Article

Citizenship education in teacher training: A systematic review

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Highlights:
– Research on citizenship education in teacher education is a broad and complex field.
– There is a need for systematic reviews of the studies developed at the international level in which areas they are being deployed.
– The results of this review (years 2017-2022) indicate five thematic dimensions in the studies.
– The most frequent are those linked to teaching strategies and resources or teacher conceptions.

Purpose: The aim of this article is to present a systematic review of empirical research developed in the field of citizenship education in teacher education.

Design/methodology/approach: This study performs a systematic review, descriptive and critical in nature, of 62 studies present in the Web of Sciences and Scopus after a comprehensive analysis, using a decision tree, of what was published in the years 2017-2022.

Findings: The results show five major thematic dimensions in the selected studies: teaching strategies and resources; teachers' conceptions; teaching content; teacher education programs; and design of teaching resources. The studies are unevenly distributed in the dimensions described, with the majority focusing on teaching strategies and resources.

Practical implications: This research offers an analysis of the issues addressed in research on citizenship education and teacher education, which allows us to know the field of research in-depth and to outline the less explored topics.

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1 INTRODUCTION

The necessity to train children and young people in the development of citizenship competencies is a topic of discussion within educational and academic spheres. The cultivation of these competencies should empower individuals to address existing societal problems and participate critically in the construction of a more socially just present and future (Westheimer, 2019).

Global interest in citizenship education is evidenced by initiatives from official organisations. The International Civic and Citizenship Education Study (ICCS) world report explores the challenges facing civic and citizenship education. The latest report indicates an increased use of digital media by young people as a tool for civic engagement, concern for sustainable development, and recognition of the role of schools in promoting peaceful attitudes among youth (Schulz et al., 2018). Similarly, the Programme for International Student Assessment (PISA) has incorporated an assessment of students' global competence in its latest edition. This competence is defined as the ability to "examine local, global, and intercultural issues, understand and appreciate different perspectives and worldviews, interact successfully and respectfully with others, and take responsible actions in favour of sustainability and collective well-being" (OECD, 2018). Additionally, the Council of Europe (2016) has proposed the development and implementation of the Reference Framework of Competences for Democratic Culture (RFCDC), encompassing four dimensions: skills, values, attitudes, and critical knowledge and understanding. These initiatives, although varied in their approaches, underscore the necessity of effectively training students for democratic, participatory, and inclusive citizenship in a global and diverse world.

Given this context and the proposals from official agencies, the educational system must respond by defining strategies and lines of action to develop students' citizenship competencies. Teachers play a crucial role in this process, underscoring the importance of their education. Emphasis must be placed on the theory-practice relationship, as "only a teacher trained to be critical and reflective will be able to create educational situations so that students learn what it means to be critical by being so" (Pagès, 2011, p. 76, our translation).

It is essential to reconsider the approaches used to train teachers in citizenship education and reflect on the university's role in this context. As a public educational institution, the university must fulfil its social responsibility by fostering connections with society and promoting models of critical and democratic citizenship (Pérez-Rodríguez et al., 2022a).

From the authors' perspective, citizenship education should be implemented as a cross-cutting and interdisciplinary issue in both pre-service and in-service teacher education. Rather than being confined to a single subject, this area should promote the development of complex critical thinking. This requires not only addressing how to teach (methodology) but also engaging in broader reflections on why to teach (purposes), what to teach (content; Pérez-Rodríguez et al., 2022b), and how to evaluate (assessment).

Thus, we understand education for citizenship as synonymous with political education, as it becomes a tool to critically examine our reality, question it, and make informed decisions about our present and future (Sant, 2021). From this perspective, citizenship education is intrinsically linked to the participation of individuals in their social environment.

However, recent research on teacher education related to citizenship education reveals that teachers face challenges that may hinder the practical implementation of this approach. Studies by Castellví et al. (2021), González-Valencia et al. (2020), and Navarro-Medina et al. (2022) indicate that pre-service teachers encounter barriers in reading and interpreting social problems in digital

media and critically engaging with them from a didactic perspective. This aligns with other research highlighting the difficulties that both pre-service and in-service teachers face in introducing controversial issues or relevant social problems into the classroom (Kitson & McCully, 2005; Pace, 2019). When these topics are addressed, it is often done anecdotally and with a focus solely on methodology, neglecting a complex, content-connected conception (Santisteban, 2019). These issues necessitate personal reflection on our reality from a critical and democratic perspective and, professionally, entail making political and ideological decisions about what and how to teach.

In light of the above, the purpose of this research is to deepen our understanding of studies addressing citizenship education in university-level teacher education. The aim is to identify the strategic lines that have been implemented and to determine possible actions and improvements that address the aforementioned challenges.

2   METHOD

To carry out this study, a systematic review (Cooper, 2010; Gough et al., 2012) was conducted with the aim of analysing in depth the scientific production carried out in the field of citizenship education in teacher education. This type of review makes it possible to know and determine the thematic dimensions that are most frequently addressed in the empirical studies developed, offering an overview of the most relevant findings at the international level and identifying existing gaps. The goal is to provide new avenues to explore and improve teacher education in citizenship education.

The research problem we intend to answer is: what thematic dimensions have been addressed in empirical research developed in pre-service and in-service teacher education with respect to citizenship education in the last five years?
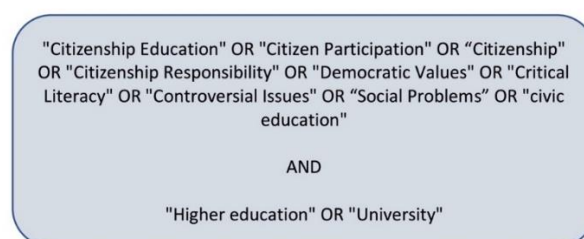
2.1   Litera   ture search and review

Two multidisciplinary databases, the Web of Science (WoS) and Scopus, were selected for the research.

