

# Citizenship Education in Lebanese Universities: An attempt to a comparative study<sup>1</sup>

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## **Abstract**

Increasing national conflicts call for according “citizenship education” more attention in order to respond to a number of emerging issues relative to national identity. This study explores the question of whether, and if so how, Lebanese educational institutions are managing to provide the needed preparation for the future educators in the field of “citizenship education.” Furthermore, we attempt to ground this research in the experience of ten Lebanese universities based according to the results of a concise survey that was completed by the representatives of each education department within participating universities. Quantitative data were compiled together in and, an index called “Scale for Citizenship Education” was created in order to determine the rank of universities according to their engagement in citizenship’s education. Finally, qualitative conclusions were drawn in the form of recommendations for the education departments of

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<sup>1</sup> I want to express my thanks for the UNESCO and for Dr. Adnan Al Amine for trusting me and providing me with such opportunity to deal with a very sensitive national topic. Also, I need to express my deepest gratitude to my colleagues in all the universities who provided me with the needed data to complete this study. Without their responses, this study wouldn’t have been done.

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participating universities. One alarming result of this study is the fact that some well distinguished academic institutions were out of the “Scale for Citizenship Education”. The main recommendation of the present study is that the teachers themselves must practice citizenship and apply its correlated other values such as democracy, diversity and freedom of opinion.

## **I. Introduction**

*“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has”*

*Margaret Mead*

Teachers are, in the words of the moral philosopher MacIntyre, “the forlorn hope of modernity” (Donald, 1992). “Forlorn,” because they are charged with a mission that is both essential and almost impossible. It appears that the heavy task of implementation will rest on the shoulders of current teachers as well as those in the future. They have to teach young people, first, to fit into some social role, and, second, and to think for themselves. This paradox is what makes education for future citizenship so difficult, and creates significant challenges for the preparation of teachers. This study is an initial exploration of these challenges for citizenship education of pre-service teachers in a multi-national context.

Citizenship topic in preparing teachers has been neglected over the years, because there was no clear boundary between it and social studies. The understanding of citizenship as defined in the present study will help the communities and the Lebanese people in general to reduce to the barest minimum the social strives in society. Moreover, the study may have an implication for the present curriculum because there is need for a curriculum that is relevant and functional in some Lebanese Universities.

Citizenship education is a vast field that includes a wide range of philosophical, political and ideological perspectives as well as various

pedagogical approaches, goals and practices. At the most abstract level of discourse, there is a general consensus that the main purpose of citizenship education is the development of good democratic citizens. The UNESCO recommended the following educational principles:

There should be international and world perspectives in different levels and forms of education;

Education should enhance understanding and respect for the values and living styles of different nations, culture and civilization; There should be understanding of the increased interdependence between nations and countries; Students should develop communication abilities; Students should be taught to understand their responsibilities at individual, societal and national levels, in addition to rights; (Zhong, 1998).

The role of a citizenship education teacher appears to be more complex than that of the teachers of other subjects. Some aspects are common with teachers of other subjects – such as subject knowledge and knowledge of effective teaching methods. But what is unique to citizenship education teachers, because of its specific nature, is that teachers themselves and their personalities play an extremely important role as a model of civil behavior.

## **1. Research Question and organization**

My research question is mainly:

*To what extent is citizenship education a part of the curriculum of education departments in Lebanese Universities?*

After defining the research question, I decided that a quantitative approach would yield the most useful data in addition to the literature review and the analysis of the collected data. That said, the intention of this study was an attempt to quantify the experience of some Lebanese academic institutions in delivering citizenship education to the future teachers.

## **2. Organization of the Research**

The paper is divided into four parts. The first one includes a general overview about the topic of the study, the methodology and the research question. In

the second part, a review of literature covers the main concepts and issues related to citizenship education and its importance in today's pedagogy environment. The third part presents the data collected through the questionnaire in addition to the main results from different perspectives about Citizenship education. The fourth final part reviews the process of the research. Also, it concludes the recommendations for decision makers and educators for the effective planning and implementation of Citizenship education programs in universities.

## **II. Literature Review**

### **1. Why Citizenship Education?**

Lawson and Scott (2002) stressed that the concept of citizenship is composed of number key of elements. These are the notions of participating in public life, the idea that a citizen is one both governs and is governed, a sense of identity, an acceptance of societal values, and rights and responsibilities. However, Lawson mentioned that there is no universal agreement about the precise meaning of each of these components. Accordingly, citizenship education is construed broadly to encompass the preparation of young people for their roles and responsibilities as citizens and, in particular, the role of education (through schooling, teaching and learning) in that preparatory process.

As many scholars argue, educational institutions play a critical role in the development of the academic abilities of young people. In addition these institutions also serve as places that assist students in developing an understanding of society and commitment to political and civic engagement. In this role, schools can help foster the knowledge, skills and dispositions that young people need to develop into politically aware and socially responsible individuals (Torney-Purta & Vermeer, 2004). Furthermore, Bisch (1995) maintained that citizenship education can be defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state.

