



DEVELOPING

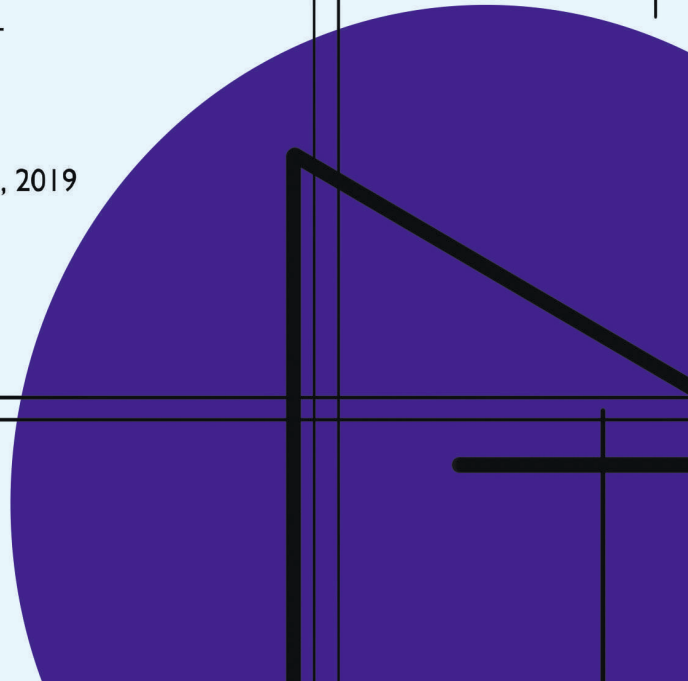
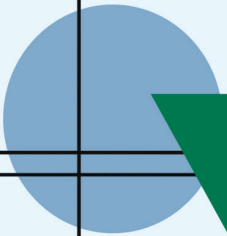


NORWEGIAN AGENCY FOR
INTERNATIONAL COOPERATION
AND QUALITY ENHANCEMENT
IN HIGHER EDUCATION

DEMOCRACY IN EDUCATION: EXAMINING THE EXPERIENCES, PERSPECTIVES,
AND PERCEPTIONS OF DEMOCRACY IN PRIMARY TEACHER EDUCATION IN
UKRAINE

RESEARCH REPORT

January 16, 2019 - April 28, 2019



This report is developed by the research group in the frame of the project "Developing democracy education in Ukraine, Norway, and Palestine" in cooperation with the University of South-Eastern Norway (Department of Mathematics and Science Education) and the National Pedagogical Dragomanov University (Faculty of Pedagogy and Psychology) in partnership with Donbas State Pedagogical University (Slavyansk), NGO "Peace Research Institute in the Middle East" (Beit Jala, Palestine) and NGO "Methodology of Education Research, Information and Training Center" (Kyiv), which is carried out in 2018-2021 with the support of the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (DIKU).

The research is one of the comprehensive attempts to analyze the range of definitions of democracy in education, the vision of the place of democratic citizenship in the educational environment, and obstacles to the implementation of civic education and democracy in the pedagogical education in Ukraine.



Methodology of Education
Research, Information and
Training Center (MERIT).



Peace Research Institute
in the Middle East

Title:

DEMOCRACY IN EDUCATION: EXAMINING THE EXPERIENCES, PERSPECTIVES, AND PERCEPTIONS OF DEMOCRACY IN PRIMARY TEACHER EDUCATION IN UKRAINE

Research report

Authors:

Larysa Kolesnyk,

PhD in Pedagogical Science,
Associate Professor at the Pedagogy and
Methodology Department of Primary Education
National Pedagogical Dragomanov University

Tetiana Matusavech,

PhD in Philosophy of Education
Associate Professor at the Social Philosophy,
Philosophy of Education, Education Policy Department,
National Pedagogical Dragomanov University

Iryna Shaposhnikova,

PhD in Pedagogical Science
Professor at the Pedagogy and
Methodology Department of Primary Education
National Pedagogical Dragomanov University

Editor:

Oleksandra Iyegorova

Graphic designer:

Iryna Kolesnyk

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Basic information on the project

All-Ukrainian survey “Democracy in education: examining the experiences, perspectives, and perceptions of democracy in primary teacher education in Ukraine” conducted within the project "Developing democracy education in Ukraine, Norway, and Palestine" (CPEA-LT-2017/10037) is one of a comprehensive attempt to analyze the range of definitions of democracy in education, the vision of its place in the educational environment, and the obstacles to implementing democracy in the teacher training process.

OVER 2019-2020, THE PROJECT ACTIVITIES HAVE MAINLY BEEN FOCUSED ON:

- Training 50 Teacher Educators from six pedagogical Universities in Ukraine for implementing democracy in their courses (Social Science, Natural Science, Math, and Communication).
- Support teacher educators - who create their own workshops for teachers through the distance learning platform - under the guidance of the project advisors, and thereafter
- Training over 600 teachers for implementing didactical methods on and for democracy in the school subjects.
- Training 10 Ukrainian teacher educators in action-research as a method for curriculum development and developing an interdisciplinary course "Methods of Teaching "I explore the World" on as part of a new BA curriculum in teacher education in Ukraine.
- Implementing of Scholarships for four Ukrainian Master students at MSc Programme in Human Rights and Multiculturalism and six Ukrainian BA students in "Outdoor and Experiential Learning" at USN.
- Development of Manual for implementing didactical methods "on and for" democracy in teachers' education in Ukraine.
- Presentation of new courses which are closely connected with democracy for students future teachers

Introduction

The relevance of democratic transformations in education is caused by the procedural and contextual features of transitive Ukrainian society. The rapid development of social phenomena and the structural changes of recent decades (information revolution, humanization, intensification of intercultural communication, globalization, etc.) have had a tremendous impact on the foundations of social systems and initiated the profound transformation of the essence of social institutions and practices in Ukraine.

These changes contribute to the formation and development of new architectonics of social relations, provoke new challenges to the democratization of the education system, and actualize new research in the field of democratic education. The New Ukrainian School (NUS), a key reform of the Ministry of Education and Science of Ukraine, plays the main role in this process.

The school is considered to be a key factor in promoting and developing democracy as a basis for coexistence in society, as education systems encourage, support and cultivate students' democratic experiences (Banks et al., 2005)¹. According to Y. Waghid (Waghid, 2014)², “democratic education is an educational ideal in which democracy is both the purpose and the method of learning”. It brings democratic values to education and can include self-determination in a society of equals, as well as values such as justice, respect, and trust. Democratic education is often emancipatory, and students' voices are equal to those of a teacher. Western discussions on the development of democracy in education are dominated by two main topics: providing teachers with vocational training that promotes democracy in schools and the development of democratic education by empowering all those involved in the educational process, including teachers, administrators, teachers, and children (Rainer, 1999)³.

I.Executive Summary

1.1. Conceptual framework for the research

The theoretical basis for the development of the model and the research program have become "thin" and "thick" understanding of democracy (Barber, 1984/2003; Gandin & Apple, 2002)⁴. A "thin" understanding of democracy implies giving the most attention to the elections and institutions of liberal democracy, providing teachers with the skills and knowledge to teach democracy. Reducing democracy to elections and institutions

1 Banks, J. A., Banks, C. A. M., Cortés, C. E., Hahn, C., Merryfield, M., Moodley, K., Osler, A., MurphyShigematsu, S., & Parker, W. C. (2005). *Democracy and diversity: Principles and concepts for educating citizens in a global age*. Seattle: Center for Multicultural Education, University of Washington.

2 Waghid, Yusef (2014). *Pedagogy Out of Bounds: Untamed Variations of Democratic Education*.

3 Rainer, J., Guyton, E. (1999) *Democratic practices in teacher education and the elementary classroom*. *Teaching and Teacher Education*. 15, 121-132

4 Barber B. R. (1984/2003) *Strong Democracy: Participatory Politics for a New Age*. Berkeley, California: University of California Press

minimizes the role of citizens and education for social justice, separating democratic processes from social processes that affect communities and daily life (Biseth, 2018)⁵.

A "thick" understanding of democracy goes beyond electoral and legislative processes, the rule of law and fundamental civil rights, and seeks to develop students' understanding of collective citizenship and civic action. A "thick" understanding of democracy implies the emergence of a "social citizen", an individual who is constantly interacting with others and capable of reflection (Zyngier, 2012, p. 5)⁶. This requires that teachers of pedagogical specialties develop in their students a deeper understanding of what it means to learn for democracy and through democracy for social justice and sustainable development of society (Biseth, 2018).

Westheimer and Kahne's (2004) three categories of citizen provides an additional layer to the continuum of thin and thick democracy. In their model, they describe the kind of behaviour a citizen would be expected to display to be considered as a "good" citizen within different understandings of democracy (Westheimer & Kahne, 2004, p. 237)⁷.

The personally responsible citizen acts responsibly in his or her community by picking up litter, giving blood, recycling, and staying out of debt. Personally responsible citizens pay taxes, obey laws, and help those in need during crises such as snowstorms or floods. They might contribute to charitable causes such as food or clothing drive and volunteer to help those less fortunate, whether in a soup kitchen or a senior center. Programs that seek to develop personally responsible citizens hope to build character and personal responsibility by emphasizing honesty, integrity, self-discipline, and hard work.

Participatory citizens actively participate in the civic affairs and the social life of the community at local, state, and national levels. Educational programs designed to support the development of participatory citizens focus on teaching students about how government and other institutions work and about importance of planning and participating in organized efforts to care for those in need.

The social justice-oriented citizens are able to examine social, political, and economic structures and explore strategies for change that address root causes of problems. The programs fostering such citizenship emphasize the need for citizens to be able to think about issues of fairness, equality of opportunity, and democratic engagement. The social justice-oriented citizen shares with the participatory citizen an emphasis

5 Biseth, H. (2018). Norwegian Teacher Educators Attentiveness to Democracy and their Practices. *International Journal of Learning, Teaching and Educational Research*, 17 (7), 26-42, <https://doi.org/10.26803/ijlter.17.7.2>

6 Zyngier, D., (2012). Rethinking the Thinking on Democracy in Education: What are educators Thinking (and Doing) about Democracy? *Education Sciences*, 2(4), 1-21. doi:10.3390/educ2010001

7 Westheimer J & Kahne J. (2004). What kind of citizen? The politics of educating for democracy. *American Education Research Journal*, 41(2), 237-269, <https://doi.org/10.3102/00028312041002237>.

on collective work related to the life and issues of the community. But justice-oriented programs give priority to enabling students to be thoughtfully informed about a variety of complex social issues, think independently, and look for ways to improve society⁸.

Also, the design of the research program took into account the understanding of democratization of education as being deployed in three contexts (according to I. Postolenko's classification):

- the socio-political context is to preserve the democratic orientation of the socio-political development of the state and society, as well as to recognize in law and fact the priority role of the education system in the hierarchy of social institutions;
- socio-pedagogical context - creation and development of mechanisms of mutual influence of society and school, the democratization of all levels of government;
- pedagogical context - partnerships between all participants in the educational process, equality of all citizens in the right to education, accessibility to quality education, building the content of education on the basis of human values, democratic principles (Postolenko, 2007)⁹.

1.2. Purpose of the research

The purpose of the research is to identify the peculiarities of understanding democracy and citizenship among teacher educators and students future primary school teachers in Ukraine to develop more effective programs for the dissemination and implementation of ideas of democracy in the educational process.

The research is primarily focused on providing an answer to the following questions:

1. Which understanding of democracy "thin" or "thick" is dominant among teacher educators and students of pedagogical Universities?
2. What is the potential of teacher educators and students to transform a "thin" understanding of democracy in the educational process?
3. What is the understanding of teachers and students, future teachers, the place and role of civic competence in the educational process?
4. What are the differences in the understanding of democracy and citizenship of teacher educators and students?
5. What resources are needed to develop more effective programs for the dissemination and implementation of democracy in the educational process?

1.3. The characteristics of respondents

In 2019 the research group administered the nationally-representative online survey. The total number

⁸ Westheimer, J. (2015). What kind of citizen? Educating our children for the common good. New York, NY: Teachers College Press

⁹ Postolenko, I. (2007) Democratizatsiya v osvitenomu procesi v Ukraini. [Democratization of educational process in Ukraine] // Psychological&Pedagogical issues of rural schools. # 22, 67-71.

of respondents is 274 students (fourth and fifth years of study) and 110 teacher educators of specialty 013 "Primary education".

In accordance with the conceptual framework, in this research data were collected from teacher educators and students (future primary school teachers) from six Ukrainian Pedagogical Universities: National Pedagogical Dragomanov University (Kyiv), Donbass State Pedagogical University (Slovyansk), "Chernihiv Collegium" National Shevchenko University (Chernihiv), Vinnytsia Mykhailo Kotsyubynsky State Pedagogical University (Vinnytsia), Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk), Pavlo Tychna Uman State Pedagogical University.

The collected data are quantitative and qualitative.

1.4.Survey Details

This questionnaire is modified from the Global Doing Democracy Research Project (GDDRP)¹⁰ and aimed at studying the prospects and ideas about democracy in education for the development of strong democratic education in Ukraine.

The survey consists of two parts - Questionnaire - Teacher educators - (part 1) and Questionnaire - students (part 2). The questionnaire contains three blocks: basic information, the main block, and the conclusion. The first block contains brief information about the respondents - age, level of education, gender, etc.

The main block includes two sections of questions aimed at identifying the specifics of understanding democracy and its implementation in the educational process (Section 1) and issues related to education for democratic citizenship (Section 2). The vast majority of questions have several answer options, from which you must choose one; there are questions that need ranking and open-ended questions that need to be answered on their own.

1.5.Conducting the research

The research procedures included the development of research methodology and tools, selection of participants, quantitative surveys and initial processing of materials (data entry into the SPSS program), analysis and interpretation of the results, summarizing the results and writing a report. Timeframe and plan of the study: January 16, 2019 - April 28, 2019.

¹⁰ Global Doing Democracy Research Project (GDDRP): An international project examining the experiences, perspectives & perceptions of democracy in education to develop a robust & critical education for democracy
Retrieved from: <http://www.education4democracy.net/gddrp>

Table 1. Timeframe and plan

Stage	Activity	Implementation period
Preparatory	development of research methodology and tools	January 16 – February 16, 2019
Research	conducting a survey	February 16 – February 28, 2019
Analytical	initial processing of materials, analysis and interpretation of the obtained results	February 28 – March 28, 2019
Final	summarizing the results and writing a final report	March 28 – April 28, 2019

Abbreviations and Key terms ¹¹

EDC/HRE - Education for Democratic Citizenship and Human Rights Education.

