Exploring Citizenship Education in Saskatchewan over the Past Ten Years:

of the Concentus Citizenship Education Project

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ABSTRACT

Societies have a continuing interest in the way that their young people learn to engage in public affairs or, in other words, how young people are prepared for citizenship. In this rapidly changing world, with growing population heterogeneity from immigration, with improved international transportation and communications, there is a need to develop new notions of citizenship education. A primary concern of citizenship education is what type of future we want. In Canada, citizenship has been a contested concept and there is no agreed upon conception of what exactly constitutes democratic citizenship. In Saskatchewan, citizenship education is apparent in the social studies curriculum of the Ministry of Education. In addition to the Government oversight of curriculum, the Concentus Citizenship Education Foundation (CCEF) has been involved in the development of citizenship education. The Concentus Citizenship Education Foundation was incorporated as part of the Citizenship Education Project (CEP), an initiative of the Saskatchewan Human Rights Commission (SHRC) and the Government of Saskatchewan, in 2012. The SHRC initiated the CEP to address societal-concerns where the future of democracy was believed to be at stake. It was believed that human rights and human responsibility are two key elements of citizenship education that will help to maintain democracy. Concentus efforts aim to support kindergarten to grade 12 citizenship education in a fashion that develops students' understanding of values, including human rights, respect, and responsibility. Concentus has launched citizenship education projects to aid social studies in educating a new generation to be participants in a pluralistic society. Citizenship and human rights education curriculum development generally consists of curriculum policy, including frameworks, learning areas, associated syllabi and the learner outcomes to be assessed. The purpose of this qualitative study was to explore, describe, and analyze the efforts during the past 10 years to establish, enhance and advance citizenship education, with democratic values and principles, in Saskatchewan. This study explored the strategies and actions of initial proponents and then the Concentus CEP in their initiation, implementation and institutionalization of citizenship education over this ten-year period.

Key words: citizenship, citizenship education, human rights education, Concentus, curriculum development

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CHAPTER 1

Introduction

Societies have a continuing interest in the way that their young people learn to engage in public affairs and how youngsters are prepared for citizenship. The concept of citizenship symbolizes meanings such as status, identity, civic virtues and participation (Heater, 2004). McKenzie (1993) believed that "historically, the idea of citizenship was based on the concept of membership in a homogeneous cultural group and focused on duties pertaining to the well-being of that group" (p. 3).

In this rapidly changing world, increased heterogeneity of population from the growing immigration and "improved international transportation and communications" have entailed the need to develop "new notions of citizenship" (McKenzie, 1993, p. 4). Therefore, citizenship education has become an "increasingly complex issue" (McKenzie, 1993, p. 4).

Within and outside of an educational context, the notion of citizenship is fraught with conflicting ideas concerning what exactly a citizen is and what she or he should do (Osborne, 2000; Westheimer & Kahne, 2004). Citizenship has been defined in different ways. For instance, Dugan (2006) stated that citizenship is "the process whereby an individual and the collaborative group become responsibly connected to the community and the society through leadership development activity" (p. 219). By contrast, Osborne (2000) emphasized a contentious aspect of citizenship. He pointed out that "citizenship, in anything but the most passive sense, is not a given; it is constructed, struggled over, and continually redefined" (p. 42).

A primary concern of citizenship education is to first determine what type of future we want. The critical goal of any citizenship education program ought to facilitate the continuation and modification of a society through educating its citizens in a certain fashion (Westheimer &

Kahne, 2004). Citizenship education equips the members of society with the knowledge, attitudes, and skills needed to make reflective decisions and to participate in a maximum way to achieve betterment for all members of the society.

In Canada, citizenship has been a contested concept and there is not a single or agreed upon conception of democratic citizenship. According to Sears and Hughes (1996), different conceptions have existed along a continuum from elitist to activist. The good citizen, in the elitist conception of citizenship, is "knowledge-able about mainstream versions of national history as well as the technical details of how public institutions function," according to Torney-Purta, Schwille, and Amadeo (1999, p. 122). They explained that the elitist perspective places an emphasis on promoting a well-informed citizen about public issues with a commitment to voting for appropriate representatives at election time. On the other hand, an activist conception of citizenship demands a remarkable level of participation by all citizens (Torney-Purta et al., 1999). In this view, good citizens participate actively in national affairs; while having a deep commitment to democratic values where all political, economic, social voices can be heard and where they have relatively equal distributed power (Torney-Purta et al., 1999).

Community development is associated with effective civic participation. Giroux (1980) emphasized that through the practice of citizenship we are able to recognize the world in such a way so as to become empowered to transform it. The increasing cultural and religious diversity and also the violation of human rights, throughout the world have raised new questions and possibilities about educating students for effective citizenship. As Banks (2014) concluded, "citizenship education must be transformed in the 21st century" (p. 291).

Citizenship education is known by different names and for different purposes, as it developed throughout the world and has been affected by a community's dominant ideology,

perceptions and demands. As such, citizenship education is presented in different curricula as civic education, social studies, government, and education for citizenship. Citizenship education has a long and varied history around the world. In Canada, the proliferation of research and writing in this area is an indication of its continuous theoretical and practical importance (Osler & Starkey, 2002; Torney-Purta, 2002a, b, Westheimer & Kahne; 2004; Banks, 2007; Osler, 2011; Broom 2011).

In Saskatchewan, citizenship education was apparent in the social studies curriculum of the Ministry of Education. According to Saskatchewan Ministry of Education (2009), the central goal of social studies is to help students "develop the values and attitudes, knowledge and understanding, and skills and processes necessary to become active and responsible citizens, engaged in the practice of democratic ideals and aware of their capacity to effect change" (p. 13). To achieve this goal, students encounter content in social studies that includes "knowledge of the Canadian political system and democratic ideals, and the development of certain skills, including but not limited to decision-making, hypothesizing, and categorizing and classifying information" (Tupper & Cappello, 2012, p. 38).

In addition to Ministry of Education in Saskatchewan, the Concentus Citizenship Education Foundation (CCEF) is involved in the development of citizenship education. The Concentus Citizenship Education Foundation was incorporated as part of the Citizenship Education Project (CEP), an initiative of the Saskatchewan Human Rights Commission (SHRC) and the Government of Saskatchewan in 2012. The SHRC initiated the CEP to address societal-concerns where democracy's future is at stake. According to the CCEF, the growing ignorance of political knowledge, decline in voting rates, and the rise in extremism, especially amongst young people, erodes the values and principles associated with democracy. Democracy demands

participation and involvement at all levels of society. The CCEF and their stakeholders believe that "a meaningful solution to address these concerns and the threat it poses to democracy is broad-based Citizenship Education" (CCEF website: https://www.concentus.ca/what-is-concentus/, December 2018).

Statement of Purpose

The purpose of this qualitative study was to explore, describe, and analyze the efforts that have been made in Saskatchewan during the past ten years to promote citizenship education with democratic values and principles. This study aimed to consider the initiatives, by what became the Concentus initiative, in Saskatchewan to produce teaching resources for citizenship education. Concentus was the foundation involved in a recent citizenship education initiative and so this research explored the efforts, approaches, and strategies of Concentus project: its initiation, implementation, and efforts towards institutionalization. The focus of this study was to exploreation the history and processes entailed with developing Concentus citizenship education, rather than the exploration of actual classroom implementation.

Data collection process consisted of a broad consideration of the content of Saskatchewan grade 9 social studies curriculum in relation to Concentus citizenship education's resources and semi-structured interviews with Concentus promoters to explore their approach of citizenship education project in initiation, implementation, and institutionalization over the past ten years. It was anticipated that the outcomes from interviewing the Concentus project team would help others (in Canada and beyond) to further explore the strategies and procedures during subsequent citizenship education projects. Interviews with the resource developer and teachers who were involved in the initial design and implementation of the citizenship education projects were conducted as well. The experiences of these experts made an important contribution to this

research project as these persons reflected, with the researcher, on how they have interpreted the curriculum and its potential to shape students' conceptions and perceptions of citizenship and an enhanced democratic environment. Additionally, the literature review on citizenship education concepts formed an initial conceptual framework for this study. This literature review guided the analysis of the data.

Problem Statement

The time spent in the lives of students may be classified into three kinds: time spent in school, time with peers, friends, and family, thirdly, also time engaging with social media. Each category has an impact in their learning about social, political, and cultural affairs. Although the process of learning out of school is undeniable, the skills, perceptions, and attitudes that point students towards citizenship, as promoted through social studies in their school time, remains significant.

My educational questions became: How might we derive the most benefit from the time we spend helping students to become good citizens? How can we make citizenship education more effective when students are surrounded by distractions, fake news, deep biases, limited perspectives, and so on? How can we support our teachers through the provision of exciting curricula and resources, despite their being overburdened by mounting responsibilities and complexities?

As indicated this research was conducted to learn from major actors to better understand and, ultimately, to provide insight for improving citizenship education in Saskatchewan and beyond.

Research Questions

The vast and growing research on citizenship and citizenship education suggested that current educational approaches to citizenship need to be revised and inspire youth for social action which is vital for democracy. This implies that the use of past and current social curricula has not been fully effective. Nor do these curricula sufficiently promote citizenship education that builds a democratic society across diversities and different categories. Institutions, like Concentus have launched projects to aid social studies in educating a new generation to be participants in a pluralistic society. Therefore, the following questions guided the research process.

Research Question 1: Given the background, purpose and problem, as cited above, what efforts have the proponents of Concentus citizenship education made to motivate teachers to focus their students' attention on citizenship education?

Research Question 2: what are the perceived means that Ministry of Education has used to assess the appropriateness of Concentus citizenship education program?

Research Question 3: from the perspective of the major proponents of the Concentus citizenship education program, how do they envision Concentus' role presently and in the future in supporting the advancement of citizenship education in Saskatchewan?

Research Question 4: how might a re-conceptualized understanding of citizenship and citizenship education, such as demonstrated by Concentus, respond more effectively and in sustainable ways to current and future demographic changes occurring in Saskatchewan and elsewhere?

Significance of the Study

The fundamental significance of the study was aimed to describe innovation and improve citizenship education awareness in Saskatchewan. This study highlights a significant endeavour to assist the development of strategies, resources, and approaches to facilitate citizenship education. Further, this research is an additional asset in the telling one part of the story of relevant citizenship education innovation efforts across Canadian provinces.

Democracy is not a constant concept but responds to social, cultural, and political conditions. The significance of this research lies in its potential to encourage the revision of current social studies perspectives, and thus, to strengthen citizenship education. As well, it is hoped that this study will contribute to teacher education programs by strengthening the preparation of prospective teachers through its description of the developments, motivations, and progress of this initiative. This study will be beneficial in terms of increasing public awareness and understanding of democratic citizenship concepts. This research may provide some clarifying of the direction for future citizenship education research projects in Saskatchewan and beyond.

Limitations

I acknowledge several limitations to this research study. First, I did not interview past or current students. In pluralistic societies, diverse perspectives, and the cultural and religious backgrounds of students might shed light on certain aspects of citizenship to help discern what is going on in their communities. Furthermore, except for selected SPS (Saskatoon Public Schools) and GSCS (Greater Saskatoon Catholic Schools) educators, administrators and teachers who are using the Concentus resources were not interviewed. The objective experience of practitioners might help indicate an accurate assessment of gaps and fulfillments in citizenship education

project. This research does not claim that the findings of this study might be generalized, mirrored or duplicated across Canada.

Second, there are limitations that are the result of the nature of qualitative research. Qualitative interviews rely on a respondent's opinion and thoughts. People who were interviewed had varied memories as they recalled or framed past events. In this sense, the accuracy and honesty can be undermined or upheld. Moreover, people who were interviewed had different experiences and perspectives, which will have created bias and perhaps some of the responses were offered as socially acceptable responses.

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Delimitations

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This study only focused on the promoters of the Concentus citizenship education project in Saskatoon as persons and the foundation as it was devoted to developing citizenship education in Saskatchewan. Approximately ten hours of interviews (including members of Concentus board of director and founder, the Chief Commissioner of Saskatchewan Human Right Commission, resource developers, and teachers' representatives of SPS and GSCS) were held to discover the origin of this idea and also the process of its initiation, implementation, and institutionalization.

The interviews with these persons were undertaken to introduce the creation and realization of the Concentus idea and to consider the challenges, controversies, and readiness surrounding citizenship education projects. This research sought to gain information from members of the team who were involved in producing the resources and training teachers/educators to deliver citizenship education. Finally, the Saskatchewan Ministry of Education's curriculum of social studies specifically grade 9 and Concentus resources were generally reviewed to help in the substantive analysis of this initiative.

Assumptions

I held the following assumptions as the researcher and these will have influenced the study:

1. To sustain a democratic environment, the education of citizens is fundamental.

2. The contemporary problems and the increasing fragment action of societies necessitate citizenship education.

3. The students spend a long time at school; it is a best place to invest for citizenship education.

4. The teachers of social studies continue to play an important role in educating citizens; it is worthwhile to invest in teachers' training.

5. To achieve success in citizenship education, the resources and curriculum play a critical role.

6. The citizenship education that has been developed over the past ten years might be amenable to improvement based on reflective practice and findings from this study.

7. The Citizenship education, human rights education, and curriculum are interconnected.

8. Concentus citizenship education project had a determinative role to improve and develop citizenship education.

9. Concentus citizenship competencies and resources helped to empower the social studies curricula in Saskatchewan

10. Concentus teachers' training has empowered teachers' competencies to teach democratic concepts.

Definitions of Terms

The following definitions of terms were used for this study.

Citizenship education: The term "citizenship education" has been defined variously with several purposes. For the purpose of this study, I have chosen Solhauge's (2013) definition. He stated that "Citizenship education comprises educational efforts to make democracy viable and stable by qualifying citizens for participation in democracy through teaching of its processes as well as citizens' rights and responsibilities" (p. 182). In this study, I considered educational efforts of Concentus which were taking place through schools for promoting citizenship education. Solhauge (2013) emphasized on human rights and human responsibility in citizenship education to maintain democracy. Concentus efforts have aimed to support kindergarten to grade 12 citizenship education and to develop students' understanding of values including human rights, respect, and responsibility. Concentus prepares individuals to participate effectively in their community to maintain democracy by their commitment to promote these values. (Concentus website: https://www.concentus.ca, November 2018)

Concentus: Concentus Citizenship Education is a Saskatchewan charitable organization that administers, supports, and fundraises for the development and advancement of K-12 citizenship education (Consensus website: https://www.concentus.ca, November 2018).

Human Rights Education: Human rights education is the educational effort of and about human rights through fostering values, attitudes, and behaviors conducive to protecting and advancing them via participation (Matsuura, 2004).

Effective citizenship: Effective citizenship refers to active participation in society in which people make responsible decisions in accordance with justice. (Concentus website: https://www.concentus.ca, November 2018)

Concentus promoters: Concentus promoters refer to initiators, founding members, and board of directors who were engaged to initiate, implement, and institutionalize the Concentus idea.

Concentus resource developers: Concentus resource developers refer to individuals who were recruited and engaged to develop Concentus resources.

Organization of the Thesis

This thesis has five chapters. Chapter One outlines the purpose of the research, the research problem, questions, and significance. The chapter also includes a statement of limitations and delimitations, researcher's assumptions, and the definitions of terms. The chapter closes by outlining what will be contained in the remaining chapters.

Chapter Two examines key concepts and concludes with the conceptual framework for the study. The fundamental topics in the study are reviewed: citizenship education, human rights and citizenship education, and curriculum development.

Chapter Three proffers the methodological framework and procedures that were used in this research. The chapter also described the selection of participants, data collection and data analysis.

Chapter Four tells the story of the Concentus citizenship education project in Saskatchewan that started 10 years ago. The chapter provides a content analysis of a selected Saskatchewan social studies curriculum and a selection of Concentus citizenship education resources to explore the role and function of Concentus resources. Most importantly in this chapter, I offer an analysis of interviews with promoters of the citizenship education project. These interviews were significant in shedding light on the importance of citizenship education and the function of institutions like Concentus to support social studies program in schools. The

interviews with promoters provided insights into the strategies and procedures used to launch a

citizenship education project.

Chapter Five provides a summary of findings, a discussion, a set of implications,

and responses to the research questions based on the data analysis from the previous chapters.

CHAPTER 2

Literature Review

An important question that arises in multicultural societies, like Canada, is related to the limits and possibilities of education that is aimed at supporting students to act effectively as citizens in a democratic and pluralistic society. The purpose of this literature review is to provide a preliminary analysis and offer understandings pertaining to this question. This review of literature examines three inter-related areas that are relevant to this study: Citizenship Education (CE), Human Rights Education (HRE), and Curriculum Development (CD). The first multifaceted concept, Citizenship Education, shapes the goals and purpose of education including the kind of citizen a society aims to educate through school setting education program. Second, as we are to maintain more inclusive and forward-looking of human rights approaches of democratic society, I examine a review of the research knowledge of Human Rights Education concept. Next, as Concentus aims to support the development and advancement of teaching resources, I provide a sampling of some appreciations related to curriculum development.

In reference to citizenship education, as it is a multifaceted concept, the literature is most often related to explaining the concerns associated with different conceptions. In Canada, Ken Osborne is one of the prominent researchers who has explored citizenship education. Osborne's work contributes significantly to both contemporary considerations for citizenship education, as well as its historical development in Canada. Another significant Canadian researcher is Alan Sears whose efforts concern social studies education and citizenship teaching and learning. With regard to human rights education, Felisa Tibbitts's efforts have been directly concerned with curriculum development in human rights and citizenship education. Among the different

methodologies of curriculum development, Grant Wiggins and Jay McTighe studied the topic with an emphasis on clear and more user-friendly methods.

Citizenship Education (CE)

There has been a consensus among researchers, policy makers, and practitioners that citizenship education is fundamental to both the development of an effective citizenship and the maintaining of democracy. The contentiousness that remains is over what ought to be considered the core of citizenship education programs and what approaches are best in educating an effective citizenry. Thus, citizenship education is a field loaded with competing and conflicting approaches and methodologies (Sears, 1996a, 1996b; Hughes & Sears, 2008; Schugurensky & Myers, 2003; Westheimer & Kahne, 2004).