In an attempt to reach a definition, education for citizenship is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society. As such, citizenship education is defined as the opportunities provided by schools to engage students in meaningful learning experiences such as role plays, debates, mock trials, classroom deliberations, student councils, service-learning and other active teaching strategies to facilitate their development as politically and socially responsible individuals (Homana, Barber & Torney-Purta, 2006). Similarly, Omare (1999) stated that the manifestation of citizenship education can be seen in the behavior traits such as critical thinking, political activism, inquiry, goals and value of good citizenship.

On the other hand, Osakwe and Itejere (1993) defined citizenship education as a system for the acquisition and internalization of the values, sentiment and norms of society in which they live and actually get involved to ensure that the common good of the citizens is catered for including resisting anti-social and unguided youthful exuberance. According to Dave (2006), the aim of citizenship classes is to develop young people into responsible citizens, who understand their rights and responsibilities and can play an active part in society. In other words, citizenship education requires a citizen to be well informed, gather facts, reject ethnocentrism, religious chauvinism and encourage national consciousness. This means that citizenship education will develop in individual skills, attitudes and values that will enable them to show concern for the well-being and dignity of others, respecting the worth of others and approaching civil decision in a rational manner.

## **2. Preparing Teachers for Citizenship Education**

The next question for Citizenship education is: how can we conceptualize teacher preparation intended to prepare teachers to engage in practice that enhances citizenship? Again, the answer to this question is central because it reflects the direct link between teacher preparation and teaching practice. Cochran-Smith's argument here is that in order to support teaching practice that fosters justice, teacher preparation must be theorized in terms of some key issues: who should teach, what teachers learn, which plays out in the curriculum and pedagogy to which teacher

candidates are exposed; how and from/with whom teachers learn, which has to do with the intellectual, social and organizational contexts and structures designed to support candidates' learning; and how all of this is assessed, or how the outcomes of preparation are constructed and measured and what the consequences can be. (Cochran-Smith, 1998)

The increasing interest to the topic of Citizenship education goes together with important sociological and technological changes that most likely will determine the nature of citizenship in the 21<sup>st</sup> century (Bray & Lee, 2001).

Ashley (1998) notes that there are certainly challenges of engagement to the educators– facilitating the empowerment to advocate; avoiding hypocrisy of education; and interconnectedness of issues not being equal to the isolation of change and the outcomes. Also, fragmentation of knowledge and experience is undemocratic; rather it is coherence and interconnectedness that lead to global citizen identity.

Karsten (2002) maintains that teachers have to teach young people, first, to fit into some social role, and, second, and to think for themselves. Karsten added that this paradox is what makes education for future citizenship so difficult, and creates significant challenges for the preparation of teachers. This study is an initial exploration of these challenges for the citizenship education of pre-service teachers in a multi-national context.

Many writers on teachers in Citizenship education concentrated on the aspect of personality. For instance, Kuscer (2001) claimed that the teacher as a personality is as equally important as the curriculum because the personality is reflected in all dimensions of human behavior and activity, including values. Rone and Ozola (2003) asked for what they described as “a high-quality teacher”, pedagogically, psychologically and professionally, and talked of knowledge and skills on the one hand, but also of personal qualities, attitudes and value systems on the other.

For example, a teacher who is aware of systemic hegemonies, of marginality and knowledge production biases, and about ethnic and religious choices could engage her students in ways that empower them and also work to

promote equity, both in her classroom and in society as a whole (Dei & Calliste, 2000). Within the context of citizenship education, many concepts such as national identity and the antiracist pedagogy serves to facilitate both a sense of entitlement as a student and as a citizen – of the school, the city or the world, depending on the scope of the activism project.

Selwyn (2004) distinguishes among several important aspects of Citizenship Education. Education about citizenship equates to the passive end of the spectrum suggested by Selwyn: a knowledge-oriented approach where we are concerned only to equip students with knowledge and understanding of political and civic society.

According to Aikenhead (2001), we can see teaching of science through the lens of citizenship; it can be seen as a tool to engage learners in science, to expose it through social action and to empower students who might otherwise feel marginalized in the culture of science.

### **III. Data Collection**

#### **1. The Questionnaire**

The data for this study come from both broad and narrowly focused sources. A questionnaire was distributed by electronic mail to 12 universities. The representative of the education departments at the following ten universities have responded: Notre Dame University, Lebanese American University, American University of Beirut, Global University, Modern University for Business and Sciences, Al Kafaat University, Université Saint Joseph, Balamand University and Université Saint Esprit (Kaslik).

The distributed questionnaire is composed of SIX questions written in Arabic to facilitate the process of responding. Moreover, the first five questions were close ended ones and had two choices only: YES or NO. The sixth one represents a space for suggestions from the part of the academic institutions to enhance the teaching of Citizenship to the future educators. The first five addressed questions were<sup>3</sup>:

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<sup>3</sup> An explanation was added to each question in order to show the importance of the question and its effects on the citizenship education.

**Q1: Is “Citizenship education” offered a separate course?**

It is a direct and very clear question to examine the presence of the citizenship education course dedicated for teacher preparation. This question reviews the educational curriculum of the future teachers, and it also looks at the extent to which the department of education in every university perceives the importance of citizenship.