Teaching “about” democracy and human rights - students need a sound understanding of what democracy means, and what human rights they enjoy, in which documents they have been laid down, and how they may be protected and enforced. As young citizens, they need to know how their country’s constitution functions as a political system.

Teaching “for” democracy and human rights - Young citizens need to learn how to participate in their communities and how to exercise their human rights: “Democratic values and practices have to be learned and relearned to address the pressing challenges of every generation. To become full and active members of society, citizens need to be given the opportunity to work together in the interests of the common good; respect all voices, even dissenting ones; participate in the formal political process; and cultivate the habits and values of democracy and human rights in their everyday lives and activities. As a result, citizens come to feel useful and recognized members of their communities, able to participate in and make a difference to society.”¹²

Teaching “through” democracy and human rights - students need a supportive learning environment. They require methods of teaching and learning that allow them to exercise their human rights, such as freedom of thought and expression. They require opportunities to participate in governing their school, exercising their human rights and fulfilling their responsibilities. They rely on their teachers to provide role models for mutual respect, tolerance and peaceful resolution of conflict.

¹¹ Gollob, R., Krapf, P., Ólafsdóttir, O., Weidinger, W. Educating for democracy. Background materials on democratic citizenship and human rights education for teachers. Volume I., Council of Europe Publishing, 2010, 160 p.

¹² Hartley M. and Huddleston T. (2009), School-Community-University Partnerships for a Sustainable Democracy: Education for Democratic Citizenship in Europe and the United States. EDC/HRE Pack, Tool 5, Council of Europe, Strasbourg, p. 8 (www.coe.int/edc).

II. Questionnaire answers: teachers

The total number of respondents is 110.

2.1. Basic information

Your age

Table 1.1. Age of respondents

Age	Number	%	
up to 30 years	6	5,5	■
31-40	32	29,1	■
41-50	36	32,7	■
51-60	29	26,4	■
61 and above	7	6,4	■

Gender

Table 1.2. Gender of respondents

Gender	Number	%	
Female	103	93,6	■
Male	7	6,4	■

Teaching experience

Table 1.3. Teaching experience

Number of years	Number	%	
less than 10 years	11	10,0	■
11-20 years	40	36,4	■
more than 20 years	59	53,6	■

Your education level

Table 1.4. Level of education

Education level	Number	%	
Master	14	12,7	■
PhD	88	78,2	■
Doctor of Pedagogical Sciences	8	7,3	■

Figure 1.1. Age of respondents

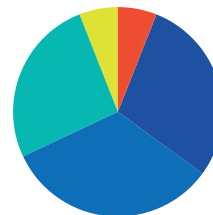


Figure 1.2. Gender of respondents

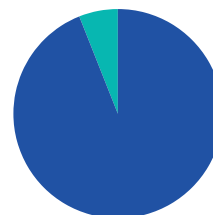


Figure 1.3. Teaching experience

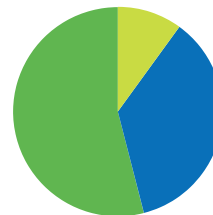
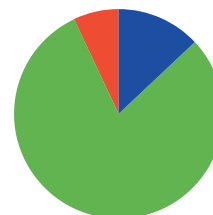


Figure 1.4. Level of education

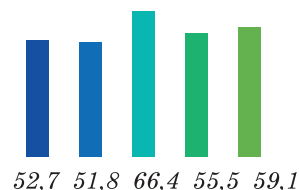


At which level (s) in the teacher education program do you teach?

Table 1.5. Level (s) at which you teach

Level	Number	%
1 year	58	52,7
2 year	57	51,8
3 year	73	66,4
4 year	61	55,5
5 year and higher	65	59,1

Figure 1.5. Level (s) at which you teach



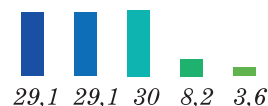
Are you politically involved?

(on a scale from 1 to 5, where 1 – not at all involved; 5 – extremely involved)

Table 1.6. Level of involvement in political life

Mark	Number	%	
1	32	29,1	not at all involved
2	32	29,1	not involved
3	33	30,0	relatively involved
4	9	8,2	involved
5	4	3,6	extremely involved

Figure 1.6. Level of involvement in political life



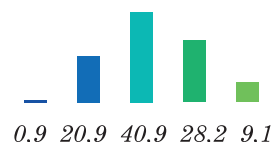
Do you consider yourself to be an actively engaged citizen?

(on a scale from 1 to 5, where 1 – not at all engaged; 5 – very actively engaged)

Table 1.7. Do you consider yourself to be an actively engaged citizen?

Mark	Number	%	
1	1	0,9	I do not consider myself an active citizen at all
2	23	20,9	I do not consider myself an active citizen
3	45	40,9	I can say that I am an active citizen
4	31	28,2	I consider myself an active citizen
5	10	9,1	I consider myself a very active citizen

Figure 1.7. Do you consider yourself to be an actively engaged citizen?



2.2. Democracy issues

2.2.1. How do you define democracy? Please write your answer.

Form of government / political regime / power of the people – 67 – 61%

Freedom of expression, choice – 32 – 29%

Citizens have equal rights and responsibilities, rule of law – 6 – 5,5%

Other (discipline, will of the people, etc.) – 5 – 4,5%

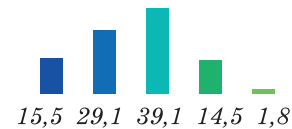
2.2.2. Do you consider that Ukraine is a democratic country?

(1 – not very democratic; 5 – very democratic)

Table 2.2.2. The level of democracy in Ukraine

Mark	Number	%	
1	17	15,5	very low
2	32	29,1	low
3	43	39,1	middle
4	16	14,5	high
5	2	1,8	very high

Figure 2.2.2. The level of democracy in Ukraine



2.2.3. Things to be done to improve democracy in Ukraine (Open question)

Follow the rule of law (the execution of laws, protecting rights, faithfully perform the duties, etc.) – 19 persons – 17%.

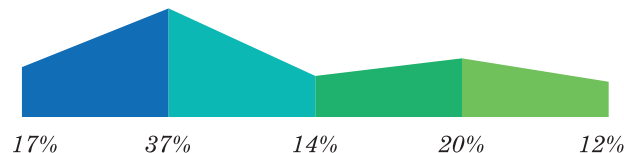
Improving by educational means (growing awareness on democracy, democratic educational institutions, crosscutting democratic education from early childhood, citizenship competence, etc.) – 41 – 37%

Fight corruption – 15 – 14%.

Participation and public control (strengthen accountability and transparency of government, citizen participation in decision-making, youth involvement, etc.) – 22 – 20%.

Reforms and changes at different levels of governance (reforms of social, economic, educational system, change of laws, etc.) – 13 – 12%.

Figure 2.2.3. Actions to improve the level of democracy in Ukraine



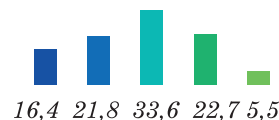
2.4. How democratic do you consider the educational system in which you received your education?

Select one answer on the scale (1 – not very democratic; 5 – very democratic)

Table 2.2.4. The level of democracy in the education system in which you study

Mark	Number	%	
1	18	16,4	very low
2	24	21,8	low
3	37	33,6	middle
4	25	22,7	high
5	6	5,5	very high

Figure 2.2.4. The level of democracy in the education system in which you study



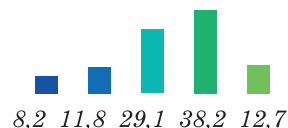
2.2.5. How democratic do you consider the educational system in which you work in?

Select one answer on the scale (1 – not very democratic; 5 – very democratic)

Table 2.2.5. The level of democracy in the education system in which you work

Mark	Number	%	
1	9	8,2	very low
2	13	11,8	low
3	32	29,1	middle
4	42	38,2	high
5	14	12,7	very high

Figure 2.2.5. The level of democracy in the education system in which you work



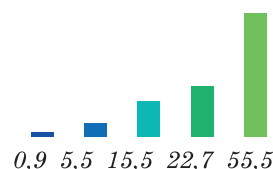
2.2.6. Do you think that teachers should teach democracy?

(Teachers should teach about democracy) (1 – they definitely shouldn't; 5 – they definitely should do it)

Table 2.2.6. Teachers should teach about democracy

Mark	Number	%	
1	1	0,9	definitely shouldn't
2	6	5,5	should not
3	17	15,5	rather they should
4	25	22,7	should
5	61	55,5	definitely should do it

Figure 2.2.6. Teachers should teach about democracy



2.2.7. Suggestions for promoting democracy among your students (teachers) (open question)

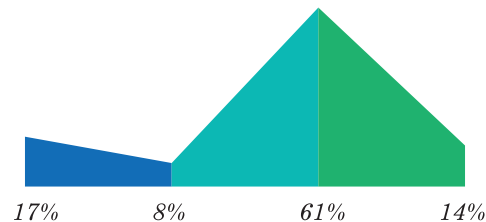
Own example (to represent democratic values and principles in own teaching activity, to be tolerant, democratic way of teaching, etc.)– 19 – 17%.

Variability of training (optional courses, different forms of training, choice of individual tasks, etc.) – 9 – 8%.

Developing democratic educational environment, content, methods (dialogical interaction, freedom of expression, critical and divergent thinking, etc.)/ – 68 – 61%.

Students' participation (students' self-government, involvement in decision-making, joint projects, etc.) – 15 – 14%.

Figure 2.2.7. How to promote democracy among students



2.2.8. Are there any particular challenges that you see to teaching about and for democracy? (open question)

Socio-political challenges (corruption, social injustice, need to reform social institutions, etc.)– 7 – 6%.

Challenges related to the value system of teachers and students (not perceiving democracy as a value by teachers, authoritarian way of teaching, distrust, indifference of students, etc) – 16 – 14,5%.

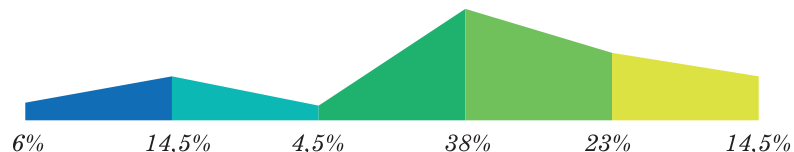
Challenges related to the level of democratization of educational system (non-democratic educational system, dependence on administration, etc.)– 5 – 4,5%.

Performing executive challenges (contradiction between theory and reality, a risk of switching into anarchy, etc.) – 41 – 38%.

No challenges – 25 – 23%.

Do not know – 16 – 14,5%.

Figure 2.2.8 Challenges to teaching “about” and “for” democracy



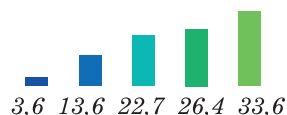
2.2.9. Are you satisfied with what you teach future teachers about democracy in the context of current programs?

(1 – completely dissatisfied; 5 – very satisfied)

Table 2.2.9. Regarding the current programs, are you satisfied with what you teach future teachers about democracy?

Mark	Number	%	
1	4	3,6	completely dissatisfied
2	15	13,6	dissatisfied
3	25	22,7	almost satisfied
4	29	26,4	satisfied
5	37	33,6	very satisfied

Figure 2.2.9. Regarding the current programs, are you satisfied with what you teach future teachers about democracy?

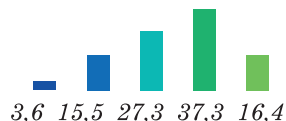


2.2.10. How much attention do you pay to teaching future educators about democracy in the teaching process? (1 – not at all; 5 – very much)

Table 2.2.10. How much attention do you pay to teaching future educators about democracy in the teaching process?

Mark	Number	%	
1	4	3,6	very little
2	17	15,5	little
3	30	27,3	medium level
4	41	37,3	much
5	18	16,4	very much

Figure 2.2.10. How much attention do you pay to teaching future educators about democracy in the teaching process?



2.2.11. Is teaching / learning about democracy a major part of all courses?

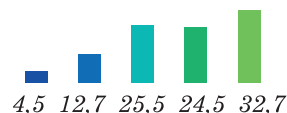
(1 is not true at all; 5 is very true)

More than half of the teachers (57.2%) agree that democracy is taught predominantly at all courses.

Table 2.2.11. Courses for learning about democracy

Mark	Number	%	
1	5	4,5	is not true at all
2	14	12,7	is not true
3	28	25,5	almost right
4	27	24,5	right
5	36	32,7	very true

Figure 2.2.11. Courses for learning about democracy

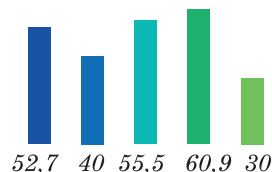


2.2.12. Learning about democracy is mostly done in (you can choose more than one)

Table 2.2.12 Learning about democracy is mostly done in

Year	Number	%
The first year of study	58	52,7
The second year	44	40,0
The third year	61	55,5
The fourth year	67	60,9
The fifth and/or higher	33	30,0

Figure 2.2.12 Learning about democracy is mostly done in



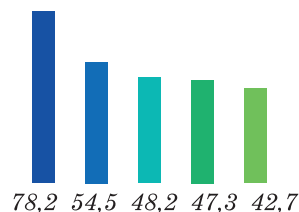
According to the teachers' answers, most of them teach democracy in the fourth year and least in the fifth and higher.

2.2.13. In your opinion, what year of study is better to teach democracy?

Table 2.2.13. What year of study is better to teach democracy?

Year	Number	%
The first year of study	86	78,2
The second year	60	54,5
The third year	53	48,2
The fourth year	52	47,3
The fifth and higher	47	42,7

Figure 2.2.13. What year of study is better to teach democracy?



Judging by the answers to this question, most teachers believe that democracy education should begin as early as possible.

