



# Education of Teachers for the Implementation of the Citizenship Education in Finland and Estonia

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## **Abstract**

The paper analyses the education of teachers for the implementation of Citizenship education in Finland and Estonia included in the IEA International Civic Education Survey - ICCS 2016. The analysis of the approach to the teacher education for implementation of Citizenship education is based on three theoretical concepts – initial teacher education, teacher competence profile, and teacher professional development. The goals of the analysis are to determine the framework of initial education, the structure of the competence profile, and the modalities of professional development of teachers for implementation of the CE in analysed countries. Research is based on qualitative methodology and method of document analysis. In Finland, initial teacher education for implementation of the CE is based on the assumption and practical support for the principles of democracy and human rights, and in Estonia future teachers are educated for the implementation of the CE through a dual path. Professional development of the teachers is realized through joint action of state agencies and civil society, and the impact ratio of these actors varies between analysed countries with actors of civil society having a dominant role. The teacher competence profile for the implementation of the CE in case of the Finland is explicit and it combines methodical, pedagogical, didactic, social, and moral competence. In case of Estonia some elements of competence profile are implicitly present in the Estonian Qualifications Framework.

**Keywords:** civic education; competence profile, ICCS 2016, initial teacher education, professional development.