**Q2: Does “Citizenship education” come as a part of a different course?**

In this question, we asked about the possibility of offering Citizenship education content within other core or elective courses. There is a general assumption that Citizenship education can be taught under different titles such as political science or education ethics.

**Q3: Is “Citizenship education” a central part of our curriculum?**

Here, we are investigating for some deeper information to understand the importance of Citizenship education for the incumbent institution. It endeavors to explore the policy of the university and its strategy. Here, the question is trying to find evidence about the weight of our research topic.

**Q4: Will “Citizenship education” get an increasing importance within your curriculum in the future?**

The purpose of question number four was to address one main area of interest to the research; we tried through it to assess the existing of any future plan that aims to provide a higher level of citizenship education in academia. It is a thoughtful question about any idea that can exist at the education department to widen the scope of the Citizenship topic.

**Q5: Is “Citizenship” emphasized through other extracurricular activities?**

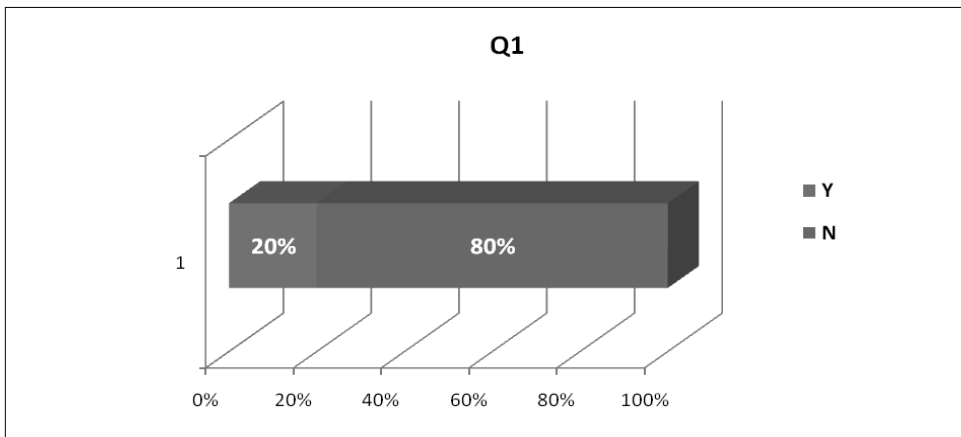
This multi-dimensional question looks into the various activities developed as part of the educational practices. Usually, students often organize and direct these activities under faculty sponsorship, although student-led initiatives, such as independent newspapers, are common. These activities can play a major role in preparing the teachers to be educated through personal practice.



## 2. Results by Questions

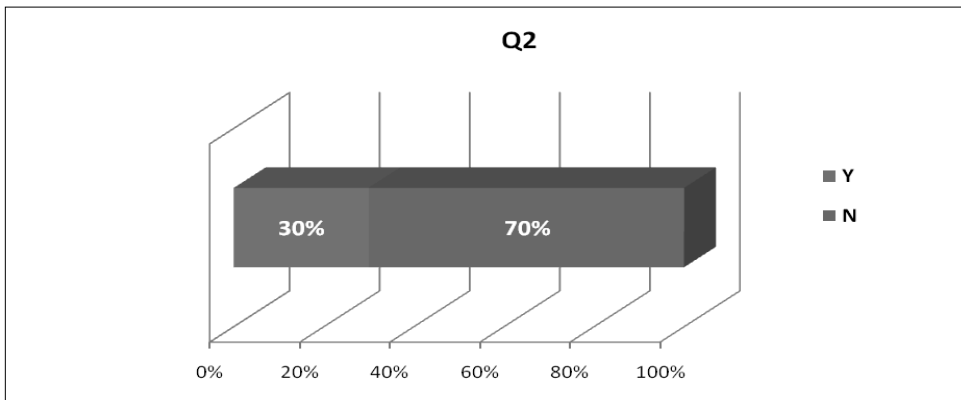
In this section, we studied the responses to each single question. We presented the responses of every university regarding each question separately (within the two columns table) then we compared the positive responses to the negative ones (in the bar graph). Here, we viewed the results from the question's perspective, which can reveal the tendencies among the universities and facilitate comparison among them.

### Q1: Is "Citizenship education" offered in a separate course?



The USJ and NDU were distinguished among all the other universities by providing for their students a separate academic course devoted for the Citizenship education.