2.2.14. Education “about” democracy is carried out mainly through:

(conduct a gradation of forms of study, where 1 – very weak influences, 5 – very strong)

Table 2.2.14. Education “about” democracy is carried out mainly through

Forms of study:	1	2	3	4	5
Lecture / conversation	14,5	32,7	27,3	11,8	13,6
Discussion / group work	1,8	3,6	11,8	30,9	51,8
Reading articles, books, research reports	17,3	25,5	35,5	12,7	9,1
Classroom work / tasks / simulations / role-playing / debate	0,9	7,3	13,6	30,9	47,3
Unions / clubs / mediation	0,9	4,5	15,5	21,8	57,3
Show movies, videos, etc.	7,3	13,6	27,3	36,4	15,5
Study / analysis of democratic / undemocratic cases	7,3	8,2	26,4	30	28,2
By other means	9,1	14,5	25,5	30	20,9

Figure 2.2.14. Lecture / conversation

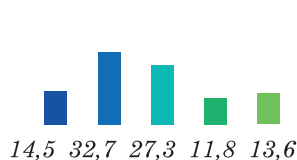


Figure 2.2.14. Discussion / group work

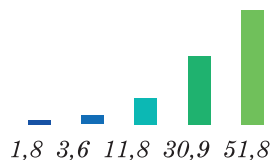


Figure 2.2.14. Reading articles, books, research reports

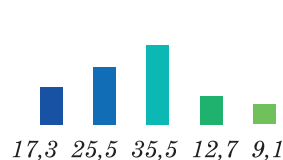


Figure 2.2.14. Classroom work / tasks / simulations / role-playing / debate

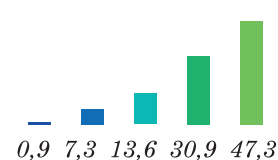


Figure 2.2.14. Unions / clubs / mediation

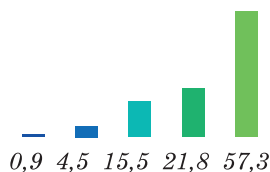


Figure 2.2.14. Show movies, videos, etc.

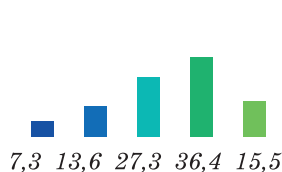


Figure 2.2.14. Study / analysis of democratic and non-democratic cases

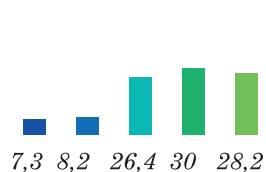
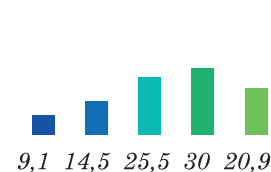


Figure 2.2.14. By other means



We arrange learning forms by popularity among teachers (top - most popular) and for the sake of clarity, add histograms using Excel. Popularity was determined by the approval index - the total number of "4" and "5" responses.

Table 2.2.14. Forms of learning by popularity among teacher educators

Forms of learning:	1	2	3	4	5
Discussion / group work	1,8	3,6	11,8	30,9	51,8
Unions / clubs / mediation	0,9	4,5	15,5	21,8	57,3
Classroom work / tasks / simulations / role-playing / debate	0,9	7,3	13,6	30,9	47,3
Study / analysis of democratic and non-democratic cases	7,3	8,2	26,4	30	28,2
Show movies, videos, etc.	7,3	13,6	27,3	36,4	15,5
By other means	9,1	14,5	25,5	30	20,9
Lecture / conversation	14,5	32,7	27,3	11,8	13,6
Reading articles, books, research reports	17,3	25,5	35,5	12,7	9,1

Figure 2.2.14. Discussion / group work

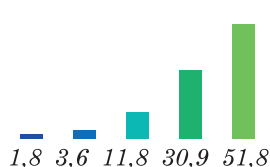


Figure 2.2.14. Unions / clubs / mediation

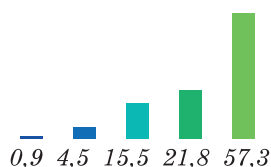


Figure 2.2.14. Classroom work / tasks / simulations / role-playing / debate

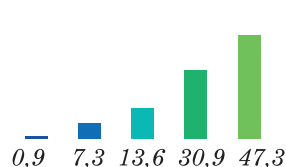


Figure 2.2.14. Study / analysis of democratic and non-democratic cases

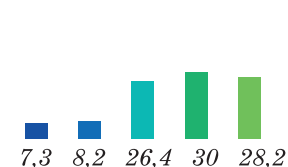


Figure 2.2.14. Show movies, videos, etc.

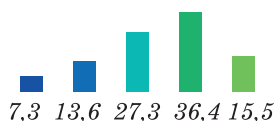


Figure 2.2.14. By other means

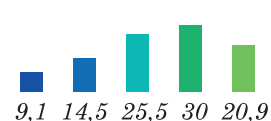


Figure 2.2.14. Lecture / conversation

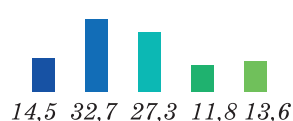
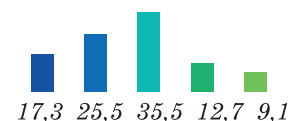


Figure 2.2.14. Reading articles, books, research reports



The most popular form of learning through which democracy is taught is "discussion / group work", and the most unpopular is "reading articles, books, research reports"

2.2.15. Education “about” democracy includes (content):

(rate according to the scale, where 1 – of little or no importance, 5 – very important)

Table 2.2.15. The content of teaching "about" democracy

Topics	1	2	3	4	5
Democracy and its relation to human rights/ citizenship	1,8	5,5	14,5	37,3	40,9
How education can be more democratically oriented	1,8	3,6	20	30	44,5
Success factors in democracy	2,7	6,4	18,2	33,6	39,1
The importance/benefits of democracy	0	6,4	21,8	26,4	45,5
How to engage democracy (skills)	1,8	6,4	20	22,7	49,1
Problems / obstacles to democracy	1,8	8,2	22,7	37,3	30
Cases /examples of democracy (current / historical)	3,6	8,2	25,5	32,7	30
The danger of a low level/lack of democracy	3,6	9,1	26,4	26,4	34,5
What does democracy mean?	4,5	19,1	19,1	23,6	33,6
The concept of democracy, its content, and components	5,5	16,4	21,8	28,2	28,2
Types of democracy (political, social, family, etc.)	6,4	12,7	34,5	25,5	20,9
Stages / phases / levels of democracy	6,4	12,7	37,3	30	13,6
Other topics	9,1	13,6	35,5	28,2	13,6

Figure 2.2.15. Democracy and its relation to human rights / citizenship

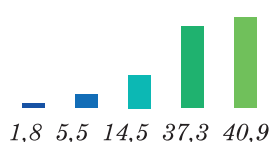


Figure 2.2.15. How education can be more democratically oriented

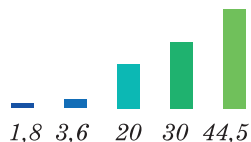


Figure 2.2.15. Success Factors in Democracy

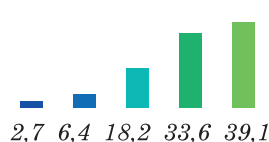


Figure 2.2.15. The importance/ benefits of democracy

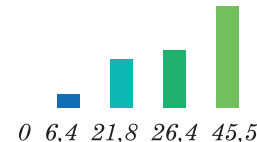


Figure 2.2.15. How to Engage Democracy (Skills)

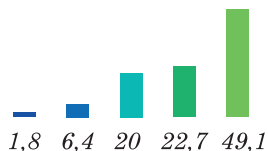


Figure 2.2.15. Problems / obstacles to democracy

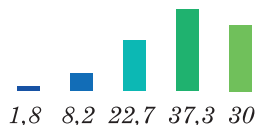


Figure 2.2.15. Cases / examples of democracy (current / historical)

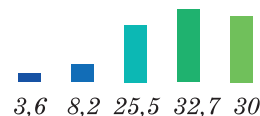


Figure 2.2.15. The danger of a low level/lack of democracy

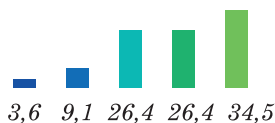


Figure 2.2.15. What does democracy mean?

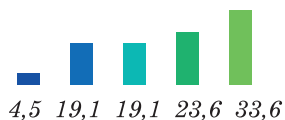


Figure 2.2.15. The concept of democracy, its content, and components

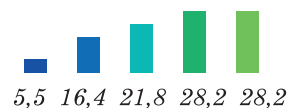


Figure 2.2.15. Types of democracy (political, social, family, etc.)

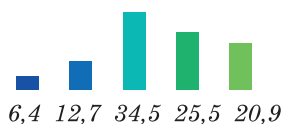


Figure 2.2.15. Stages / phases / levels of democracy

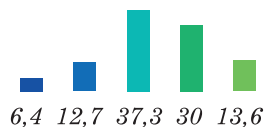
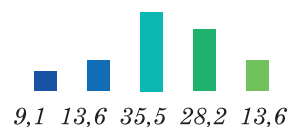


Figure 2.2.15. Other topics



The topics are arranged in order of decreasing popularity. The most frequently mentioned topic is "Democracy and its relationship with human rights / citizenship", and the least mentioned was "Stages / phases / levels of democracy" and "other topics".

2.2.16. How much do you encourage your students to be interested in democracy and be active in democratic processes (1 – not very much or not all all, 5 – very much)

Table 2.2.16. Reward system

Encouragement:	1	2	3	4	5
To value, respect and uphold the values of democracy	0,9	7,3	14,5	28,2	49,1
Orientation to democracy in his profession and in life	0,9	8,2	20,9	27,3	42,7
Participate actively in volunteer movements, democratic groups, organizations and more	5,5	4,5	20	30,9	39,1
Enjoy and value democracy and democratic values	2,7	5,5	22,7	32,7	36,4
Participate in democratic processes	3,6	8,2	20	36,4	31,8
Defend democracy and fight against its violations	6,4	9,1	19,1	39,1	26,4
Other incentives you provide to your students	17,3	17,3	30	23,6	11,8
Work on laws and regulations to make them more democratic	29,1	11,8	30	16,4	12,7
Conduct research and advocacy, write articles for the sake of democracy	16,4	24,5	31,8	18,2	9,1

Figure 2.2.16. To value, respect and uphold the values of democracy

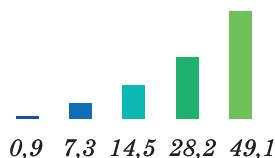


Figure 2.2.16. Enjoy and value democracy and democratic values

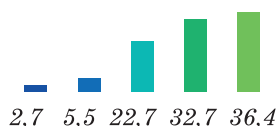


Figure 2.2.16. Orientation to democracy in his profession and in life

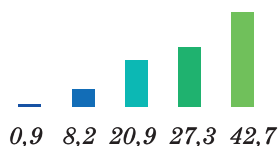


Figure 2.2.16. Participate in democratic processes

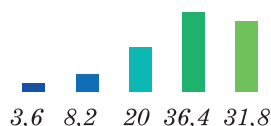


Figure 2.2.16. Participate actively in volunteer movements, democratic groups, organizations and more

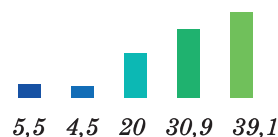


Figure 2.2.16. Defend democracy and fight against its violations

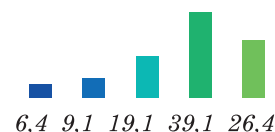


Figure 2.2.16. Other incentives you provide to your students

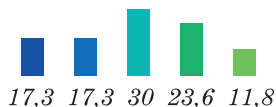


Figure 2.2.16. Work on laws and regulations to make them more democratic

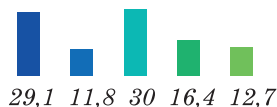


Figure 2.2.16. Conduct research and advocacy, write articles for the sake of democracy



Most often, teachers mentioned such encouragement as “To value, respect and uphold the values of democracy”, most seldom - “To conduct research and advocacy, to write articles for democracy».

2.2.17. How to improve the education / teaching of democracy in teacher education curricula? (Open question)

- Develop a separate course, a module on democracy – 18 -16.5%
- Improve study programs in democratic way – 27-24.5%
- Use of democratic methods, creating democratic environment– 49-45%
- To train teachers on democracy – 6-5.5%
- Crosscutting implication of democracy principles – 5-4.5%
- Do not know – 4 -4%

2.2.18. What challenges can you face in improving the future teachers’ curriculum to teach democracy? (open question)

- Unwillingness to change – 15 – 13.6%
- Lack of time, the limit of study time – 15 – 13.6%
- Lack of experience, knowledge – 6 – 5.5%
- Organizational barriers (bureaucracy, the difficulties of coordination with existing programs, a lack of understanding of administration, colleagues, students, etc.) – 33 – 30%
- Do not know – 41 – 37.3%

Figure 2.2.17. Tools for improving curriculum

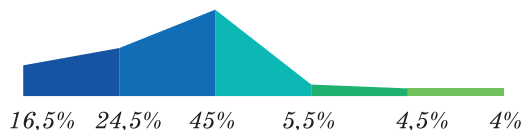
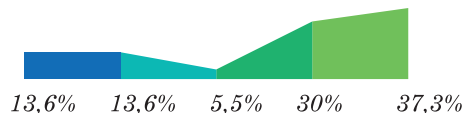


Figure 2.2.18 Challenges of curriculum improving



2.3. Education for democratic citizenship

2.3.1. Define "citizenship" (open question)

Citizenship is the status of a person recognized under the custom or law as being a legal member of a sovereign state or belonging to a nation. The idea of citizenship has been defined as the capacity of individuals to defend their rights in front of the governmental authority¹³.

Citizenship is a structural element of the legal status of a person, which reveals the main content of the individual and the state, the relationship with the state and society.

85 respondents – 77.3% used the Wikipedia citizenship definition in one or another modification;
4 – 3.6% provided a definition of citizenship with an emphasis on responsibilities to society and the state.

Other answers include:

- human competence in the field of rights and responsibilities as a citizen of a particular country;
- common interests;
- nationality;
- belonging to a particular culture and territory;
- to participate in public life, to help others;
- an attitude of the person to the country;
- to love your country / to love and respect your people;
- society;
- the ability to feel useful to society;
- understanding of your involvement in the historical, cultural, national, spiritual values that are guided by the society in which you live;
- the right of everyone to use the law of the country in which they reside;
- freedom of work, freedom of rest;
- the legal status of the person, the relationship of the person with the state and society;
- recognition of the people as the source and bearer of power;
- be a patriot of your own state.

13 Wikipedia. Retrieved from: <https://en.wikipedia.org/wiki/Citizenship>

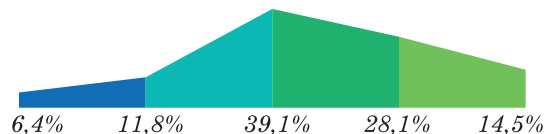
2.3.2 Are you satisfied with what you teach about citizenship to future teacher students?

