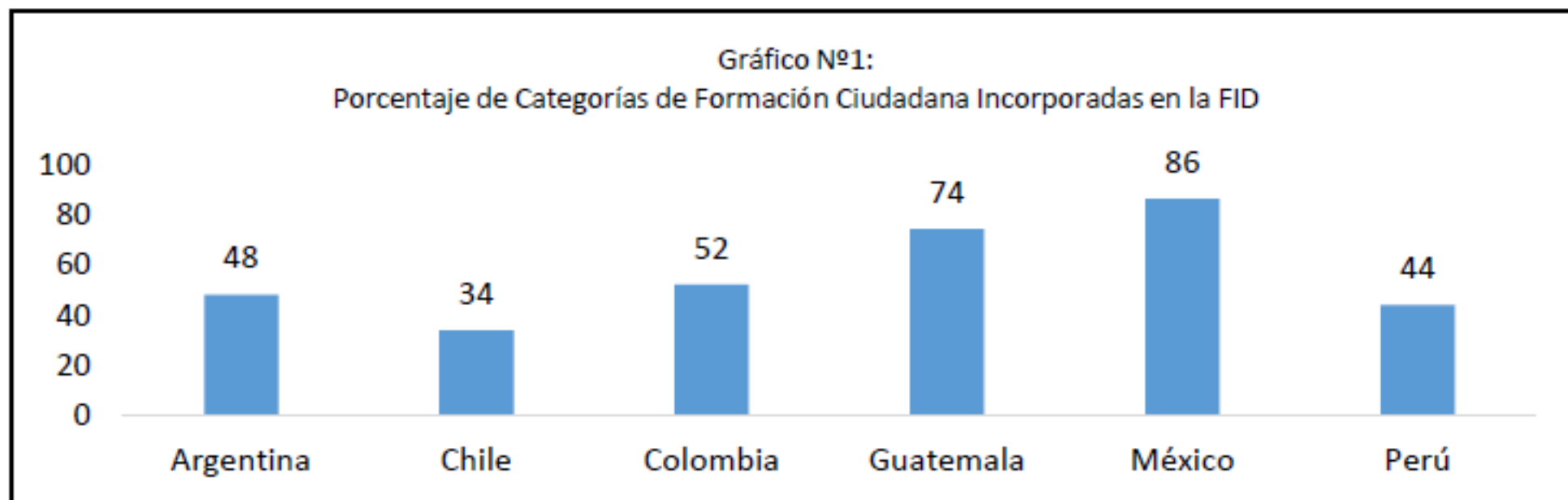
Civic and Civil emphases in Initial Teacher Training curricula.

CIVIC PARTICIPATION	ARGENTINA		CHILE		COLOMBIA		GUATEMALA		MEXICO		PERU	
	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.
Political organizations in democratic society	-	-	-	-	-	X	-	-	X	X	-	-
Powers of the Democratic State	-	X	-	X	-	-	-	X	-	X	-	-
Elections, electoral system, turnout	-	-	-	X	-	-	-	-	X	X	-	-
Voting (right, duty, responsibility)	-	-	-	-	-	-	-	X	-	-	-	-
Representation - forms of representation	-	-	-	-	X	-	-	X	-	X	-	-

CIVIC PARTICIPATION	ARGENTINA		CHILE		COLOMBIA		GUATEMALA		MEXICO		PERU	
	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.	Prim.	Secon.
Competencies for coexistence	-	X	-	-	X	X	X	X	X	X	X	X
Coexistence: Value, objective, characteristics	-	X	-	-	X	X	X	X	X	X	X	X
Peaceful and negotiated conflict resolution	-	X	-	-	X	X	X	X	X	X	X	X
Unions and civil society organizations	-	-	-	X	-	X	-	-	X	X	X	X

Gaps between initial teacher training and the contents of school curricula

- Of the six countries studied, there are systematic gaps between civic education in teacher training and contents of school curricula in the national cases of Argentina, Chile, Colombia and Peru.

- The gaps are particularly important in education of teachers for primary or basic education.

- Similar gaps were not observed in teacher education curricula of Guatemala and Mexico.

Strengths of the presence of Civic Education in teacher education in the countries studied

- Recognition of the issue's importance in terms of public policies

- Effort to mark out a space for civic education in initial education programmes

- Recognition of the need to implement active methodologies to address civic education

- Commitment to democracy and social justice in initial teacher training programmes

Weaknesses of the presence of Civic Education in teacher education in the countries studied

- Heterogeneity of initial teacher training programmes

- Marginal and variable position of Civic Education in initial teacher training

- Lack of alignment, in most of the cases studied, with definitions specified in school curricula.

- Educational approach based on civil participation, to the detriment of civic participation.