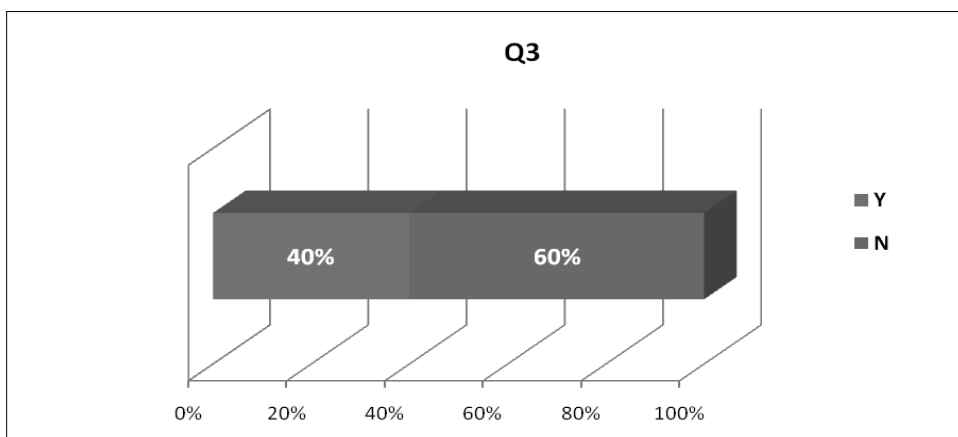
### Q2: Does "Citizenship education" come as a part of a different course?



As we have assumed when we asked this question within the survey, many academic institutions (70% of our sample population) offer the Citizenship education content within different courses and different titles. However, this need is still lacking in 3 different universities (LAU, AUB and MEU). Therefore, such a fact indicates an alarming situation regarding the research topic.

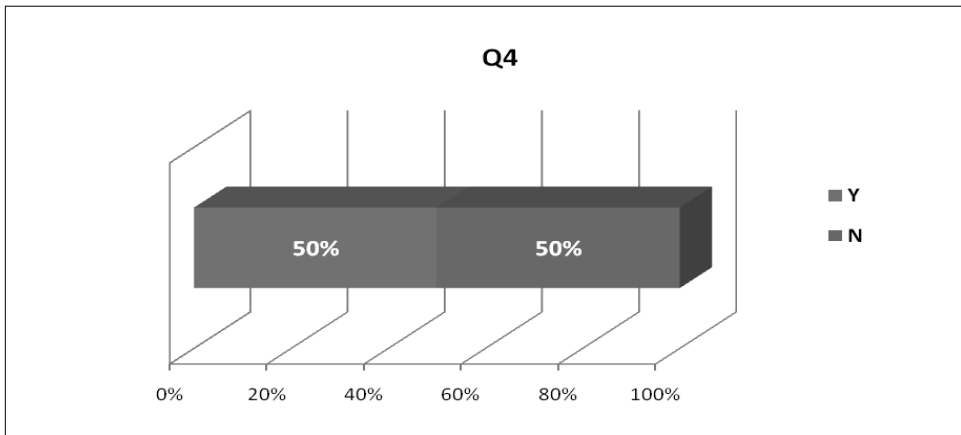
We have to add here that offering citizenship through other courses or under different titles such as cultural studies or political science or sociology, can be attractive to the students of education. This approach can also encouraged a better understanding of diverse beliefs and values, notions of social justice, and civic involvement, within its national and social context.

### Q3: Is “Citizenship education” a central part of our curriculum?



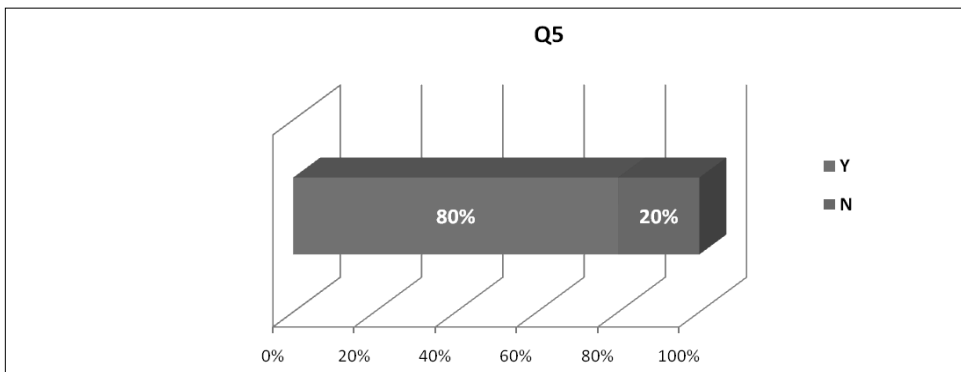
It was rather surprising that 60% of the participating universities indicate that the topic of Citizenship education is NOT a central part of their education curriculum. Furthermore, we have to note that three institutions (MUBS, KU and USEK) are teaching the topic of Citizenship education (Q2); however, they don't consider that this topic is an integral part of their academic program. This heightened emphasis on knowledge acquisition and basic skills for the Citizenship education, was surprising if one considers teachers' future roles as educators in the Lebanese schools.

**Q4: Will “Citizenship education” get an increasing importance within your curriculum in the future?**



As the results indicate, half of the incumbents responded by NO to their intention to increase the importance of citizenship within their curriculum dedicated for preparing the educators and the teachers at their institutions. These universities are: NDU, AUB, LAU, MEU and KU. Such responses need to be justified because there is no clear explanation for the decision of 5 out of 10 academic institutions not to raise awareness about the significance of citizenship. Moreover, we can clearly view that institutions, like USJ and GU who fit in the first and the second group on the scale of Citizenship education, are willing to give much more weight and provide more importance for the citizenship.