(1 – completely dissatisfied, 5 – very satisfied)

Table 2.3.2 The level of satisfaction teaching content about citizenship

Mark	Number	%	
1	7	6,4	completely dissatisfied
2	13	11,8	dissatisfied
3	43	39,1	almost satisfied
4	31	28,2	satisfied
5	16	14,5	very satisfied

Figure 2.3.2 The level of satisfaction teaching content about citizenship



18.2% are more likely to be dissatisfied and 42.7% are more likely to be satisfied.

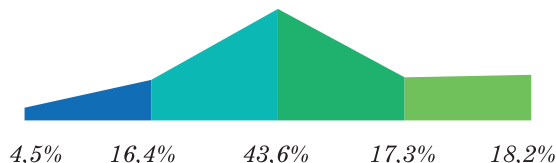
2.3.3. How much attention do you give to educating citizenship in pedagogical education?

(1 – very little; 5 – a lot).

Table 2.3.3 The level of attention that teachers give to citizenship education

Mark	Number	%	
1	5	4,5	very little
2	18	16,4	little
3	48	43,6	relatively much
4	19	17,3	much
5	20	18,2	a lot

Figure 2.3.3 The level of attention that teachers give to citizenship education



One-fifth of respondents say that they pay less attention to citizenship education, another quarter say that they pay much attention, and the rest (43.6%) give this topic average attention.

2.3.4. How true is this statement: Teaching democratic citizenship takes place in all courses.

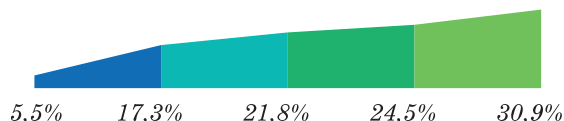
(1 – completely not true, 5 – very true).

More than half (55.4%) of those polled say that teaching education for democratic citizenship takes place most likely in all courses and almost a quarter the number of people polled (22.8%) says that not at all.

Table 2.3.4 Education for Democratic Citizenship takes place in all courses

Figure 2.3.4 Education for Democratic Citizenship takes place in all courses

Mark	Number	%	
1	6	5,5	completely not true
2	19	17,3	is not true
3	24	21,8	almost rtrue
4	27	24,5	true
5	34	30,9	very true

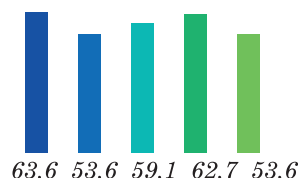


2.3.5. Education for democratic citizenship is largely carried out over time (you can choose many options)

Table 2.3.5 Years of democratic citizenship study

Figure 2.3. 5 Years of study democratic citizenship

Year of study	Number	%
The first year of study	70	63,6
The second year of study	59	53,6
The third year of study	65	59,1
The fourth year of study	69	62,7
The fifth and higher	59	53,6
The fifth and higher	59	53,6



Most democratic citizenship is taught in the first and fourth years of study, and the least in the second, fifth and higher years.

2.3.6. What can you do to promote social justice among your students?

Provide examples(Text box – Open-ended question)

Lectures, seminars, conversations 30 – 27%

Organization of training on the principles of equality, establishing a democratic environment and application of the principles of pedagogy partnership – 27 – 24,5%

Own example – 21 – 19 %

To teach and educate ("teach the good", "give knowledge", etc.) – 12 – 11%

The need to involve students in student self-government activities – 3 – 2,7%

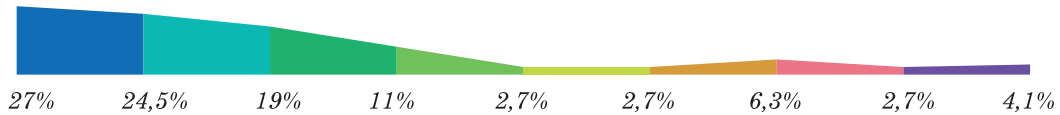
Promoting social justice among students is beyond the competence of the teacher– 3 – 2,7%

Adhere to the ideas of social justice – 7 – 6,3%

Hard to say – 3 – 2,7%

Nothing – 4 – 4,1 %

Figure 2.3.6 Teachers' actions to promote social justice among students



2.3.7. How do you define a good citizen? Please write your answer

(Text box – Open-ended question)

- 67.3% -74-law-abiding citizen (4 – 3.6% mentioned the word "responsibility" in their definition),
- 23.4% citizen who actively participates in public life
- 6.3% citizen who contribute to the development of the state / work for its benefit
- 3% - other ("loves his/her country", "human, sensitive, tolerant", "honest and hardworking", etc.)

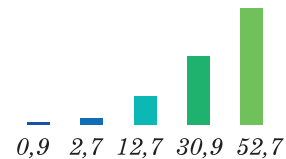
2.3.8. As a teacher, how much are you concerned about citizenship education?

(1 – completely uninterested; 5 – extremely interested)

Table 2.3.8 The level of teacher interest in civic education

Mark	Number	%	
1	1	0,9	completely uninterested
2	3	2,7	uninterested
3	14	12,7	somewhat interested/neutral
4	34	30,9	interested
5	58	52,7	extremely interested

Figure 2.3.8 The level of teacher interest in civic education



83.6% of the surveyed teacher educators are decidedly interested in civic education, and only 3.6% are uninterested in it.

2.3.9. Education about citizenship is mainly carried out through
(where 1 – very weak influence, 5 – very strong)

Table 2.3.9 Forms of learning about citizenship

Training tools	1	2	3	4	5
Practical involvement in activities (projects) in society	1,8	3,6	10	22,7	61,8
Practical involvement in university activities (unions / clubs / mediation)	1,8	1,8	12,7	30	53,6
Discussion / group work	0,9	6,4	16,4	33,6	42,7
Classroom work / tasks / simulations / role-playing games	2,7	4,5	20,9	30,9	40,9
Study and analysis of positive and negative cases	4,5	8,2	28,2	28,2	30,9
Other training tools you use	16,4	9,1	24,5	30,9	19,1
Show movies, videos, etc.	3,6	17,3	30,9	31,8	16,4
Reading articles, books, analytical reports	11,8	18,2	31,8	24,5	13,6
Lectures / Conversations	11,8	20	34,5	14,5	19,1

Figure 2.3.9. Practical involvement in activities (projects) in society

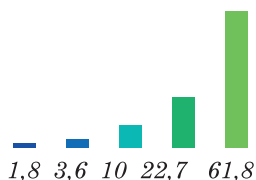


Figure 2.3.9. Practical involvement in university activities (unions / clubs / mediation)

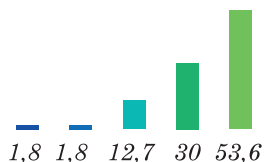


Figure 2.3.9. Discussion / group work

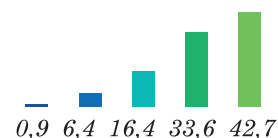


Figure 2.3.9. Classroom work / tasks / simulations / role-playing games

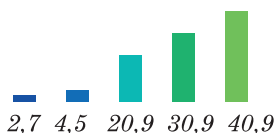


Figure 2.3.9. Study and analysis of positive and negative cases

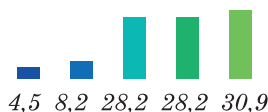


Figure 2.3.9. Other training tools you use

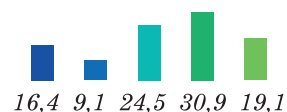


Figure 2.3.9. Show movies, videos, etc.

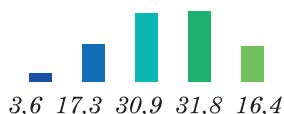


Figure 2.3.9. Reading articles, books, analytical reports

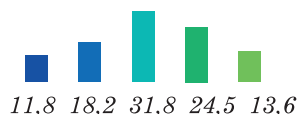
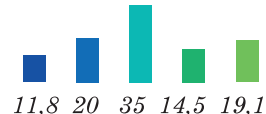


Figure 2.3.9. Lectures / Conversations



The most popular form of education is "Practical involvement in activities (projects) in society" and the most unpopular is "Lectures / Conversations"

2.3.10. The study of citizenship education includes (content):

1 – not very important, 5 – very important)

Table 2.3.10 Content of civic education includes:

Topics	1	2	3	4	5
Citizenship and its relation to human rights and democracy	0,9	4,5	11,8	30,9	51,8
Citizenship skills	1,8	3,6	12,7	35,5	46,4
How education can be more citizen-centered	0,9	4,5	13,6	36,4	44,5
Cases / examples of good / bad citizenship practices	1,8	7,3	14,5	30	46,4
Criteria for good citizenship	0,9	9,1	16,4	30,9	42,7
The dangers / consequences of lack of citizenship	2,7	10,9	13,6	30	42,7
Factors that promote citizenship	1,8	5,5	20,9	30	41,8
The values and benefits of citizenship	1,8	5,5	22,7	27,3	42,7
1,8	5,5	22,7	27,3	42,7	40,9
Challenges / obstacles to citizenship	2,7	9,1	20,9	26,4	40,9
Concepts, content and components of citizenship	3,6	12,7	17,3	27,3	39,1
What citizenship means	5,5	13,6	20	19,1	41,8
Types of citizenship	4,5	10,9	26,4	31,8	26,4
Stages / phases of civic education	2,7	16,4	23,6	33,6	23,6
Other topics you teach that are related to citizenship	10	14,5	22,7	28,2	24,5

The most frequently mentioned topics were Citizenship and its Relation to Human Rights and Democracy and Citizenship Skills, while the most mentioned were Stages / Phases of Civic Education and Other Topics.

Figure 2.3.10. Citizenship and its relation to human rights and democracy

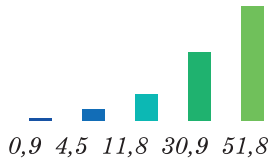


Figure 2.3.10. Citizenship skills

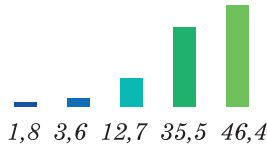


Figure 2.3.10. How education can be more citizen-centered

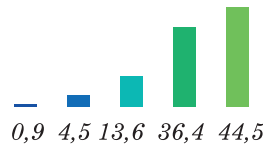


Figure 2.3.10. Cases / examples of good / bad citizenship practices

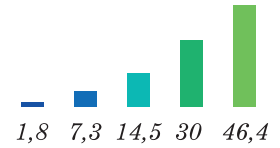


Figure 2.3.10. Criteria for good citizenship

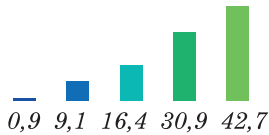


Figure 2.3.10. The dangers / consequences of lack of citizenship

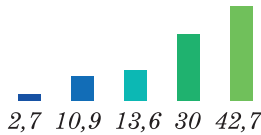


Figure 2.3.10. Factors that promote citizenship

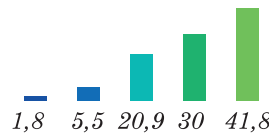


Figure 2.3.10. The values and benefits of citizenship

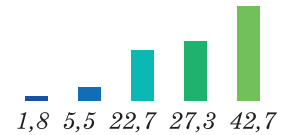


Figure 2.3.10. Challenges / obstacles to citizenship

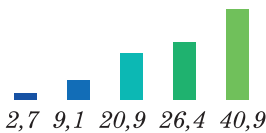


Figure 2.3.10. Concepts, content and components of citizenship

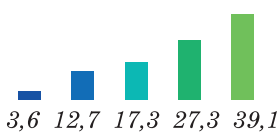


Figure 2.3.10. What citizenship means

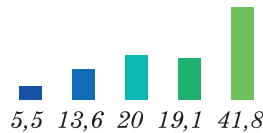


Figure 2.3.10. Types of citizenship

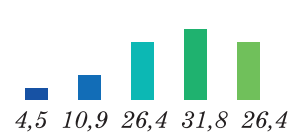


Figure 2.3.10. Stages / phases of civic education

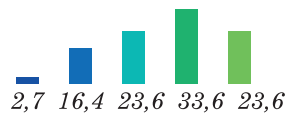
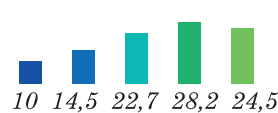


Figure 2.3.10. Other topics you teach that are related to citizenship



2.3.11. What topics / activities / incentives do you use to encourage your students to pursue education for democratic citizenship (EDC)? (1 – almost do not use; 5 – use constantly).

Table 2.3.11. Incentives to encourage students to engage in EDC

Topics / activities / incentives	1	2	3	4	5
Assess, respect and uphold citizenship values	2,7	8,2	15,5	34,5	39,1
Participate in civil processes	1,8	7,3	26,4	35,5	29,1
Civic education in the profession and in life	5,5	6,4	24,5	34,5	29,1
Activity / volunteering in community groups / organizations	2,7	6,4	31,8	22,7	36,4
Protect citizenship and combat its abuse	4,5	11,8	25,5	34,5	23,6
Sharing values of civic education	4,5	10	29,1	28,2	28,2
Other incentives you provide to your students	16,4	14,5	30	26,4	12,7
Work to ensure that laws and regulations are more citizen-oriented	19,1	10,9	32,7	20	17,3
Writing articles, conducting research and advocacy campaigns for citizenship	15,5	13,6	36,4	26,4	8,2

Figure 2.3.11. Assess, respect and uphold citizenship values

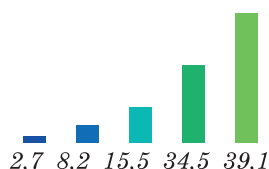


Figure 2.3.11. Participate in civil processes

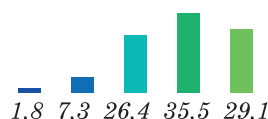


Figure 2.3.11. Civic education in the profession and in life

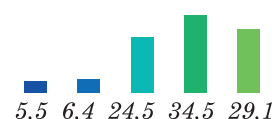


Figure 2.3.11. Activity / volunteering in community groups / organizations

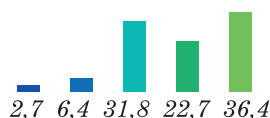


Figure 2.3.11. Protect citizenship and combat its abuse

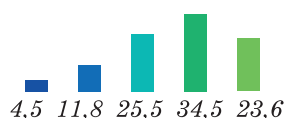


Figure 2.3.11. Sharing values of civic education

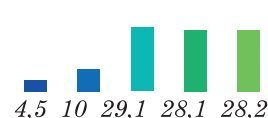


Figure 2.3.11. Other incentives you provide to your students

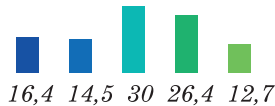


Figure 2.3.11. Work to ensure that laws and regulations are more citizen-oriented

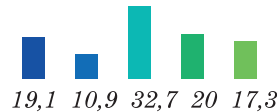
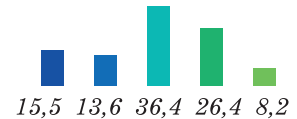


Figure 2.3.11. Writing articles, conducting research and advocacy campaigns for citizenship

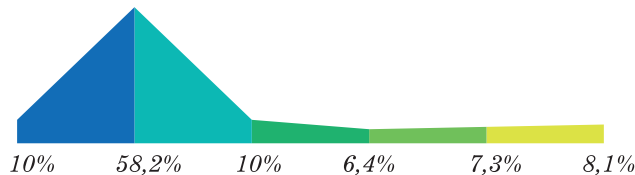


The most commonly used incentives are “Assess, respect and uphold citizenship values”, and the least used are “Writing articles, conducting research and advocacy campaigns for citizenship”.