As a pluralistic society, in Canada the education of students that prepares them to function as good citizens in a democratic community has always been laudable. A large number of research projects have been established not only for development in the arena of citizenship education but also the development of the citizenship. To explore citizenship education, it is necessary to identify what it is meant by the term of citizenship. Heater (2004) stated that "citizenship has been a persistent human social need" (p. 161). Citizenship is not a static concept. A wide range of limits and possibilities affect the perception of this concept. For example, according to Ichilov (1998), terms such as "nationalism, globalism, technology, post-modernism" . . . direct a citizen's attitudes and behaviour (p. 12). She believed that a citizen's approach and insights related to "rights, responsibilities, and social belonging" derive from "social, political, legal, and cultural components of citizenship" (p. 13).

Heater (2004) examined four elements of the concept of citizenship: status, identity, civic virtues, and participation. Status refers to a condition in which an individual as a legal member

benefits from rights and privileges of the state while he or she has an obligation to the state (Janoski & Gran, 2002). However, Castle (2004) and William (2003) challenged this understanding of citizenship. They argued that at the present time phenomena such as globalization and migration breach geopolitical borders and cultural boundaries that delineate the nation-state. Identity aspects of citizenship emphasize a member's sense of community belonging and participation (Janoski & Gran, 2002). In terms of the identity meaning of citizenship, a community enjoys a citizen's loyalty and commitment (William, 2003). But under different circumstances, citizens associate with more than one community in different contexts such as culture, race, ethnicity, gender, and so on. Sometimes a sense of belonging to ethnic or cultural identity—as illustrations—is stronger than a nation-state identity. For example, many Indigenous people in Canada first identify themselves as belonging to their territorial or linguistic group and then as a member of a national community (May, 1999). In this case, citizens from indigenous groups are not accommodated into the overarching vision of the state; and, they may be identified as less patriotic and their sense of belonging in terms of citizenship might be placed under scrutiny (Ladson-Billings, 2004, as cited in Banks, 2006). The third element of citizenship, civic virtue, refers to the necessary qualities and behaviour of citizens to maintain democracy (Kymlicka & Norman, 2000). They believed that a good citizen should have four types of civic virtues including general, social, economic, and political virtues. However, prioritizing these four types of civic virtue has been debated among sociologists, philosophers, and politicians. For example, according to Westheimer and Kahne (2004), some citizenship education programs aim to develop moral and social responsibility of civic virtues while other programs stress the development of civic virtues contributing to political participation. They asserted that these debated issues are more complex in the context of cultural and social

diversity. This suggests that once we want to enjoy a socially cohesive society, then we will need to respect social differences. Banks (2004) asserted that the critical challenge in the democratic nation-state is a balance between unity and diversity. He emphasized that "unity without diversity results in cultural repression and hegemony. Diversity without unity leads to [b]alkanization and the fracturing of the nation-state. Diversity and unity should coexist in a delicate balance in democratic, multicultural nation-states" (p. 3).

According to Barber (2003), the fourth meaning of citizenship-as-participation refers to influencing political matters of the community. There is a consensus that for strong democratic society, participation is not only crucial, but also is a right (Barber, 2003). As cited in Heater (2004), "[E]veryone has the right to take part in the government of his country directly or through freely chosen representatives… The will of the people should be the basis of authority of government" (p. 216). But this aspect of citizenship is also a matter of debate in terms of what kind of participation is desirable and acceptable. For example, in what public issues should citizens participate actively? Is voting in general elections enough? What kind of individual actions promote active participation in terms of public concerns? What public issues should citizens be involved in and concerned with? What individual and or group actions promote an active citizenry involvement in matters of public concern? For instance, Heater (2004) explained that "center" and "left" liberal parties have a different perspective (p. 224). Those with the first perspective believe that participation should not interfere "the running of the… system as it is" (p. 224). The latter position emphasizes political consciousness; which is the basis for social development and citizen's participation (Heater, 2004). In sum, different perspectives on political communities in citizenry participation ought to be addressed in citizenship education.

Distinct perspectives of citizenship in different political philosophies make for different goals and expectations from citizenship education in a democratic society. Therefore, this distinct understanding impacts program developers' conceptions of good citizenship education and pedagogical approaches. For example, according to Boyte (2010), liberal citizenship education provides an individual rights-based approach; the communitarian supports social and moral responsibility; and in civic republicanism, citizenship education emphasizes democratic political participation.

Many theories and frameworks have been developed to provide guidance in programming for citizenship education. According to Westheimer and Kahne's (2004) citizenship education framework, three perspectives of citizenship advance good citizenship include: the personally-responsible, participatory, and justice-oriented.

The personally-responsible citizen implies civic and social responsibilities such as voting, paying taxes, obeying laws, and helping people in crisis. Citizenship educational programs utilizing this perspective concentrate on character and personal responsibility education and development of traits such as honesty, industry, compassion, and desire to volunteer in community. Simply speaking, the personally-responsible citizen voluntarily works in kitchens to feed in-need citizens (Westheimer & Kahne, 2004).

The participatory perspective of good citizenship emphasizes active engagement and participation in civic affairs at local or global levels. This vision prepares students to become involved in collective and community-based activities (Westheimer & Kahne, 2004). To support this participatory citizenship vision, educational programs focus on educating students about government and how other organizations work and also on educating that citizens participation in institutions' efforts contribute in realizing their policies. According to Westheimer and Kahne,

"while the personally responsible citizen would contribute cans of food for the homeless, the participatory citizen would be out organizing the food drive" (2004, p. 9).

The third perspective of a good citizen - justice-oriented citizens - is "least commonly pursued" (Westheimer & Kahne, 2004, p. 9). They claimed that "justice oriented citizens critically assess social, political, and economic structures and explore collective strategies for change that challenge injustice and, when possible, address root causes of problems" (pp. 9-10). The participatory and justice-oriented visions both emphasize collective work which result in community's improvement. They explained that "if participatory citizens are organizing the food drive and personally responsible citizens are donating food, justice oriented citizens are asking why people are hungry and acting on what they discover" (p. 10).

Educational programs targeting a justice-oriented vision of good citizen, according to Westheimer and Kahne (2004), "seek to prepare students to improve society by critically analyzing and addressing social issues and injustices" (p. 10). To achieve a social critique aligned with the justice-oriented perception, Sleeter and Grant (2009) suggested that educators help students to (a) critique inequality in the context of political, historical, economical, and social contexts, (b) advocate for the power of public decision-making, and (c) attempt systemic change resulting in democratic society and justice.

Educating citizens who are concerned with their future societies has been an objective of the school (Hughes & Sears, 2008). Obviously, the goal of education courses is to supply necessary knowledge and skills for public participation. According to Torney-Purta, Schwille, and Amadeo (1999), the aims of citizenship education can be broken down into three categories of objectives including cognitive, affective, and behavioural. The following is brief definition of each objective. The first objective, related to the cognitive, refers to activity designed to "acquire

basic knowledge about citizenship and society in their different aspects and interactions; to master intellectual abilities for acquiring, interpreting and assessing information from different sources about social events; and to develop adequate strategies for problem-solving and cooperative work" (Torney-Purta et al., 1999, p. 103).

The second objective, the affective, means activity designed "to develop an interest in and readiness for participation in school life; to generate constructive attitudes related to collaboration in problem-solving in the community; and to develop a set of values for civic behavior, oriented toward the welfare of society" (Torney-Purta et al., 1999, p. 103).

The third objective, the behavioural describes activity which aims "to develop the initiative, independence, self-criticism and creativity of students for participation in various civic activities; to develop their organizational culture; to master skills for team work; and to promote their social adaptation in different communities" (Torney-Purta et al., 1999, p. 103).

To summarize, citizenship is a multi-dimensional concept and due to racial, cultural, diversity throughout the world, citizenship or civic education "should be cross-disciplinary, participative, interactive, related to life, conducted in a non-authoritarian environment, cognizant of the challenges of societal diversity and co-constructed with parents and the community (and non-government organizations) as well as the school," as stated by Torney-Purta et al. (1999, p. 30).

Human Rights Education (HRE)

The lack of human rights' knowledge and awareness can contribute to violations of these rights. Education of human rights empowers citizens not only to protect but also to promote these rights. "Human rights education began modestly with popular-education programs and as part of the UNESCO Associated Schools Program in 1953," as cited in Suárez (2006, p. 48). After that,

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several efforts have been made to "introduce human rights into formal school curricula" through "diverse and ongoing activities by nongovernmental organizations (NGOs), intergovernmental organizations (IGOs), and dedicated individuals throughout the world" (Suárez, 2006, p. 48).

Consistent with this, Shiman (1991) believed that school plays a major role in human rights education. He explained that "human rights education presents important concepts, skills and perspectives which any young person should encounter while attending school" (p. 190).

HRE inspires students to collaborate collectively so that they can explore solutions by means of open dialogues that consequently, increase "awareness, attitudes, and actions" (Naoko, 2005, p. 5).

Tibbitts and Fernekes (2011) stated that in the school setting, human rights education meets core concepts of citizenship education; however, consider the associated concepts more critically. Furthermore, human rights education more emphasizes on promoting social responsibilities via development of cognitive skills and acquired values (Tibbitts, 2002). These developed skills help individuals to recognize biases, tolerate differences, defend others' rights, and facilitate conflict resolution (Flowers, Bernbaum, Rudelium-Palmer & Tolman, 2000).

As human rights education come together with citizenship education, two "critical themes— "responsibility" and "care"—are involved to desig human right education programs (Tibbitts & Fernekes, 2011, p. 4). These authors suggested that five capacities of programs are required to develop these critical themes:

First, critical analysis of social conditions fostering human rights violations and those that impede such violations; second, identifying social conditions that make the realization of human rights guarantees difficult to realize; third, identifying and publicizing human rights violations or assaults on human rights; fourth, proposing actions to redress human rights violations and protect

again future violations; and fifth, organizing and acting on behalf of human rights as individuals and within groups. (pp. 4, 5)

The content of human rights education in schools has been developed "within educational policy" and integrated with existing subjects such as "history, citizenship education, social studies," "humanities," "arts," and "non-formal clubs and special events that take place in the school setting," according to Tibbitts and Fernekes (2011, p. 8).

Citizenship education is a vehicle to help individuals become productive citizens. Human rights education can be one of the wheels to drive towards this end. Regardless of advocacy for human rights education, this educational approach has encountered several limitations and barriers.

Two limitations to HRE, according to Tibbitts and Fernekes (2011), included "diverse approaches" and "an identity that can overlap with other educational approaches focused on social justice" (p. 10). Diverse approaches may be found in the "learning goals of HRE," the content and topic which emphasize HRE, and how HRE is introduced in schools, "for example, as a cross-curricular theme or through informal education activities" (p. 10). They claimed that multiple features of HRE makes it easy to integrate HRE in schools; but it makes it difficult to classify HRE. Furthermore, these diverse approaches make it difficult for "comparative research to be carried out" (p. 10). As mentioned above, human rights education is linked with some of the citizenship education concepts. According to Tibbitts and Fernekes (2011, p. 10), in some cases, such as "peace and conflict resolution, global education, intercultural education, tolerance education, anti-racist education and Holocaust education, and genocide education", an educator who is highly knowledgeable and familiar with human rights education can distinguish various components of each concept either as related to HRE or

citizenship education. If an educator is less familiar, he or she may not be able to distinguish them clearly (Tibbitts & Fernekes, 2011, p. 10). For example, although the Holocaust is not ignored by educators when considering "genocide education and human rights education," "it is taught with minimal reference to the history of human rights violations in the twentieth century" (Totten & Fernekes, 2004, as cited in Tibbitts & Fernekes, 2011, p. 10). Therefore, in "promoting knowledge, skills and attitudes related to social justice, human rights concepts many be "overlooked" or "may be integrated unknowingly" which results in keeping HRE "invisible" (Tibbitts & Fernekes, 2011, p. 10).

According to Tibbitts and Fernekes (2011), the following barriers surround HRE. One of the most challenging barriers is the "lack of opportunity to implement HRE" (p. 10). They stated that HRE has not been "formally recognized by educational policymakers;" and so that has not become "an integral component of national curricular frameworks" (p. 11). They pointed out that even those educational systems that address human rights topics and education within their programs, "the question of what is actually implemented in the classroom remains" (p. 11). Generally speaking, "the presence of HRE in curricular frameworks does not guarantee that teachers actually address such topics in their classrooms" (p. 11). According to Fullan (2016), it is important that new programs are accepted by teachers; once programs are perceived as needed then the programs are more practical and easy to implement. Moreover, human rights education may threaten the authority of teachers and consequently threaten their ability to control their classrooms (Howe & Covell, 2009). Tibbitts and Fernekes (2011) suggested that, to cover this issue related to educators, "it is necessary to provide teachers with solid and ample staff development, not to mention key resources" (p. 11).

Another barrier surrounding HRE to implement is that such programs are perceived as being "political" (Tibbitts & Fernekes, 2011, p. 12). Since human rights topics can be interpreted as "political" or "potentially oppositional" (p. 12), it needs to be explained that human rights criticize "authority and power" and emphasize "advocacy" (p. 12). This point makes an "uncomfortable bedfellow for standard curriculum of schools" (p. 12).

Tibbitts and Fernekes (2011) explored that from these are limitations and barriers in those school settings which offer HRE, especially where there is a concentration on "content knowledge and values related to human rights education versus content and advocacy" (p. 12). They acknowledged thatSome groups of critics believe that this approach to HRE reduces the strength of education and others concur that "this consciousness can eventually serve as a foundation for a fuller embracing of the human rights framework" (p. 12)

The interconnected and ultimate goal of HRE seeks to encourage individuals to struggle for social change that addresses justice and democratic structure. This social change is achieved within three frameworks of HRE. The first one is "fostering and enhancing leadership" (Tibbitts, 2002). Tibbitts believed that "for the creation of a social movement to occur, it is necessary to have a group of participants who not only want to change things but who are also politically aware enough to see the big picture" (p. 161).

Tibbitts (2002) also emphasized that in this framework the group must be prepared to evaluate "specific objectives and develop effective strategies for the political environment they are in" (p. 161). The second framework aims for "coalition and alliance development" which empowers the group to "recognize how their mutual efforts can be successful in achieving social change goals" (p. 162). The third one refers to "personal empowerment" (p. 162); which "aims first at healing, then the development of community, and then social transformation" (p. 162).

Tibbetts (2000) examined three models of educating human rights education. First, the value and awareness model concentrated on knowledge transmission of human rights issues and clarifying for citizens the importance of valuing human rights. "Human rights topics that would apply to this model include a history of human rights, information about key human rights instruments and mechanisms of protection, and international human rights concerns" (p. 163). Second, the accountability model focused on "guarantee of human rights" through learner's professional roles" (p. 163). It is expected that the individuals would monitor and protect human rights violations: "Within this model, the assumption of all educational programming is that the learners will be directly involved in the protection of individual and group rights" (p. 165). Third, the transformative model emphasized empowering the learners to "both recognize human rights abuses and to commit to their prevention" (p. 166). Tibbetts (2000) suggested that transformative model "involves pedagogical techniques—based partly on developmental psychology—that involve self-reflection and support within the community of learners".

Summarizing HRE, the complete program of HRE needs to include "leadership development, conflict-resolution training, vocational training, work, and informal fellowship" (Tibbetts, 2000, p. 166). Educators need to be empowered in terms of knowledge, skill and attitudes to value multiple perspectives. HRE should catalyze critical thinking of students to advocate for democratic and peaceful structures.

Citizenship Education and Curriculum Development

Citizenship education (CE) and human rights education (HRE) are two fundamental areas which help our community to flourish (Tibbitts, 2015). She believed that to promote CE/HRE, we need to "involve the development of, extending

beyond knowledge and skills to include values and attitudes that underpin certain behaviors and actions" (p. 10). To support "high-quality" and "sustained" CE/HRE, curriculum development process is a critical "mechanism" (Tibbitts, 2015, p. 10).

Before addressing curriculum development in CE/HRE, I will briefly define the concept of curriculum and the process of curriculum development. Darder (1991) stated that "curriculum traditionally refers to the coursework offered or required by an educational institution for the successful completion of a degree or credentialing objective" (p. 19). She discussed the idea that the content to be taught must be recognized as "legitimate and necessary by those who dictate curricular decisions" (p. 19). Beauchamp (1982) claimed that the concept of curriculum refers to a written document plan that helps teachers in developing specific teaching strategies and outlines the scope of target education program.

Wiggins and McTighe (2005) established a model which they call "understanding by design" (UBD) in curriculum development. The UBD model considers the statement of desired outcomes, then consideration is given to the strategies for assessing outcomes, and finally, the design of learning activities needs to guide students' learning experience. In brief, the three stages of Wiggins and McTighe's UBD design are as follows:

First, identify desired results. This stage, we clarify the goals and desired outcomes. This is required to determine the standards that should be met. Then we can develop the big ideas and the level of understanding we expect. Here we develop essential questions that promote investigation related to prior learning. And then, we decide what learning objectives we expect to result from the learning experience.

The second step is to determine assessment. At this stage, we focus on, first, establishing performance tasks which demonstrate student learning. It is required to determine the standards

that should be met. Then we would focus on content analysis to examine how the data on performance analysis are reliable.

Third, we need to plan learning experiences and instruction. At this stage, UBD presents six principles to guide curriculum development including:

1. Ensure students know the goals and objectives;

2. Empower students with prerequisite knowledge, skills, and attitude to gain performance goal;

3. Provide opportunity to support student in self-reflection of their understanding and work;

4. Provide opportunity to evaluate their progress according to desired goals and objectives;

5. Adapt lessons to reflect student's interests, preferences, and needs;

6. To organize lessons to extend the concepts and principles for deep understanding and increase the level of knowledge.

The UBD curriculum design framework is a process for curriculum planning and development that begins with the end result and works backwards from that point. (Wiggins & McTighe, 2005). They asserted that this framework emphasizes continual revision and improvement.

According to Tibbitts (2015), CE/HRE curriculum development generally consists of "curriculum policy, including frameworks, learning areas, associated syllabi and learner outcomes to be assessed" (p. 12). She believed that curriculum strategies should be practiced in "separate courses," integrated with key themes of CE/HRE themes within different subjects, and "transversal" integration of CE/HRE themes "across all subjects" (p. 12).

