Exploring the Landscape of Teacher Education for Citizenship and Human Rights Education: A Rapid Review

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ABSTRACT

This paper presents a rapid review examining teacher education in citizenship and human rights education. The review specifically aimed to answer three research questions, including the characteristics of existing empirical research on citizenship and human rights education teacher training programs, teachers' shared concerns about the challenges they face when teaching about citizenship and human rights, and the differences between teacher education in citizenship and human rights education in Global South and Global North countries. The rapid review focused on empirical research studies retrieved from the academic databases ELSEVIER/SCOPUS.

The findings of this review point to challenges and gaps in teacher education, mainly in terms of teachers feeling unprepared to teach controversial topics. Also, teacher education or teacher training programs in the Global South countries emphasize the importance of indigenous culture and social conflicts. In contrast, the Global North countries tend to be more advanced in incorporating the concept of globalization into citizenship and human rights education. These findings have implications for teacher education programs and policymakers seeking to improve the quality of citizenship and human rights education.

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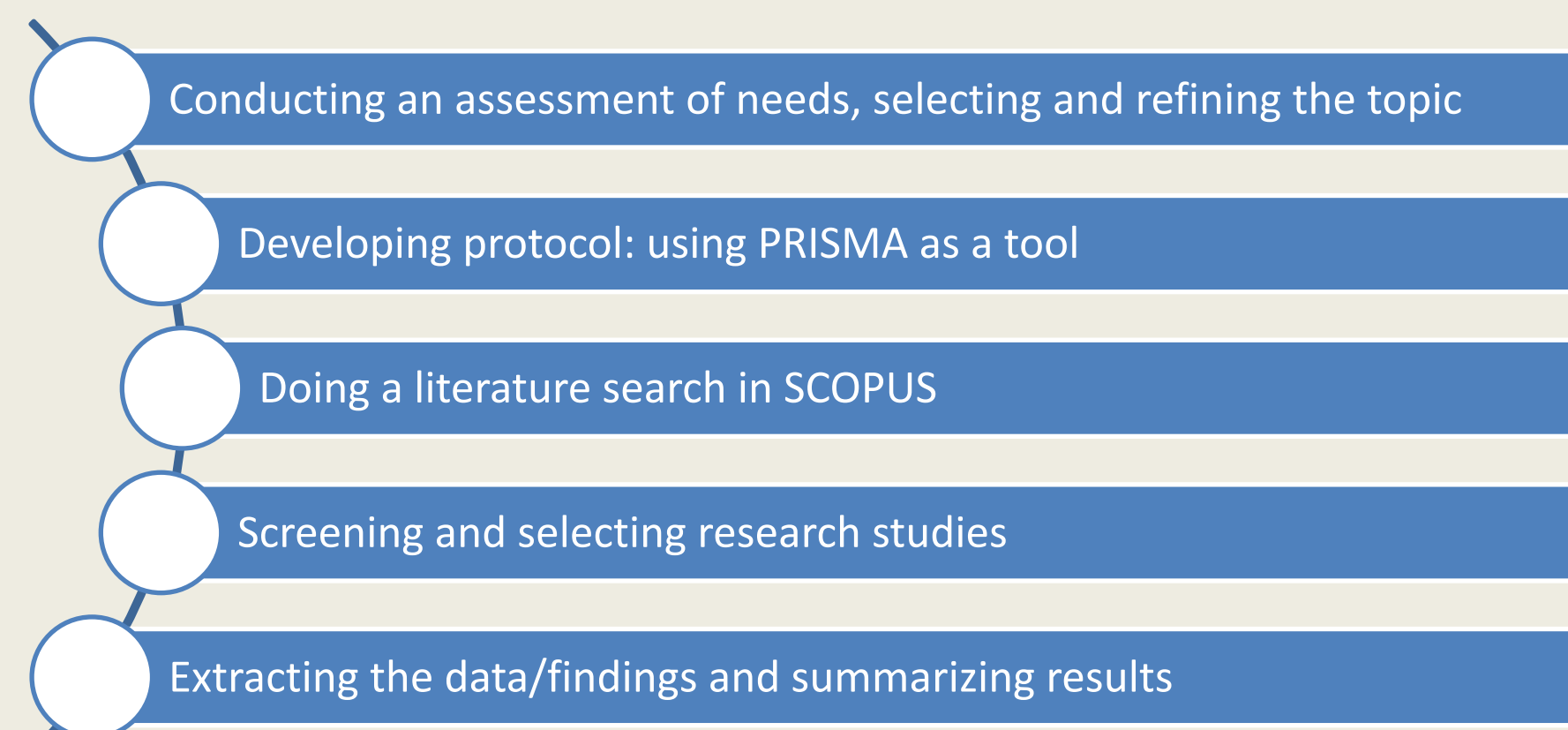
INTRODUCTION

