

Improvement Directions of the Management of Citizenship Education in Multicultural Society

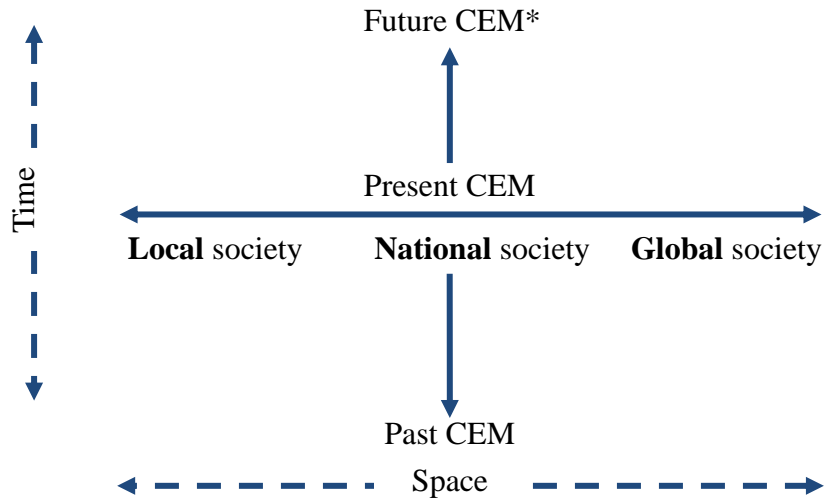
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The spatial and temporal dimensions of citizenship education management



*CEM - Citizenship Education Management

According to Hicks, 2010; <http://www.teaching4abetterworld.co.uk/futures.html>

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Where is Latvia now?

At present: at the transformation process

- Reforms
- Learning to use democratic instruments on governmental, private and civic society level

Space dimension: learning to be at global space, adjust to West civic traditions, save national and local identity.

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Space of future : Euro-Atlantic space
(EU, NATO, eurozone)

Direction to Western values:

- Human rights
- Democratic government
- Free market
- Mobility (open borders)
- Tolerance to cultural diversity
- Open environment

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Present situation in citizenship education

Teachers in Latvia have weak

- understanding of citizenship and multiculturalism;
- influence on students civic and citizenship knowledge.

Latvia's students have very low level of citizenship competences, comparing to Baltic sea region countries that participated at ICCS 2009 survey.

(ICCS 2009, Focus groups survey about level of citizenship competencies in Latvia's schools, 2012)

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↑ Directions of the management of future citizenship education in Latvia →

Keywords: accountability, openness, collaboration, mobility, tolerance

Focus on

- Citizenship competence and civic capacity;
- More than one foreign language competence;
- ICT competence;
- Improving of teacher and continuing education;
- Re-evaluation of civic education curriculum, establishment of general crosscurriculum.

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