Tibbitts (2015) advocated a "competence-based" approach for CE/HRE (p. 13). She reasoned that an "objective-driven" approach concentrates on "learning process and skills, and not usually on values or socio-emotional learning" (p. 13). And "process-based" approach concentrate on "methodologies of instruction" which "reflect interactive pedagogies" (p. 13). Competence-based curriculum directs towards a whole approach and concentrates on the "knowledge, attitudes and skills as influenced by values and motivation" (p. 13). Tibbitts (2015) believed that a competence-based approach curriculum includes "the development of dispositions, which is highly relevant" for CE/HRE (p. 13).

According to Tibbitts (2015), educational authorities such as a ministry of education are the key stakeholders in CE/HRE curriculum development. She stated that "governments are engaged in curriculum development efforts in different ways: through decision making, the co-ordination of the technical work, the actual technical tasks, and public relations and communication" (p. 17).

The following key questions need to be addressed by educational leaders and curriculum developers within CE/HRE (Tibbitts, 2015, pp. 15,16):

1. What are the existing [CE]/HRE-related legislation and general education policies?

2. How is [CE]/HRE reflected in the intended curriculum?

3. How is [CE]/HRE being implemented, supported and achieved?

4. What are some promising practices from the field (national and international)?

She believed that the successful effort in CE/HRE curriculum development and its implementation require the ongoing and continual attention from educational leaders.

There is an inevitable fact that "the written/intended curriculum (what is supposed to be taught and learned) can be distinguished from the implemented curriculum (what is actually taught) and even further from the learned curriculum (what is actually learned) (Tibbitts, 2015, p. 12). Therefore, we need to review the outcomes after implementation and also the original objectives of curriculum. The information gathered after "implementation and learned curriculum," according to Tibbitts (2015), "influence strategies for the revision of the curriculum" (p. 12). For instance, if the lack of teachers' knowledge in lessons related to human rights lessons affected implanting the human rights curriculum, the next strategy would be investment in teacher development.

In school life, curriculum consists of lesson plans and other activities. In an extended picture of curriculum, other aspects of school life influence teachers and students. Tibbitts (2015) mentioned that the "hidden curriculum" can work for or against CE/HRE values (p. 12). According to Tibbitts, the hidden curriculum refers to "extracurricular activities, links with the local community, school culture, participation in school governance and welcoming and safe school environments" (p. 12). For instance, activities and learning from community can encourage participatory attitude and behaviour. On the other hand, interaction and learning between students may oversimplify participatory behaviors. Therefore, curriculum leaders should consider the influence of the hidden curriculum and plan strategies for curriculum's framework.

To sum up CE/HRE curriculum development, since different pressures threaten schooling, CE/HRE needs to be supported by a certain footing in curriculum strengthen and improvement relevance to each society. CE/HRE demands the efforts of educational leaders and policy makers to develop complementary materials such as specific citizenship educational

objectives, methodologies of teaching, textbooks, and teacher training which navigate steps towards a democratic society.

Conceptual Framework

To analyze citizenship education, an understanding of what it is meant by the term citizenship and its various conceptions are fundamental. Citizenship, in a broad notion, refers to the status, practices, meanings of incorporating "individuals and groups into society" (Shafir & Peled, 1998, p. 251).

Citizenship education has several core concepts, including citizenry knowledge and cognitive civic skills, understanding the principles of representative democracy, rule of law, human rights, responsibilities of citizens (Hamot, 2003). "Human rights education in many countries intersects with democratic citizenship education, by taking the core concepts of citizenship education and applying them both more universally and more critically" according to Tibbitts and Fernekes (2011, p. 5). Therefore, it can be concluded that human rights education is one of the components of citizenship education or in other words it is placed in the circle of citizenship education. (Figure 2.1).
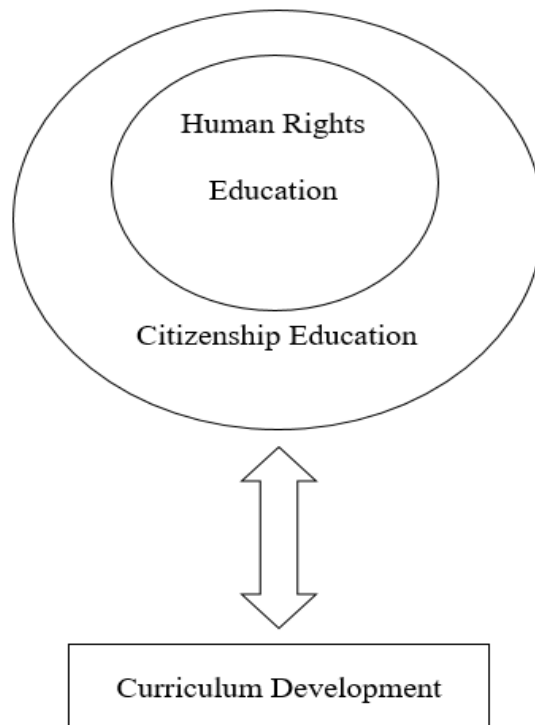
Figure 2.1: The conceptual framework of citizenship education, human rights education and curriculum development

The goals of the curriculum are to ensure that students have the knowledge, skills and values to become active and informed citizens. Each society with contemporary concerns related democratic values, for the purpose of citizenship and human rights education, would be benefited by efforts to develop curriculum and resources for teaching and learning citizenship. I assert that these three concepts, citizenship education, human rights education, and curriculum development are interconnected. Developing/improving each one contributes to empower the other concept (Figure 2.1). I will use this conceptual framework to analyze the data resulting from a sampling of social studies curricula and the transcripts from interviews.

CHAPTER 3

Methodology of the Research

According to Mertler (2016), "Research designs describe the plan to be used by the researcher to carry out the actual study" (p. 61). In this chapter, I explain the qualitative approach of this research to collect and analyze the findings.

First, I address the research design, participant descriptions, data collection methods, and analysis. Then, I review the trustworthiness of the research.

It is helpful to reiterate the purpose of this study before proceeding to describe the methodology of the research. The aim of this qualitative study is to explore, describe, and analyze the efforts that have been made in Saskatchewan over the past ten years to promote citizenship education with democratic values and principles. This requires a description and analysis of Concentus citizenship resources and insights from interviews with key actors in the development and promotion of citizenship education. To achieve this, I reviewed all relevant documents and conducted up to ten interviews with those who initiated the development of Concentus project and those who were engaged in the project to implement.

Research Design

To focus on how citizenship education was developed and then promoted in Saskatchewan, I used a qualitative research framework. Qualitative research is "the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2007, p. 37). According to Denzin and Lincoln (2005), qualitative researchers "seek answers to questions that stress how social experience is created and given meaning" (p. 10). I chose to use the qualitative case study approach to provide the necessary elements for understanding how citizenship education has been undertaken over ten past years.

Qualitative case study helps to "increase our understanding of how and why social phenomena," such as citizenship works through the consideration of Concentus citizenship education resources (Yin, 2014, p. 4). Moreover, when research "questions require an extensive and in-depth description of some social phenomenon," the case study method is ideally applied (Yin, 2014, p. 4). In this case, I study aimed to "collect data or evidence on the worth or value of a program, process, or technique" (Merriam, 2009, p. 4). Finally, to understand the complex meanings and to discover the relations of a phenomenon, Stake (2006) believed that an exploration of the "particular activity and context of the case" makes it possible (p. 40).

As Mertler (2016) stated, "qualitative research is descriptive;" and likewise, this case study research is descriptive (p. 95). This study aimed to provide descriptions of a citizenship education initiative and, given this aim, could not be accomplished by providing numerical conclusions (McMillan, 2012). This study was descriptive because it was based on interviews with promoters of a provincially-based citizenship education initiative and analysis of citizenship related resources. As such, it helped to describe how Concentus citizenship education implements in a school setting.

Participants

Because the goal of qualitative research is not to generalize findings to a larger population, this research provides descriptions of a specific phenomenon in a particular setting. Therefore, according to Mertler (2016), the selection of specific participants is to be purposeful. And for the purposeful sampling, Creswell (2012) stated that "researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p. 206). To respond to the research questions that drove this study, the number of research participants required was relatively few. Since Concentus is the only institution actively promoting citizenship education

in Saskatchewan, members of Concentus board of directors and founder were selected as the main participants. The Saskatchewan Human Rights Commission was an initiator of this citizenship project; therefore, its Commissioner was identified as another critical participant. The educators have been employed by Concentus to prepare resources and train educators are other valuable participants. As the Concentus resources complement the social studies curriculum, a purposeful selection of active citizenship educators from both Saskatoon Public Schools (SPS) and the Greater Saskatoon Catholic Schools (GSCS) were invited to participate in this study (See Table 3.1 for participants' information). To conduct the interviews with SPS and GSCS teachers/educators the applications for interview were submitted to both divisions. After receiving the approval of SPS and GSCS, with the help of SPS and GSCS Superintendents of Education teachers were selected for the interviews. The interview request and the invitation letter were directly sent to teachers. The criteria for selection of teachers included teachers who had already applied Concentus resources in the classroom and taken part in Concentus professional development.

Table 3.1

Participants' information

Interviewee	Organization	Inquiry target	Total of participants
Initiators, founding members, and board of directors	Concentus	The process of initiation, implementation, and institutionalization	3
Chief Commissioner and initiator of the Concentus project	SHRC	The process of initiation, implementation, and institutionalization	1
Concentus Resource developers	SELU	The process of preparing resources and training educators	2
Selected Educators from SPS and GSCS	SPS and GSCS	Challenges, readiness, and implementation	2

Data Collection

According to Maxwell (2005), to answer the research questions, data collection designs supply the instruments and techniques. Therefore, the research methods require congruity and consistency with the research questions, data resources, and data collection tools (Maxwell, 2005). Mertler (2016) believed that qualitative data include verbal narrative accounts: "these words may appear in the form of interview transcripts, observational notes, journal entries, transcriptions of audio- or videotapes, or as existing documents, records, or reports" (p. 323). The two primary data collection methods used to conduct this study consisted of semi-structured interviews and citizenship education resources analysis.

Interviews

According to Seidman (2006), the interview is a tool to collect data and "is a powerful way to gain insight into educational and other important social issues through understanding the experience of the individuals whose lives reflect those issues" (p. 14). For the purpose of this study, interviews were best conducted through a semi-structured interview. As Mertler (2016) advised, "in semi-structured interviews, the researcher will ask several "base" questions but also has the option of following up a given response with additional questions, depending on the situation" (p. 338). In this study, a face-to face interview was conducted with each of participants. The interview participants were provided with a letter of invitation with a request participate in the interview (Appendix A).

The interviews were audio-recorded. Each interview was approximately between 60 and 90 minutes. Each interview was conducted using a set of guiding questions (Appendix C). The questions were used as a guide and they were adapted, re-arranged, and expanded according to the information collected during interviews. To concentrate precisely on the interview process, a doctoral student accompanied the researcher to record the conversations and to take notes.

Resources/Document Analysis

Resource/document analysis reviewed the selected Saskatchewan social studies curriculum (Grade 9) in relation to the Concentus citizenship education materials. The social studies curricula were available on the website of Government of Saskatchewan under the title of "Saskatchewan Curriculum Education: The future within us." (https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp). And the Concentus citizenship education resources were available on the website "Concentus Citizenship Education Foundation" (http://concentus.ca). I focused my analysis on how the Concentus

resources purported to fit with the social studies curriculum and how the complementary role of Concentus resources support the social studies program in terms of citizenship education.

Data Analysis

Qualitative research is "interpretive research" (Creswell, 2012, p. 238). He believed that this feature of qualitative research "make a personal assessment as to a description that fits the situation or themes that capture the major categories of information" (p. 238). In conducting qualitative data analysis, Mertler (2016) stated that researchers start with specific data, and after noting any patterns in the data, formulate tentative questions, and finally develop conclusions and theories. In qualitative research, Creswell (2012) asserted that "the data collection and analysis are simultaneous activities" (p. 238).

Consistent with these points, the notes were taken while interviewing and questioning the participants. The recorded audio of each interview and transcripts enabled me to reflect carefully on the gathered information and data.

Mertler (2016) argued that analysis of qualitative data is a process of inductive analysis. The process of my analysis and interpretation of data were an inductive approach based upon Mertler's injunction: the first step in exploration of the data included coding the transcriptions and notes. To explain more, each passage was classified by particular code labels. This coding process equipped me to get to know these data very well over the process of inductive analysis. In the second step, I described the main feature and characteristics of the classified data by means of the coding. This step helped me to make a connection between the data and later contributed to developing the major themes. This step necessitated going back and forth from data to analysis to reach sound results. The final step was interpretation of data. During this step, I determined similarities, contradictions, bias, inconsistencies, and underlying meanings.

To answer my research questions, I looked for the aspects of data and themes derived from interviews, the content analysis of the social study curriculum, and Concentus resources in context of the literature review as outlined in Chapter Two.

Trustworthiness

In qualitative research, we ask, "can we trust the research findings?" Identifying standards of quality and verification for qualitative research has been debatable among researchers. Maxwell (2005) pointed out that quality refers to the credibility of the research findings. According to Lincoln and Guba (2000), the quality of qualitative research consists of "conflation between method and interpretation" (p. 178).

In other words, the method alone does not produce contextual findings, but the results arise from the interpretation phase. In this case it requires that the researcher accurately to take into account all biases of promoters and enthusiastic advocates. In this research to deal with the validity and rigor of the quality of my research, I followed Mertler's (2016) trustworthiness criteria, includes: credibility, transferability, dependability, and conformability.

Credibility

Credibility refers to whether the results of research establish and properly illustrate a credible construction of the phenomena under study and/or are believable from the research participants' perspective. Three techniques were utilized in this research method to ensure the credibility of the findings: first, "use peer debriefing and external audits as a means of verifying your processes" (Mertler, 2016, p. 349). I requested selected professors in education and a few critical friends to review and critique the process of data collection, analysis, and interpretation. Their different minds and eyes evaluated the research findings to enhance overall credibility. Second, I conducted "member checks" (Mertler, 2016, p. 350). Once the draft of the research

report was ready, I requested some of the directly involved participants to review and examine the accuracy of the research report. Third I "developed detailed descriptions and notes, and engaged in reflexivity" (Mertler, 2016, p. 350). During the research process, I was reviewing and acknowledging my assumptions, beliefs, values, and biases. After each interview, I made notes about my interviewees' responses and thoughts and reflected on whether these thoughts and views were biased assumptions related the phenomenon under consideration or related to subjectivity. According to Mertler (2016), "this process of intermingling your own preliminary thoughts and interpretations with your notes is known as reflexivity" (p. 350).

Transferability

Transferability refers to whether the findings of the research can be applied or useful to other contexts and settings. Mertler (2016) believed that the findings from qualitative research cannot be generalized to other situations; because, it aims to achieve in-depth understanding of the particular situation. A detailed description, according to Creswell (2012), is a strategy to add strength to this quality criterion. I have provided detailed descriptions of all interviews, the processes and procedures followed up in citizenship education project.

Dependability

Dependability means that if any changes happen in the setting, the researcher is responsible for describing how the changes affected the way the research was approached, and how stability and consistency were used over the inquiry process (Mertler, 2016). According to Schwandt (1997), dependability in qualitative approaches occurs in research design to guarantee that the research will follow a "logical, traceable" process (p. 164). To ensure dependability, pursuant to Mertler (2016), the same techniques in credibility were used including provide detailed description of setting and collect detailed descriptive data. For the dependability of this

research, the research method and its implementation has been described in detail. Data gathering includes audio recording and transcribing of the participants' interviews. According to Lincoln and Guba (1985), these strategies enhance the dependability of this study since the findings result from raw data used in this research.

Confirmability

This fourth criterion, confirmability is "a process of establishing the neutrality and objectivity of data" (Mertler, 2016, 347). Confirmability is the step that ensures that the research findings are the result of data and information, rather than the preferences of the researchers. According to Shenton (2004), "detailed methodological description enables the reader to determine how far the data and constructs emerging from it may be accepted" (p. 10). He claimed that the strategy of "an audit trail [...] allows any observer to trace the course of the research step-by-step via the decisions made and procedures described" (p. 10). The audit trail considers the researcher's interpretation and conclusions are thoroughly derived from the data. To do so, it was critical to provide a detailed description of the data collection, and the methodology and strategy of data analysis and interpretation.

In sum, I endeavoured to establish trustworthiness throughout this research process hoping to bring attention to perspectives, measures, and insights on citizenship education project associated with the Saskatchewan initiative.

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Ethics

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Throughout the research process, I engaged in ethical practices. Mertler (2016) believed that "when a study involves human participants, the researchers must ensure that they are not exposing participants to unnecessary and atypical physical or psychological harm" (p. 117). He asserted that "participants have the right to informed as well as voluntary participation" (p. 118).

For this research consent was obtained from all participants, who were provided with an outline of the research purpose and objectives (see Appendix B). As indicated in consent materials, the participants were given the right to withdraw from the research project for any reason at any time without explanation. Additionally, the interview transcripts were returned to participants for any revisions. And a transcript release form was provided to participants at the point of interview (see Appendix D). It was important to note that to ensure ethical grounds of this research study; therefore, ethics application approval by the University of Saskatchewan Research Ethics Board was obtained.

Summary of the Study Method

This chapter has outlined the research approach which was used to explore, describe, and analyze the citizenship education projects and efforts. The study followed a qualitative case study research design. Data collection consisted of interviewing nine participants including Concentus initiator/founding members, board members, resource developers, and also the teachers who are implanting Concentus resources in the classroom. This research also used document analysis including analysis of social studies (grade 9) and Concentus resources to explore how citizenship education has occurred in school settings. These data helped to better understand and characterize the kind of citizenship education that this being delivered in schools in Saskatchewan. In addition, data collected helped to explore the complementary role of Concentus citizenship education project. The goal then was to gain insights into issues surrounding citizenship education through this Saskatchewan initiative.

CHAPTER 4

Data Analysis

Chapter Four presents the analysis of the Concentus citizenship education initiative and provides some background on the formal social studies curricula in Saskatchewan schools in terms of citizenship education.

The purpose of this research was to explore the Concentus citizen education effort. An analysis of the social studies curricula was beyond the scope of this study.   I did consider one grade (grade 9) as a sample of social studies curriculum in Saskatchewan and as this curriculum related to citizenship education and human rights.