2.3.12. How to improve learning / teaching for democratic citizenship in pedagogical universities curricula? (open question)

- Develop a separate course, a module on democratic citizenship – 11 – 10%
- To diversify curricula with democratic forms of work – 64 – 58,2 %
- Use of democratic methods, creating democratic environment – 11– 10%
- Crosscutting implication of democratic citizenship – 7 – 6,4%
- Engaging students in the practical aspects of democratic citizenship – 8 – 7,3%
- Do not know – 9 – 8,1%

Figure 2.3.5 How to improve learning for democratic citizenship in pedagogical universities curricula?

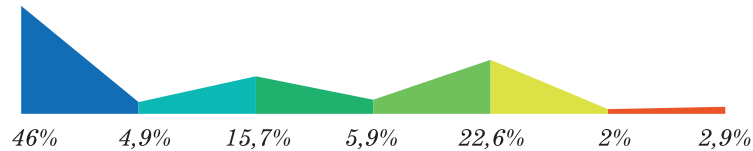


2.3.13. What challenges can you face in improving curricula to improve the teaching of democratic citizenship in pedagogical universities? (open question)

- Organizational barriers (bureaucracy, The difficulties of coordination with existing programs, lack of understanding of administration, colleagues, students, etc.) – 46%
- Unwillingness to change – 4,9%
- Lack of time, the limit of study time – 15,7%

Lack of experience, knowledge – 5.9%
Do not know – 22.6 %
There are none – 2%
Other – 2.9%

Figure 2.3.15. Challenges to improve EDC



Summarizing the answers of the teacher educators, it should be noted that democratic changes in the educational system of Ukraine since Independence are obvious and are recognized by the participants in the educational process.

However, the "thin" notion of democracy and teaching "about" democracy" is dominated in the Ukrainian pedagogical education. This may be an echo of the presence of the remnants of the Soviet system in today's educational environment and the consequences of the transitional state of the axiological sphere of Ukrainian society.

A large number of the teacher educators (46%) consider the various organizational barriers as the major challenges in the process of improving future teachers' curricula with the goal to improve the teaching of democratic citizenship in pedagogical institutions of higher education. These issues require further study and close attention from management at the university and country level.

III. Questionnaire answers: students

3.1. Basic information

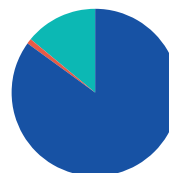
The total number of respondents is 274 persons

Form of training

Table 3.1.1. Forms of training

Form of Training	Number	%
Full-time education	233	85,0
Full-time, external form of education	2	0,7
External form of education	39	14,2

Figure 3.1.1. Forms of training

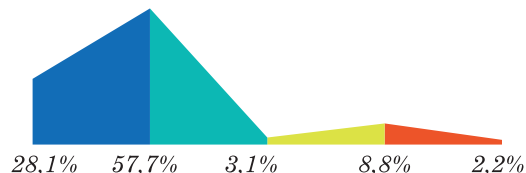


Age of respondents

Table 3.1.2. Age of respondents

Age	Number	%
under 20 years	77	28,1
21 - 25	158	57,7
26 - 30	8	3,1
31 - 40	24	8,8
41 and above	6	2,2

Figure 3.1.2. Age of respondents

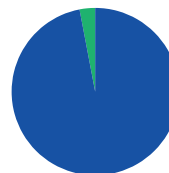


Your gender

Table 3.1.3. Gender

Gender	Number	%
Female	267	97,4
Male	7	2,6

Figure 3.1.3. Gender



The educational level at which you study

Table 3.1.4. Educational level

Educational level	Number	%
Bachelor	150	54,7
MSc	122	44,5
Doctor of Philosophy	2	0,7

3.2. Questionnaire answers: student

3.2.1. How would you define democracy?

(open question)

- form of government / power of the people – 168 people – 61.3%
- freedom of expression / expression – 43 persons – 15.7%
- describes democracy as equality – 26 people – 9.5%
- collective decision making – 14 people – 5.1%
- fair and fair management – 13 people – 4.7%
- other (humane approach in pedagogy; these are people; system of friendly, honest relations in society) – 10 persons – 3.7%

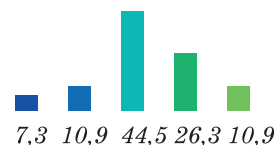
* 60 out of 274 students gave definitions of democracy copied from Wikipedia or other sites (22.7%)

3.2.2. Evaluate the level of democratization of the education system in which you are now educated? (1 – very low; 2 – low; 3 – medium; 4 – high; 5 – very high)

Table 3.2.2. The level of democracy in the education system, in which you are studying

Point	Number	%
1	20	7,3
2	30	10,9
3	122	44,5
4	72	26,3
5	30	10,9

Figure 3.2.2. The level of democracy in the education system in which you are studying

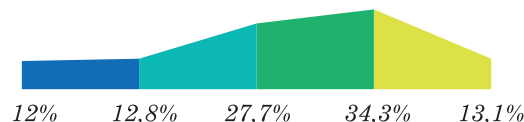


3.2.3 Are you satisfied with what you learn about Democracy in your teachers training education? (1 – completely dissatisfied; 2 – dissatisfied; 3 – almost satisfied; 4 – satisfied; 5 – very satisfied)

Table 3.2.3. Are you satisfied with the level of knowledge about democracy??

Point	Number	%
1	33	12
2	35	12,8
3	76	27,7
4	94	34,3
5	36	13,1

Figure 3.2.3. Are you satisfied with the level of knowledge about democracy?



3.2.4. How fully (comprehensively) do you study democracy during your education in a pedagogical university?

(1 – completely incomplete; 2 – incomplete; 3 – almost complete; 4 – detailed; 5 – very detailed)

Table 3.2.4. How fully do you study democracy during your education in a pedagogical university?

Point	Number	%
1	23	8,4
2	44	16,1
3	112	40,9
4	76	27,7
5	19	6,9

3.2.5. Does learning about democracy occur in all courses?

(1 – completely wrong; 2 – incorrect; 3 – almost true; 4 – true; 5 – very true)

Table 3.2.5. The course at which the training "about" democracy takes place

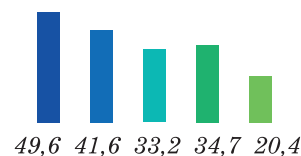
Point	Number	%
1	24	8,8
2	58	21,2
3	87	31,8
4	71	25,9
5	34	12,4

3.2.6. Education about democracy is mostly done in (you can choose more than one):

Table 3.2.6. A course in which democracy is taught

Figure 3.2.6. A course in which democracy is taught

Year of study	Number	%
The first year	136	49,6
The second year	114	41,6
The third year	91	33,2
The fourth year	95	34,7
The fifth and higher	56	20,4



Most learning "about" democracy occurs in the first year and then gradually decreases..

3.2.7. Learning about democracy mainly done through (how):

(Graduate topics where 1 is not a strong influence on knowledge of democracy; 5 is very strong)

Table 3.2.7. Learning about democracy is mainly done through

Topics	1	2	3	4	5
The importance / benefits of democracy	2,2	6,6	18,6	36,1	36,5
What does democracy mean?	5,8	7,3	19,7	26,3	40,9
Democracy and its relation to human rights / citizenship	2,6	9,1	21,2	27	40,1
How education can be more democratically oriented	4	6,9	22,3	32,1	34,7
Types / kinds of democracy (political, social, family, etc.)	3,6	7,7	23,4	36,1	29,2
How to engage democracy (skills)	5,1	9,1	21,2	27,7	36,9
Success factors in democracy	5,1	11,7	21,5	30,3	31,4
Cases / examples of democracy (current / historical)	5,1	11,3	21,9	29,2	32,5
The concept of democracy, its content and components	2,9	12	24,8	27,7	32,5
Problems / obstacles to democracy	5,8	8	26,3	33,2	26,6
The danger of a low level / lack of democracy	5,1	9,5	29,6	32,5	23,4
Stages / phases / levels of democracy	6,2	12,8	31,8	34,7	14,6
Other topics	12	13,1	33,6	25,9	15,3

Figure 3.2.7.
The importance / benefits of democracy

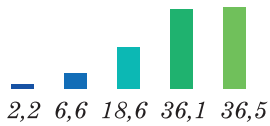


Figure 3.2.7. *Types / kinds of democracy (political, social, family, etc.)*

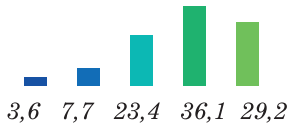


Figure 3.2.7. *The concept of democracy, its content and components*

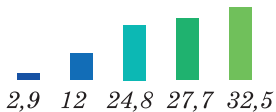


Figure 3.2.7.
Other topics

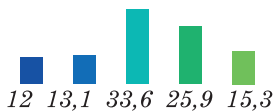


Figure 3.2.7.
What does democracy mean?

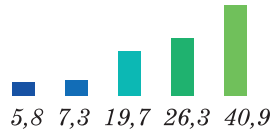


Figure 3.2.7.
How to engage democracy (skills)

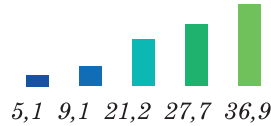


Figure 3.2.7. *Problems / obstacles to democracy*

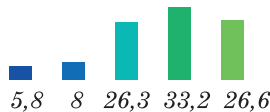


Figure 3.2.7.
Democracy and its relation to human rights / citizenship

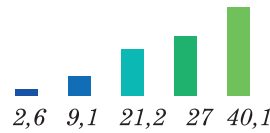


Figure 3.2.7.
Success factors in democracy

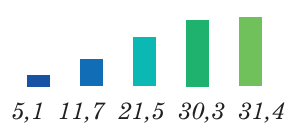


Figure 3.2.7. *The danger of a low level / lack of democracy*

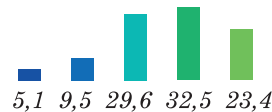


Figure 3.2.7.
How education can be more democratically oriented citizenship

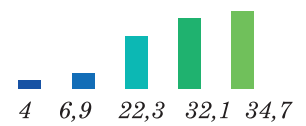


Figure 3.2.7.
Cases / examples of democracy (current / historical)

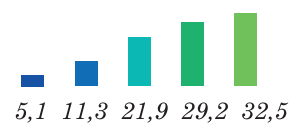
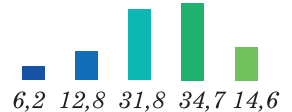


Figure 3.2.7.
Stages / phases / levels of democracy



Most of all the learning “about” democracy includes topics such as the "Importance / Benefits of Democracy", and least of all, the "Stages / Phases / Level of Democracy".

3.2.9. Teachers encourage students to be interested in democracy and to be active in democratic processes through certain topics/activities/processes
 (spend grading from 1 to 5, where 1 – do not use at all; 5 – use constantly)

Table 3.2.9. Topics / activities / processes to facilitate students’ interest in democracy

Promotion	1	2	3	4	5
Orientation to democracy in his profession and in life	4,7	13,5	25,2	25,2	31,4
To value, respect and uphold the values of democracy	5,8	16,1	22,3	25,5	30,3
Participate in democratic processes	7,3	17,9	24,5	21,9	28,5
Participate actively in voluntary, democratic movements	7,3	17,9	24,5	21,9	28,5
Groups, organizations, and more	8,4	17,2	25,5	26,6	22,3
Protect democracy and fight violations against it	5,8	17,9	23,4	32,5	20,4
Enjoy and value democracy and democratic values	10,6	19,7	23,7	25,9	20,1
Work on laws and regulations so that they	16,8	16,4	24,1	23,7	19
Have become more democratic	12	22,6	28,5	20,8	16,1

Figure 3.2.9. Orientation to democracy in his profession and in life

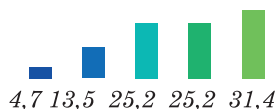


Figure 3.2.9. To value, respect and uphold the values of democracy

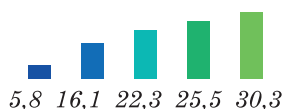


Figure 3.2.9. Participate in democratic processes

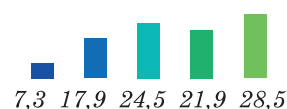


Figure 3.2.9. Participate actively in voluntary, democratic movements groups, organizations, and more

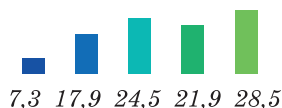


Figure 3.2.9. Protect democracy and fight violations against it

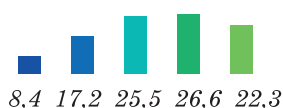


Figure 3.2.9. Enjoy and value democracy and democratic values

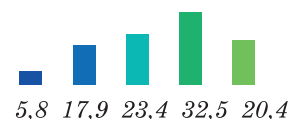


Figure 3.2.9.
Work on laws and regulations so that they have become more democratic

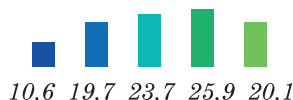


Figure 3.2.9.
Other incentives you provide to your students

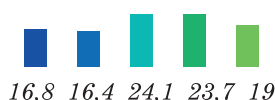
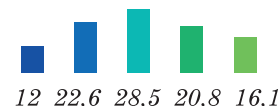


Figure 3.2.9.
To conduct research and advocacy, to write articles for the sake of democracy



Most often, incentives are “Orientation to democracy in one’s profession and in life”, and the least incentive is “Conducts research and advocacy, write articles for democracy”.