The research team made a main list of terms related to citizenship education. The selection of these terms was made while maintaining a balance that would allow a feasible search to be carried out while obtaining a relevant overview of the issue to be addressed. After several tests, the terms were refined, finally obtaining those shown in Figure 1.

It is worth mentioning that the authors have conducted different previous research on the issue of citizenship education in teacher education (De-Alba-Fernández et al., 2012; Navarro-Medina & de-Alba-Fernández, 2015; Pérez-Rodríguez et al., 2021, 2022a, 2022b), so the selection of these words responds to the theoretical and empirical framework that supports the authors' vision of the research field, as substantiated in the introduction of the article.

Figure 1. Terminology

"Citizenship Education" OR "Citizen Participation" OR "Citizenship" OR "Citizenship Responsibility" OR "Democratic Values" OR "Critical Literacy" OR "Controversial Issues" OR "Social Problems" OR "civic education"

AND

"Higher education" OR "University"

Similarly, we limited the study to open-access articles (considering title, abstract or keywords) in the last five years (period 2017-2022). We considered the English language because of its majority use in the scientific literature or Spanish because it is our mother tongue, and based on the categories described in Table 1, depending on the database.

Table 1. Databases and categories

Database	Categories
Web of Science	Educational Educacional Research
	Social Issues
	Social Sciences Other Topics
Scopus	Cultural Studies
	Social Sciences
	Arts and Humanities

Both searches resulted in 319 records in the case of WoS and 519 in relation to Scopus. After eliminating duplicate articles from the total register (838), a total of 662 records were obtained.

A decision tree, which can be seen in Figure 2, was then made to evaluate and exclude those sources that did not include empirical studies on citizenship education in teacher education. This tree was negotiated by the participating researchers to make the right decisions to answer the research problem.

In the first round of review, the title and abstract of the papers were read by at least two researchers. As a result, 586 articles were excluded. These responded to studies that were not empirical (filter 1), that were not focused on developing citizenship education or citizenship competence (filter 2), and that did not address this issue linked to pre-service or in-service teacher education (filter 3).

Figure 2. Decision tree
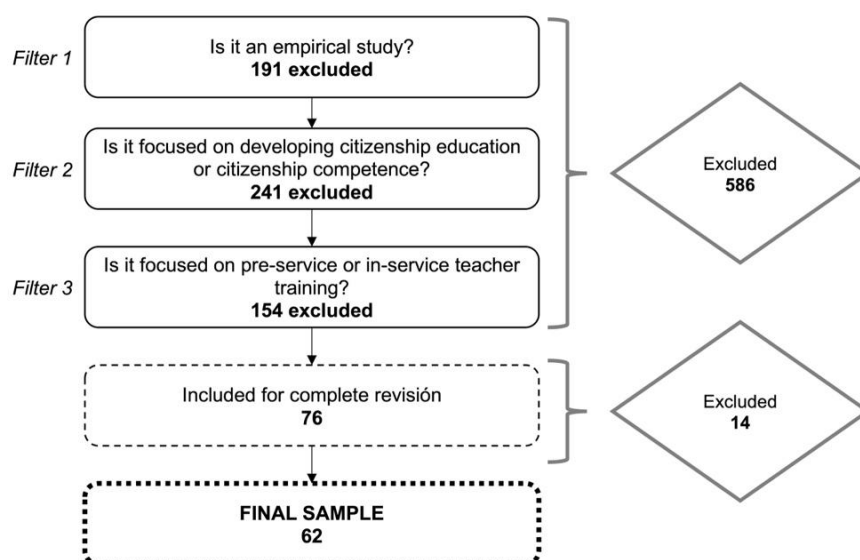
In the second round of review, all the researchers participated by reading the 76 selected articles in their entirety. These have been evaluated and discussed to assess the relevance of their selection in the final sample. In this second round, 14 articles were excluded. The final sample is composed of 62 articles.

2.2 Limitations of the review

During the research, the Proquest database was excluded in favour of using other more frequent databases in current scientific dissemination, such as WoS and Scopus.

It was decided to include only empirical articles on citizenship education and to exclude theoretical studies and other sources, such as books and book chapters. However, they may be useful for future reviews.

Citizenship education in teacher education is a broad and interdisciplinary field. This has made it possible to explore different perspectives in the field, although it has made it difficult to analyse.

On the other hand, it is necessary to clarify why the studies included in the complete review were not included in the final sample. Although these included citizenship education as the main purpose in the abstract or the title of the study, a complete reading of the manuscript allowed us to verify that they did not address it throughout the manuscript.

Likewise, we consider that the field of citizenship education is conceptualised in many different ways depending on the historical and social evolution of the country and the context to which it refers. This issue should be considered more notably in future studies, which highlight and consider the social reality of the territories.

The study only considered research written in English or Spanish. This issue also limits the review, as it excludes some interesting studies that can contribute to the discussion. We invite other researchers to make comparisons in their own languages, which may mitigate this issue and continue to encourage debate in this field.

Despite the limitations mentioned above, we consider that the contributions included are sufficiently broad to offer a perspective on the issue raised.