As mentioned in Chapter Three on methodology, I used transcript of interviews and the review of Concentus resources as data for analysis. Interview participants consisted of nine persons and 10 interviews were conducted between March 12 and March 27, 2019. Since Judge David Arnot was the fundamental initiator, founding member, and the main executor of the project; he was interviewed twice to cover all needed question. To conduct interviews, the conversation (interview) request, with an invitation letter, was sent to prospective interviewees. To interview with teachers, the approvals from SPS and GSCS division were sought and given (See Appendix F and G respectively). With the help of SPS and GSCS Superintendent of Education the two teachers were selected for the interviews. As his help in note-taking and recording the conversations. To generate themes and interpretations, in addition to consultation with my peers and my supervisor, I looked for the central idea/opinion or message of promoters. I sought to determine what lesson I might learn from them about this topic. And finally, I tried to find a theme that was a universal concept and that might apply to myself and other people. It needs to be mentioned that all participants of this study were positively biased, fans, and

advocates rather than problematizing the idea, notions, approach of Concentus citizenship education. Table 4.1 represents the details of interviews:

Table 4.1

Interview Participants' Information

#	Interviewee	Date*	Organization	Relation	Interview minute
1	J.D.A	Mar. 12		The initiator, founding	60
		&	SHRC	member & the main executor	
	J.D.A	Mar. 26		of the project	90
2	H.F.	Mar. 12	Concentus	Board members	40
3	D.F.	Mar. 13	Concentus	Executive Director	75
4	C.M.	Mar. 13	SELU	Material Developer & Trainer	90
5	J.S.	Mar. 13	Concentus	Founding member	90
6	D.S.	Mar. 26	SHRC	Previous employee of the project	35
7	M.H.	Mar. 25	SPS Teacher	Teacher	90
8	L.K.	Mar. 27	SELU	Staff development and Project Manager	60
9	S.R.	Mar. 27	GSCS Teacher	Teacher	60

In the following sections I have briefly reported on the story of the Concentus project and then consider the findings and themes that emerged from interviews. Then, I have provided an analysis of the citizenship education of social studies curriculum and then the Concentus resources and its citizenship education concepts and perspective.

The Story of Concentus Citizenship Education

Concentus, as a charitable foundation, is the only organization involved in developing citizenship education in Saskatchewan. Concentus Citizenship Education program supports and develops K-12 citizenship education align with social studies curriculum in the schools of Saskatchewan. The origin of the idea of Concentus had roots going back to 2009 and the progenitors of the idea: Judge David Arnot, Jim Scharfstein and Kent Horsemen. Judge Arnot

confirmed that "the three of us really collaborated on this very early. Ken worked for me at the office of the Treaty commissioner and Jim has worked with me and has known me for 49 years" (J.D.A. interview 1, March 12, 2019, p. 13). Ken Horseman has since passed away. And Jim Scharfstein stated that "Ken was a former Deputy Minister of Education. He was very knowledgeable about how we needed to proceed in trying to be successful in implementing this program" (J.S. interview, March 13, 2019, p. 6).

The idea of Concentus was rooted in the belief that "there is a large knowledge gap that [needs] to teach Canadians in classrooms what it means to be a Canadian Citizen," said Judge Arnot (J.D.A. interview 1, March 12, 2019, p. 13). He explained that there was a need for citizenship education that would concentrate on human rights. Concentus initiators believed that by means of citizenship education there would be a reduction of human rights transgressions. Judge Arnot stated that "the long-term goal is to reduce human rights complaints because a better understanding of Human Rights issues will result in less transgressions" (J.D.A. interview 1, March 12, 2019, p. 9). One of the Concentus founding members believed that social studies and political sciences teaching is typically about events without challenging students to consider why the event happened in the first place and what the significance of any particular event might be in today's life. As Jim Scharfstein explained

My undergraduate studies were in political science and history ... when I was taught both in high school and at University these subjects especially history was all presented as events. The event that occurred that what was important in the teaching that this war was this way and this was this and this was that. But at no time we did ever get challenged. What is the significance of that event for today's world? What can we learn from it? I don't ever remember a teacher or a

professor ever saying in the classroom. What's the significance of this event? What can we learn from this for today? (J.S. interview, March 13, 2019, p. 7)

Judge Arnot believed that we had needed citizenship education that would target "the empowerment of students and the engagement of students" (J.D.A. interview 1, March 12, 2019, p. 14). He stated that "they [students] will demand accountability and professionalism ... they will also demand a higher quality of [representative]...that's one of the goals to make our democracy stronger by having stronger, better informed representatives" (J.D.A. interview 1, March 12, 2019, p. 14).

Therefore, Concentus promoters decided to develop a program that would include the concepts and learning processes that enhance and elevate the critical thinking of K-12 students, beyond their school days. To push this idea forward, Judge Arnot described his perspective on the emerging story:

I was a Treaty commissioner for 10 years in Saskatchewan, and then my term came to an end. I went back to being a judge in the Provincial Court here in Saskatoon. I was there for about a little less than two years. During that time, the then the Minister of Justice at the time, Don Morgan, came to me and said David I would really like you to come and be the Human Rights Commissioner for Saskatchewan. And I said to him I'll come but you need to give me the money to create education resources on citizenship. So I'll only come if you give me the money and he said "okay, come on, I'll give you the money" and they did! (J.D.A. interview 1, March 12, 2019, p. 14)

The strategy of Concentus promoters was to create a citizenship program but first "to create the foundation for what we wanted to do," as said Judge Arnot (J.D.A. interview 1, March 12, 2019, p. 3). Thus, ten years ago in 2009, Norm Dray (former director of the SELU) and Dr.

Keith Walker (professor in the Education Administration Department, University of Saskatchewan with Professor Heather Heavin from College of Law were the first people Concentus initiator met with to conduct research (J.D.A. interview 1, March 12, 2019, p. 3). According to C.M. "a research project was undertaken on behalf of the Saskatchewan Human Rights Commission" (C.M. interview, March 13, 2019, p. 1). Cathy Mills, SELU consultant and Concentus resource developer said that "I was hired as part of that project to examine the curriculum and I looked at how citizenship education was taught" (C.M. interview, March 13, 2019, p. 1). She said that "that work was compiled with Dr. Walker's work in terms of how citizenship education was taught provincially, how it was taught nationally, and then looking at how citizenship was taught globally" (C.M. interview, March 13, 2019, p. 1).

According to Cathy Mills, the result of that research was that citizenship education in social studies included "a lot of civics like what's the name of the provinces? How many provinces do we have? What's the interrelationship of governments? ... and the teaching about rights, respect, and responsibilities of citizens was not explicit and intentional enough" (C.M. interview, March 13, 2019, p. 4). The Concentus resource developer believed that citizenship education should focus also on "philosophy of appreciation our democracy" (C.M. interview, March 13, 2019, p. 4). The Concentus promoters decided to develop a program that support social studies curriculum to promote the intentional teaching of the rights and duties of the rights and responsibilities as citizens. As C.M. explained, after that S.E.L.U. report in 2009, in 2010 Judge David Arnot went back to SELU and asked to have a resource developed that would teach kids about citizenship, be more explicit in talking about citizenship" (C.M. interview, March 13, 2019, p. 5).

From 2010 to 2016, the Concentus team focused on preparing resources for K-12 classrooms, including getting feedback from teachers. Cathy Mills, SELU consultant and the resource developer, explained the process of resource development as follow:

And so in the development phase of this project, I started working with a group of teachers in 2010, who were nominated for this project from various School divisions across the province. Being a LEADS (League of Educational Administrators, Directors and Superintendents) member I was able to connect with other superintendents, [to] tell them about this project that we're doing on behalf of the Saskatchewan Human Rights Commission (SHRC), [and to] tell them we're developing this resource about citizenship. [We] asked them: "do you have a teacher who would be interested?" And so nominated teachers from across the province came together to work on this project. We tried our best to have that group be representative of the Province. We tried to have male, female representation. We tried to have as much as possible some ethnic representation: white, First Nations people, indigenous people, Metis, Ukrainian people, and that kind of diversity on our committee. We had a variety of grade levels. We had a continuum of grade levels from kindergarten to grade 12 on this committee. So those people were nominated and they came and they started working with me in 2010. We did some research on citizenship practices, we looked at the curriculum. We also had representation from the Ministry there. They were partners with us/SHRC as we went through this. We explored the curriculum and developed this resource to support Saskatchewan curriculum. (C.M. interview, March 13, 2019, pp. 5, 6)

After developing resources, the second phase was to pilot, classroom-test, receive feedback, and revise to improve resources. Cathy Mills approved that

we went back to those superintendents...We would like to get some feedback from teachers...we sent the resources out to those teachers and later I met with those teachers to explain what we were trying to achieve with the resources, how they could use them to support their social studies and what it meant to teach social studies from a social justice perspective... I traveled around the province, meeting with those different teachers and asked them if they would use the resources for at least 3-4 weeks. They gave us feedback on those resources. I incorporated that feedback into the resources. (C.M. interview, March 13, 2019, p. 6)

According to Concentus resource developer, the K-6 resources were developed and vetted from "from 2010 until 2013/2014" and grade 7-9 resources were prepared "from 2014 to 2015" and finally the grade 10, 11, and 12 were prepared "during 2015 to close to 2017" (C.M. interview, March 13, 2019, p. 7).

Concentus resources were prepared "by Saskatchewan Human Rights Commission" but "that organization cannot connect with stakeholders to raise money and accept funding," said C.M. (C.M. interview, March 13, 2019, p. 3). For that reason, in 2012, Concentus was incorporated as a Saskatchewan non-profit corporation. Judge David Arnot confirmed that "we set up that foundation originally so we could get a grant from the province of Saskatchewan" (J.D.A. interview 2, March 26, 2019, p. 25).

In 2016, Concentus was approved as a federal not-for-profit corporation. Finally, in 2017, Concentus Citizenship Education Foundation was officially registered as a charitable organization. The school year of 2017-18 was the first year of implementing Concentus approach in some of SPS (Saskatoon Public School) and GSCS (Great Saskatoon Catholic School) division schools of Saskatoon. And in the current school year 2018-2019, some of the schools in Regina had started to apply Concentus approach. It's noteworthy to mention that "concentus" is

a Latin word meaning "singing together and blending harmony" (D.F. interview, March 13, 2019, p.18).

In the following section of interviews' analysis, I explain in more detail about the Concentus citizenship education idea, its goal, perspective and challenges.

Interview' Analysis with Concentus Promoters/team

It is useful at this point to again review the purpose of this qualitative research study. This study aimed to explore the citizenship education initiatives in Saskatchewan. Concentus Citizenship Education is a program in supporting citizenship education through social studies curriculum in the schools of Saskatchewan. The thoughts, goals, perspectives, and motivation of Concentus promoters, developers, and teachers are important contribution to this research project as it reflects how these initiators interpreted the citizenship education and its potential to foster students' perception to become engaged, ethical, and empathetic citizens. Several themes and findings emerged from 10 interviews. Here, I will consider a few themes and findings:

Theme 1: Social Development Concern of Education of Concentus Promoters

The purpose of education evolves according the needs of society. Social development involves individual ability to interact with others and regulate their own behaviors. Education is "the directed and purposeful learning" by which individuals acquire social competence (Pajares, 1992, p. 319). Education has "its main task bringing behaviour in line with cultural requirements" (Pajares, 1992, p. 319). Social development is the fundamental concern of Concentus promoters. The promoters believed that social development could be achieved by education and by equipping citizens with social competencies. One of the promoters (J.S) described that "education has three main functions including personal development, social development, and vocational development" (J.S. interview, March 13, 2019, p. 1). Social

development empowers the "ability to live in collectivity" (J.S. interview, March 13, 2019, p. 1).

As Cloke (2000) believed that collectivity is "the ability to encourage others to act particularly those who see no need, or who do not know how to go about it" (p. 602). Cloke (2000) continued, "we have begun to lose sight of key aspects of human collectivity in our work" (p. 602). He advocated that collectivity is "the ability to recognize real capacities for action and to resist the systematic distortion of issues which prevents us from acting effectively together" (p. 602). J.S. stated that our education system places "too much attention on vocational development;" while "elevation of our personal conscious level of thinking is not emphasized in school" (J.S. interview, March 13, 2019, p. 1). It is undeniable that to advance a nation vocational education is necessary, but to maintain democracy there is a need to focus on social development through education. J.S. pointed out that "I don't believe our school system teaches social development in a way that's intentional enough to give our students the necessary understanding and skills to create more harmonious and better societies" (J.S. interview, March 13, 2019, p. 1).

Concentus promoters emphasized freedom by means of social development achieved by education. Cloke (2000) stated that "real freedom represents a collective bringing together of the human capacity for action for the purpose of changing what is wrong in the current shared arrangement" (p. 597). Thereupon, one Concentus initiator and founding member believed that "the price of freedom is eternal vigilance, but one cannot be vigilant unless one has knowledge. That knowledge has to come from education" (J.D.A. interview 1, March 12, 2019, p. 1).

Moreover, according to one of Concentus founding members, "many people come from all over the world to come to Canada because of its pluralism in the success we've had. But existing Canadians, the existing adult cohort in Canada needs to understand this better" (J.D.A.

interview 1, March 12, 2019, p. 1). Therefore, Concentus aimed to maintain the social and cultural pluralism nature of Canada by education citizens. Concentus promoters emphasized that Concentus

will hit a turning point where if you've been through an education system from K to 12 that talks about the rights of citizenship, but also the responsibilities that go with those rights. In a way that challenges the students, we'll have a much better healthier stronger democracy. (J.D.A. interview 1, March 12, 2019, p. 1)

In sum, in spite of varied definitions and goals of citizenship education, Concentus citizenship education provided a new perspective and called forpersonal development in terms of how to persons might live collectively and in more responsible ways. Concentus promoters believed that that social development and its indicators were achievable through educating citizens and that the social studies program in schools setting would provide space for citizenship education.

Theme 2: Moral Consciences of Concentus Promoters

Interviews with Concentus promoters evidenced the idea of their moral conscience/approach to the development of education which, nowadays, demands more effort in order to maintain democracy. One of the promoters stated that one of the fundamental goals of being a Canadian citizen is to "see the world through the lens of making the world a better place" (J.D.A. interview1, March 12, 2019, p. 2). Concentus initiator emphasized this belief that "every human being deserves equal moral consideration" (J.D.A. interview1, March 12, 2019, p. 1). According to Guidi (2008), moral principles bring an individual to reflect on all affected interests while considering the rightness of the action and weighing the interests in equal manner. Moral consideration contributes to moral action. As Carr (2012) asserted, "moral action lies in some

intimate light and judgment rooted in the mind of each individual person" (p. 81). Accordingly, "our students need to be aware of and know the many different cultural social, and all the ways that [...] our democracy and it's all founded on respect for everyone" (D.F. interview, March 13, 2019, pp. 11-12); as Judge David Arnot phrased this: "the *inherent moral dignity* all of us" (D.F. interview, March 13, 2019, p. 13). Once you can "get an empathetic citizen that you create an understanding for that and that understanding can only be created in an education setting" (J.D.A. interview1, March 12, 2019, p. 1).

The promoters of Concentus were concerned about societal moral development even before the Concentus project, as indicated by the implementation of Treaty Education in the Province of Saskatchewan. Treaty Education "recognizes and affirms the existing Treaty rights of the First Nations peoples and the Aboriginal rights of Métis people in Canada," according to Saskatchewan Ministry (2013, p. 3).

Moral consciences of promoters contributed to a concern of necessity in Treaty Education. It is noteworthy to mention that Treaty Education was the idea of Judge David Arnot when he was Saskatchewan Treaty Commissioner and now Treaty Education is a mandatory concept in the Saskatchewan curriculum. Judge David Arnot (2019) stated that "one of the realizations of being Treaty Commissioner for 10 years was that there is a sea of non-understanding at all about treaties in Canada" (J.D.A. interview1, March 12, 2019, p. 4). To explain more about concern derived from moral consciences of promoters, J.S. (2019) shared his point of view that

Judge Arnot was appointed Treaty commissioner of Saskatchewan. In his capacity as Treaty commissioner, he felt that knowledge of our First Nations Treaties was lacking. We thought our students are learning all about the treaties of Europe but they know little about our

First Nation treaties which we have to live with every day. We were concerned about that. Already, back then we had a broad view for the need for citizenship education. So we thought as a first attempt at this, we would focus on Treaty Education as one aspect of it. We live with First Nations people; we should understand something about FNs (First Nations) people. We should understand our relationship to them or our obligation to them. It is an important subject. So we went forward with the concept of advancing teaching treaties in the classroom. We prepared the resources and introduced professional development to assist teachers in educating about our treaties. (J.S. interview, March 13, 2019, pp. 1-2)

Judge David Arnot believed that "all Canadians have rights and responsibilities under the treaties. As a Canadian citizen, we all have a responsibility to see that the treaties are implemented according to the spirit and intent of Treaty which is another responsibility of Canadian citizenship" (J.D.A. interview1, March 12, 2019, p. 5).

After launching Treaty Education, the promoters' moral consciences and concern about social development led to a project targeted to foster responsible citizens. As J.S. (2019) confirmed, Treaty Education was "Judge Arnot's concept- and that it was the beginning of Concentus Citizenship Education Program" (J.S. interview, March 13, 2019, p. 2). Concentus founding member asked that "if children want to be full responsible member of society what basic understandings and skills should they have" (J.S. interview, March 26, 2019, p. 3). They believed that "children are graduating without the basic knowledge and skills that we felt were critical for them to function in a responsible way within their society" (J.S. interview, March 26, 2019, p. 3). They argued that to be a responsible in society "children weren't being given the toolkit that they needed" (J.S. interview, March 26, 2019, p. 3). In different words Concentus citizenship education promoters thought there was a knowledge gap in being a Canadian citizen.