**Q5: Is “Citizenship” emphasized through other extracurricular activities?**



Most of the universities (80%) answered positively on the possibility of embedding Citizenship education as a part of extracurricular activities performed by students that fall outside the realm of the normal standardized courses. AUB and MEU are the only universities who didn't show any sign for any activity that aims to enhance the sense of Citizenship within their education department.

### 3. Results by University: the Scale for Citizenship education

As we studied the responses of every university, we built a scale to measure the level of citizenship education within every institution: it is the "Scale for Citizenship Education" (the pie chart). The scale was constructed based on the answers to the first five questions according to this classification:

- All NO answers were judged as OUT-Scale.
- All YES answers were considered as IN-Scale.
- Every answer had the value of 20% within this scale of Citizenship education course.

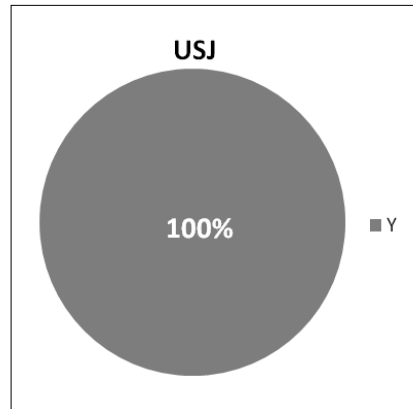
In addition, these universities can be grouped into three sets: The first set encompasses the universities that scored from 60% to 100% IN-Scale. The second group includes the universities which had an IN-Scale level from 20% to 40%. The universities that had a null score IN-Scale score formed the third set.

#### a. Université Saint Joseph

USJ	Q1	Q2	Q3	Q4	Q5	Total
NO						0
YES	X	X	X	X	X	5

As the most distinguished among all universities, the Université Saint Joseph demonstrated the highest concern towards the topic of Citizenship education relative to other universities. Moreover, the mission statement of the USJ shows a great concern for "strengthening Islamo-Christian dialogue" which considers a particular aspect of the academic activities of the university. As a part of the curriculum, USJ specified two courses

dedicated directly for the topic at the fourth year of the BA (licence d'enseignement): Education à la citoyenneté, and Ethique et Education. Definitely, the Institut Libanais d'éducateurs at the USJ practices in the field of Citizenship education represent a role model to be followed by other universities.

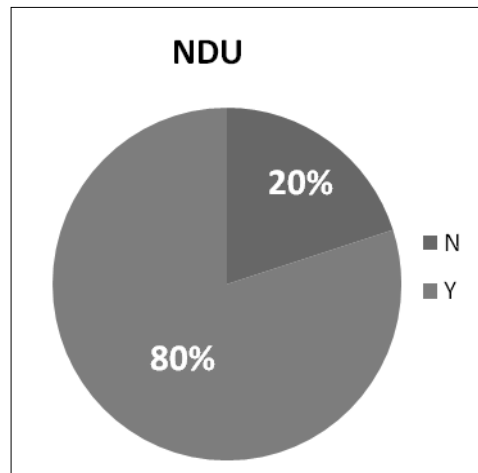


**b. Notre Dame University**

NDU	Q1	Q2	Q3	Q4	Q5	Total
NO				X		1
YES	X	X	X		X	4

The Notre Dame University scored 80% IN-the scale for Citizenship education. NDU shows an integrated policy to develop a wide range of steps to spread the culture of citizenship among educators by including this topic within many courses (specialized and general) in addition to extracurricular activities.

We have to note also that the mission statement of the NDU mentioned that one of the purposes of the University is to “enlightened citizenship” in addition to the “a belief in a unified Lebanon, belief in education as a means of protection against fanaticism and corruption and a dedication to freedom of thought and expression. The University espouses such values and beliefs irrespective of color,



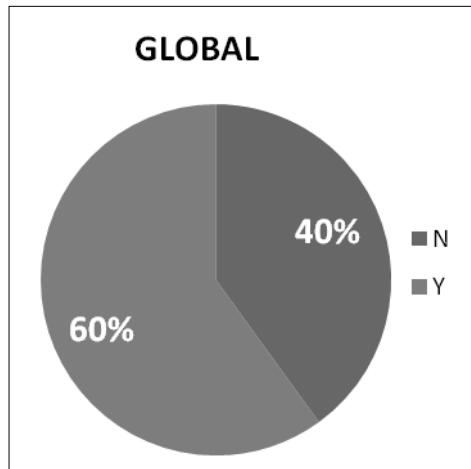
creed, race, or gender and seeks to enhance these values through the liberal education it offers and the career preparation that caters to the real needs of Lebanon and the region”.

This reflects a great concern about the citizenship values and a commitment to diversity. However, it seems that NDU is not intending to enlarge the scope of educating for citizenship. At NDU, Citizenship can reach 6 credits of the education program (according to the education department) through courses mostly related to politics and history like: Introduction to Political Science, History of Lebanon and the Middle East, Governments and Politics of Lebanon, Political History of the Near East Until World War I, Modern Political Ideologies and, Current Issues.