2.3 Analysis procedure

The analysis used followed the guidelines of grounded theory (Corbin & Strauss, 2015) since the authors had not established previous categories. It was carried out in two phases using the Atlas.ti program:

In the first phase, open coding was performed, reading each of the 76 articles in full and assigning them the codes referring to those dimensions and subdimensions they addressed. In this first phase, we also eliminated those studies that would not form part of the final sample for the reasons mentioned above.

In the second phase, an axial coding of the 62 resulting articles was carried out to observe the trends between the groups of dimensions and subdimensions resulting from the first phase.

In the following section, the fundamental results are presented with the most descriptive information, together with the thematic dimensions of the study, pointing out the most relevant issues addressed in the different articles that make up the final sample.

3   RESULTS

As shown in Figure 3, the majority of studies on the topic of citizenship education in teacher training analysed are concentrated in Europe (37 out of 62): Switzerland (16), Spain (9), the United Kingdom (6), the Netherlands (3), Austria (1), Croatia (1), and Romania (1).

The next most frequent are those from Latin American countries (11 out of 62), in the following countries: Costa Rica (4), Chile (2), Mexico (2), Brazil (1), Colombia (1), and Ecuador (1).

The rest of the studies come from the United States (7 out of 62) and Asian countries (7 out of 62), including studies from Turkey (3), Cyprus (2), Singapore (1), and Thailand (1).

**Figure 3. Geographical distribution of the analysed publications**
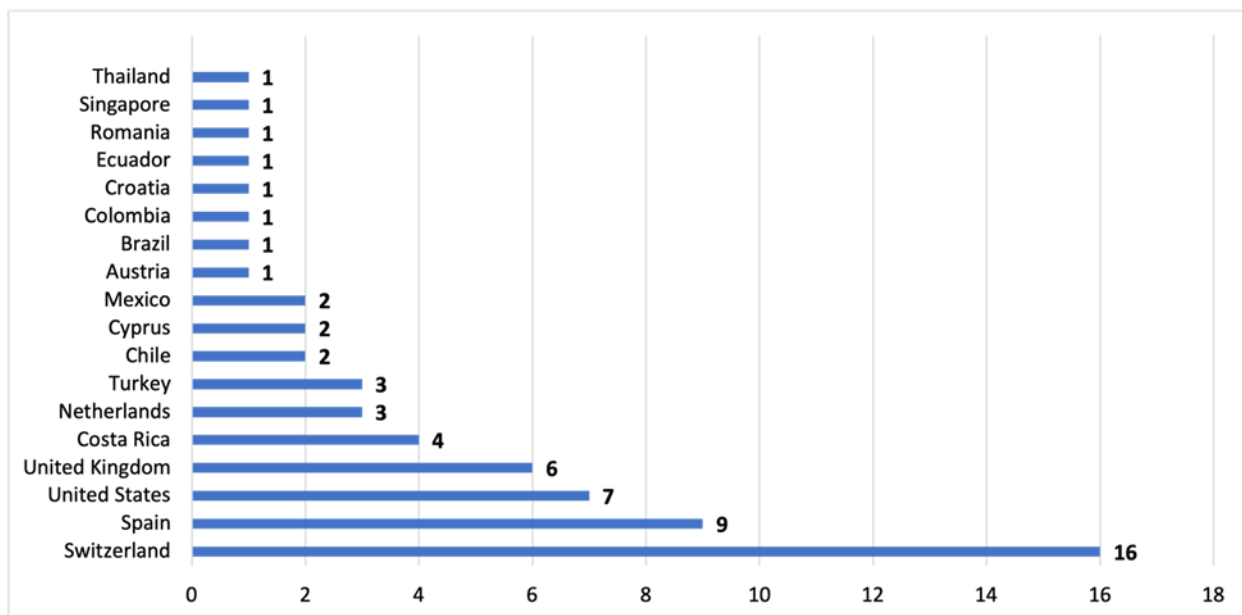
In general terms, the presence of studies on the issue addressed is unevenly distributed in the different years analysed, as shown in Figure 4, with the greatest presence in the years 2020 and 2021.

**Figure 4. Distribution of studies by year**
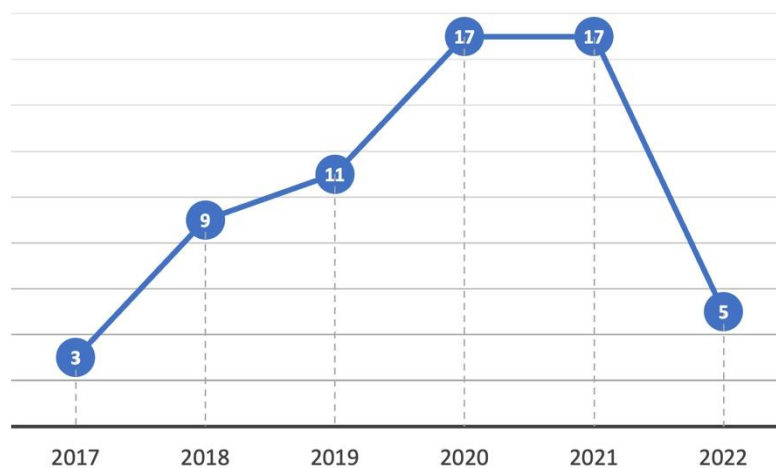
In terms of training stages (pre-service or in-service), 51 of the 62 studies analysed refer to pre-service teacher education, while only 12 refer to in-service education. Of these, only one study deals jointly with pre-service and in-service teacher education, as shown in Figure 5.