As J.D.A. confirmed, "I am thinking there was a large knowledge gap. We need to teach Canadians in classrooms what it means to be a Canadian responsible citizen" (J.D.A. interview1, March 12, 2019, p. 9). Concentus placed greater explicit emphasis on education program that goes beyond civic education, and is more explicit on citizenship education. J.D.A. explained that:

we have to do education that very explicitly focuses on citizenship education. You can't have something like the three branches of government only really understood by an educated elite. We have to do a much better job of talking about the citizenship education. Civics is just the education of all these government structures. Citizenship education goes way beyond that. We need to teach citizens what it means to be a good Canadian Citizen. If you look at the definition of what we're hoping to improve is to make sure that citizens have a knowledge and a respect for social justice in a free and democratic society. (J.D.A. interview1, March 12, 2019, p. 9)

Concentus promoters were concerned that children were not getting the knowledge/skill to function in a critical way to be responsible citizens. As one of the interview participants stated that "they weren't being given the toolkit that they needed" (J.S. interview, March 26, 2019, p. 3). This concern of promoters contributed to have an education toolkit that focused very specifically on citizenship. One of the Concentus founding members believed that the citizenship education toolkit should provide students "a concept of basic understandings about their society when they graduate" (J.S. interview, March 26, 2019, p. 3).

Concentus promoters thought to prepare resources and procedures used as a base to foster students understanding of citizenship. As one of the interview participants stated that to promote Concentus citizenship idea "the key was to develop resources that focused on what these basic

understandings are and to develop with students the ability to critically think" (J.S. interview, March 26, 2019, p. 4).

It is worth noting that Concentus initiative does not follow nor promote any particular ideological, political thought or set of beliefs. As one of the promoters confirmed that "the program was never designed to tell students what to think or what conclusions they should draw. Rather, the Concentus program was designed to provide information and get students engaged in debate and discussion about critical topics" (J.S. interview, March 26, 2019, p. 4). This program aims "to develop the ability to critically think about the topics being presented, draw their own conclusions after debate and discussion, and feel comfortable to act on what it is, they feel important in creating the type of society in which they which they wish to live" (J.S. interview, March 26, 2019, p. 4).

In sum, the moral conscience of the various Concentus promoters led to the idea of implementing a program that explicitly and intentionally addresses the citizenship education through school. Concentus promoters believed that K-12 schooling was the opportunity and time to teach students how to reflect on moral interests; while taking into account the responsibilities and rights and weighing the interests equally. Concentus promoters were concerned with the future of democratic society in Canada and this led to their efforts to help equip students through toolkits and resources that empower students with better understandings of society and the role of students in maintaining a democratic and pluralistic society.

Theme 3: Perspective about Citizenship Education of Concentus Promoters

During the interviews with the participants, they were asked to describe their perception of Concentus citizenship education. The general idea of their perception is summarized as Concentus focuses on citizenship education that develops students' critical thinking and critical

encountering with the issues surrounded them. They believe that Concentus five essential

competencies enable students in self-contemplation and empower to consider the issues from a

critical perspective and as responsible for human rights. I have classified the perception of

interview participants in four themes as follow:

1- Critical thinking and out of bias decision making

Citizenship education results in learning to think critically and conceptualize the

competence to participate critically in social practices. As one participant explained

citizenship education, at the core, forces all of us to consider everything we think and

believe in value critically to gather as much information we can about everything and everybody

around us. Then put it all into our personal filter and make decisions and build relationships that

are much more open than we might normally make if we just did them alone in a closet and

potentially influenced by other biases such as family or previous experience (H.F. interview,

March 12, 2019, pp. 1, 2).

2- Fostering and exercising Concentus essential citizenship competencies in action

One of teachers who was interviewed believed in application of today's citizenship

learning in the future or in everyday life interaction. "Citizenship education would be teaching

our students to really apply the essential citizenship competencies to their interactions with other

people" (M.H. interview, March 25, 2019, p. 1). The Concentus graduate who has had Concentus

citizenship education as part of their learning from kindergarten to grade 12, would be:

Enlightened, "meaning that has a proper understanding of the past of history and how that

has informed our present" (D.F. interview, March 13, 2019, p. 3) or in the other word "learn and

being able to approach things from many different perspectives" (M.H. interview, March 25,

2019, p. 1);

*Empowered***,** being able to see the powers from different considerations and know what powers they can access to make a change" (M.H. interview, March 25, 2019, p. 1), it means that "would understand their ability and feel capable and able to be a force of change in their world whether that's in their community or something with larger" (D.F. interview, March 13, 2019, p. 3);

Empathetic, "applying empathy so that they can connect to other people and know how they feel" (M.H. interview, March 25, 2019, p. 1) or to explain more "recognize that different cultural, social, sexual orientation exist, understand that differences have meaning and value, enable to remove the fear of xenophobia through the empathy" (D.F. interview, March 13, 2019, p. 3).

Engaged, "being engaged like that is there something that they can do to make things better then what could they do and to participate in that" (M.H. interview, March 25, 2019, p. 1), in other words, "would actively know and have a compulsion to be engaged whether that something as simple as being a voter or someone who's more actively contribute to their community politically, volunteerism more than solely out of self-interest" (D.F. interview, March 13, 2019, p. 4);

Ethical, "being ethical, looking at the human rights involved" (M.H. interview, March 25, 2019, p. 1).

The teacher who is applying Concentus concepts believed that Concentus citizenship education concentrates on fostering student's competencies that are essential for encounters with in their societies.

3- Self-contemplation

It can be challenging, and sometimes uncomfortable, to reflect on our views because this includes admitting that our understandings of a given problem or subject are incomplete and biased. Citizenship education enables students to recognize this challenge as an opportunity to reflect on the deeper factors that influence our worldview and behaviours. C.M. clarified that "we need to really have a conversation with ourselves about how we treat other people and how we interact with other people. We need to reflect on what we're doing" (C.M. interview, March 13, 2019, p. 2). In other words, "citizenship education is education for students that gives them a critical look at who they are" (S.R. interview, March 27, 2019, p. 1). Citizenship education develops the competency of self-contemplation to learn from ourselves and other worldviews.

4- Struggle for social justice and human rights

Despite struggle for human rights, we have been witnessing growing injustice in many diverse groups and populations. Concentus promoters believe that citizenship education provides knowledge and meaning of how to be good citizens meaning that the Concentus approach emphasizes enabling and educating students in understanding human rights and human justice. As one of the promoters explained:

we need to teach citizens what it means to be a good Canadian Citizen. If you look at the definition of what we're hoping to improve is to make sure that citizens have a knowledge and a respect for social justice in a free and democratic society... it is a better understanding of Human Rights issues ...it is how we can do better constantly...it is a bulwark against these negativisms and populism... it's harmony, never get the harmony unless you have respect and respect has to be taught because it only comes from understanding each other. (J.D.A. interview 1, March 12, 2019, pp. 9-14)

In sum, the perception of Concentus promoter leads me to conclude this conclusion that Concentus citizenship education makes the student believe that as an essential member of society they have an impact on society by engagement and involvement.

Theme 4: Human Rights Education Purpose of Concentus Promoters

As mentioned earlier Concentus project aims to develop students' understanding of values including human rights and respect for social justice. Concentus initiator confirmed that this understanding is a "strong component of what we're trying to do. If you look at our materials we're talking about the long-term goal which is to reduce human rights complaints because a better understanding of Human Rights issues will result in less transgressions" (J.D.A. interview 1, March 12, 2019, p. 9).

Concentus initiator believed that citizenship education result in human rights. As Concentus promoters J.D.A. stated that "there is a connection between human rights and citizenship rights. It's quite direct" (J.D.A. interview 1, March 12, 2019, p. 9). To explain more, a Concentus resource developer confirmed that "the citizenship that we/Concentus is talking about teaches students about that interaction between your rights responsibilities and respect. It asks students to think about what their responsibilities are to address issues related to social justice" (C.M. interview, March 13, 2019, p. 4). According to C.M., "teaching about rights and responsibilities information was all always in our social studies curriculum . . . but Concentus brings this to the forefront and we need to talk more about our rights and responsibilities when we were having conversations with students" (C.M. interview, March 13, 2019, p. 4). In other words, "rather than having somewhat of an implicit understanding of citizenship we wanted conversation and focus on citizenship responsibilities to become more explicit and intentional," according to a Concentus resource developer (C.M. interview, March 13, 2019, p. 4).

Concentus promoters believed that this citizenship education which all the resources designed under the rubric of the 3 R's, Rights, Responsibilities, and Respect support to cause Responsibility Revolution. J.D.A. (2019) exemplified by the comment that

We want these of resources to be the foundation for the Responsibility Revolution in hopefully the first half of the 21st century. We want to focus on responsibilities. We want every student to see the world through the lens of how do we make the world a better place? How can we do better constantly? (J.D.A. interview 1, March 12, 2019, p.10)

J.S. one of the promoters, explained that

Everybody got pretty comfortable with rights in the 20th century. That was one of the great achievements of the 20th century, the expansion of the concept of Human Rights. But I challenged my children to ask if they know what the corresponding responsibilities are?... because without corresponding responsibilities rights are quite meaningless. (J.S. interview, March 26, 2019, p. 8)

According to Judge David Arnot, "The "rights revolution" of the 20th century was created by lawyers in the courtroom. The "responsibility revolution" of the 21st century will be created by teachers in the classroom" (Concentus website, 2019, https://www.concentus.ca/about/). This Concentus initiator believed that an investment in citizenship education would maintain and improve multiculturalism of Canadian democratic society. J.D.A. (2019) described that

The responsibility revolution that I'm talking about will take place in classrooms, created by teachers and students. That's what we want to see and we need that as a bulwark against illiberalism, nationalism, populism and etc. That's why this is so crucial to get done... it means we've got a lot more work to do and again that's the impetus to do it in schools to build that

understanding in schools... equipping the students to get a job in the old industrial model is not good enough in this this new 21st century... We need to make an investment to build a whole student in harmony... We will never get to harmony unless citizens have respect. Respect has to be taught. (J.D.A. interview 1, March 12, 2019, pp.10-12)

Those involved with the Concentus initiative believe that citizens must acknowledge that without ongoing engagement, the democratic structures that support Canada are fragile. A comprehension of citizenship and a dedication to responsibility is a means to counter the risk of taking rights for granted. The Responsibility Revolution of Concentus refers to the commitment of taking care of rights that Canadian citizens enjoy. Simply speaking responsibility revolution invites and encourages citizens to not only look after their rights but also struggle to others rights. Collective wellbeing of society results from maintaining each citizen's right. Responsibility revolution idea of Concentus refers to responsibility that if for example, Canadian citizens have the right to wear hijab, violation of this right entails others also struggle to look after of this right for whom enjoy of this right.

In sum, human rights concern of Concentus promoters recertified the importance of human rights and citizenship education to meet the challenges surrounding democracy and to achieve mutual respect in democratic societies. Prior to this citizenship education, the same instigators of Concentus had created and implemented Treaty Education. Concentus citizenship education was a complimentary attempt, along with the Treaty Education, to enhance human rights. Concentus promoters believed that Treaty Education had the potential to encourage students to think deeply and critically about the treaty rights of the First Nation of Canada. They believed that understanding the human rights entailed in Canada's diverse society required education on Treaty rights and also citizenship education.

Theme 5: Concentus Teachers' Professional Development

To implement and deliver new concepts and approaches for preparing teachers/educators, it was important to improve their professional knowledge, skill and competence. Andreotti (2006) believed that "if educators are not 'critically literate' to engage with assumptions and implications/limitations of their approaches, they run the risk of (indirectly and unintentionally) reproducing the systems of belief and practices that harm those they want to support" (pp. 49-50). Concentus brought into account that teachers' professional development was a fundamental tool to achieve the standard for teaching of Concentus concepts. Concentus founding member J.S., "professional development makes it easy to use Concentus resources in the classroom so that's how we have structured the program" (J.S. interview, March 13, 2019, p. 15). According to the Concentus executive director, "professional development not only very effectively expresses the mechanics and specifics but also the ethos, the ideas behind it" (D.F. interview, March 13, 2019, p. 15). J.S. (2019) confirmed that "we are trying to provide professional development to make teachers and students comfortable with Concentus program and do it in a way that challenges teachers and students to think deeper about the critical issues we face in society" (J.S. interview, March 13, 2019, p. 6). By means of professional development, teachers encounter resources in a different manner. As one of the Concentus board members stated that "just looking at the resources is really different than getting the support in the professional development. So that's we have way more interest than we can, we have capacity to deliver it" (H.F. interview, March 12, 2019, pp. 1-2). Professional development training opportunity allows for teachers to build confidence and credibility in using the resources. As the Concentus resource developer believed that professional development result in "understanding that's the direction

and focus of these resources will get more teachers using them and then teachers will make these resources better" (C.M. interview, March 13, 2019, p. 30). The resource developer explained that

we, Concentus, we do training with teachers. When I started doing training with school divisions, in 2013-14, when we were trying to get the resources the K-5 resources into the school, I started doing training with teachers. I would go to the schools for half a day or a day and I would talk to them and we would look at the resources and I would tell them about what's in the resources and how good they were for them and how they connected to curriculum to try to get them to use them. We try to do the coaching or extended support model to support teachers in using the resources in class. At the division level, we try to connect with one or two people in the school division who are going to take on the implementation of citizenship education through the Concentus philosophy as one of their projects. So we're laying out more of a long-term plan because it's going to take at least three years to have uptake on these resources. (C.M. interview, March 13, 2019, pp. 12-14)

To conclude this theme, Concentus promoter considered it key to use professional development to build the skill-sets that teachers need in teach Concentus envisioned citizenship education. Concentus resources assist teachers and students to develop the understandings and effect the dispositions of rights, responsibilities and of respect. Concentus, through providing professional development, not only share its vision but also enable teachers in their processes and structure of teaching Concentus concepts.

Theme 6: Challenges around Concentus project

There are always challenges surrounding new projects. Concentus project faced numerous challenges. One of the challenges was associated with the teachers who were to be the executors or implementers of the project. To implement the Concentus project, the teachers

needed to be consistent with the resources. According to the Concentus resource developer, teachers need to make sure that Concentus concepts are strongly associated with social studies curriculum. She stated that

we want our teachers to understand that it totally uses all of Saskatchewan's outcomes and indicators and as such is a resource that focuses on citizenship from a social justice perspective that supports their curricular work in Social Studies in the classroom...There is a challenge to having teachers adopt new programming and new philosophy. I really feel this is a bit of a philosophical shift in how teachers teach social studies. The teachers' development group that I worked with were very clear that they wanted to make sure that these resources were strongly linked to social studies. (C.M. interview, March 13, 2019, pp. 6,7)

The Concentus resource developer's concern was to have students educated and to understand all of the Concentus concepts and competencies. The Concentus initiative needed teacher to be skillful enough in educating and delivering all of the Concentus concepts. The Concentus developer stated that "my concern would be that if teachers just tend to use one aspect of Concentus (one or two competencies) and not all aspects of that then they don't understand the philosophy that we are really trying to have" (C.M. interview, March 13, 2019, p. 11). Concentus resource developer explained that "we're trying to get teachers to understand that they should be striving to have students experience thinking from all the different competency perspectives" (C.M. interview, March 13, 2019, p. 10). In the belief of Concentus promoters, teachers are ultimately responsible for enhancing students' capabilities in all relevant concepts. C.M. believed that "teachers need to ensure students have a grounding in all of those areas" (C.M. interview, March 13, 2019, p. 10). To teach Concentus concepts, it might require a change in the way of teaching for some teachers. From viewpoint of the Concentus resource developer,

"it's very easy for teachers to teach the way they thought or the way they have been taught. It's very easy for teachers to again teach according to their worldview because that's the basis of their belief system" (C.M. interview, March 13, 2019, p. 11).

Usually altering and updating teachers' method/practices require some time. And According to resource developer of Concentus "it takes a while to change teacher practices" (C.M. interview, March 13, 2019, p. 14). So the challenge was to "disrupt teachers current thinking" and way of teaching to fulfill the educational goals of Concentus concepts. (C.M. interview, March 13, 2019, p. 11).

One of the challenges was related to classroom resources. Although Concentus provided the framework for teachers to apply and implement resources in the classroom; they needed to prepare units for each topic/concepts, according Concentus developed concepts and approaches. As one of the teachers mentioned,

I know that Concentus is a framework and they want teachers to take it and go with it the direction ... but I think that having some like pre-made units so that teachers can look at what would be an exemplary unit would help them move forward with their own ideas. I think that's what teachers are looking for because they just don't have the time to create them. (S.R. interview, March 27, 2019, p. 14)

Teachers need to have the unit/classroom resources that contained Concentus ECC's and 3 R's. The lack of prepared unit/classroom resources made some of the teachers afraid to use the Concentus approach. One of the teachers confirmed that

Right now, many of the teachers are too afraid to delve into it because they're not sure how to proceed. I think that the examples of units/inquiries would be helpful. Sometimes, teachers just want to be able to photocopy a unit and just do it. Take it and run with it and have

the resources available. It would be great to have units that can be changed to fit my students, but they at least have activities and rubrics and things like that that are geared to the ECC's and 3 R's. We're building them as school divisions, but it would be nice to have them online, but you know, that's a perfect world. (S.R. interview, March 27, 2019, pp. 14, 15)

Another challenge that surrounded the Concentus project was associated with parents. Concentus concepts do not explicitly teach particular values, beliefs, ideology or what is good or bad. Some parents who are not familiar with Concentus concepts might misunderstand what Concentus teaches; they may think that particular values and political ideologies are being fostered, but this is not so. Therefore, in terms of parents, possible misunderstandings about Concentus aims might put that initiative at risk. As one Concentus promoter stated "when I'm speaking to, people who are unfamiliar with it, I'm very cautious about and careful with is there are many people who will have a great sensitivity to the idea of teaching values" (D.F. interview, March 13, 2019, p.10). The Concentus executive director explained that teaching particular values is not in domain of Concentus. He emphasized that "the parents will teach values to their children. They don't want school to teaching them" (D.F. interview, March 13, 2019, p.11). He continued, "I recognize there's a sensitivity in many people that hey, are you trying to teach my kids what you know, what do you think politically it's a bit of a characterization, a generalization to say" (D.F. interview, March 13, 2019, p.11). Concentus ideals and approaches focus on enabling critical perspectives while "people perceive that Concentus telling people what to think about things and if you think of a political spectrum" (H.F. interview, March 12, 2019, p. 4). Due to the fact that Concentus ideal, approaches and concepts do not teach any particular values and beliefs, according to one of the participants of this study, "it doesn't really matter what side

you're on, you have your own core values and there's no sense that it's a threat" (H.F. interview, March 12, 2019, p. 4).