Over the past decades, research on citizenship and human rights education (CHRE) has been updated, translating into different teacher requirements and richer and more precise vocabulary choices about citizenship and human rights education. Given that there are few systematic reviews of teacher education in relation to human rights and citizenship education, this review can be useful in filling the gap. Second, this review can positively contribute to organizations and even policymakers when considering high-quality teacher training approaches or programs.

Research Questions:
1. What are the characteristics of existing empirical research on citizenship and human rights education teacher training programs?
2. What are teachers' common concerns about teaching citizenship and human rights education (demonstrated in the existing research literature)?
3. What are the differences between teacher education in citizenship and human rights education in Global South and Global North countries?

METHODOLOGY

Generally, a rapid review is a type of knowledge synthesis, simplifies or skips some components of the systematic review process, which is more time-efficient (Khangura et al., 2012; Dobbins, 2017).

Search Terms: ("teacher education" AND "human rights education") OR ("teacher education" AND "citizenship education") OR ("teacher education" AND "civic education") OR ("teacher education" AND "global citizenship education") OR ("teacher training" AND "human rights education") OR ("teacher training" AND "civic education") OR ("teacher training" AND "citizenship education") OR ("teacher training" AND "global citizenship education")

Selection Criteria: (1) Language; (2) Availability and publication stage; (3) Literature type; and (4) Overall quality.
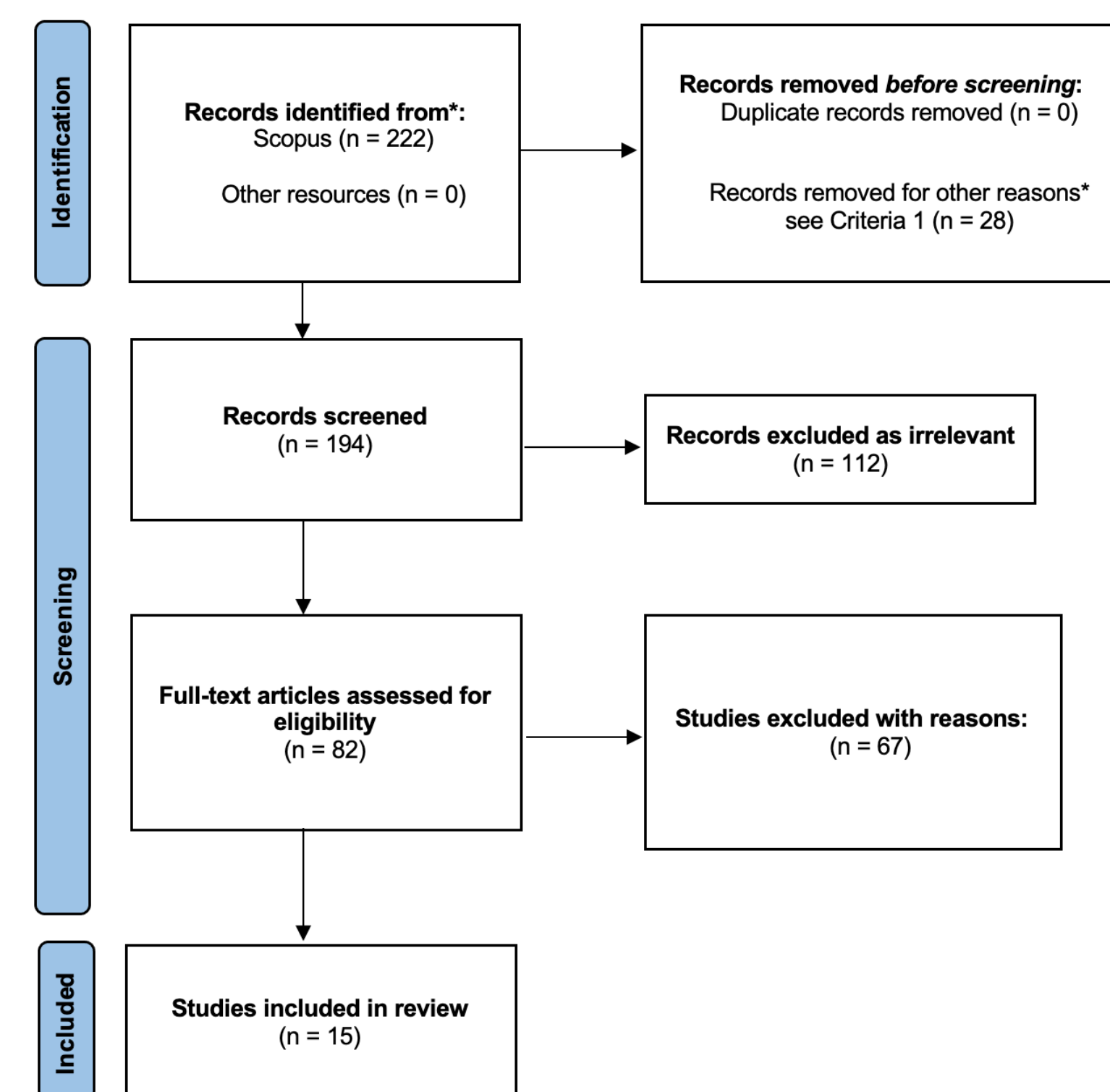
- Conducting an assessment of needs, selecting and refining the topic
- Developing protocol: using PRISMA as a tool
- Doing a literature search in SCOPUS
- Screening and selecting research studies
- Extracting the data/findings and summarizing results

Figure 1. PRISMA Flow Diagram of Results (Adapted from: The PRISMA 2020 statement: an updated guideline for reporting systematic reviews)

RESULTS & FINDINGS

- **Characteristics of Research:** research design/method, study region/country, and participants' information.

- **Challenges & Concerns:** Generally, the quality of teacher education does not meet the needs of CHRE.
  - Teachers had common concerns about the controversy, sensitivity, and potential bias of CHRE. Both in-service and pre-service teachers expressed concerns and uncertainties regarding potential conflicts that may arise from discussions about citizenship and human rights.
  - The challenges of teacher education have been further exacerbated by advances in electronic technology and the use of digital media in teaching and learning.

- **Global South & Global North Countries:** Countries in the Global North have a more positive attitude toward GCE and consider teacher training better in the Global South. Teachers in some Global South countries faced more complex challenges.