Figure 5. Distribution of studies according to the training stage
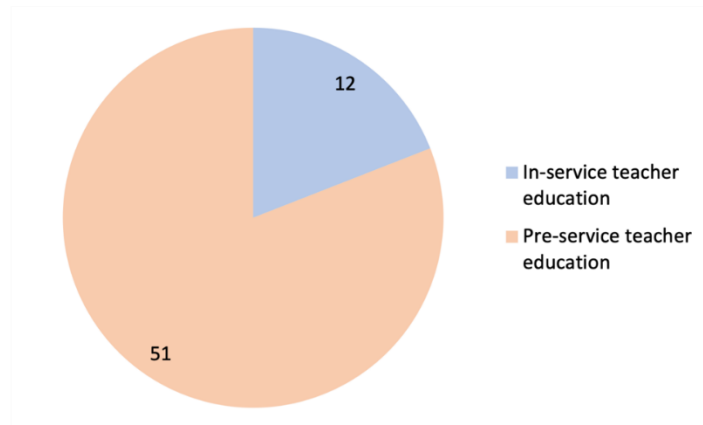
As shown in Figure 6, five thematic dimensions emerge. Most of the studies are linked to teaching strategies and resources (33), followed by research addressing teacher conceptions (26) or teaching content (22). To a lesser extent, studies are related to teacher education programs (5) or materials design (1). It is worth mentioning that some studies belong simultaneously to different thematic dimensions.

Figure 6. Thematic dimensions
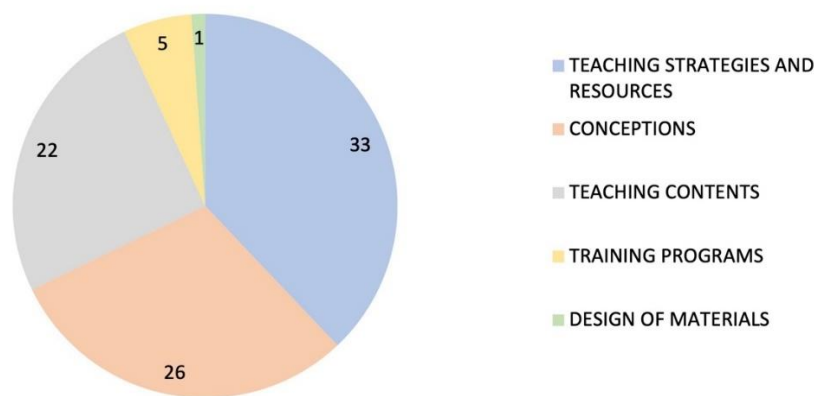
The most relevant results for each of these dimensions are presented below, following their frequency of occurrence.

3.1 Teaching strategies and resources

Among the teaching strategies and resources presented in the different studies, there are four typologies, shown in Table 2: Strategies that encompass reflection and analysis and are based on experience; Those based on experience; Those focused on analysis; Those focused on reflection.

Table 2. Typology of teaching strategies and resources

TYPOLOGIES	Teaching strategies and resources	In-service teacher education	Pre-service teacher education	Total
THREE DIMENSIONS: REFLECTION, ANALYSIS AND EXPERIENCE	Service Learning		6	11
	Investigation of controversial issues/problems	1	1	
	Action Research	1	1	
	Active Citizenship Learning		1	
BASED ON EXPERIENCE	Internationalisation experiences		3	9
	Active methodologies		1	
	Didactic outing outside the classroom		1	
	Workshop		1	
	Discussion workshop	1	1	
	Didactic video design		1	
ANALYSIS	Digital critical literacy		4	8
	Critical video clip analysis		1	
	Critical literacy through manual analysis		1	
	News selection and analysis		1	
	Flipped classroom		1	
REFLECTION	Identity / literary texts	1	1	5
	Debate		1	
	Reflective writing		1	
	Reflection		1	
Total				33

The most common strategy encompasses three dimensions: experience, analysis, and reflection. The most common is Service-Learning in pre-service teacher education. Studies show that this strategy develops the capacity for Social Entrepreneurship (Maravé-Vivas et al., 2021), the fostering of professional competencies and critical skills (Candela-Soto et al., 2021), as well as active engagement with the community (Fuentes et al., 2020). Prospective teachers increase their disciplinary knowledge of geography and become more sensitive to children's spatial action routines (Schulze & Kanwischer, 2018). They also develop a political view of their role in promoting democracy (Bhargava & Jerome, 2020). Another study of Service Learning in rural contexts shows that the use of questionnaires and digital videos helps teachers to better analyse and learn about the needs of their environment (Miró-Miró et al., 2021).

The next most prevalent typology is experience-based strategies, especially internationalisation in pre-service teacher education. Research agrees that the strategy promotes the development of transformative agency and intercultural citizenship awareness in prospective teachers (Bergersen & Muleya, 2019; Byker & Putman, 2019; Ibrahimoglu & Yilmaz, 2018). However, it is also noted that the high economic cost of these experiences limits their implementation (Byker & Putman, 2019).

The third most common typology is based on analysis, highlighting digital critical literacy (4). These studies show that most teachers in pre-service education can identify counter-values in social network discourses (Renés-Arellano et al., 2021), although they have difficulties in elaborating critical discourses on social problems in digital media (Castellví et al., 2020). To promote digital critical literacy in a character education course, they propose the RECE Teaching Model as an effective method to analyse hate speeches in social networks and understand the opinions of trainee teachers (Sarkadi et al., 2021). Related to this, it is also noted that the application of different teaching models does not significantly affect future teachers' digital information literacy (Hava & Fikret, 2018).