Therefore, the lack of understanding about Concentus idea and concepts might contribute to parents' opposition. The Concentus board of director stated that it is required to "make sure that people understand that we're not delivering the political lowercase or uppercase, political set of resources to any classroom" (H.F. interview, March 12, 2019, p. 4). She concluded that to prevent this challenge "we've had to use a lot of education to explain that Concentus isn't walking into a classroom and telling a student what to believe, as an example Concentus doesn't have an opinion about abortion (H.F. interview, March 12, 2019, p. 4). Concentus aims to have a teacher create an environment where students can have a conversation and form their own opinions. She emphasized that "the biggest success we've had is just its success more and more, it's being born out that we're not going in and making a statement (H.F. interview, March 12, 2019, p. 4).

The fundamental challenge that all interview participants mentioned was associated with the financial support of the Concentus project. Concentus, as a charitable organization, has been financed by private sector gifts and philanthropists. The organization was provided with financial support, including from Law Society of Saskatchewan, the Government of Saskatchewan, and Saskatchewan Human Rights (J.D.A. interview 1, March 12, 2019, p. 4). Although Saskatchewan Ministry of Education has been in collaboration with Concentus promoters, they have not supported Concentus financially. As the Concentus promoters stated that "I have been told from Ministry of Education to go out and do this, we really support it, but we don't have any money to help you but we really want you to do it" (J.D.A. interview 2, March 26, 2019, p. 20).

Concentus has been resources financially through the Government of Saskatchewan, Law

Society of Saskatchewan, and Saskatchewan Human Rights Commission. As Judge David Arnot

confirmed that

we have spent two point four (2.4) million dollars creating these materials. One of the
key players in that was the Law Society of Saskatchewan; [they] gave us $650,000. The
Government of Saskatchewan gave us six hundred and fifty thousand dollars ($650,000) and
then the Saskatchewan Human Rights Commission made up the difference, which is about 1.1
million dollars. (J.D.A. interview 1, March 12, 2019, pp. 3, 4)

Concentus also has been supported financially from public including Elaine and

Sherwood Sharfe donated $1 million in 2017. Concentus aims to have professional development

for teacher that entails financial support. It costs a lot to train educators to be prepared to teach

Concentus concepts. As one of the Concentus board members confirmed that "truly the biggest

gap is always money, right because professional development and support costs money" (H.F.

interview, March 12, 2019, p.10). Concentus aims "to see every teacher, every School Division

get the professional development money they need to make this part of what they do" (D.F.

interview, March 13, 2019, p.18). But there have always been the "limitations of funding that we

have and I always wish for more money" (D.F. interview, March 13, 2019, p.18). This financing

constraint slowed the training of educators. The Concentus originator believed that "without the

funding to do a robust model of professional development, it just gets going to hand roll out

slower than I'd like to see it" (J.D.A. interview 2, March 26, 2019, p. 19).

As it is mentioned earlier Concentus resources provided framework and approaches. But

it requires teachers to prepare unit/classroom resources/materials. Concentus has financially

supported teachers to prepare their classroom resources. Teachers' financial support in terms of

professional development and preparing classroom resources entails huge financial resources for

Concentus. As the Concentus has a limit budget providing financial support for teachers have

been a challenge.

A Concentus resource developer mentioned also the financial concern that resources need

to improved. Concentus has developed and provided resources for teachers. But like any other

resources, the Concentus resources also need to be improved and revised. As Concentus resource

developer confirmed that "these resources were developed by teachers and developed for

teachers and I think the resources are sound, but I think they can always be improved" (C.M.

interview, March 13, 2019, p. 29). Therefore, "having the money to continue to support those

changes is always a challenge" (C.M. interview, March 13, 2019, p. 29). In short, Concentus,

like any other idea and project, has faced challenges and limitations from the beginning. Despite

all the obstacles, especially financial limitations, Concentus has succeeded to implement this

project. Concentus believes in communicating with parents to build their accurate understanding

of its concepts. Concentus plans for professional development make the resources easy to apply

for teachers and also build their insight regarding the Concentus idea and target.

In summary of interview findings and themes, Concentus promoters' concern for

maintaining the democratic society and progress in the realm of human being's led to design a

citizenship education program through K-12 schooling. In the belief of Concentus promoters, to

improve society, it requires to build new paths in schooling for citizenship that broadens

students' perspectives and results in personal development. Concentus believe that critical

perspectives of students play a significant role in society's improvement. The capacity to

consider problems from critical points of view can positively affect inequality and injustice. As

Hursh (2001) worried, "if students are not learning to be critical of the social system that operate

to privilege some individuals over others" (as cited in Tupper, 2009, p. 85). Concentus citizenship education aims to teach, model, and practice the knowledge and abilities needed to influence the function of society as a whole.

Citizenship education in Social Studies (Grade 9)

Citizenship education of social studies focuses on "active and responsible citizens" (SK Ministry of Education, Social Studies grade 9, 2009, p. 3). This citizenship education is to be achieved particularly through the content of social studies including the knowledge of political and democratic system in Canada, developing the skills of categorizing the information and decision-making (SK Ministry of Education, Social Studies grade 9, 2009). The curricula are available on the website of the Ministry of Education, under the link of Saskatchewan School Curriculum with title of Saskatchewan Curriculum: Education: The Future Within Us (April, 04, 2019- https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp). The version of social studies on this website consisted of the following: Grade 1 (Social Studies 1, 2010: My Family), Grade 2 (Social Studies 2, 2010: My Community), Grade 3 (Social Studies 3, 2010: Community Comparisons), Grade 4 (Social Studies 4, 2010: Saskatchewan), Grade 5 (Social Studies 5, 2010: Canada), Grade 6 (Social Studies 6, 2009: Canada and Our Atlantic Neighbors), Grade 7 (Social Studies 7, 2009: Canada and Our Pacific and Northern Neighbors). Grade 8 (Social Studies 8, 2009: The Individual in Canadian Society), Grade 9 (Social Studies 9, 2009: The Root of Society), Grade 10 (Social Studies 10: Social Organizations, September 1992), Grade 11 (Social Studies 20: World Issues, September 1994), and Grade 12 (Social Studies 30: Canadian Studies, June 1997).

There is a general consent among scholars that the purpose of social studies is to develop good citizenship (Houser & Kuzmic, 2001; Sears, 1994; Shaver, 1997). Thus, the principles and

rationale that undergird citizenship education, as a particular subject, are to foster "consciously or not, by our image of the type of person and world we hope to promote" (Clark & Case, 2008, p. 25). In this line of reasoning, a citizenship agenda for social studies curricula intends to implement a compatible society where individuals are active and engaged citizens of the world. These citizens are open to other thoughts, ideas, and cultures and free from conventional constraints, struggle with reason and conscience for human rights. These citizens actively engage with one another within and through citizenship activities to promote responsibility and equality.

The social studies grade 9 (*The Roots of Society*) curriculum was revised in 2009. The curriculum consists of Broad Areas of Learning, Cross-Cultural Competencies, Aims and Goals of Social Studies, and Outcomes and Indicators. Students explore the connections between the past and the present societies. They consider how "worldviews are shaped and how they are expressed by people living in particular times and places" (SK Ministry of Education, Social Studies grade 9, 2009, p. 9). They examine "issues related to contact between societies with differing worldviews" (SK Ministry of Education, Social Studies grade 9, 2009, p. 9).

As mentioned earlier, the rationale and goal of Saskatchewan K-12 social studies is to foster "active participants and citizens in an inclusive, culturally diverse, interdependent world" (SK Ministry of Education, Social Studies grade 9, 2009, p. 6). These rationale and goal have been organized into four ultimate outcomes (SK Ministry of Education, Social Studies grade 9, 2009, p. 6). These outcomes are:

1. Interactions and Interdependence (IN): "examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations" (p. 6).

2. Dynamic Relationships (DR): "analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future" (p. 6).

3. Power and Authority (PA): "investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations" (p. 6).

4. Resources and Wealth (RW): "examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable environment" (p. 6).

Saskatchewan social studies curriculum examine specific and pertinent listed goals/indicators for each grade to achieve these ultimate outcomes. The table below (4.2) is a glimpse of specific outcomes and goals for grade 9.

Table 4.2

Outcomes and Indicators of Grade 9 Social studies

Outcome:	Interactions and Interdependence (IN)
IN9.1	Explain what constitutes a society.
IN9.2	Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.
IN9.3	Analyze the ways a worldview is expressed in the daily life of a society.
IN9.4	Determine the influence of worldview on the choices, decisions, and interactions in a society.
Outcome:	**Dynamic Relationship (DR)**
DR9.1	Examine the challenges involved in obtaining information about societies of the past.
DR9.2	Synthesize the significance of key historical events in societies studied.
DR9.3	Assess the relationship of the natural environment in the development of a society.
DR9.4	Determine the influence of societies of the past on contemporary life in Canada.
Outcome:	**Power and Authority (PA)**
PA9.1	Examine concepts of power and authority in the governance of the societies studied.
PA9.2	Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.
PA9.3	Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.
Outcome:	**Resources and Wealth (RW)**
RW9.1	Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.
RW9.2	Appraise the significance of trade and transportation in the development of the societies studied.
RW9.3	Determine the influence of technologies of past societies studied on contemporary society.

* The outcomes and indicators are collected from Saskatchewan Curriculum website (https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=172)

These outcomes/indicators provide a "framework, purpose, and direction for the learning activities in each unit and help students connect what they are learning to their experiences and life beyond the classroom" (SK Ministry of Education, Social Studies grade 9, 2009, p. 17).

One of the most interesting and important citizenship components of social studies curriculum is dealing with social issues. The exploration of social issues and the role of citizens to improve the society encourage critical thinking, and also elevate depth inquiry over the facts and information. Dealing with social issue can "add vitality to the curriculum and help make it

significant for both students and teachers" (Banks, Banks & Clegg, 1999, p. 196). The grade 9 curriculum provokes the "teaching of controversial issues" (SK Ministry of Education, Social Studies grade 9, 2009, p. 11). But on the other hand the curriculum materials for teachers cautions them:

In order to achieve the K-12 goals of social studies and social sciences curricula, students must be exposed to a variety of viewpoints and beliefs. *This does not suggest, however, that any belief is as good as any other belief. Canadian society does not accept that premise, and that impression should not be given to students*. (SK Ministry of Education, Social Studies grade 9, 2009, p. 11).

This ambiguous cautionary note as part of the guidelines for teaching social studies may be interpreted in many ways. For instance, who makes decisions? what is a good belief? what beliefs do teachers suppose are not as good as other ones? and what beliefs and opinions are marginalized or silenced?

The grade 9 social studies curriculum emphasis is on multicultural education. The curriculum provides teachers with a list of goals and outcomes adopted from Multicultural Education and Heritage Language Education Policies. On the one hand, this list is laudable for teaching multiculturalism aspect of citizenship in social studies. On the other hand, this multicultural feature of the curriculum deals with the culture as an independent entity and seeks to shape the individual students' identity. Multicultural education seeks to promote cultural respect and understanding.

The cross-curricular competencies of social studies grade 9 including "developing thinking" and "developing social responsibility" support features of citizenship education (SK Ministry of Education, Social Studies grade 9, 2009, pp. 4-6). The competency, 'developing

thinking," develop contextually, creatively, and critically in decision making and problem solving. The "developing social responsibility" competency is oriented to citizenship education significantly. The "developing social responsibility" emphasizes fostering values and beliefs concerning respect, responsibility, commitment, and integrity. The fostering social responsibility supports developing collective well-being of all society, development of positive attitude and approach to human diversity and perspectives of others. The "developing social responsibility" competency is also considered as a one of the goals of the Broad Areas of Learning with title of *Building Engaged Citizens* (SK Ministry of Education, Social Studies grade 9, 2009, p. 3). This goal looks towards citizenship education as it includes supporting "respect for democratic ideals such as justice and equality, and appreciation of the rights, privileges, and responsibilities of citizenship" (SK Ministry of Education, Social Studies grade 9, 2009, p. 3).

In grade 9 social studies, "students will explore at least one historical indigenous society of North America, as well as Mesopotamia or Ancient Egypt; Ancient Greece or Rome; Aztec, Incan, or Mayan civilizations; Medieval Europe or Renaissance Europe; Ancient China or Japan" (SK Ministry of Education, Social Studies grade 9, 2009, p. 9).

Students are asked to compare these ancient societies to contemporary Canada. While it seems that there are no cultural intersection and social interaction among these societies with Canadian contemporary society. The context and framework of pluralistic and global contemporary society is not considered in this indicator. Here the question rises up as to why students are required to know and learn about ancient civilizations. According to Case and Abbott (2008), "the curriculum doses not tell us why a particular goal needs to be further advanced" (p. 20). Does the study of ancient societies empower us to understand and appreciate today's Canadian diversity? Does the study of ancient societies foster students to be active

citizens? However, there might be a strategy that students collect data and knowledge about the societies' roots and civic behaviour.

Students are asked to examine their personal beliefs about some contemporary issues or problems in society including "affordable housing, post-secondary education, making friends, designer clothing, violence, drinking and driving, and healthy diet (SK Ministry of Education, Social Studies grade 9, 2009, p. 20). While the concerns such as social injustice and inequalities, privilege, systemic poverty, and racism are ignored. And when a particular society is examining and analyzing, it is up to teacher to address these concerns and underline, for instance, the relationship between violence and systemic poverty.

In the Power and Authority goal of grade 9, in one of outcomes, students "investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada (SK Ministry of Education, Social Studies grade 9, 2009, p. 24). Although some of the indicators address the oppression of the rights and citizenship, it is hard to determine whether they engender ethical reactiveness, responsiveness and empathy. For instance, the indicator: "Differentiate the criteria for citizenship in the societies studied with that in contemporary Canadian society" (p. 24); it is not clearly defined the concept of citizenship to students. However, the social studies scholar struggles to comprehend the complexity of this concept. As Osborn, 2008, believed that "citizenship is a notoriously vague word that means different things to different people. Its specific meaning takes its shape from the particular political and institutional context in which it is located" (p. 3).

In sum, the analysis of Grade 9 social studies curriculum reminds us that if the purpose of social studies is to grow positive transformation in terms of social inclusiveness, respect, and responsibility for human rights, then how citizenship competencies are implemented practically

in the school settings is important. Are we practicing meaningful and prospective learning that will promote respect for others and responsible citizen? Has our endeavour contributed to fostering social moral conduct? These are important questions to consider.

Concentus Citizenship Resources

As mentioned earlier, Saskatchewan social studies curriculum consists of Broad Areas of Learning, specific outcomes and indicators for each grade. Concentus citizenship education initiative is a construction to enhance citizenship in those approaches. The following discussion examines the role of Concentus in existing current Saskatchewan curriculum.

Concentus Citizenship Broad Areas of Learning of

Concentus Citizenship education is of the opinion that "Canadian citizens are engaged citizens who respect the responsibility of living in a democracy" (Concentus Website, April, 2019). Concentus Citizenship education emphasizes on continuous learning and critically reflection upon "the dynamics of change in society and demonstrate a positive connection to self and community" (Concentus Website: ttps://www.concentus.ca, April, 2019).

Concentus Broad Areas of citizenship align with Saskatchewan Ministry of Education's Broad Areas of Learning advocate three citizenship values of rights, responsibility and respect to develop Canadian citizens who actively investigate and interpret their rights and responsibilities as citizens and participate in a democracy. The following Figure 4.1 displays the intersection and relation of Ministry Broad Areas of Learning and Concentus Broad Areas of Citizenship.
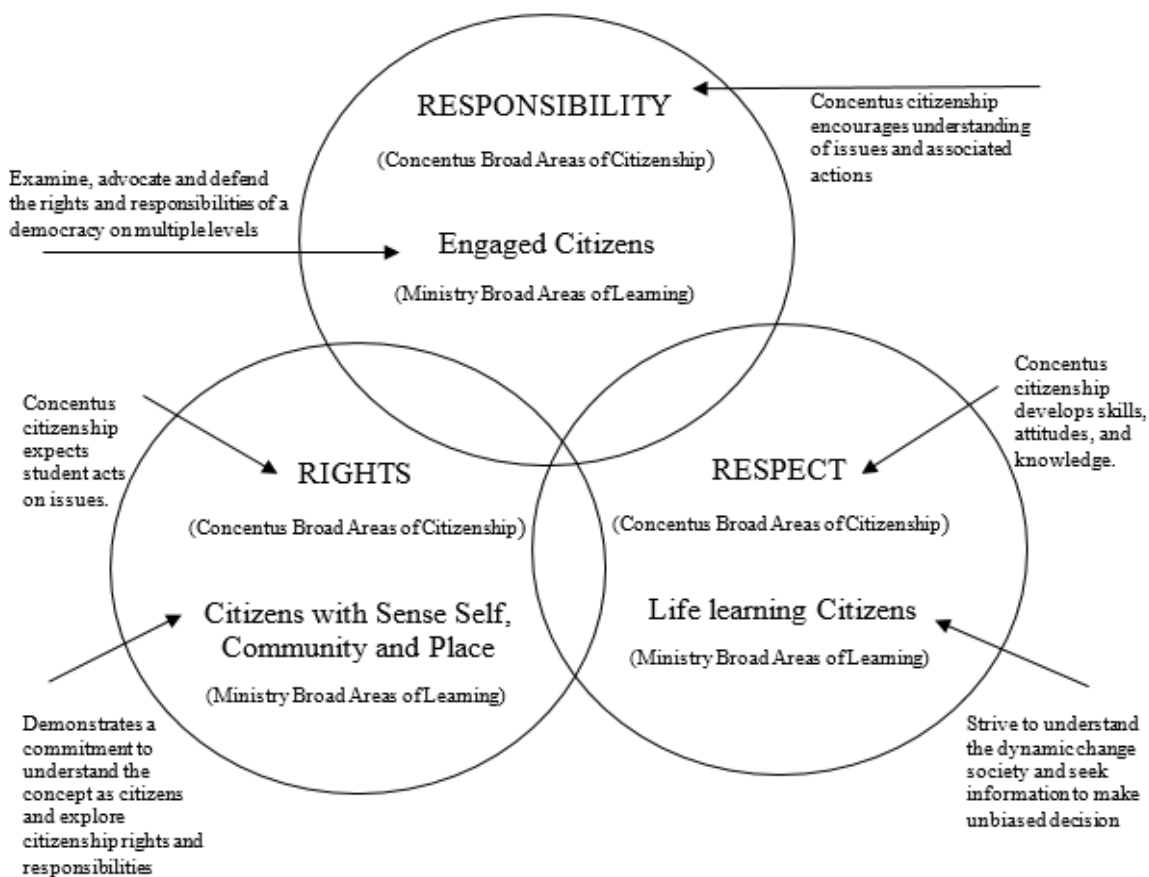
Figure 4.1: The intersection of the Concentus Broad Areas of Citizenship and Ministry Broad Areas of Learning (The Figure is adapted from Concentus resources and tailored for this study)

The Concentus Broad Area of Citizenship by emphasizing on three R's (rights, responsibilities, and respect) leads students to answer the question, what does it mean to be a responsible, respectful, and participatory citizen committed to justice in a pluralistic Canadian democracy.