3.2.10. How to improve learning / teaching about democracy in teacher education? * (open question)

- Introduction of a separate course, additional hours for lectures, seminars – 103 persons – 37,6%
 - Through activities (projects, community activities, volunteering, discussions, practical classes) – 72 persons – 26,3%
 - Through your own example (to be the most democratic, not to humiliate adults, to cooperate on the principles of partnership pedagogy; select teachers who are the most democratic, etc.) – 28 people – 10,2%
 - By creating a democratic educational environment (giving more choice / freedom to students) – 13 people – 4.7%
 - Implementation of cross-cutting topics in all subjects – 7 persons – 2.5%
 - Introduce first-year democracy education – 6 people – 2.2%;
 - Difficult to answer – 33 people – 12.1%
 - “Everything is fine” – 12 people – 4.4%
- * 7 people – 2.5% of the students surveyed when answering the question “how to improve learning / teaching about democracy in teacher education” gave advice, referring to themselves as children / pupils

3.2.11. What challenges can you face in improving the learning/teaching of democracy in teacher training programs? (open question)

- The authoritarian teaching style and unwillingness to change – 55 persons – 20.1%
- A lack of education on democracy in the teacher training program – 14 persons – 5.1%
- A lack of knowledge, misunderstanding of the importance of the topic (both by teachers and students) 64 persons – 23.4%
- Differences in value systems – 19 people – 6.9%
- Political challenges – 31 persons – 11.4%
- Difficult to answer – 79 persons – 28.8%
- Any challenges – 12 persons – 4.3%

3.2.12. Did your secondary school experience influence your views on democracy?

(1 – did not influence; 2 – did not affect; 3 – almost influenced; 4 – influenced; 5 – strongly influenced)

42.3% of students believe that their experience of studying at secondary school has influenced their judgments about democracy strongly or above average.

3.2.13. Do you think that teachers should strive to instill in students the concept of democracy and democratic culture?

(1 – should not at all; 2 – should not; 3 – should almost; 4 – should; 5 – should certainly do so)

The vast majority of students surveyed (74.4%) believe that teachers should strive to impart these concepts to students.

Table 3.2.12. The impact of the learning experience at secondary schools on democracy judgements

Point	Number	%
1	19	6,9
2	42	15,3
3	97	35,4
4	77	28,1
5	39	14,2

Table 3.2.13. Teachers' commitment to the desire to instill the concept of democracy and democratic culture in students

Point	Number	%
1	3	1,1
2	10	3,6
3	57	20,8
4	85	31,0
5	119	43,4

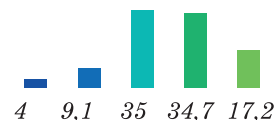
3.2.14. Do you think that your education in the chosen training program prepares you for active participation in democracy?

(1 – not at all prepared 2 – prepares 3 – trains at the average level 4 – preparing 5 – trains at a high level)

Table 3.2.14. Have the chosen training programs been preparing you for active participation in democracy?

Point	Number	%
1	11	4,0
2	25	9,1
3	96	35,0
4	95	34,7
5	47	17,2

Figure 3.2.14. Have the selected training programs been preparing you for active participation in democracy?



Half of the students (52.9%) agree, or rather agree, that their education in the chosen training program prepares them for active participation in democracy.

3.3. Education issues for democratic citizenship

3.3.1. Define Citizenship (Open Question)

Citizenship - legally defined, sustainable, unlimited in space the legal relationship between a person and a particular state that determines their rights and responsibilities. Citizenship implies a certain set of mutual political, social, etc. rights and responsibilities.

Citizenship is a structural element of a person's legal status that reveals the main content of a person and the state, the relationship with the state and society.

* 174 respondents used this definition from Wikipedia¹³ in different modifications – 63,5%

- Country affiliation – 36 people – 13.1%
- Status of a resident of the country – 11 persons – 4.1%
- Relationships (rules, legal relations) between the state and society – 14 people – 5,1%
- People, community – 5 people – 1.8%
- Person belonging to the country in which she was born - 4 persons - 1.5%
- Nationality – 3 people – 1.1%
- Human right to live in the country – 2 persons – 0.7%
- Difficult to answer – 22 people – 8%

Non-graded answers (1.1%)

belonging to a particular community;
dedication to the state.

* 118 students (43% of total) provided citizenship definitions copied verbatim from Wikipedia.

3.3.2. Going back to high school, could you say that you learned a lot "about" citizenship at school?

(1 – very little; 5 – very much)

Table 3.3.2. Have you learned much about citizenship in high school?

Point	Number	%
1	9	3,3
2	28	10,2
3	87	31,8
4	96	35,0
5	54	19,7

Half of the students (54.7%) say they have learned a lot about citizenship in high school. One-third of students (31.8%) assess their knowledge of citizenship at an average level.

13 Wikipedia. Retrieved from: <https://en.wikipedia.org/wiki/Citizenship>

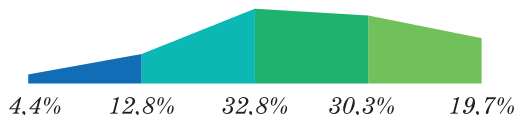
3.3.3. Are you satisfied with what you learned about citizenship in higher education, where do you study?

(1 – completely dissatisfied; 2 – dissatisfied; 3 – rather satisfied; 4 – satisfied; 5 – very satisfied)

Table 3.3.3. The level of satisfaction with civic education content at higher education institutions

Point	Number	%
1	12	4,4
2	35	12,8
3	90	32,8
4	83	30,3
5	54	19,7

Figure 3.3.3. The level of content satisfaction of civic education at the Higher Education Institutions



Exactly half of the students are more satisfied with learning about citizenship at a university education. One third (32.8%) - assess the level of knowledge about citizenship as average and the rest (17.2%) are not satisfied with it.

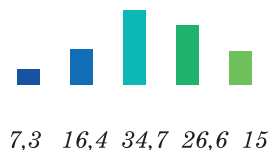
3.3.4. Does teaching education for democratic citizenship occur throughout all years of study?

(1 – is completely wrong; 5 – is very correct)

Table 3.3.4. Does teaching education for democratic citizenship occur throughout all years of study?

Point	Number	%
1	20	7,3
2	45	16,4
3	95	34,7
4	73	26,6
5	41	15,0

Figure 3.3.4. Does teaching education for democratic citizenship occur throughout all years of study?



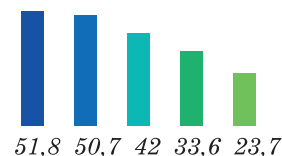
3.3.5. Teaching education for democratic citizenship occur throughout (choose the year(s) of study)

Democratic citizenship is mostly taught during the first year of study (51.8% of the students surveyed mentioned it); and in the following years, the number of hours taught decreases up to 23.7% in the fifth year and higher.

Table 3.3.5. Years of democratic citizenship study

Рік	Кількість	%
The first year of study	142	51,8
The second year	139	50,7
The third year	115	42,0
The fourth year	92	33,6
The fifth and higher	65	23,7

Figure 3.3.5. Years of democratic citizenship study



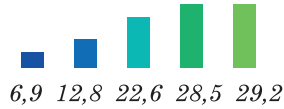
3.3.6. Citizenship education is mainly conducted through (graduate forms of study, where 1 – is very weak; 5 – is very strong)

In the students' opinion, the most powerful influence on learning "about" citizenship is "Practical involvement in activities (projects) in society", and the least influence have such activities as "Reading articles, books, analytical reports".

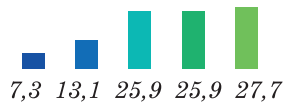
Table 3.3.6. Forms of studying "about" citizenship

Форма навчання	1	2	3	4	5
Practical involvement in activities (projects) in society	6,9	12,8	22,6	28,5	29,2
Discussion / group work	4	12,4	27,4	28,8	27,4
Practical involvement in university activities (unions / clubs / mediation)	8	14,6	21,5	27	28,8
Lectures / Conversations	7,3	13,1	25,9	25,9	27,7
Classroom work / tasks / simulations / role-playing games	5,1	14,6	27	26,6	26,6
Show movies, videos, etc.	6,9	12	31	25,9	24,1
Study and analysis of positive and negative cases	11,3	13,9	25,5	29,9	19,3
Reading articles, books, analytical reports	8,8	16,4	31,8	23,7	19,3
Other training tools you use	15	15	27,7	25,2	17,2

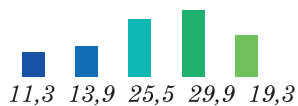
Figures 3.3.6. Practical involvement in activities (projects) in society



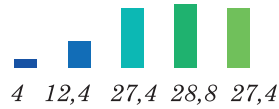
Figures 3.3.6. Lectures / Conversations



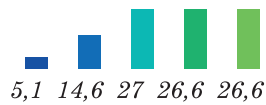
Figures 3.3.6. Study and analysis of positive and negative cases



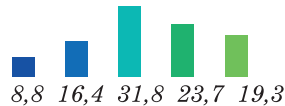
Figures 3.3.6. Discussion / group work



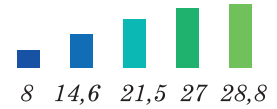
Figures 3.3.6. Classroom work / tasks / simulations / role-playing games



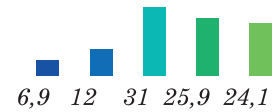
Figures 3.3.6. Reading articles, books, analytical reports



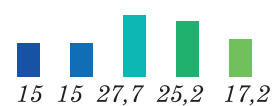
Figures 3.3.6. Practical involvement in university activities (unions / clubs / mediation)



Figures 3.3.6. Show movies, videos, etc.



Figures 3.3.6. Other training tools you use



3.3.7. The study of civic education includes (content)

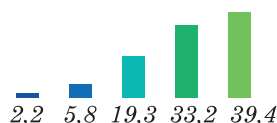
(1 – not very important; 5 – very important)

Table 3.3.7. The content of civic education includes:

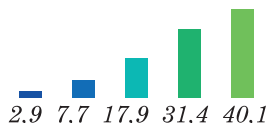
Topics	1	2	3	4	5
The values and benefits of citizenship	2,2	5,8	19,3	33,2	39,4
Citizenship and its relation to human rights and democracy	2,9	7,7	17,9	31,4	40,1
What citizenship means	4,4	6,2	19,3	24,1	46
Cases / examples of good / bad citizenship practices	4,7	8,8	18,6	32,1	35,8
Citizenship skills	4	8,8	19,7	31,4	36,1
The dangers/consequences of lack of citizenship	2,9	9,9	20,8	32,5	33,9
Types of citizenship	3,3	7,7	23	29,6	36,5
Concepts, content, and components of citizenship	3,3	12	19	29,2	36,5
How education can be more citizen-centered	3,6	9,9	20,8	36,1	29,6
Factors that promote citizenship	4,4	8,4	22,3	32,8	32,1
Criteria of good citizenship	4	9,5	22,6	34,3	29,6
Challenges/obstacles to citizenship	3,3	10,9	25,2	30,7	29,9
Stages/phases of civic education	4	9,5	31,4	31,8	23,4
Other topics that you are studying which are related to citizenship	11,7	11,3	24,5	32,1	20,4

The most frequently mentioned topic of civic education is "The values and benefits of citizenship" - 72.6% of students agree with this. The most mentioned were the stages/phases of civic education - 55.2%, as well as the other topics.

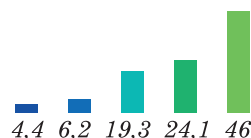
Figures 3.3.7. The values and benefits of citizenship



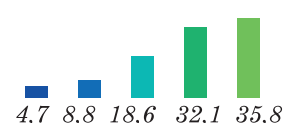
Figures 3.3.7. Citizenship and its relation to human rights and democracy



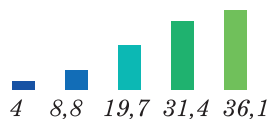
Figures 3.3.7. What citizenship means



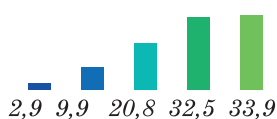
Figures 3.3.7. Cases / examples of good / bad citizenship practices



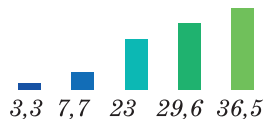
Figures 3.3.7. Citizenship skills



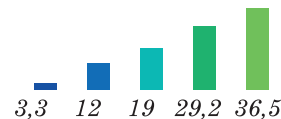
Figures 3.3.7. The dangers/ consequences of lack of citizenship



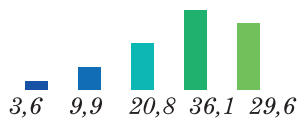
Figures 3.3.7. Types of citizenship



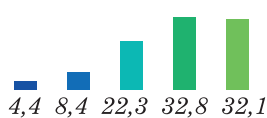
Figures 3.3.7. Concepts, content, and components of citizenship



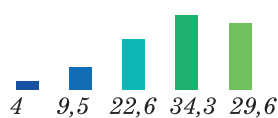
Figures 3.3.7. How education can be more citizen-centered



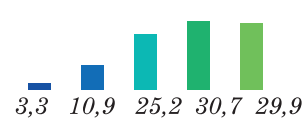
Figures 3.3.7. Factors that promote citizenship



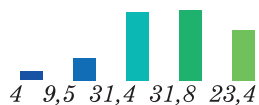
Figures 3.3.7. Criteria of good citizenship



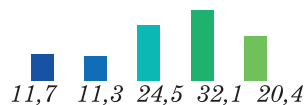
Figures 3.3.7. Challenges/ obstacles to citizenship



Figures 3.3.7. Stages/phases of civic education



Figures 3.3.7. Other topics that you are studying which are related to citizenship



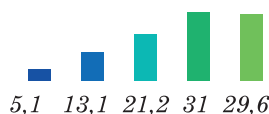
3.3.8. What topics/activities/incentives do your teachers use to encourage students to pursue education for democratic citizenship (EDC)?