Finally, although less frequent, there are studies that fall under the typology reflection, with strategies such as identity texts (Krulatz et al., 2018; Varga et al., 2020), debates (Martínez-Lirola, 2019) or reflective writing (Govender, 2019).

3.2 Teachers' conceptions

The second major dimension of the study addresses the question of teachers' conceptions. Most of the studies shown in Figure 7 seek to know what teachers' conceptions of citizenship are at the pre-service training stage (13). However, there are fewer studies that, in general, address teachers' conceptions of citizenship education (6).

Figure 7. Teachers' conceptions
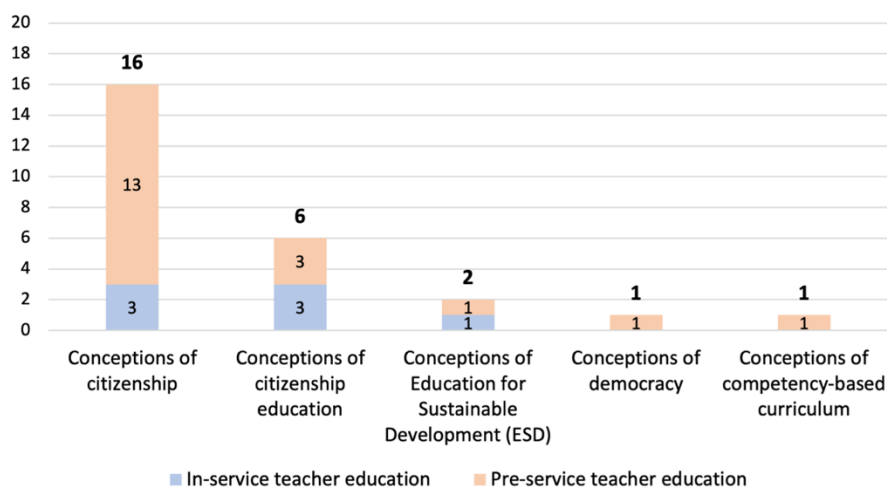
With respect to those related to conceptions of citizenship (16), a broad typology emerges that reflects the diversity of theoretical and empirical views on this issue.

These can be distributed into four typologies, as shown in Table 3: cultural, political, digital, and value-related dimensions. It is worth mentioning that even though 16 different visions emerge, there are studies that simultaneously put forward more than one vision in their research (Delgado-Algarra et al., 2019; 2020; Öztürk & Yeşilbursa, 2021). Hence, the total number of conceptions (22) collected in Table 3 is higher.

Regarding typologies, most of the studies report a conception of citizenship by teachers linked to cultural (8) and political (8) aspects.

**Table 3. Typology of conceptions of citizenship**

TYPOLOGIES	Teachers' conceptions of citizenship	In-service teacher education	Pre-service teacher education	Total
CULTURAL DIMENSION	Cosmopolitan citizenship	1	1	8
	Global citizenship		1	
	Global Citizenship Vs Intercultural Competence		1	
	Intercultural citizenship	1		
	Multicultural competence	1		
	Pluricultural competence		1	
	Social citizenship		1	
POLITICAL DIMENSION	Democratic citizenship		2	8
	Patriotic citizenship		2	
	Liberal citizenship		1	
	Radical citizenship		1	
	Republican citizenship		1	
	Communitarian citizenship		1	
DIGITAL DIMENSION	Digital citizenship		4	4
VALUES DIMENSION	Values		1	2
	Engaged citizenship		1	
Total				22

In the cultural dimension, the cosmopolitan (2) and global (2) visions of citizenship stand out. Studies show a relationship between teachers' cosmopolitan conception of citizenship and a pluricultural and multicultural vision (Delgado-Algarra et al., 2019, 2020). It is noteworthy that in comparative studies in different contexts with in-service teachers, a group of Japanese teachers are more concerned about preserving the national identity of their students in a multicultural context (Delgado-Algarra et al., 2019).

In the political dimension, the studies reflect a duality of opposing conceptions: democratic (2) and patriotic (2). Regarding the democratic aspect, it is shown that in pre-service teacher education, teaching practices based on critical teaching models lead to a conception of citizenship linked to democratic participation (Jasso et al., 2022). Other studies show two opposing visions: one linked to a democratic narrative and the other to a patriotic narrative (Öztürk & Yeşilbursa, 2021). About in-service teachers, it is also observed that the concept of citizenship is associated more with patriotic feelings than with constitutional aspects or its legal status (Al-Maamari, 2021).

On the other hand, as mentioned above, to a lesser extent, the studies address teachers' conceptions of citizenship education, as shown in Figure 8. Of the total (6), only one addresses teachers' conceptions of citizenship education from a complex viewpoint, integrating three curricular elements (purposes, content, and methodology).

