

# ADAPTING DAVID KERR'S MODEL OF CITIZENSHIP EDUCATION CURRICULA FOR THE OBSERVATION OF CITIZENSHIP EDUCATION IN A POSTSOCIALIST CONTEXT

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This paper aims to provide a model for observing citizenship education curricula in a postsocialist, post-conflict, and post-Yugoslav context. The methodology selected for extracting the observation model is an adaptation of David Kerr's 1999 review of citizenship education in the UK during the monitoring process published in *The School Field*. Kerr served as an expert at the National Foundation for Educational Research for more than 20 years. Currently, he holds the role of the Head of Initial Teacher Training at the University of Reading in the UK. This study aimed to develop tools for evaluating different methods of curriculum conceptualization, composed of six key aspects of citizenship education: curriculum aims, organization, and structure; teaching and learning approaches; teacher specialization and teacher training; the use of textbooks and other resources; assessment arrangements; and current and future program developments. The adaption of these tools implies a critical, context-based approach. In this context, the curriculum needs to encompass additional elements such as the introduction process, related policy framework and initiatives, and the social and political context. The paper's outcome is a model for observing citizenship education curricula

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in the context of Serbia, but also in the other postsocialist, post-conflict, former Yugoslav countries.

*Keywords:* citizenship education curricula, observational models, postsocialist context, policy framework