UNESCO

Regional Workshop:

Preparing Teachers as Educators for Citizenship

Montego Bay, Jamaica
17-21 November 2003

1. Introduction

Established through a shared historic process of colonization, slavery, domination by European and American powers and struggles for liberation, 

Caribbean societies today face diverse socio-economic and political challenges. These include weak unstable economies; high levels of poverty and social inequalities leading to social exclusion for many; an erosion of traditional values and cultural identity through the growing impact of foreign imports and lifestyles with new and rapidly changing values emerging in conflict with the old; a rapid rise in violent crime, often drug related; a constant brain drain due to traditionally high levels of migration. Young people are particularly concerned by these problems.

These social challenges have led to a growing awareness of the importance of civic values, in the pursuit of sustainable development and social cohesion. New concerns are being expressed among political and civic leaders as well as educators about the need to re-define and promote the concept of citizenship within the Caribbean context, and about the role that formal education should play in the process of citizen formation.

The International Bureau of Education (IBE), the UNESCO Institute specializing in the content and methods of education, began exploring modalities of collaboration with the Caribbean sub-region in 1999, in an effort to strengthen capacities in the area of curriculum development and reform. A meeting with Caribbean delegates during the 30th Session of the UNESCO General Conference (November 1999) revealed that education for citizenship (including areas such as peace and human rights education) was a priority for the region and that the UNESCO offices in the region were already developing initiatives in these areas. This exploratory meeting led to the organization of a joint seminar by the IBE and the Caribbean Network of Educational Innovation for Development (CARNEID) in Cuba in May 2001. Under the broad title of “Education for Learning to Live Together”, this meeting examined issues pertaining to the three sub-

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1 Notions of independence, statehood, democracy and participative citizenship have been determined by these factors, with the concept of nation-building evolving in varying ways in the different countries according to specific historic, socio-cultural, and political influences.


3 UNESCO Kingston, now Cluster Office for the Caribbean and UNESCO Bridgetown, which housed the Caribbean Network of Educational Innovations for Development (CARNEID). This latter office was closed in November 2001 and CARNEID’s operations moved to Kingston.
themes of the 46th Session (September 2001) of the International Conference on Education⁴, namely:

- **Education for Citizenship: Learning in school and society**
- **Social Exclusion and Violence: Education for social cohesion**
- **Shared Values, Cultural Diversity and Education: What to learn and how?**

Based on the outcomes of this meeting summarized in the final report⁵ and in an effort to consolidate its work in the region, in 2002 the IBE commissioned two stocktaking reviews on the state of citizenship education, in the Commonwealth Caribbean and in Cuba, the Dominican Republic and Haiti. The aim of these reviews was to document and assess existing policy and practice in the area of citizenship education and propose improved approaches in design and delivery, specifically in relation to the preparation of teachers, the Havana seminar having indicated that teacher education was one area needing particular attention in the strengthening of citizenship education programmes in the Caribbean.

Among other initiatives in Citizenship Education in the region is the ongoing work of the Commonwealth Secretariat which in 2002 organized two search conferences in Guyana and Trinidad and Tobago. The findings of these conferences led to the publication of an Action Agenda for Citizenship Education in the Caribbean and two reports of the meetings.

### 2. Rationale

- Education for citizenship is presently taught in some form in all the countries of the region with a number of new curricular initiatives underway. However, there are a number of inadequacies in its design and delivery. There is a need for the concepts of citizenship and citizenship education in the Caribbean context to be more clearly articulated and defined to be relevant to current needs of individuals and of society. The integration and implementation of citizenship education in the curriculum also needs to be considerably improved and strengthened.⁶
- Recent surveys⁷ have indicated the key importance of teacher education for effective citizenship education and have suggested that the preparation of Caribbean teachers is

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⁴ The International Conference on Education (ICE), organized by the IBE since 1934, provides a forum for dialogue between ministers of education. The Conference is also open to education researchers, practitioners, representatives of intergovernmental and non-governmental organizations and members of the general public. The 46th session of the ICE was held in September 2001 on the theme “Education for all for learning to live together”: contents and learning strategies –problems and solutions.”


⁷ Valera Acosta, C. *Educación para la ciudadanía en el Caribe: estudio sobre política curricular y de formación docente en Cuba, Haití y República Dominicana*. April 2003 (Draft report of stocktaking review commissioned by IBE)
presently inadequate. Both the content and methods of teacher education programmes need in-depth review and reform, with greater regional collaboration in this area.

- The recommendations made by the two IBE commissioned stocktaking reviews on policy and practice in citizenship education provide a very useful starting point for generating organized debate and elaborating a framework for a comprehensive teacher education programme in this area of the school curriculum.