Figure 8. Teachers' conceptions of citizenship education
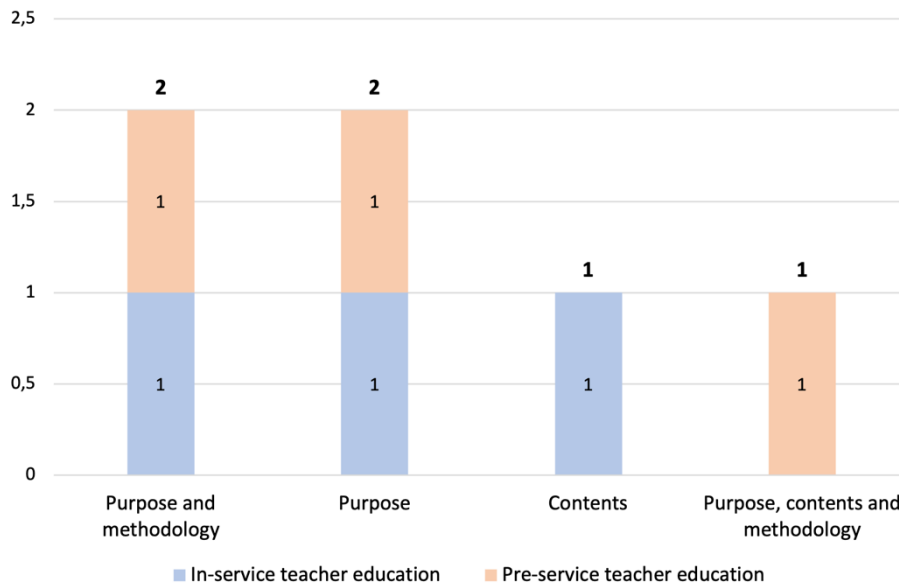
This study focuses on pre-service teacher education (Estellés et al., 2021). Prospective teachers consider citizenship education a primary mission at school, as it enables them to be informed, preserve traditions, and respect diversity. In terms of content, they consider it important to include attitudes, values, and political literacy. However, current social issues are not considered to be of interest. At the methodological level, teachers in pre-service teacher education emphasise the need to encourage pupil participation in the classroom through active methods and democratic processes.

Concerning the study that only addresses purposes and methodology in pre-service teacher education, it indicates that teachers consider that citizenship education shapes identity, community life and values (purposes) and can be taught through play or mediation (methodology; Carrillo-Mardones et al., 2021).

The only study that deals exclusively with the purposes attributed by teachers in pre-service education to citizenship training points to three visions: technical, practical, and emancipatory, indicating that priority is given to ethical-social training that omits the ethical-political dimension (Lobatón-Patiño et al., 2020).

Regarding in-service teacher education, two of the studies focus on teacher educators. The one related to the content reveals disagreements among teacher educators on the content to be addressed and its application from a subject-specific or interdisciplinary perspective (Al-Maamari, 2021). The study on purposes shows that teacher educators have a conception of citizenship education oriented towards training workers for a global world rather than training critical global citizenship (Bosio, 2021).

3.3 Teaching contents

The third most frequent dimension in the studies analysed is linked to teaching content, shown in Figure 9. Most of them address content in the form of Relevant Social Problems or controversial issues (8), as well as gender issues (5) and sustainability (2).

**Figure 9. Teaching contents**
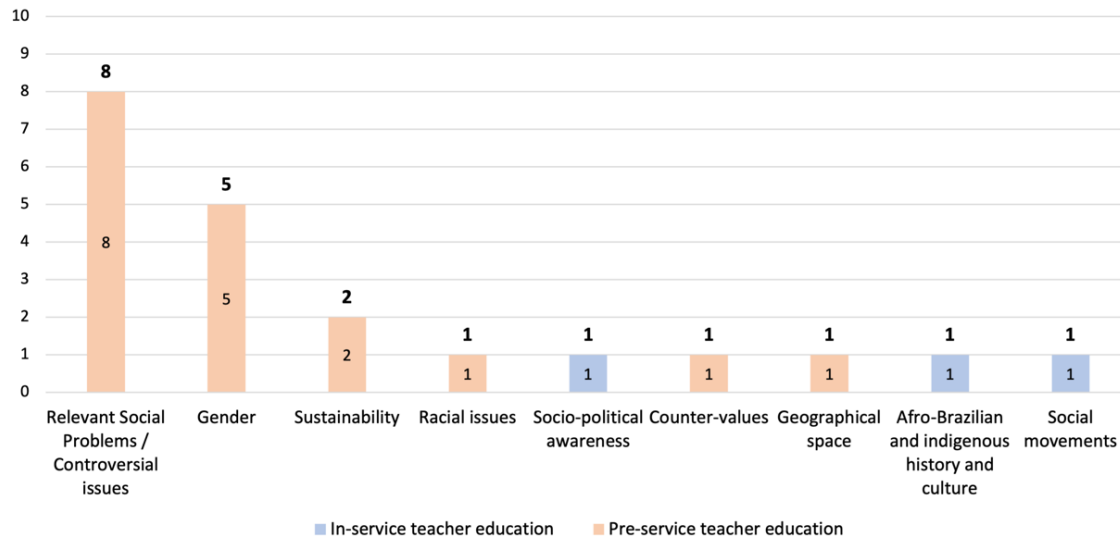
It is worth mentioning that some of the research that presents specific contents to train citizenship (such as gender or racial issues) do so, considering these to be Relevant Social Problems or controversial issues. Figure 10 presents a network of the Relevant Social Problems and controversial issues in the reviewed papers.

Therefore, of the total number of proposals that work around Relevant Social Problems or controversial issues, five allude to specific content from pre-service teacher education. The Relevant Social Problems refer to gender (Díez-Bedmar, 2022; Govender, 2019; Marolla-Gajardo, 2020; Martínez-Lirola, 2019), racial issues (Martínez-Lirola, 2019) or sustainability (Triviño-Cabrera et al., 2021).

Beyond those that work on specific contents in the form of Relevant Social Problems or controversial issues, the studies that share this approach consider that it is necessary to work with Relevant Social Problems or controversial issues in pre-service and in-service teacher education to train teachers as citizens on the one hand and to include this perspective in their teaching practices on the other.