(1 – almost never use; 5 – use constantly)

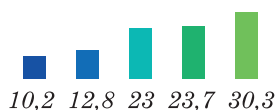
Table 3.3.8. Incentives to encourage students to engage in EDC

Incentives	1	2	3	4	5
Civic education in life and profession	5,1	13,1	21,2	31	29,6
Assess, respect and uphold citizenship values	5,1	9,5	25,9	27	32,5
Participate in civic processes	5,5	13,5	24,8	27,4	28,8
Activity / volunteering in community groups / organizations	10,2	12,8	23	23,7	30,3
Protect citizenship and fight with its violation	7,3	10,9	29,2	28,5	24,1
Sharing values of civic education	5,5	12	31,8	28,5	22,3
Work to ensure that laws and regulations are more citizen-oriented	8,4	16,4	25,9	27,4	21,9
Other incentives you provide to your students	8,4	16,4	25,9	27,4	21,9
Writing articles, conducting research and advocacy campaigns for citizenship	9,9	17,2	30,7	21,9	20,4

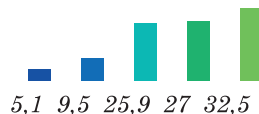
Figures 3.3.8. Civic education in life and profession



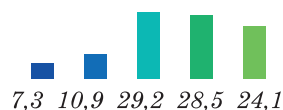
Figures 3.3.8. Activity / volunteering in community groups / organizations



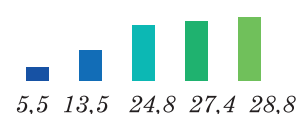
Figures 3.3.8. Assess, respect and uphold citizenship values



Figures 3.3.8. Protect citizenship and fight with its violation



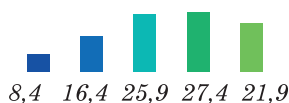
Figures 3.3.8. Participate in civic processes



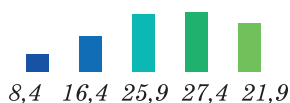
Figures 3.3.8. Sharing values of civic education



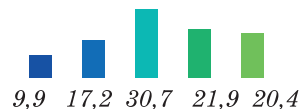
Figures 3.3.8. Work to ensure that laws and regulations are more citizen-oriented



Figures 3.3.8. Other incentives you provide to your students



Figures 3.3.8. Writing articles, conducting research and advocacy campaigns for citizenship



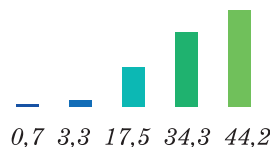
According to students' opinions, the topic "Civic education in life and profession" is the most popular incentive from the teacher educators (60.6%), and the theme "Writing articles, conducting research and advocacy campaigns for citizenship" is the least popular (42.3%)

3.3.9. As a future teacher, how interested are you to teach "about" democratic citizenship?
(1 – completely uninterested; 5 – very interested)

Table 3.3.9. Level of interest of future teachers to teach "about" citizenship

Point	Number	%
1	2	0,7
2	9	3,3
3	48	17,5
4	94	34,3
5	121	44,2

Figure 3.3.9. Level of interest of future teachers to teach "about" citizenship



The vast majority of students are interested – 78.5%.

3.3.10. Do you think that your curriculum has prepared you well to address the issues of education for democratic citizenship? (1 – not at all prepared; 5 – very well prepared)

More than half of the students (53.3%) consider themselves well prepared. One - third of them (33.2%) say that their level of training is average. 13.5% of students are not satisfied with preparation.

Table 3.3.10. Has your curriculum prepared you well to address the issues of education for democratic citizenship?

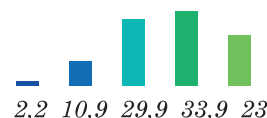
Point	Number	%
1	5	1,8
2	32	11,7
3	91	33,2
4	105	38,3
5	41	15,0

3.3.11. Do you think that you are encouraged to fully participate in the life of Ukrainian society as an active citizen? (1– not at all encouraged; 5 – strongly encouraged)

Table 3.3.11. Are you encouraged to fully participate in the life of Ukrainian society as an active citizen?

Figure 3.3.11. Are you encouraged to fully participate in the life of Ukrainian society as an active citizen?

Point	Number	%
1	6	2,2
2	30	10,9
3	82	29,9
4	93	33,9
5	63	23,0



More than half of the students (56.9%) believe that they are strongly encouraged.

3.3.12. Are there any specific things you would like to change in teaching democratic citizenship at school? (open question)

More talk on this topic – 18 – 6.6%

Teachers' attitude, their own example (teachers' attitude towards children should be democratic) - 10 – 3.6%

Paying attention to the practical implementation of acquired knowledge – 12 – 4.4%

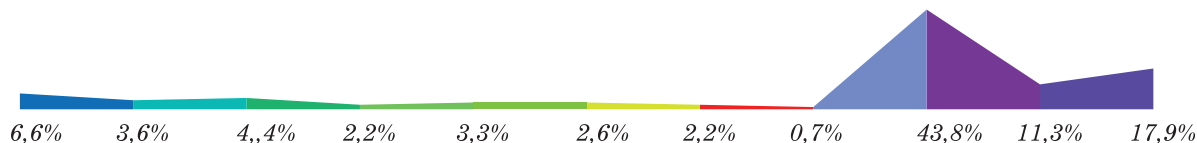
Develop and implement a separate course 6 – 2.2%

Cross-cutting implementation of democratic citizenship topics into the educational process – 9 – 3.3%
 Provide freedom of choice, opportunity to express opinions – 7 – 2,6%
 Creating a democratic educational environment (respect for the teacher, cooperation with students and parents, trust) – 6 – 2.2%
 Work hard – 2 – 0.7%
 No, there are no specific things which I would like to change – 120 – 43,8%
 Yes, there are – 31 – 11.3%
 Difficult to answer – 49 – 17,9%

No-ranked answers (1.4%):

attracting people who are in the topic;
 benefits for teachers;
 to teach us more;
 children's interest.

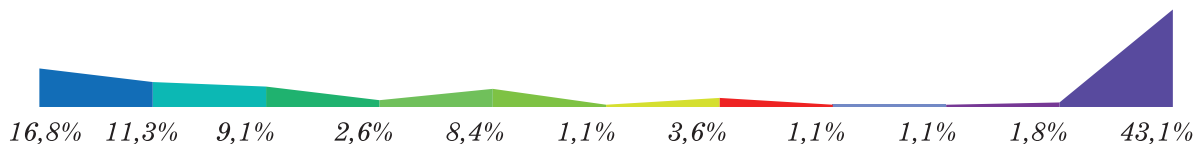
Figure 3.3.12. What would you like to change in teaching democratic citizenship at school?



3.3.13. How to improve the teaching of democratic citizenship in teacher training programs? (open question)

Learn through practice (cases, training, practical) – 46 – 16,8%
 More explaining, talks, providing interesting and useful information – 31 – 11,3%
 Choose interesting teaching methods and forms – 25 – 9,1%
 Involve students in civic activity – 7 – 2.6%
 Implement a separate course / subject – 23 – 8.4%
 Utilize other countries experience – 3 – 1.1%
 To develop reflection and self-improvement skills in future teachers – 10 – 3.6%
 Learn not to be afraid to express your opinion – 3 – 1.1%
 Teachers should be a model of democratic relations – 3 – 1,1%
 I am satisfied with how things are now – 5 – 1,8%
 Difficult to answer – 118 – 43.1%

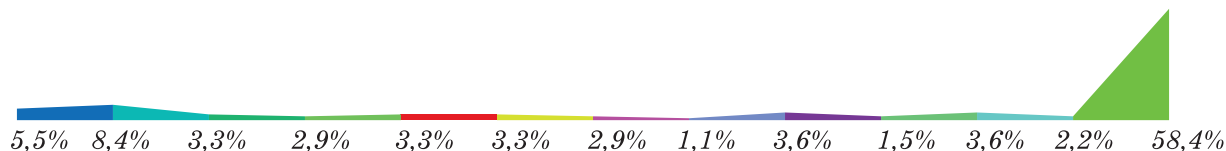
Figure 3.3.13. How to improve the teaching of EDC in teacher training programs?



3.3.14. What are the challenges you may face in improving the curriculum for democratic citizenship in the pedagogical higher education institutions? (open-ended question)

- Reluctance to change something, indifference – 15 – 5,5%
- This topic awareness, lack of knowledge – 23 – 8,4%
- Socio-political challenges (decline in civic activity, intolerance in society, violation of rights) – 9 – 3,3%
- The difficulty of introducing new training programs – 8 – 2,9%
- Misunderstanding of the importance of the issue – 9 – 3,3%
- Inactivity, student disinterest – 9 – 3,3%
- Tight schedule, other courses, insufficient number of hours – 8 – 2,9%
- Lack of resources – 3 – 1,1%
- Different views, points of view – 10 – 3,6%
- Problem of national minorities – 4 – 1,5%
- Various challenges – 10 – 3,6%
- There are no challenges – 6 – 2,2%
- Difficult to answer – 160 – 58,4%

Figure 3.3.14. Challenges in improving programs for democratic citizenship in pedagogical higher education institutions



IV. Conclusion and future development prospects

4.1. Questions on Democracy¹⁴

Democratic shifts in the educational system of Ukraine since independence are obvious and conscious for educational process participants. The study showed the positive dynamics of the educational space democratic transformation.

Domination of a “thin” understanding of democracy among the Ukrainian educational community and teaching about democracy. Teachers and students tend to reduce the phenomenon of democracy to a "thin" understanding of the importance of electoral processes, without realizing the importance of a "thick" definition of democracy as participation and social justice. Despite the fact that for modern Ukrainian society, full of the phenomena of indifference, social and political passivity, paternalistic expectations, political activity and involvement in the voting process (especially the youth) is already a remarkable achievement.

Presence of the rudiments of the Soviet system - authoritarian style in communication and teaching - in the modern educational environment and the consequences of the transitional state of the axiological sphere of Ukrainian society. These problems are represented in the respondents' answers to the questions about the challenges of democracy implementation in the teacher training program. The authoritarian style of communication and teaching, in our view, is closely linked to the fixation of infantile behavior in adulthood, unwillingness to take responsibility, paternalistic expectations, and the problem of self-identification

The presence of some alienation of knowledge about democracy and narrowing it down to a separate discipline – the introduction of a separate subject, additional hours for teaching.

There is a lack of awareness of integrated learning and cross-cutting skills. Despite the considerable attention given by educational scholars and functionaries to integrated learning, according to empirical data, only a small number of teachers and students have used the concept of "integrated approach", "cross-cutting skills" in answering the questionnaire.

14 Matusevych, T., Kolesnyk, L. Democracy in education: an ideal being or a pedagogical reality? *Philosophy of Education* 1, 2019. Retrieved from: <http://enpuir.npu.edu.ua/handle/123456789/26549>
DOI: 10.31874/2309-1606-2019-24-1-115-127

4.2. Questions on Citizenship

Differentiation of active citizenship and political participation. The study found that understanding of active citizenship of pedagogical university teachers is isolated from the practice of political participation, as evidenced by the lack of teachers' understanding of the complexity and completeness of the phenomenon of democratic citizenship, in which political participation is one of the key rights and responsibilities of the citizen.

A "good" citizen understanding is limited to the first type of citizen – a citizen with a sense of personal responsibility, according to J. Westheimer and J.Kahn¹⁵. There is a lack of awareness of the use of integrated learning and a participatory approach to promote equity among students.

Consequently, the study revealed a lack of understanding of democracy as an educational paradigm that encompasses all components of the educational process (educational philosophy, educational institutions, educational environment, teaching methods and educational practices) among participants in the educational process; lack of understanding of citizenship as a complex phenomenon that extends far beyond the legal relations of the individual and the state.

As a status (Osler & Starkey, 2005)¹⁶ citizenship is narrowed to the concept of "law-abiding citizen", but the overwhelming majority of respondents do not correlate the term with the assertion of their rights and freedoms, control over public institutions, monitoring of budget expenditures, etc. And, if among the educators, this phenomenon could be a consequence of the development of their value orientations mostly during the Soviet period, then it is likely that such understanding of citizenship by students has been developed by the current education system, which is a cause for concern.

After decades of reform, democracy in the Ukrainian education system still remains a hard-to-reach ideal. Differentiation of active citizenship and political participation, reduction of the concept of citizenship to the legal relations of the state and the citizen, insufficient awareness of the possibilities of using integrated learning and an active approach to promote justice among students create new challenges for developing civic competence within the framework of the NUS concept¹⁷.

15 Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Education Research Journal*, 41(2), 237–269. <https://doi.org/10.3102/00028312041002237>

16 Osler, A., & Starkey, H. (2005). *Changing citizenship: Democracy and inclusion in education* (1st ed.). Midenhead: Open University Press

17 Matushevych, T., Kolesnyk, L. Development of civic competence in the frame of NUS concept: modern challenges for pedagogical education. *Philosophy of Education* (in publishing). <https://philosopheducation.com/index.php/philed/issue/archive>

Annex 1

Survey – Teacher Educators

QUESTIONNAIRE ON DEMOCRACY IN EDUCATION

This Survey is part of a larger research project, the Global Doing Democracy Research Project (GDDRP) and Democracy in everyday life (DEM) being conducted by University of South-Eastern Norway. In collaboration with Dragomonov University and Bethlehem University, University of South-Eastern Norway engage in the project Developing democracy in teacher education in Norway, Ukraine and Palestine (UPN). The objective of the current study is to achieve a better understanding of the ways that democracy is perceived, experienced and practiced in teacher education, by teacher educators and student teachers, so as to be able to develop more effective programs to support teaching and learning in the education sector.

Participation in this questionnaire is voluntary and anonymous, confidentiality is assured. In other words, there is no linkage between the information provided and the identities of participants.

The questionnaire should not take more than 20 minutes to complete, and your participation is greatly appreciated. Although most of the questions have a multiple-choice menu, a few of them ask for your written answers. Please do not forget to press the submit button at the end of the form if you receive this online.

If you have any questions, please do not hesitate to contact the Principle Investigator by email.

Thank you for participating in this research!