Concentus Five Essential Citizenship Competencies

Concentus advocates five Essential Citizenship Competencies (ECCs) and believe those are the "essence of citizenship skills, knowledge, and dispositions that are necessary for an

individual to participate fully as respectful, responsible citizen" (Concentus resources, 2016, p. 19). The following table describe the 5 Concentus essential citizenship competencies:

Table 4.3

Concentus Essential Citizenship Competencies

Enlightened	Historical events have an impact on today's decisions, and today's understandings impact our perception and interpretation of historical and current events.
Empowered	Governance and public decision-making reflect rights and responsibilities and promote societal well-being amidst different conceptions of the public good.
Empathetic	Diversity is a strength and should be understood, respected, and affirmed.
Ethical	Canadian citizenship is lived, relational, and experiential, and requires understanding of Aboriginal, Treaty, and human rights.
Engaged	Each individual has a place in, and a responsibility to con-tribute to an ethical civil society; likewise, government has a reciprocal responsibility to each member of society.

* Adapted from Concentus website (https://www.concentus.ca)

To examine five ECCs, teachers provide inquiry base opportunities for students to reach a core understanding of the competencies and also reach the outcomes of social studies curriculum. To explain more, I take IN9.1 (Explain what constitutes a society) indicator from table 4.2 and describe how to accomplish outcome by considering the approach of ECCs. The indicator IN9.1 is one of the Engaged Citizen of Broad Areas of Learning outcomes of social studies curriculum and related to Concentus Broad Areas of Citizenship. To practice five ECCs with regard to this indicator, teachers question students in order to guide their thinking. The following table is an example of the tentative questions related to each 5 ECCs that teachers apply to lead students towards each competency.

Table 4.4

ECC Questions to Guide Thinking

Interactions and Interdependence (IN)	
IN9.1 Explain what contains a society	
Enlightened (history, backstory, contexts)	What are the who? When? Where? Why? of this situation/issue? What let to this? How can we find out?
Empowered (forms of power & power dynamics)	Who has the power in this situation? How do you know? What kinds of power are involved here, how does one get or lose it? What are the implications of the power distribution for those involved and affected?
Empathetic (multiple points of view)	Who are individuals, groups, and environment involved in or affected? What is the most precious to each one?
Ethical (rights & responsibilities)	What rights people do they have? Why? Are the rights protected or threatened? What are the consequences? What responsivities do people have? why? Are these responsibilities being met or ignore? How? What are the consequences?
Engaged (actions which target root causes)	What needs to change? Why? Who can/should act to address the inequalities that result from this? What strategies can reduce pain and damage in short-term and eliminate root causes in the long-term?

* The information of this table adapted from Concentus resources on the Concentus website

Concentus believes that "students learn best when they are actively and deeply involved in constructing compelling knowledge together" (Concentus resources. 2019, p. 3). Thus Concentus invites teachers to apply thinking routines and discursive strategies that "create a learning culture akin to a well-functioning democracy (Concentus resources. 2019, p. 3). Concentus has provided a list of thinking routines and discursive strategies through the website.

In sum, the significant strengths of Concentus citizenship education is inquiry-based learning. Inquiry approach of Concentus provides students "with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience" (Saskatchewan curriculum, grade 9, p. 15). According to Mills and Donnelly (2001), "inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children" (p. xvii). Concentus resources encourage students in multiple perspectives and differing ideas, which contributes into deep understandings.

Another strength point of Concentus project is providing professional development for teachers. I have mentioned from Fullan (2016) in Chapter 2, that new programs are accepted by teachers, once programs are perceived as needed then the programs are more practical and easy to implement. And according to Tibbitts and Fernekes (2011), to cover this issue related to educators, it is necessary to provide teachers with solid and ample staff development. Concentus professional development plan makes the resources for teachers easy to understand and practice in the classroom. Teachers not only being trained about how to deliver Concentus approach, they have also opportunity to being coached while encountering with an issues in the class through contacting coordinators in divisions.

Summary of the Data Analysis

This chapter critically examined the citizenship education in Saskatchewan social studies curriculum and described Concentus citizenship education and Concentus promoters' perspective on citizenship and citizenship education. Social studies in Saskatchewan contains material and learning processes for citizenship education. The Concentus citizenship education initiative is

aimed towards providing the opportunity for schools to go beyond civic education and consider citizenship education in more explicit and intentional ways. Concentus provides the opportunity for students to develop the knowledge and skills in relation to be best for their society and improve their democratic society. Concentus' essential competencies provide students the capability who will impact on the function of their society in a positive manner. Over the school years of 2017-18 and 2018-19, Concentus has provided professional development for teachers. Concentus has encountered many challenges over the ten years of the realization of this project. Although Concentus had no financial support from the Saskatchewan Ministry of Education, they have been in cooperation and collaboration at the first level.

CHAPTER 5

Conclusions and Implications of Study

This chapter aims to develop a set of highlights of Concentus citizenship education program and to provide responses to each of the study research questions, based on data analysis.

It is important to begin by acknowledging that the school-based citizenship education initiative offered by Concentus invites students to consider how to live in a rapidly changing multicultural society and how to promote and develop their awareness and competencies to improve/maintain democratic ideals; in short, how to define and create the type of society in which they wish to live. It is indeed of immense importance to foster an informed, thoughtful, and committed citizenry with knowledge and skills to fruitfully and effectively participate in shaping democratic society.

Before I began to work on understanding the Concentus citizenship education initiative to improve my knowledge and understanding of citizenship and human rights, I attended the activity as a "Blanket Exercise" held by SK Human Rights Commission and visited Human Rights Museum in Winnipeg. The Blanket Exercise activity was an interactive learning experience which is designed to raise awareness and deepen understanding of the denial of Indigenous people' nationhood in Canada, and the impact of colonization and violation of Indigenous rights. This activity helped me to reflect on historical and currents events that affecting Indigenous people. From visiting Human Rights Museum, I leaned that human rights empower the individuals to participate in a democratic opinion-building and decision-making process. Human rights protect minorities from the human rights-violating decisions of a majority. For example, if minorities select having hijab (head cover), concerning human rights of cover's freedom, the majority cannot violate their rights. Societies with different cultures and traditions

can enjoy democracy if they respect and protect human rights. Human rights are interrelated and connect all of us to each other. Human rights are linked and you cannot have one without other.

The aim of this Master thesis research was to contribute to a better understanding of how the Concentus citizenship education program developed in Saskatchewan. The findings are based on interviews with Concentus promoters, resource developers and the teachers who are applying Concentus concepts in the classroom and a review of the Concentus citizenship education recourses as well.

The approach of Concentus citizenship education has been to organize the social studies approach to education into the intellectual concepts along with the process of thinking reflectively. Notwithstanding variations in trends and issues in each society, the Concentus citizenship education program emphasizes that we should take into account a prevailing set of values and principles. Citizenship education assumes to socialize and empower students to participate in a meaningful way in a particular kind of society. Concentus citizenship education follows this approach by promoting a sense of responsibility among students to be knowledgeable, critical thinking, active citizens engaged in meaningfully defining and creating the type of society in which they wish to live.

Concentus citizenship education supports different understandings about what it means to be a good citizen and how a good citizen participates and engages in society. This instruction has a remarkable impact on students' perceptions and understandings of what democracy is and the role they play as citizens in a democratic society. As mentioned in chapter 2, Westheimer and Kahne's (2004) citizenship education provided perspectives on *personally-responsible*, *participatory*, and *justice-oriented* citizenship. Concentus citizenship education uses and practices these perspectives. Concentus encourages teachers to include these three perspectives

and conceptions of citizenship education in their instruction. As such, teachers by means of inquiry and questioning, in accord with each of the 5ECCs (as in Chapter 4), guide students to build a base of understandings, concepts, behaviours, skills and values fundamental to becoming informed, active, and responsible citizens. For instance, the Concentus enlightenment competencies elevate students' knowledge, perception, and interpretation of historical events and contemporary issues to resolve social conflicts and improve society through good character and being, law-abiding, responsible members of the community or in other words by being a *personally-responsible* citizen. The empowered and engaged competencies of Concentus boost students' ability through the perception of public decision-making and governmental reciprocal responsibility to each member of society to resolve social conflicts and improve society by means of active participation and taking a leadership function within the established system and structure of community or in other words being a *participatory* citizen. And finally, the Concentus empathetic and ethical competencies contribute to students' perception and understanding of the strength in diversity and relational ethics to resolve social conflicts and improve society by means of the struggle for justice and fairness in human interaction or in other words being a justice-*oriented* citizen.

According to Tibbitts and Frenkes (2011), considering the concepts of human rights more critically fulfills the core concepts of citizenship education. The human rights concept of Concentus citizenship education inspires students to be critically responsible in relation to the rights they enjoy. Tibbitts and Frenkes (2011) believed the concept of "responsibility" and "care" should be involved in human rights education. Concentus instruction is based on three pillars (*rights, respect, and responsibility*) and Concentus citizenship competencies (*empathic*, *ethical, engaged, empowered, and enlightened*) essentially lead students to analyze social conditions in

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terms human rights and to propose actions on how to redress their violations and prevent future violations. Tibbitts (2002) asserted that social movement is achieved within three frameworks of human rights education, "fostering and enhancing leadership", "coalition and alliance development," and "personal empowerment" (p. 161). Concentus citizenship competencies lead students not only be socially and politically aware (enlightened), but also have group participation (engagement). Empowered competency of Concentus teaches students about coalition and alliance development which result in group mutual efforts to advance the cause of human rights.

In summary, the goal of Concentus citizenship education has been to equip students to make sense of the importance of historical and current events and their implications. Levesque (2003) believed that students have widely varied capacities in their "sense of empathy, awareness of continuity and change, appreciation of evidence, and historical meaning-making" (p. 180). Concentus instruction has aimed to foster these capacities through an intentional and new path based on citizenship education. Concentus citizenship education also addresses the development of critical thinking skills (e.g., assessing and analyzing issues and opinions), empowering enquiry and communication skills (e.g., defining a problem and expressing the opinion in an effective format), and achieving collaboration skills (e.g., setting goals, planning projects, and resource sharing).

Research Questions' Response

The multicultural nature of Canadian society necessitates the development and implementation of effective strategies for accommodating citizenship education. This research has aimed to explore, analyze and describe the strategies and approaches that Concentus has exercised in light of the Saskatchewan social studies curriculum to enhance citizenship

education. To accomplish this, four specific questions were formulated. The first question posed was *what efforts have the proponents of Concentus citizenship education made to motivate teachers to focus their students' attention on citizenship education?*

Teachers play a primary and fundamental role in educating and fostering students as competent citizens. Teachers understand that to focus students' attention, students need to be connected and inspired. As such, teachers need to develop skills for garnering the attention of their students. According to Sears (2009), professional development and developed resources support teachers' in advancing understanding and skills for students. Concentus has developed citizenship education resources for K-12 teachers and also has provided professional development for teachers to assist them in advancing the goals of Concentus citizenship education program.

The research findings indicate that Concentus resources are based on inquiry learning. Inquiry-based learning actively engages students in the learning process. Today, the tendency to read something or to merely hand out a worksheet is no longer attractive for students. Teachers, by applying Concentus materials and approach, provide the essential questions for learning inquiry that spark students' interests and engagement. Teachers encourage students to create their own questions. Inquiry-based learning enhances the learning process by letting students explore topics themselves. As mentioned earlier, the Concentus approach advocates applying thinking routines and discursive strategies. By means of thinking routines students engage and wrestle in their own thoughts processes. Thinking routines help students to go beyond the superficial and to dig deeper. Once students process their own thoughts, they become intentional in learning. Discursive strategies improve the lack of good communication. Students are encouraged to participate in discussion and learning once they are elevated in speaking and

writing skills. Thus, with the help of discursive strategies teachers draw students' attention for engagement.

In addition, Concentus invites educators to give examples of present or recent occrrences. Discussing current / recent occurrences makes it more tangible for learners to understand the Concentus ideas.

Concentus inquiry features material that not only invites students' attention, but also promotes student's competency in dealing with the understanding and skills advocated by the Concentus citizenship education program.

The second question focused on the role of the Ministry of Education of Saskatchewan in accepting the Concentus resources. The question posed was: *what are the perceived means that Ministry of Education has used to assess the appropriateness of Concentus citizenship education program?*

Many stakeholders have contributed to the Concentus program, including Ministry of Education of Saskatchewan, Minister of Justice for Saskatchewan, Saskatchewan Teachers' Federation, Saskatchewan School Board Association, Saskatchewan Education Leadership Unit, University of Saskatchewan and University of Regina. The Ministry of Education of Saskatchewan was the main department of the government sector that engaged at the first level. In 2010 when Concentus started to develop the resources, both SPS and GSCS the superintendent of education and representative teachers from across the province were invited to participate in developing the resources. Once the revisions of resources were created, they were sent to both divisions to apply in the classroom for objective feedbacks. Although Concentus recruited SELU to develop resources, it was assigned to the resource developers to work with a team including representatives of both school divisions in SK. Concentus did not develop the

resources only by itself, rather Ministry of Education and school divisions were involved to develop resources. Therefore, the resources would be evaluating the entire development process from the start.

In sum, the cooperation and collaboration with the Ministry of Education from the beginning led to the fulfillment the rudiments and protocols required of the resources. Now SPS and GSCS have appointed coordinators who work with the teachers in understanding the Concentus approach.

The third question considers the role of Concentus in developing citizenship education based on the current Saskatchewan curriculum. The question is *from the perspective of the major proponents of the Concentus citizenship education program, how do they envision Concentus' role presently and in the future in supporting the advancement of citizenship education in Saskatchewan?*

Concentus citizenship education resources are aligned with the Saskatchewan Social Studies Curriculum. As mentioned in Chapter 4, citizenship education has long been part of Saskatchewan social studies curriculum. To be more effective and concise in teaching citizenship concepts it requires to place and link the teaching of citizenship to a particular subject. The reason that the social studies curriculum was chosen to carry out the Concentus citizenship education approach is because it most directly links to the concepts that Concentus desires students to understand. Concentus citizenship education changes the traditional way of teaching social studies to inquiry based teaching. The Concentus program is not designed to tell students what to believe or what conclusions they should draw. The Concentus program aims to empower students to engage in multiple perspectives in relation to decision making. The Concentus program aims to develop the ability of students to critically think about topics and draw their

own conclusions and then to become comfortably engaged in meaningfully defining and creating the type of society in which they wish to live. In other words, Concentus has reformatted and reorganized the curriculum to look at the information from the lens of citizenship. Concentus has not added new subjects/topics to the social studies curriculum that one day would be outdated. Concentus has improved the way of delivering the concepts. Concentus resources do not follow or participate in any political or religious ideology. Concentus provides citizenship resources that support teachers to explicitly and intentionally talk about citizenship that is based on the Saskatchewan social studies curriculum outcomes. The resources of Concentus support direct and intentional teaching of rights, responsibility, and respect. Once students are elevated at young age to these concepts, they are able to apply in their future contact and attitude. Social studies curriculum already contains citizenship education. What Concentus has done is reformat and reorganize the manner that ideas are delivered for learning and become an explicit and deliberate initiative for education in citizenship.

The last research question sought to answer the concern of demographic change and citizenship. The question asked: *how a re-conceptualized understanding of citizenship and citizenship education, such as demonstrated by Concentus, responds more effectively and in sustainable ways, to current and future demographic changes occurring in Saskatchewan and elsewhere?*

One of the main objectives of education is to educate students to become citizens who are concerned with their future society. The ultimate goal of Concentus promoters is to develop citizens with basic understanding related to citizenship and who critically and analytically embrace the topics, issues and challenges. Concentus introduces comprehensive and inclusive concepts. As indicated repeatedly, Concentus does not put value on specific ideology, culture,

race, or gender. Concentus resources invite everyone to respect each other's' human dignity. Concentus encourages individuals preserve human rights for themselves and others and also to be responsible for their rights. Concentus concepts and approaches can be taught in all classes in the K-12 school system. The justice-oriented concept of the Concentus citizenship education program and the three broad areas of Concentus citizenship education (rights, respect and responsibility) encourages students to be more responsive and take a more meaningful role in engaging with diverse social and cultural issues of Canadian society.

And as mentioned earlier, once we seek to enjoy a socially cohesive society, then we will need to respect social differences. Concentus citizenship education empowers students to understand about the issues from critical perspective. The initiative encourages students to have courageous conversations on issues/problems. Concentus concepts of encouraging learners to be enlightened, empowered, empathetic, ethical, and engaged has in mind to empower students with skills to recognize biases, tolerate differences, struggle to defend others rights, and facilitate conflict resolution.

The future demographic changes in Saskatchewan will not interfere with goal and approach of Concentus on citizenship education but, rather be supported by this initiative.

Final Thoughts and Implications

Citizenship has a complex nature and character. The main questions concerning citizenship education deals with the impact of societal trends and movements in leading and living in a democracy. My exploration of the Concentus citizenship education program reveals that the significant difference of the Concentus education program is its explicit commitment to the understanding of how citizenship education can develop society for the better. Concentus citizenship conceptions are associated with a group of pedagogical understanding, skills, and

practices that basically become ingrained in student's consciousness as to how to be reflective, responsible, and active participants in their societies. The value of the Concentus citizenship education program initiative is that it aims to push students towards a critical view in identifying and engaging against injustices and towards the advancement of the collective wellbeing of society. The 3 R's (Rights, Responsibilities, and Respect) concepts of Concerns encourage students to respect their rights and others rights and be responsible to their rights and others' rights. Concentus believe that being respectful and responsible to others' right result in social justice.