Other researches that address contents intending to educate citizenship from in-service teacher education refer to contents such as socio-political awareness (de los Ríos & Molina, 2020) or Afro-Brazilian and indigenous history and culture (Fontenele & Cavalcante, 2020). However, they do not clarify whether the contents are presented as Relevant Social Problems or controversial issues.

Figure 10. Relevant social problems / controversial issues thematic network
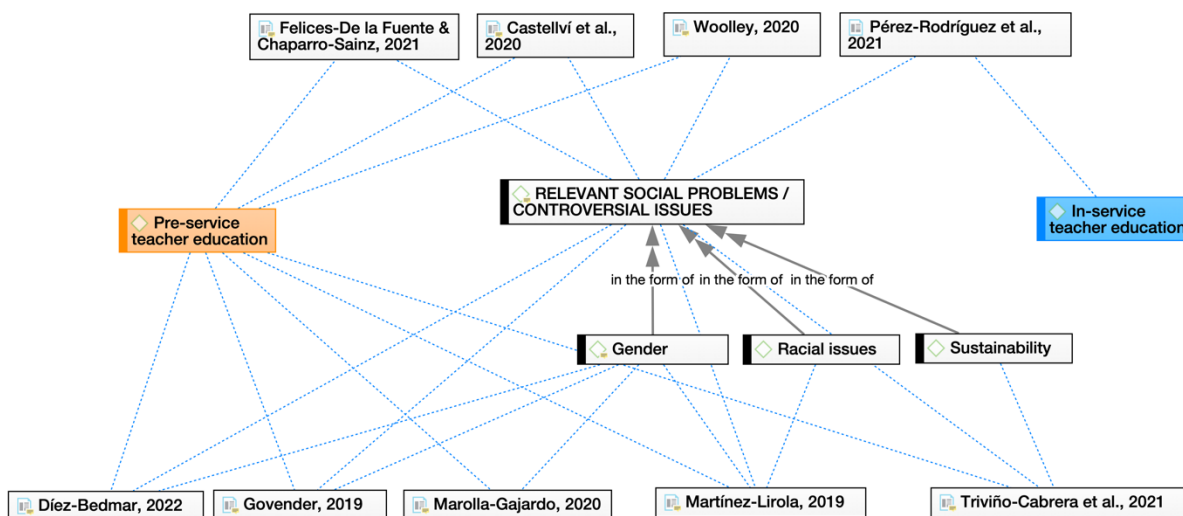
3.4   Training programs

Studies that delve into training programs on citizenship education are, in general, infrequent and are linked to the curricula developed in pre-service teacher education, as shown in Figure 11. It should be noted that no study has been carried out that addresses the planning of in-service teacher education in citizenship education.

Figure 11. Training programs
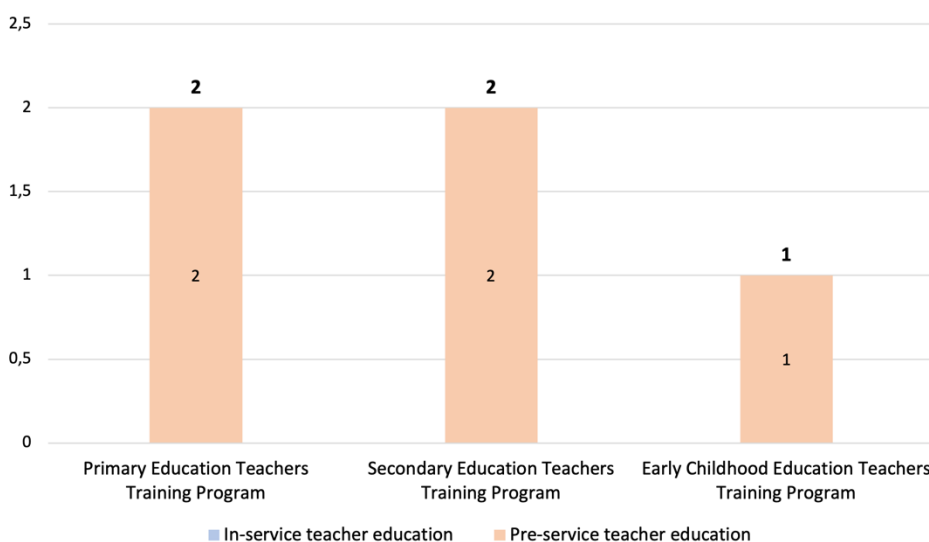
Regarding the curricula of Primary Education teachers, it is shown that citizenship is presented as a cross-cutting content in 5 curricula of two universities (Blanco García & Peñalba Acitores, 2020). In another study, eight specific global citizenship education programs in four European countries are examined, finding similarities and highlighting the importance of a competency-based approach to form the transformative agency of future teachers (Tarozzi & Mallon, 2019).

For secondary education teachers, an Australian experience is highlighted, and it is possible to promote sustainable thinking among teachers in pre-service education to achieve active and global

citizenship (Danaher et al., 2021). However, the need to increase interdisciplinary collaboration among teacher educators is highlighted.

Regarding training programs for Early Childhood Education teachers, the only study concludes that in Spain, there is no consolidated model of citizenship training in this area, at least in Social Sciences Didactics (Mendioroz & Rivero, 2022).

3.5 Design of materials

The last thematic dimension of the study refers to the design of materials. In this case, there is an absence of papers investigating the design and application of materials to train citizens.

