



UNESCO Office for the Caribbean



Regional Workshop

PREPARING TEACHERS AS EDUCATORS FOR CITIZENSHIP

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INTRODUCTION

Established through a shared historic process of colonization, slavery, domination by European and American powers and struggles for liberation¹, Caribbean societies today face diverse socio-economic and political challenges. These include weak, unstable economies and significant unemployment; the second highest rate of HIV/AIDS infection worldwide; 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. Influences from abroad particularly from the United States (through trade and tourism, the media and new information technologies, and emigration), are highly significant in shaping youth identity and behaviour with the region seeing contemporary lifestyles rapidly becoming more individualistic and materialistic.

These social challenges have led to a growing awareness of the importance of civic values, in the pursuit of sustainable development and social cohesion. There is a renewed sense of the need to reinvent or strengthen a Caribbean identity. Over the past decade, concerns have been expressed among political and civic leaders as well as educators about the importance of re-defining and promoting the concept of citizenship within the Caribbean context, and about the role that formal education should play in the process of citizen formation.²

When 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 in 1999, it was revealed that education for citizenship (including areas such as peace and human rights education) was a priority for the region and that the UNESCO Caribbean offices³ were already developing initiatives in these areas. A joint seminar was subsequently organized by the IBE and the Caribbean Network of Educational Innovation for Development (CARNEID) in Cuba in May 2001, under the broad theme of “Curriculum Development for Learning to Live Together”.

Based on the outcomes of this meeting⁴, in 2002 the IBE commissioned two stocktaking reviews on the state of citizenship education, in the Commonwealth

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.

²For example see Consultation Group. Towards creative and productive citizens for the twenty-first century: draft policy and plan of action. Executive summary and recommendations presented at the Eighteenth Meeting of Heads of Government of the Caribbean Community, June 30-July 04, 1997, Montego Bay, Jamaica.

³ UNESCO Kingston, now Cluster Office for the Caribbean, UNESCO Port-of-Spain, and UNESCO Bridgetown, which housed the Caribbean Network of Educational Innovations for Development (CARNEID). These two latter offices were closed in 2001 and their operations moved to Kingston.

⁴ *Final report*, Sub-regional Seminar ‘Curriculum Development for Learning to Live Together’ Havana, 15-18 May 2001. IBE, Geneva, 2002

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.

The reviews⁵ which are summarized in this report, revealed that education for civic awareness and values is presently taught in some form in all the countries of the region with a number of new curricular initiatives underway. However, there are considerable inadequacies in the design and delivery of this complex curricular area. 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 design, integration and implementation of education for citizenship in the curriculum also need to be considerably improved and strengthened. The reviews further indicated that the preparation of Caribbean teachers as citizenship educators is inadequate, with both the content and methods of teacher education programmes appearing to need in-depth review and reform, with greater regional collaboration in this area. The recommendations made by the stocktaking reviews provided 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.

In light of this, the IBE decided to seek the collaboration of the the UNESCO Office for the Caribbean in the organization of a regional workshop with the principal purpose of drafting a curriculum framework for teacher education aimed at the formation of citizenship educators. The workshop, “Preparing Teachers as Educators for Citizenship” was held in Montego Bay, Jamaica from November 17-21, 2003. Participants represented member states of UNESCO-CARNEID, including Anguilla, Antigua and Barbuda, Barbados, Bahamas, Belize, British Virgin Islands, Cayman Islands, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Jamaica, Netherlands Antilles, Suriname, St. Lucia, St. Vincent & the Grenadines, Trinidad and Tobago, Turks and Caicos. There were twenty four participants comprising curriculum developers and other professionals from Ministries of Education, principals, senior lecturers and lecturers from teacher training institutions, the secretary from the Joint Board of Teacher Education (Jamaica), five resource persons from the Caribbean and the USA, including the authors of the stocktaking reviews, and UNESCO staff.