Heidi Biseth
Principle Investigator
GDDRP/DEM
heidi.biseth@usn.no

Ingrid Reite Christenso
Principle Investigator
UPN
ingrid.Reite@usn.no

Larysa Kolesnyk
Principle Investigator
Ukraine
laroka.merit@gmail.com

Sami Adwan
Principle Investigator
Palestine
Adwan.sami@gmail.com

7. What can you do to promote Democracy among your students? Please write your answer?
8. Are there any particular challenges that you see to teaching about and for Democracy? Please write your answers
9. Are you satisfied with what you teach about Democracy in your teachers training education? (1 – not at all satisfied ; 5 – Very much satisfied) 1 2 3 4 5
10. How much do you teach about Democracy in your teacher training education? (1 – not so much at all; 5 – very much) 1 2 3 4 5
11. Does educating/teaching about Democracy mainly occur in all courses? (1 – not true at all ; 5 – very true) 1 2 3 4 5
12. Teaching about Democracy mainly in (you may choose more than one options) :
 First year: ___ Second year :___ Third year :___ Fourth year :___ Fifth year and more:___
13. Teaching about Democracy mainly done through (how): (1 – very little ; 5 – very much)
- A. Lecturing/talking: 1 2 3 4 5
 - B. Discussion/group work: 1 2 3 4 5
 - C. Readings, articles/books/ research reports: 1 2 3 4 5
 - D. Classroom activities/assignments/simulations/role play/debate: 1 2 3 4 5
 - E. Practical engagement in Activities at University (unions/clubs/mediations): 1 2 3 4 5
 - F. Practical engagement in Activities (projects) in the society: 1 2 3 4 5
 - G. Showing films/videos...etc. : 1 2 3 4 5
- H. Study/analysis of Democratic/not Democratic cases ; 1 2 3 4 5
- I. In other means/ways of teaching Democracy you use, please specify and rate:
- 1. 1 2 3 4 5
 - 2. 1 2 3 4 5
 - 3. 1 2 3 4 5
14. Teaching about Democracy includes (contents): (1 – not very much at all ; 5 – very much)
- A. Meaning of Democracy : 1 2 3 4 5
 - B. Concepts, contents and components: 1 2 3 4 5
 - C. Kinds/ types of Democracy (political , social ,family ..etc): 1 2 3 4 5
 - D. Importance/benefits of Democracy : 1 2 3 4 5
 - E. How to engage in Democracy (skills): 1 2 3 4 5
 - F. How education be more Democratic oriented?: 1 2 3 4 5

- G.Challenges/impediments to Democracy: 1 2 3 4 5
 H.Factors for success in Democracy: 1 2 3 4 5
 I.Stages/phases/levels of Democracy: 1 2 3 4 5
 J.Cases/examples of Democracy(current/historical): 1 2 3 4 5
 K. Democracy and its relation to human rights/citizenship: 1 2 3 4 5
 L. Dangers of lack / absence of Democracy: 1 2 3 4 5
 M. Other topics you teach related to Democracy, please specify and rate:
1. 1 2 3 4 5
 2. 1 2 3 4 5
 3. 1 2 3 4 5

15.Do you encourage your students to be more (to): (1 – not very much at all ; 5 – very much)

- A. Democracy oriented in their profession and life: 1 2 3 4 5
 B.Enjoy and cherish Democracy and democratic values: 1 2 3 4 5
 C.Participate in Democratic processes: 1 2 3 4 5
 D.Defend Democracy and fight its violation: 1 2 3 4 5
 E.Active/volunteering in Democratic groups/organizations/movements...etc. : 1 2 3 4 5
 F.Write articles, do research and advocacy for Democracy: 1 2 3 4 5
 G.Appreciate, respect and support values of Democracy: 1 2 3 4 5
 H.Work to make Laws and regulations more democratic: 1 2 3 4 5
 I.Other encouragements you give to your students, please specify and rate
1. 1 2 3 4 5
 2. 1 2 3 4 5
 3. 1 2 3 4 5

16.How can learning /teaching Democracy in the teacher education program be improved?

17.What challenges are you expecting in improving teaching\learning Democracy in teacher education programs?

Section 3 – Questions on Citizenship

1.How would you define Citizenship ?

2.Are you satisfied with what you teach about Citizenship in your teachers training education? (1– not at all satisfied ; 5 – Very much satisfied) 1 2 3 4 5

3.How much do you teach about Citizenship in your teacher training education? (1 – not so much at all; 5 – very much) 1 2 3 4 5

4.Does educating/teaching about Citizenship mainly occur in all courses?

(1 – not at all true; 5 – very true) 1 2 3 4 5

5.Teaching about Citizenship is mainly done in(you may chose many options):

First year:____Second year:____ Third year :____ Fourth year:___ Fifth and above:_____

6.What can you do to promote social justice among your students? Please write your answer.

7.What do you define as a good citizen? Please write your answers

8.As a teacher , how much are you concerned with Citizenship education ? (1 – not at all concerned; 5 – extremely concerned) 1 2 3 4 5

9.Teaching about Citizenship is mainly done through(how):(1 – not at all ; 5 – very much)

A.Lecturing/talking: 1 2 3 4 5

B.Discussion/group work: 1 2 3 4 5

C.Readings, articles/books/ research reports: 1 2 3 4 5

D.Classroom activities/assignments/simulations/role play: 1 2 3 4 5

E.Practical engagement in Activities at University (union/clubs/mediation): 1 2 3 4 5

F.Practical engagement in Activities(projects) in the society: 1 2 3 4 5

G.Showing films/videos...etc.: 1 2 3 4 5

H.Study/analysis of positive/negative cases of Citizenship (current or historical): 1 2 3 4 5

I.Analysis of good Citizenship /not good Citizenship cases: 1 2 3 4 5

J.Other means/ways of teaching that you use, please specify and rate:

1. 1 2 3 4 5

2. 1 2 3 4 5

3. 1 2 3 4 5

6.Teaching about Citizenship includes(contents): (1 – not very much at all ; 5 – very much)

A.Meaning of Citizenship: 1 2 3 4 5

B.Concepts, contents and components of citizenship : 1 2 3 4 5

C.Kinds/types of Citizenship: 1 2 3 4 5

D.Kinds/types of Citizenship: 1 2 3 4 5

E.Importance/benefits of Citizenship : 1 2 3 4 5

F.How to engage in Citizenship (skills): 1 2 3 4 5

G.How can education be more Citizenship oriented ?: 1 2 3 4 5

H.Stages/phases of Citizenship: 1 2 3 4 5

I.Factors to enhance Citizenship: 1 2 3 4 5

J.Challenges/impediments to Citizenship : 1 2 3 4 5

K.Dangers/consequences of lack of Citizenship: 1 2 3 4 5

L.Cases/examples of good/bad cases of Citizenship: 1 2 3 4 5

M.Criteria of a good Citizenship: 1 2 3 4 5

N.Citizenship and its relation to human rights/democracy: 1 2 3 4 5

O.Other topics you teach related to Citizenship , please specify and rate:

1. 1 2 3 4 5

2. 1 2 3 4 5

3. 1 2 3 4 5

7.Do you encourage your students to be more(for): (1 – not very much at all ; 5 – very much)

A. Citizenship in their profession and life: 1 2 3 4 5

B.Enjoy/cherish Citizenship and its values : 1 2 3 4 5

C.Participate in Citizenship processes: 1 2 3 4 5

D.Defend Citizenship and fight its violation: 1 2 3 4 5

E.Being active/volunteer in Citizenship groups/ organizations/ movements...etc. 1 2 3 4 5

F.Write articles, do research and advocacy for Citizenship: 1 2 3 4 5

G.Appreciate, respect and support values of Citizenship: 1 2 3 4 5

H.Work to make Laws and regulations to be more Citizenship oriented: 1 2 3 4 5

I.Other encouragements you give your students, please specify and rate

1. 1 2 3 4 5

2. 1 2 3 4 5

3. 1 2 3 4 5

8.How to improve teaching / learning about Citizenship in teacher education programs?

9.What challenges are you expecting in the process of improving teaching / learning Citizenship in teachers education programs?

Section 4 – Concluding Comments

- Do you have any comments on Democracy section ? please write them here
- Do you have any comments on Citizenship section ? please write them here
- Do you have any other comments on questionnaire ?

•In case if follow up interviews will be conducted and if you are willing to participate, please leave your E-mail address there:

If you attend a follow up interview you should be assured in full confidentiality and that no information that would be collected could identify you.

Annex 2

Survey – Students

QUESTIONNAIRE ON CITIZENSHIP AND DEMOCRACY IN TEACHER EDUCATION IN UKRAINE

This questionnaire is a part of a larger research project being conducted by University of South-Eastern Norway, University of Dragomanov and the Peace Research Institute of the Middle East. The objective is to achieve a better understanding of the ways that democracy is perceived and experienced in teacher education so as to be able to develop more effective programs and policies to support teaching and learning in schools.

Participation in this questionnaire is voluntary and anonymous, and confidentiality is assured. In other words, there is no linkage between the information provided and the identities of participants. The questionnaire should not take more than 30 minutes to complete on-line, and your participation is greatly appreciated. Although most of the questions have a multiple-choice menu, a few of them ask for your written answers. Please do not forget to press the submit button at the end of the form.

Section 1 – Background

Form of Education

Full-time education

External form of education

1. Number of years at, or degree program:

a. B. Ed. Level –

b. Master's Level -

c. Doctoral Level -

2. What is your specific area or program of study?

3. Age

20 and under , 21-25, 26-30, 31-40 , 41 and above

4. Gender: Male, Female

Section 2 – Questions on Democracy

NOTE: Please expand on answers for each question, and use additional sheets of paper if necessary.

1. How would you define democracy?

2. In your opinion, is the education system in which you received your education democratic? 1 – not very democratic; 5 – very democratic
3. Are you satisfied with what you learn about Democracy in your teacher training education? 1 – at all not satisfied, 5 – Very much satisfied
4. How much do you learn/study about democracy in your teacher training education?
1 – not so much at all, 5 – very much
5. Does learning about democracy occur in all courses? 1– not true at all 5 – very true
6. Education about democracy is mostly done in (you can choose more than one):
the first year of study
the second year
the third year
the fourth
the fifth and older
7. Learning about democracy mainly done through(how): 1=not a great deal; 5=a great impact
- A. Lecturing/talking:
 - B. Discussion/group work:
 - C. Readings, articles/books/ research reports:
 - D. Classroom activities/assignments/simulations/role play:
 - E. Engagement in Activities at University:
 - F. Showing films/videos...etc.
 - G. Analysis of democratic/not democratic cases
8. Learning about Democracy includes (contents): 1 - not a great deal; 5 - a great impact
- a. Meaning of democracy.
 - b. Concepts, contents, and components of democracy.
 - c. Types of democracy.
 - d. Importance/benefits of democracy.
 - e. How to engage in democracy(skills).
 - f. How can education be more democracy oriented.
 - g. Challenges to democracy.
 - h. Factors of the success in democracy.
 - i. Stages/phases/levels of democracy.
 - j. Cases/examples of democracy.
 - k. Democracy and its relation to human rights/citizenship.
 - l. Danger of low level / lack of democracy.

9. Teachers encourage students to be more (to): 1 almost do not use; 5 - use constantly
- A. Democratic in their profession and life.
 - B. Enjoy democracy & democratic values.
 - C. Participate in democratic processes.
 - D. Defend democracy and fight its violation.
 - E. Active/volunteer in democratic groups/organizations/movements...etc.
 - F. Write articles, do research and advocacy for democracy.
 - G. Appreciate, respect and support values of democracy.
 - H. Work on laws and regulations to make them more democratic.
10. How can learning about Democracy on teacher education Program be improved?
11. What challenges are expected in improving teaching Democracy in teachers education programs?
12. Did your high school experience have an impact on your thinking about democracy? (1 – not a great deal; 5 – a great impact)
13. Do you feel that teachers should strive to inculcate a sense of democracy in students?
1 – they should not at all; 5 – they should most definitely do so
14. Do you feel that your education at University is preparing you well to become actively engaged in democracy?
1 – not at all; 5 – very much

Section 3 – Questions on Citizenship

1. How would you define citizenship?
2. Thinking back to high school, would you say that you learned a great deal about citizenship at school?
1 – not very much at all; 5 – a great deal
3. Are you satisfied with what you learned about Citizenship in your teachers training education?
1 – at all not satisfied 5 – Very much satisfied
4. How much do you learn/study about Citizenship in your teacher training education? 1 – not so much at all, 5 – very much
5. Does learning about Citizenship occur in all courses? 1 – not true at all 5 – very true
6. Citizenship Education is mostly done in (you can choose more than one)

the first year of study
the second year
the third year
the fourth year
the fifth and older

7. Learning about Citizenship is mainly done through(how): 1– not a great deal; 5 – a great impact
- A. Lecturing/talking
 - B. Discussion/group work
 - C. Readings, articles/books/ research reports
 - D. Classroom activities/assignments/simulations/role play
 - E. Engagement in Activities at University
 - F. Engagement in Activities in the society
 - G. Showing films/videos...etc.
 - H. Analysis of positive/negative cases
 - I. Other means/ways of learning,
8. Learning about Citizenship includes (contents): 1 – not important, 5 – very important
- a. Meaning of Citizenship.
 - b. Concepts, contents of Citizenship.
 - c. Types of Citizenship.
 - d. Importance/benefits of Citizenship.
 - e. How to engage in Citizenship (skills).
 - f. How can education be more Citizenship oriented?
 - g. Stages/phases/levels of Citizenship.
 - h. Factors to Citizenship strengthening.
 - i. Challenges to Citizenship.
 - j. Danger of low level / lack of Citizenship.
 - k. Cases/examples of good/bad Citizenship.
 - l. Criteria of good Citizenship.
 - m. Citizenship and its relation to human rights/citizenship.
9. Teachers encourage students to be more (to): 1 – almost do not use; 5 – use constantly
- A. Citizenship Education in their profession and life:
 - B. Share the values of Citizenship Education
 - C. Participate in Citizenship processes:
 - D. Defend Citizenship and fight its violation:
 - E. Active/volunteer in Citizenship groups/organizations/movements...etc.
 - F. Write articles, do research and advocacy for Citizenship:
 - G. Appreciate, respect and support values of Citizenship:

H. Work on laws and regulations to make them more oriented on Citizenship Education

10. As a future teacher, to what extent are you concerned with teaching about citizenship? 1 – not concerned at all; 5 – very concerned

11. Would you say that you are being well prepared at the University to deal with citizenship in education? 1 – not very well prepared; 5 – very well prepared

12. Do you feel that you are encouraged to participate fully in Ukrainian society as a citizen? 1 – not encouraged at all; 5 – very much encouraged

13. Is there anything you would change in relation to how citizenship is taught in schools?

14. How to improve learning about citizenship in teachers education programs?

15. What challenges are expected in improving teaching Citizenship in teachers education programs?

Section 4 – Concluding Comments

1. Do you have any additional comments on democracy?

2. Do you have any additional comments on citizenship?

3. Do you have any comments on this questionnaire?

4. Would you be interested in being interviewed on the subjects raised in this questionnaire?

If yes, please provide your name and e-mail address.