**c. Global University**

GU	Q1	Q2	Q3	Q4	Q5	Total
NO	X			X		2
YES		X	X		X	3

The Global University showed a good concern about the importance of Citizenship education with 60% IN-the scale. Nevertheless, there are no future plans on the part of the University to improve the topic of Citizenship education. The fact of admitting that this topic is an integral part of its educational curriculum must be translated by formulating some future plans. According to the Global University, Citizenship can be fostered through



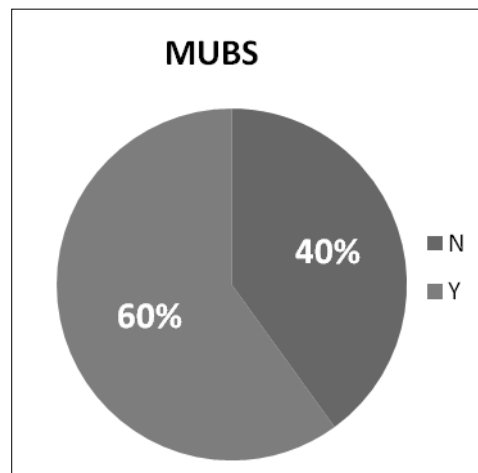
the social environment, the content of courses, and the teaching methods implemented in the realm of Education. The environment at the University is positive in the sense that it provides opportunities to listen to students’

problems through academic advising, students' initiatives (social clubs and events), establishment of committees, and ownership in their own learning through the offering of electives.

**d. Modern University for Business and Sciences**

MUBS	Q1	Q2	Q3	Q4	Q5	Total
NO	X		X			2
YES		X		X	X	3

The Modern University for Business and Sciences seems to be heading steadily towards increasing the awareness of Citizenship education among its students at the faculty of education and social work (60% IN-Scale). Although MUBS emphasized on planning to integrate this topic within the curriculum, there still some doubts regarding the future if citizenship still not a part of the curriculum especially that citizenship is not mentioned in the MUBS mission statement. At MUBS, Citizenship usually delivered through elective courses such as Arabic Culture and Political Science.

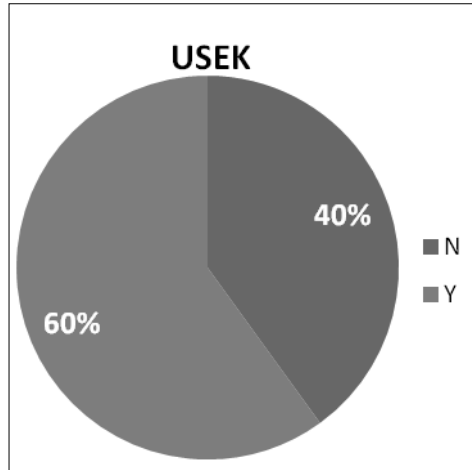


**e. Université Saint Esprit- Kaslik**

USEK	Q1	Q2	Q3	Q4	Q5	Total
NO	X		X			2
YES		X		X	X	3

The USEK is a promising institution on the pathway of Citizenship education teaching. With a 60% IN-Scale, this university is demonstrating

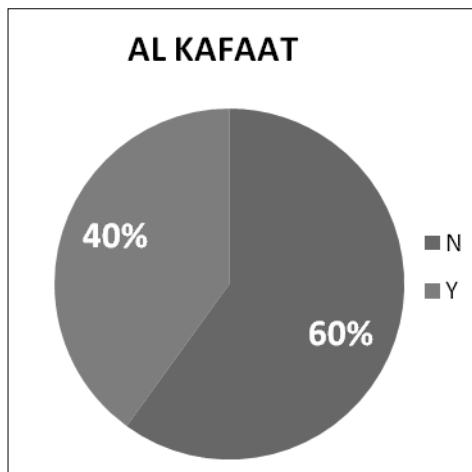
high conformity between pedagogy and education with a spirit of engagement. The topic of our research is taught at USEK through two courses: Human Rights, Actual Questions and, the World and Arab Civilization. These courses serve as essential introduction to the life of Citizenship, according to the education department at the USEK. Also, the USEK offers Citizenship education through conferences and seminars dedicated for education students. Furthermore, in its mission statement, USEK affirms that “the university shows fidelity to the human and spiritual values and respect for cultural and religious pluralism.”