The IBE in collaboration with the UNESCO Caribbean Office in Kingston, is thus proposing to organize a regional seminar/workshop entitled “Preparing Teachers as Educators for Citizenship”, in November 2003. The workshop will be largely organized around the findings and recommendations of the two stocktaking reviews, which will be presented at the meeting. The principal activity of the meeting will be the drafting of a framework or guidelines for a teacher education curriculum in the area of citizenship education.

3. Seminar Aims and Objectives

The aims of the seminar will be to:

I. Strengthen national and regional capacity for designing and implementing teacher training for citizenship education.

II. Promote holistic approaches to designing and implementing citizenship education in Caribbean schools.

The specific objectives are the following:

1. Through an examination of existing practices in teacher education and a discussion of new trends and approaches, define a regional framework for teacher training in citizenship education.

2. Draw up plans for the dissemination of seminar outcomes and for their implementation and further development in 2004.

4. Expected outcomes

1. A shared vision of the range of teaching/learning approaches to citizenship in the Caribbean region and increased knowledge of practices outside the region.

2. Regional curriculum framework for teacher training in citizenship education.

3. Strengthened mechanisms for collaboration among Caribbean teacher education institutions and other relevant regional and international institutions for the coordinated integration of citizenship education in primary and secondary levels of schooling.

5. Venue

Montego Bay, Jamaica
6. Participants

Participants will be Caribbean teacher educators who play a leading role in the preparation of teachers in areas related to citizenship in the school curriculum. They will be drawn from both the Commonwealth and non-Commonwealth Caribbean.

7. Organization of seminar and work of participants

The seminar will last for four days and consist of 1) presentations by experts (Caribbean and international), 2) discussions in plenary, and 3) working/drafting groups. In addition, a visit to schools demonstrating good practice in citizenship education initiatives will be organized. The working language will be English.

8. Resource persons/experts

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<th>Institution/Country</th>
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<tr>
<td>IBE</td>
<td>• Mr Sobhi Tawil, Programme Specialist</td>
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<td>• Ms Isabel Byron, Asst. Programme Specialist</td>
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<td>UNESCO Kingston</td>
<td>• Ms Sabine Detzel, Programme Specialist</td>
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<td>UWI</td>
<td>• Dr Viletha Davis-Morrisson, Institute of Education, UWI, Mona</td>
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<td>• Dr Glenford Howe, Office of the Board for Non-Campus Countries and Distance Education, UW, Cavehill, Barbados</td>
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<td>FLACSO</td>
<td>• Ms Cheila Valera Acosta, Education Specialist, Dominican Republic</td>
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<td>USA Centre for Peace Education, Teachers College, Columbia University</td>
<td>• Dr Betty Reardon</td>
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9. Partners

* UNESCO IBE
* UNESCO Office for the Caribbean
* University of the West Indies (Institute of Education, Mona)
Annex 2 – Organization of seminar and work of participants

- **Presentations by experts and discussions**
  Presentations should last 30-45 minutes and be accompanied by charts, slide (OHP) or Power Point presentations. They will be followed by a question and answer session and general discussion lasting up to 60 minutes.

- **Working groups**
  The aim of the working groups is to prepare draft guidelines for teacher education programmes for citizenship. Four or five groups will be formed, each addressing specific thematic issues/areas with regard to teacher education. All groups will have a chairperson and a rapporteur. The former will coordinate discussion while the latter will take notes, highlighting specific proposals for inclusion in the draft guidelines. On the final day, all rapporteurs will present the outcomes of their work in plenary which will be followed by a final discussion.

**Evaluation**

All participants will be requested to complete an evaluation of the seminar using a prepared evaluation form.

**Work of experts/resource persons**

The international experts/resource persons will prepare a paper on citizenship education and teacher preparation in their country from their professional experience, outlining structures, processes and practices, strengths and weaknesses. They will highlight recommended approaches in teacher education which may be incorporated into guidelines to be drafted. Areas to be focused on include teacher profile, content of citizenship education, teaching methods and approaches (single subject, infusion in different subjects), classroom management, assessment, out-of-school links.

The resource persons will be responsible for leading/co-ordinating the working groups.

**Work of participants**

Participants will be requested to examine their present teacher education programmes for citizenship and suggest ways they could be improved. This could serve as preparatory work for the workshop itself in that they would be providing ideas for what they think a Caribbean teacher education curriculum for citizenship should contain. They may present in writing brief overviews of their programmes without going into great detail as these have been at least partially covered in the stocktaking reviews undertaken by Howe and Valera Acosta.

**Post seminar work arrangements**

The completion of the draft guidelines for publication will be carried out by an expert contracted by IBE/UNESCO Kingston for this purpose. The guidelines are expected to be ready for publication by the end of January 2004 and will be disseminated within the Caribbean region by the UNESCO Kingston Office, while the IBE will take responsibility for dissemination outside of the region.