- **Implications & Recommendations**: Reform the education system and school policies, improve the quality of teachers education or training programs, consider teachers' views and children's voices.
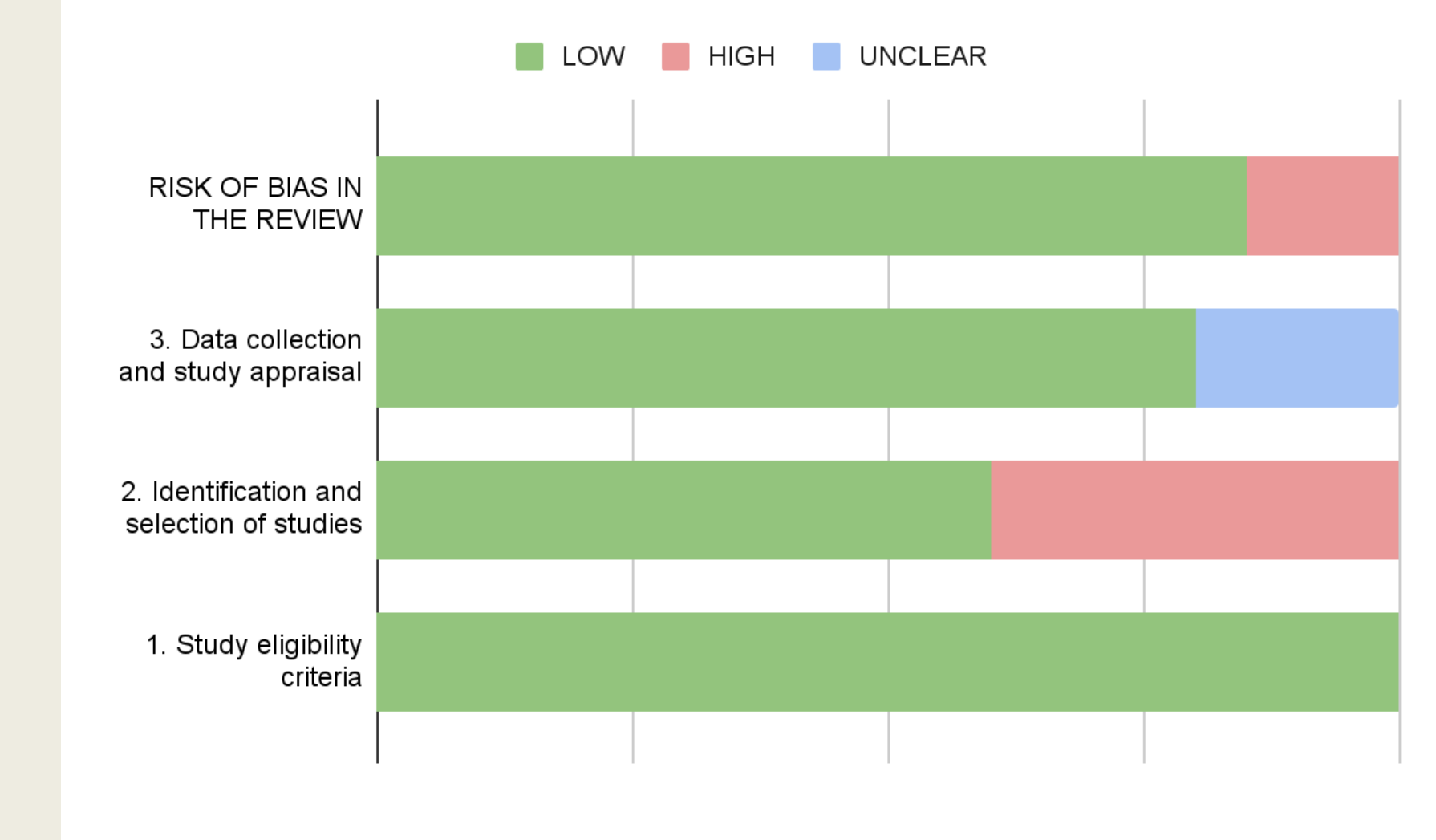

Figure 2. Result of ROB rating. Adapted from Whiting et al. (2016): ROBIS

RISK OF BIAS

- Only one database was searched in the article selection process, resulting in the review missing relevant studies in other databases.
- The search process included restrictions on language, publication date, and article type.

CONCLUSIONS

- The curriculum standards for CHRE should be developed to include relevant teacher training in the mandatory curriculum for pre-service teachers. In-service teachers should receive regular training.
- Establish partnerships with non-profit sectors to seek training-related support on controversial topics (e.g., gender education, peace-building, LGBTQ, etc.).
- Build connections with parents and local communities.

Future Research: CHRE in the post-COVID-19 era and how can teacher education programs work better to fulfill the UN's 2030 goals.

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