During the course of this study, I encountered other areas of possible research that are pertinent to citizenship education or Concentus project but that are beyond of the scope of the present study. These areas are described as follow:

- Given teacher's critical role in delivering and educating citizenship concepts, the question that needs to be explored is what future teachers are taught about citizenship education during their training, and how this translates into their own instructional/educational practices?

- Given the Concentus resources, how have the Concentus resources have been applied in the classroom and how well have the resources implemented?

- Given earlier that Concentus ultimate goal is to promote and develop individuals' awareness and competencies to improve/maintain a democratic ideal, the question that needs to be explored is to what extent the Concentus current resources, effort, and approach fulfill the goal of Concentus?

- Given that teachers are the ones who apply Concentus resources in the classroom, the research is needed to explore teachers' perception and perspective on Concentus project.

The investigation of these questions would provide a better understanding of the implementation of citizenship education or Concentus project in a more complete way.

Several implications yield from this study. The idea of Concentus citizenship education supports students' critical way of thinking and engaging. Educators play an essential role in establishing the concepts and approaches of Concentus citizenship education in the classroom. To be successful in delivering this idea of Concentus, the educators require first an accurate understanding of the Concentus idea and second the capability of implementing the Concentus idea in the classroom. Concentus Citizenship education can be more effective if educators determine what they really want student to learn and perceive as a result of their course. Educators need to provide activities (e.g. discussion) designed to develop the result that they desire. Educators need to engage students in continuous thinking activities to help them deepen learning. Educators need to incorporate appropriate assessment into learning process so that it can be determined whether the learning goals are being achieved.

The Concentus citizenship education initiative is not only about openness to other kinds of life, adaptation of difference and cultural rights; it is a "constructive process of creating new ways of thinking and acting (Delanty, 2009, p. 252). And it is important to mention that construction of policy on citizenship education is not a one-time occurrence and it entails many changes, reforms, and evolution. Thus, once Concentus citizenship education becomes more embedded in school systems and Concentus starts to win the hearts and minds of students, teachers, administrators, curriculum developers, and parents, it will pave the way of its advocacy by politicians. The enthusiasm surrounding Concentus idea will provide the circumstances for policymakers to create institutions to support the Concentus idea. From this perspective, I would like to suggest that policymakers play an effective role if they introduce a particular core course

of citizenship education through University of Saskatchewan and University of Regina in Saskatchewan to educate, equip, and empower prospective teachers/educators during their training for their career.

My belief is that the contemporary problems and increasing fragment of societies necessitate an orientation that considers citizenship education in order to address social, cultural, educational, political, and behavioral issues in a way that supports a democratic way of life. Concentus Citizenship education project is the opportunity to navigate towards improving democracy. Although Saskatchewan Ministry of Education has been in cooperation and collaboration with Concentus promoters during preparation of resources and implementation at schools, the financial support of the Ministry of education strengthens and accelerates the infusing of the Concentus idea in schools.

Over the process of conducting interviews I figured out that the resource developer, Cathy Mills, is one who has the full knowledge and information in terms of concepts, process, and teacher professional development. I would like to suggest that Concentus take advantage of that knowledge for their continuing and future function. Knowledge management not only helps record and keep the expertise and knowledge but also helps to share and educate the future associates of Concentus.

The Concentus citizenship education project started 10 years ago. During the past ten years the measures, such as needed research, resources, and piloting have been carried out. I would like to close this research study with a comment related to a strategic plan. I would like to suggest that the Concentus project would benefit from having a written and approved strategic plan for the next 10 years. To be successful, the strategic plan will need to answer the questions of where will Concentus play? How will Concentus win? The capacity will Concentus will need

to have? How over the next 10 years can Concentus continue being sustainable, and indispensable? Concentus requires teachers to be more agile and efficient in terms of time to implement the concepts at schools. This entails to apply mechanisms that accelerate preparing unit/classroom resources according Concentus concepts and approach.

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Letter of Invitation to Participate

Date: ....

Dear _____,

My name is Saeedeh Mousazadeh. I am a graduate student in the Department of Educational Administration at the University of Saskatchewan. I have been working on a thesis project titled *Exploring Citizenship Education in Saskatchewan over the Past Ten Years.* Professor Keith Walker is my supervisor and the principal investigator for this study project.

You are cordially invited to participate in a research project through interview.

The purpose of this interview inquiry is to explore the development of the Concentus citizenship education project. I would like to interview you about your role, recollections and perceptions concerning this project. I have attached the set of interview questions for this inquiry. Should you be willing, you would participate in an interview between February 2019 and April 2019, at a time convenient to you. The length of interview will be 60 to 90 minutes in duration. The interview will be a face-to-face interview at a location chosen by you in Saskatoon. With your permission, the interview will be audio recorded. After the interview, you will be given the transcript of the interview for your verification and release (permission to use contents for thesis and dissemination).

If you decide that you would like to be part of this research, please note the following:

- You have the right to withdraw from the study.

- You may request the audio recorder to be turned off at any time.

- There are no anticipated risks associated with participation in this study.

- Once the thesis is completed, you will be provided with the URL for the digital version of thesis.

- This study has been reviewed by, and received Research Ethics Behavior approval on Month/Day/Year through the Research Ethics Office, University of Saskatchewan – see attachment.

- The contact information of research ethics office is ethics.office@usask.ca

For more information, please do not hesitate to contact me at sam101@mail.usask.ca (or Dr. Keith Walker at keith.walker@usask.ca).

Sincerely,
Saeedeh Mousazadeh
Graduate Student
Department of Educational Administration
University of Saskatchewan
Saskatoon, SK, Canada
Email: sam101@mail.usask.ca

Participant Consent Form

You are invited to participate in a research study entitled:

Exploring Citizenship Education in Saskatchewan over the Past Ten Years

Researcher:

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Graduate Student

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Phone: 1-306-220-0614

Email：keith.walker@usask.ca

Purpose(s) and Objective(s) of the Research:

The purpose of this study is to explore and analyze efforts in Saskatchewan over the past ten years that have been made to establish and promote citizenship education. This study seeks to explore the development of strategies, resources, and approaches to facilitate initiatives in citizenship education projects by Human Rights Commission, Ministry of Education and other partners. This study will document and analyze the journey and develop key insights that will strengthen and encourage citizenship education in this jurisdiction and beyond.

Procedures:

This is a qualitative study that will examine extant documents and data collected from semi-structured interviews. In advance, I will supply you with a set of questions that I would like to ask you. Of course, in our discussions, we might discover additional matters to explore. You will be interviewed once in March 2019. The length of each interview will be between 60 and 90 minutes. The interview will be a face-to-face at the Concentus Citizenship Education Foundation office. For data analysis the interview will be recorded. But the recording device will be turned off any time as you request without giving a reason for the request. After the interview, you will be given the transcripts of the interview via direct email address. The participant will be asked to verify, add, or remove any information from the transcript, within a two weeks' period. The collected data will be analyzed for a Master thesis. If you wish to read the final thesis, you will be provided with its location after the University of Saskatchewan publishes it.

I grant permission for this interview to be audio recorded.   Yes ____ No ____

You should feel free to ask any questions regarding the procedures and goals of the study or your role in it.

Funded by:

Unfunded

Potential Risks:

There are no known or anticipated risks to you by participating in this research. However, if the researcher suspects any potential harm to you, she will take immediate action to minimize the harm by stopping the interview.

You are asked not to share any information that you are not comfortable sharing. But, in case you disclose confidential information, the researcher will delete the information from the data.

The researcher reserves the right to terminate your participation in the study after subsequent cancellations (three times) of the scheduled interview.

Potential Benefits:

The outcomes of this study may provide record of past initiatives and direction for other citizenship education research projects in Saskatchewan and beyond. This study will be a significant endeavour to assist with background in the development of strategies, resources, and approaches to facilitate initiatives in citizenship education projects.

This study will be beneficial to increasing public awareness and understanding of democratic citizenship concepts and the journey taken to resource citizenship education in Saskatchewan.

Confidentiality and Anonymity:

For this research, **anonymity is not provided**. As the purpose of this research is to conduct thesis research, you will be identified to Dr. Keith Walker, the supervisor of this research.

Direct quotations will be reported without attributions, but since the participants for this research study are small group of people, some of whom are known to each other, it is possible that they may be identifiable to other people on the basis of what they have said and/or by their position.

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Throughout the data collection and analysis period, data will be transported on a personal laptop, backed up on a memory stick. A copy of the recordings of the interviews will be held by Dr. Walker for required period of storage, in accordance with the *Procedures for Stewardship of Research Records at the University of Saskatchewan* and applicable privacy legislation. Electronic data will be erased and removed from computers via appropriate application that does not permit its recovery.

Right to Withdraw:

- Your participation is voluntary and you will answer only those questions with which you are comfortable.
- You may withdraw from the research project for any reason at any time without explanation.
- Should you wish to withdraw, all data collected to that point will be destroyed and no publication that would have been based on our interview will be published. The data will be deleted right away at the end of interview.
- You may request that the recording equipment be turned off at any time without giving a reason.

Follow up:

The student researcher will distribute a URL for the digital version of research study to participant.

Questions or Concerns:

Should you have any questions, you are invited to contact either of the researcher or the supervisor of this research using the contact information at the top of page 1;

This research project has been approved on ethical grounds by the University of Saskatchewan Research Ethics Board. Any questions regarding your rights as a participant may

be addressed to that committee through the Research Ethics Office ethics.office@usask.ca (306) 966-2975. Out of Saskatoon participants may call toll free (888) 966-2975.

SIGNED CONSENT

Your signature below indicates that you have read and understand our description of the project.

I have had an opportunity to ask questions and my questions have been answered. I consent to participate in the research project. A copy of this Consent Form has been given to me for my records.

_____   _____   _____
Name of Participant   *Signature*   *Date*

_____   _____
Researcher's Signature   *Date*

This consent form will be stored separately from collected data. A copy of this signed consent form will be left with you, and a copy will be taken by the Student Investigator (Saeedeh Mousazadeh).

Appendix C

Interview Protocol

Project: Exploring Citizenship Education in Saskatchewan over the Past Ten Years

Time of interview: One interview, between 60 and 90 minutes

Date:

Place: Various locations

Interviewer: Saeedeh Mousazadeh

Interviewee:

  The purpose of this qualitative inquiry is to explore educational efforts have been accrued to improve educating citizens in school setting over ten past years in Saskatchewan.

  The study aims to identify innovations and insights from the Concentus Citizenship Education project.

  The experiences of Concentus promoters are an important contribution to this research project.

  Data will be stored securely to protect the confidentiality of the responses. The interview will take approximately one hour.

  Participants will sign the consent form.

Interview Questions Matrix

No.	Question	Interviewee/Organization			
1	Where did the idea of Concentus in SK schools come from?	Concentus	SHRC		
2	Who (individuals/organizations) were the major promoters of this idea?	Concentus	SHRC		
3	When did this project start? Are there any documents available which give details about the arrival and progress of this idea?	Concentus	SHRC	SELU	SPS/ GSCS
4	How would you define CE?	Concentus	SHRC	SELU	SPS/ GSCS
5	Can you give your interpretation of how CE can improve/maintain democracy?	Concentus	SHRC	SELU	SPS/ GSCS
6	If I were searching for CE today, where I would go to look for it?	Concentus		SELU	SPS/ GSCS
7	Was CE delivered in the past under other names? Or was it a part of social studies/history?	Concentus	SHRC	SELU	SPS/ GSCS
8	Who (individuals/organizations) in SK were involved in implementing Concentus approach in Saskatchewan?	Concentus	SHRC	SELU	
9	How was "Concentus CE" first implemented?	Concentus	SHRC	SELU	SPS/ GSCS
10	How did/do you go about institutionalizing this educational effort?	Concentus	SHRC		
11	How was working with government? What documents/requirements needed to be complied with?	Concentus	SHRC		
12	Is CE mandated for all students in all schools?	Concentus		SELU	SPS/ GSCS

13	Were there challenges to implementing the ideas?	Concentus	SHRC	SELU	SPS/ GSCS
14	Has there ever been resistance to CE or controversies surrounding it?	Concentus	SHRC	SELU	SPS/ GSCS
15	What concerns do you have surrounding tensions that might arise when you address Concentus Citizenship Competencies?	Concentus		SELU	SPS/ GSCS
16	How do/should we prepare teachers/educators and schools for Citizenship Education?	Concentus		SELU	SPS/ GSCS
17	Teacher/staff training programs and processes are in place?	Concentus		SELU	SPS/ GSCS
18	Teacher/staff monitoring and mentoring /coaching programs?			SELU	SPS/ GSCS
19	What are some of the Concentus approaches, strategies, concepts, and examples?			SELU	SPS/ GSCS
20	Describe the teaching of Concentus Citizenship resources?			SELU	SPS/ GSCS
21	Are there any specific lesson plans?			SELU	SPS/ GSCS
22	Are there any strategies or thinking routines for teaching CE concepts?			SELU	SPS/ GSCS
23	Is there is a common scenario for all educators in teaching the same concept?			SELU	SPS/ GSCS
24	How do we include this topic when the curriculum is already over-loaded?			SELU	SPS/ GSCS
25	Does the Concentus CE play a complementary role in social studies in schools? If so, how does it?	Concentus		SELU	SPS/ GSCS

26	Does the Concentus CE fill the gaps in social studies in schools? If so, how does it?			SELU	SPS/ GSCS
27	Describe the process of developing resources based on Concentus Citizenship Education Competencies?	Concentus		SELU	
28	Take a concept in Concentus as an example, describe it in relation to a social study's concept			SELU	SPS/ GSCS
29	If I was a teacher, very briefly describe CCE.			SELU	SPS/ GSCS
30	If I was a student, very briefly describe CCE.			SELU	SPS/ GSCS
31	What are the expectations for end results of this CCEP and how might these be measured?	Concentus	SHRC		
32	In addition to Concentus, what other projects/initiatives have been designed within CEP in order to promote democracy?	Concentus	SHRC		
33	What are the limitations of CCE which need improvement?	Concentus	SHRC	SELU	SPS/ GSCS
34	In your opinion what else I need to know about CCEP?	Concentus	SHRC	SELU	SPS/ GSCS

Appendix D

Transcript Release Form

Where direct quotations will be reported that may compromise the anonymity of participants, it is appropriate to afford participants the right to verify the accuracy of their responses and/or of the interpretation given to them. Please see our application guidelines for a discussion of these issues. When a transcript release form is appropriate, it will be signed after the participant has had the opportunity to read and revise his/her transcript in order to acknowledge that it accurately portrays what he/ she said. For instance, you may wish to use wording similar to the following for a Data/Transcript Release Form:

Title: **Exploring Citizenship Education in Saskatchewan over the Past Ten Years**

I, _____, have reviewed the complete transcript of my personal interview in this study, and have been provided with the opportunity to add, alter, and delete information from the transcript as appropriate. I acknowledge that the transcript accurately reflects what I said in my personal interview with [name of the researcher]. I hereby authorize the release of this transcript to [name of the researcher] to be used in the manner described in the Consent Form. I have received a copy of this Data/Transcript Release Form for my own records.

_____ _____

Name of Participant Date

_____ _____

Signature of Participant Signature of researcher

Saskatoon Public School Approval to interview teachers

Saskatoon Public Schools
Inspiring Learning

310 - 21st Street East, Saskatoon SK S7K 1M7
Tel: (306) 683.8200   Fax: (306) 657.3900
saskatoonpublicschools.ca
Barry MacDougall, Director of Education

March 21, 2019

Saeedeh Mousazadeh
#8215 - 70 Panamount Drive
Calgary, Alberta
T3K 6L7

Dear Mr. Mousazadeh:

I have received and approved your request to conduct research in Saskatoon Public Schools. Your study entitled, *"Exploring Citizenship Education in Saskatchewan Over the Past 10 Years"* promises to provide interesting and relevant information.

Our staff and students voluntarily participate in research and are free to withdraw from the research at any time.

Upon completion of your research, we request that you submit a copy of your study to our office. Best wishes for success with your research.
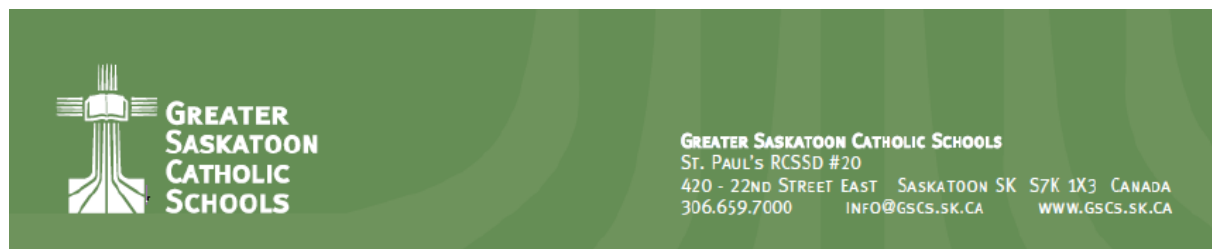
Yours truly,

Paul Janzen
Superintendent of Education

PJ/tm

Copy to: Superintendents of Education

Appendix F

Greater Saskatoon Catholic Schools Approval to interview teachers

GREATER SASKATOON CATHOLIC SCHOOLS
St. Paul's RCSSD #20
420 - 22nd Street East   Saskatoon SK   S7K 1X3   Canada
306.659.7000   INFO@GSCS.SK.CA   WWW.GSCS.SK.CA

March 28, 2019

Saeedeh Mousazadeh
8215, 70 Panamount Dr., NW
Calgary, AB T3K 6L7
Educational Administration, U of S
Email: sam101@usask.ca

Dear Saeedeh,

Thank you for your interest in conducting research within Greater Saskatoon Catholic Schools. We have received your application to research for the project entitled *"Exploring Citizenship Education in Saskatchewan over the Past 10 years"*.

We are pleased to inform you that we are willing to support this research. On your behalf, we will aid in the distribution of invitations to participate in your study to the Greater Saskatoon Catholic Schools. Please contact Crystal Kowalchuk-Trapp for instructions on distributing the invitation to participate.

Please do not hesitate to contact me should you have further questions.

Sincerely,

Gordon A. Martell, Ph.D.
Superintendent of Education

cc. GSCS Research Committee