The collected case is focused on analysing a cooperative experience to promote citizenship education in Primary Education schools in Chile (Rios et al., 2018). In this study, with Primary Education teachers, university faculty and a technical team from the Ministry, didactic units on citizenship education are designed and implemented. Subsequently, this implementation is evaluated, concluding that the designed didactic units allow the development of the transformative agency of students. In addition, they point out that working with content associated with real experiences of the students is an effective strategy to train them as citizens.

4   DISCUSSION AND CONCLUSIONS

The research that addresses the issue of citizenship education in teacher education in the years explored is abundant and helps shape the strategic lines and approaches implemented. In general terms, it can be stated that most of the studies are focused on pre-service teacher education. The gap in the literature on in-service teacher education alerts us to the lack of reflection and action at this stage of training and the need to delve more deeply into it.

The literature review presented here contributes to understanding the thematic dimensions explored in citizenship education. The emerging thematic analysis has allowed us to verify that most studies focus on teacher education through approaches linked to teaching strategies and resources. The literature analysed shows us that methodological strategies can be distributed in different typologies, the most complex being those that involve analysis and reflection on reality and are based on experience. Within this typology, the most frequent emerges as the Service Learning experiences. As noted in the studies, these experiences favour the development of critical skills and the active engagement of teachers with the community as a more politicised vision of their role in promoting democracy (Bhargava & Jerome, 2020; Candela-Soto et al., 2021; Fuentes et al., 2020). Within this typology, we find less interest in implementing other strategies, such as Relevant Social Problems research or controversial issues. Studies like the one developed by Santisteban (2019) indicate that the work around Relevant Social Problems can be understood as a methodological issue, close to problem-based learning, or from a vision linked to critical theories, in which social science contents constitute Relevant Social Problems or controversial issues. In any case, studies such as that of Pace (2019) or Pérez-Rodríguez et al. (2022a) draw attention to the difficulty existing in teachers to implement approaches that address the investigation of Relevant Social Problems or controversial issues from a structural vision and connected to the contents that are taught and learned. This result indicates the need to continue implementing this strategy and analyse its development difficulties.

Of the typology of strategies and resources that only rely on experience, the most frequent strategy, according to Byker and Putman (2019) or Bergersen and Muleya (2019), is internationalisation

experiences. Although they promote the transformative agency of teachers, these are posed as strategies with little success due to the economic costs involved.

On the other hand, within the typology focused on analysis, critical digital literacy emerges as the most frequent. This issue responds to a need to train teachers in critical skills to interpret, among other issues, the false information present in digital media (Apple et al., 2022; Westheimer, 2019).

Regarding the thematic dimension linked to teachers' conceptions, it is noteworthy that the literature review indicates that teachers' conceptions of citizenship are addressed more than their teaching. It is necessary to take this issue into account since it is of no use for teachers to have a very complex conception of citizenship if they do not have a formed vision of how to approach it in the classroom (Pérez-Rodríguez et al., 2022a).

About this last issue, the study by Estellés et al. (2021) indicates, for example, that teachers in pre-service education point out that to educate citizenship, it is important to work on traditions over, for example, dealing with current social issues. This could be due, among other issues, to teacher educators' lack of training in citizenship education. As research by Al-Maamari (2021) and Bosio (2021) points out, this hinders the implementation of a critical and transformative vision of citizenship education in pre-service teacher education. This leads us to the conclusion that it is necessary to expand the training of teacher educators in this field.

Regarding the thematic dimension linked to the contents, it is noteworthy that introducing content that addresses Relevant Social Problems or controversial issues in educating citizenship is consolidating. It appears as a specific issue assuming that gender constitutes a Relevant Social Problems, as pointed out, among others, in Govender's (2019) or Díez-Bedmar (2022) studies. However, there are other investigations that, although they point out specific contents, such as socio-political awareness (de los Ríos & Molina, 2020) or counter-values (Renés-Arellano et al., 2021), do not specify whether they are presented in a problematic way and connected to the social reality of the students. In this sense, there is a need to continue advancing this approach and bring together the two visions of working with Relevant Social Problems or controversial issues. The first is the need to investigate them, which, as we have seen above, is less frequent. The second is that the social content should be structured based on Relevant Social Problems or controversial issues (Santisteban, 2019).

On the other hand, and less frequently, the review offers studies linked to training plans and programs. From them, mentions of citizenship appear as cross-cutting content in the case of study plans for primary school teachers (Blanco García & Peñalba Acitores, 2020). Similarly, in collaboration with other entities such as Non-Governmental Organizations (NGOs), specific training programs to train teachers in pre-service education as transforming agents of their reality is positively valued (Tarozzi & Mallon, 2019).

Finally, it is worth mentioning that there is a need to expand studies linked to the design and evaluation of materials further, which would make it possible to assess their impact and bridge the gap between theory and practice (Pagès, 2011).

In addition to the implications of studies that address the issue of citizenship education in teacher education, it should be mentioned that it is a broad field with many elements that can be analysed. Although in this research we have chosen to address the thematic dimensions at work, this approach entails a subjective component, as discussed above. This implies that the parameters agreed upon by the researchers can be reviewed from other perspectives.

Considering the data analysed, we can conclude that in the field of education for critical and democratic citizenship, the need to develop the transformative agency of teachers, a cross-cutting issue in most of the studies found, is being consolidated. However, the analysis and promotion of

visions of citizenship education linked to the political dimension should be deepened (Bhargava & Jerome, 2020; Lobatón-Patiño et al., 2020). This involves assuming that teacher citizenship education is indispensable in transforming their vision of the world and their teaching practices (Schugurensky & Wolhuter, 2020). As teacher educators, we are responsible for betting on humanising these practices in favour of creating more socially just realities (Ross, 2018).

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