**f. AL KAFAAT (KU)**

KU	Q1	Q2	Q3	Q4	Q5	Total
NO	X		X	X		3
YES		X			X	2

By responding positively to 2 out of 5 questions, Al Kafaat University (KU) is IN-scale by 40%. There still neither future plans for enhancing citizenship education nor consideration of citizenship education to be an important component of the curriculum. Al Kafaat relies only on some elective courses and on extracurricular activities to prepare their teachers within the field of Citizenship. Here we have to cite that the University of



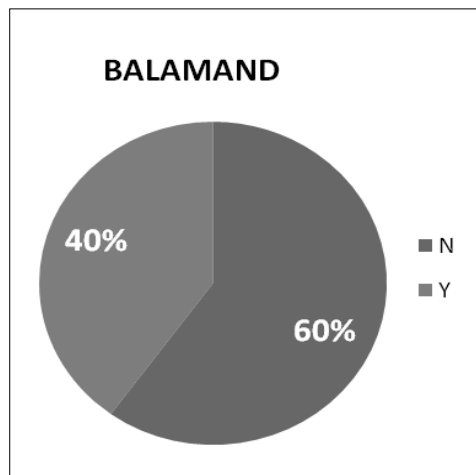


Al Kafaat states in the 5th act of its mission statement that one of its goals is to “prepare good citizens able to integrate within their society and, to enhance the national culture”, which fits within the context of Citizenship education.

**g. University of Balamand**

UOB	Q1	Q2	Q3	Q4	Q5	Total
NO	X			X	X	3
YES		X	X			2

The University of Balamand demonstrated a modest concern about citizenship education with 60% OUT-Scale. Although this may appear as contradictory, University of Balamand ensures that citizenship education is an integral part of the curriculum at their department of education (Q3) and that citizenship education appears only as a part of another course. It reveals in its mission statement the importance of “human rights, democratic institutions, and Christian Muslim understanding. Like Lebanon, the university has a civilizing mission based on freedom, tolerance, plurality and human dignity”.

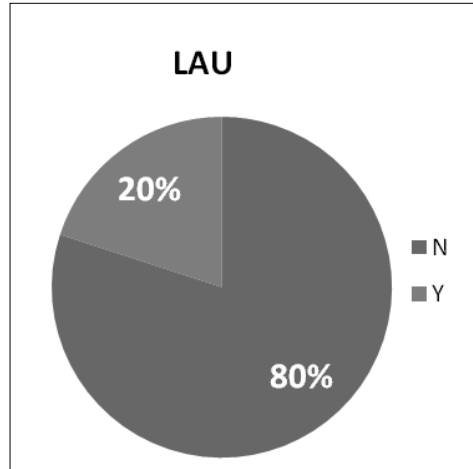


The University of Balamand indicates that the concept of Citizenship is offered for future teachers through four different courses of General Culture and Social Sciences.

**h. Lebanese American University**

LAU	Q1	Q2	Q3	Q4	Q5	Total
NO	X	X	X	X		4
YES					X	1

On the opposite of the previous academic institution, the Lebanese American University scored 80% OUT- of the scale of Citizenship education. The LAU is with IN- the scale only through the extracurricular activities with no existence of well-defined academic courses planned for providing Citizenship education for educators. Though the provision of a course titled “moral reasoning” which embedded some citizenship values

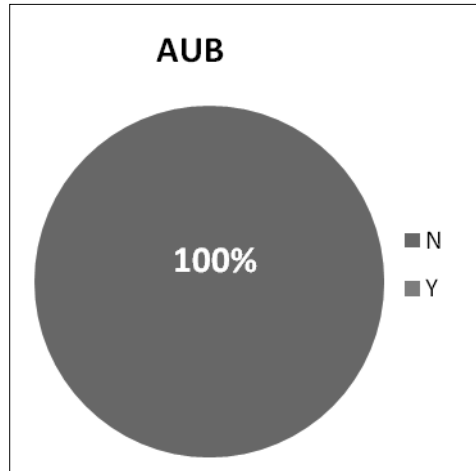


and thoughts, the overall situation indicates of a policy channeled to improve the level of citizenship education.

**i. American University of Beirut**

AUB	Q1	Q2	Q3	Q4	Q5	Total
NO	X	X	X	X	X	5
YES						0

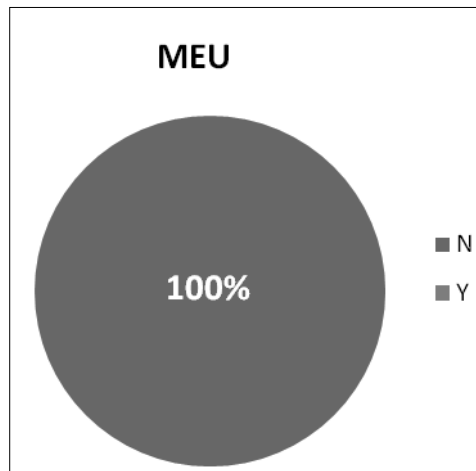
AUB showed a total deficiency regarding citizenship education in the context of preparing the teachers. All the answers of the education department at the AUB were negative. Please note that its mission statement mentioned that the university “encourages freedom of thought and expression and seeks to foster tolerance and respect for diversity and dialogue. Graduates will be individuals committed to creative and critical thinking, life-long learning, personal integrity and civic responsibility, and leadership”. These mentioned points represent some elements of citizenship.



### J. Middle East University

MEU	Q1	Q2	Q3	Q4	Q5	Total
NO	X	X	X	X	X	5
YES						0

Unfortunately, the Middle East University is 100% OUT-Scale of citizenship education.