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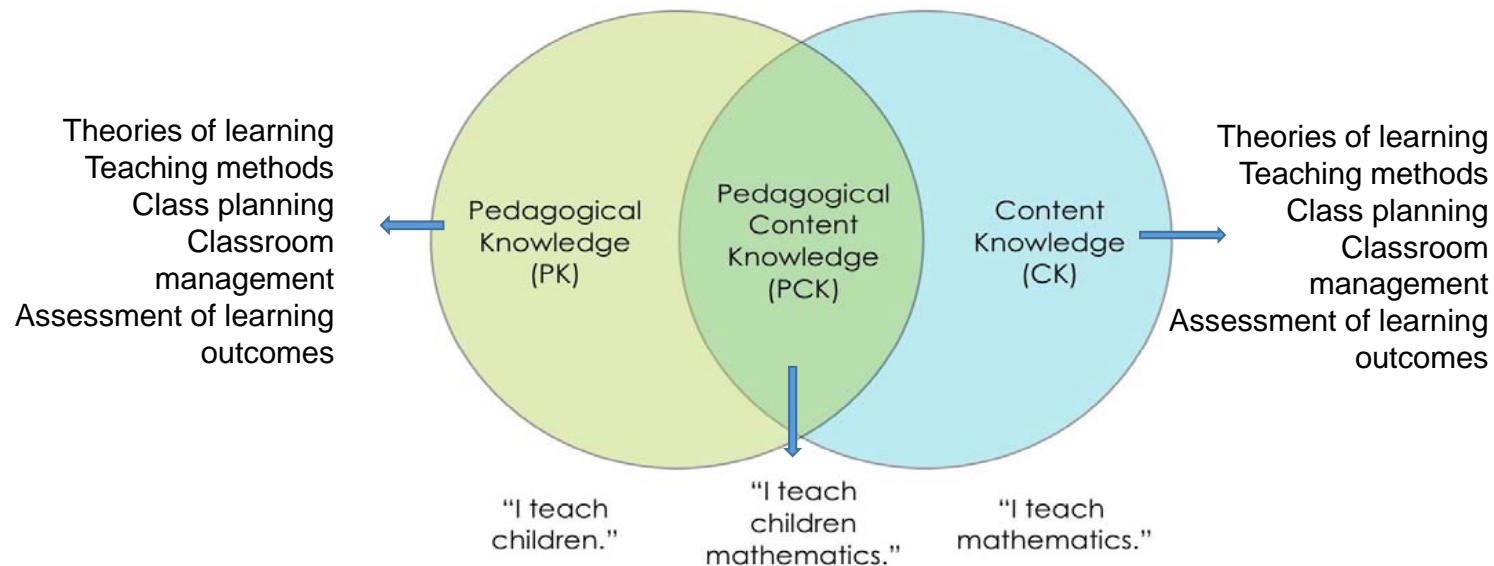**Guidelines and questions for development in this crucial area.**

A POLICY ORIENTATION

- Establish clear national guidelines to orient strengthening civic education in teacher education.

    ✓ Build standards that explicitly define the form in which civic education must be incorporated into teacher training

    ✓ Incorporate civic education into accreditation systems for teacher training institutions.

A KEY CONCEPT TO ADVANCE IN TEACHER EDUCATION FOR CITIZENSHIP EDUCATION

PEDAGOGICAL CONTENT KNOWLEDGE.

Pedagogical Content Knowledge *PCK*

Theories of learning
Teaching methods
Class planning
Classroom
management
Assessment of learning
outcomes

Pedagogical
Knowledge
(PK)

Pedagogical
Content
Knowledge
(PCK)

Content
Knowledge
(CK)

Theories of learning
Teaching methods
Class planning
Classroom
management
Assessment of learning
outcomes

"I teach
children."

"I teach
children
mathematics."

"I teach
mathematics."

Pedagogical Knowledge of the Content *PKC*

"the most useful forms of representation of those ideas (content), the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to others" Lee Shulman. (1987)

Pedagogical Knowledge of the Content

How to help students understand the subject matter content.

How to organise the content of each discipline or topic.

How to adapt to the students' interests and capacities.

How to present it for teaching.

What are the most regularly taught matter in the subject area.

What are the most useful forms of representing these ideas.

What makes specific topics easy or difficult to understand.

What types of errors students typically make.

What are the sources of these mistakes.

How to secure learning, overcoming these errors.

Shulman, 2004; Darling-Hammond, Bransford, 2005

WHAT IS THE *PEDAGOGICAL CONTENT KNOWLEDGE* OF THIS FUNDAMENTAL AREA?

How to characterise it?

What to propose?

Or how to move toward defining a way forward?

MANY THANKS…