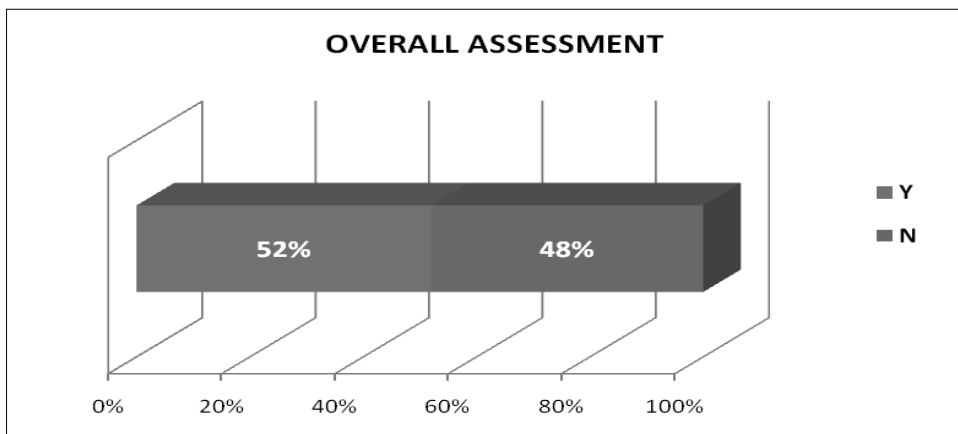


## IV. Conclusion

In this final part, we present and discuss the findings to address the central research question. As a summary, we find the afore-mentioned results to be forward looking, some of them are positive and encouraging for the future of teaching in the area of citizenship and civic education. However, we discover some surprising results about some Lebanese academic institutions.

The impact of this study lies in its explication of the concept of citizenship education, both from the perspective of the broad literature and the academic institutions which practically need to engage with the concept of citizenship education on a daily basis. The perspectives of these institutions uncover the intended educational goals of those who educate the next generation of Lebanese citizens, and, as such, the value that is, and will continue to be, typical good citizen.

At the end, we have to provide an overall assessment based on the “Scale for Citizenship education” throughout all participating institutions. The results were as the following: 52% of the academic situation regarding Citizenship education were IN-Scale while the OUT-Scale proportion was 48% of the overall.



Citizenship education is complex as the implications for current and future outcomes are great. And like other areas of education, the learning of citizenship, of social responsibility, of policies and protocols, of nation and neighbor and the world, are not to be absorbed in a vacuum. Rather, the lessons may not truly be learned without the context beyond the classroom. But there may be several possible explanations for these findings.

First of all, the above results reveal the likelihood and abilities of future teachers to deal with the challenges of citizenship education. They also show the stances and the practices of the current academic institutions about the desirable characteristics of future teachers as well as citizens and, the strategies that deserve a lot of change.

Secondly, given the unique composition of the sample, responses are not only analyzed at whole group level, but differences of answers within the sample are examined as well.

The key limitations of time and access to all information in all universities have restricted our ability to investigate more deeply the issue of citizenship education. A more extensive study would include all Lebanese universities and deeper questions and research through interviews with the academic decision makers. In spite of these limitations, this study can be viewed as a first step towards exploring the area of citizenship education in Lebanon.

Despite, the afore-mentioned limitations and that the nature of our sampling restricts our ability to make broad generalizations, we provide some suggestions based on the recommendations provided by the participants, the results of the survey, the implications of in generally-accepted practice:

- It is important to nurture democracy in education departments so that learners can practice democracy everyday instead of merely talking about it.
- Unifying the Lebanese educational curriculum at the level of citizenship education and conducting some practical activities among them to improve sense of belongingness and national identity.
- The context of the citizenship education for the twenty-first century

should move away from fundamentalist ideologies and instead help to build a culture of peace and diversity away from prejudice.

- In order to achieve the goal of citizenship education, a comprehensive review of the way in which we prepare teachers is required that includes: recruitment of future teachers, the locus of teacher education courses, and the characteristics of teachers themselves.
- The educational strategies selected by the education departments for the future teachers must focus upon critical thinking abilities especially regarding media and mass communication, global perspectives, developing cross-cultural understanding and tolerance, and respect for human rights.
- There is a need for the extracurricular activities to prepare the future teachers because they have to experience themselves the practice of citizenship and freedom of opinion before delivering it to students.
- A periodical assessment of the progress of citizenship education and its elaboration within the curriculum for future teachers is needed. Also, teachers' assessment practices, knowledge, and their range of skills, can always be done specially during practicum and field experiences courses.
- Education departments are urged to communicate among each other more about practices related to the citizenship education. The sharing of such experiences can facilitate the path for many educators and can develop the citizenship sense at their personal level. Also, this can bridge the gap between stated goals and preferred practices.

Hopefully these findings and suggestions will be able to address some of the gaps in our tacit understanding of teachers' characterizations of what it means to be educated for citizenship. My concluding reflections in this section therefore are not anything very specific that would suggest that I have discovered a way forward but rather that attention needs to be given to a more deeply integrated conceptualization of citizenship education pedagogy, if the goal is to nurture democratic citizenship in classrooms and university communities.

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