The seminar may be seen as one step towards strengthening national and regional capacities for designing and implementing teacher training for citizenship education, and to promoting holistic approaches to designing and implementing citizenship education in Caribbean schools. The meeting was intended to bring about a shared vision of the range

⁵ 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 (Stocktaking review commissioned by IBE); Howe, G.D. *Educating for life: a stocktaking review of citizenship education policies and practices in the Anglophone Caribbean: extract of main findings and recommendations*. April 2003. (Stocktaking review commissioned by IBE)

of teaching/learning approaches in education for citizenship in the Caribbean region and increase knowledge of global approaches; as well as strengthen 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.

This report summarizes the main proceedings of the workshop which included presentations of the stocktaking review findings by Glenford Howe and Cheila Valera Acosta, thematic papers, and results of the working/discussion groups. Betty Reardon and Vileitha Davis-Morrison examine the type of teacher formation and training needed for citizenship education in the Caribbean, from both global, and local/regional perspectives. Merle Mendonca reports on the Guyana Human Rights Education for Citizenship Programme while Reinaldo Forcade Rábago gives an overview of civic education as it is understood and practised in Cuban schools and teacher education institutions. The report will serve as a useful reference document and guide for the preparation of the teacher education curriculum framework which will be the principal outcome of this initiative. The opportunity for sharing of experiences and expertise among educators from the diverse education traditions and systems of the Caribbean provided by this workshop, offers great possibilities for the future strengthening and enriching of citizenship education through combining technical, human and financial resources, building on both the commonalities and diversity of the region.

PART 1: GLOBAL AND REGIONAL PERSPECTIVES

Summaries of presentations

Educating Teachers for Global Citizenship

Betty A. Reardon

Citizenship is an important route to the achievement of a culture of peace – any progress towards peace is likely to result from vigorous, tenacious and effective citizen action. Throughout the world, citizens are increasingly convening in order to demand a more just world order, and claim their rights to participate in making the policies that determine the quality of their lives. Citizenship education in formal schooling should aim, through effective teacher training, both at the intentional and systematic preparation of young people as effective global citizens, as well as the formation of a global polity capable of assuring the human rights of all peoples, and enabling them to become agents of their own social welfare.

Citizenship in its most positive terms refers to a mutually beneficial relationship between an individual and a polity, i.e. a political body, a state, institutions of governance and/or membership in a society which recognizes the value of the individual to the group and the inherent dignity of all group members. It is in such a positive network of relationships that constructive citizenship flourishes.

Not all peoples live within state structures, but most have relationships to social groups and institutions that require them to exercise social responsibility and agency, and count upon their loyalty and participation. Participation is the exercise of agency, the capacity to take constructive, effective social action. Within the structure of mutually beneficial relationships between individuals and groups and between sub-groups and larger groups, the polity, or the society offers the citizens assurance of rights and benefits within that group, and provides them with a positive group identity and sense of belonging. Citizenship may be seen as a social contract between persons and institutions, built upon the recognition of the mutual rights and obligations of each party to the contract.

Citizenship education, is, above all, preparation to assume social responsibility and manifest civic agency, to claim and defend human rights, to claim one's own rights, and to stand in defense of the rights of others; to act to resolve the problems and overcome the obstacles that stand in the way of realizing rights, or that impede the exercise of responsibility.

The questions comprising the core of an inquiry into the problematic of citizenship education for all levels of the global order include the following:

- What kind of global order do we want?
- What is the place that we aspire for the Caribbean region in that global order?
- What stands in the way of the global order we want and the place of the Caribbean region in the global order?

- What learning will equip citizens to deal with these challenges?

Education for global citizenship would capacitate citizens for the pro-active pursuit of institutional alternatives that would better assure mutual benefit between and among citizens, states, intergovernmental and non-governmental organizations. Global citizenship education seeks to prepare citizens for civic action toward the realization of a sustainable just and peaceful global order. This is an order characterized by human rights, aspiring to non-violence, developing institutions for conflict resolution, committed to the sustainability of the Earth and its people, observing the essential relationships between economics and the environment, and most important, striving toward the universal well-being of a healthy population.

Citizenship education is largely problem-focused. Education for global citizenship should focus on global problems primarily as they manifest themselves in the daily lives of learners, thus illuminating the interrelationships between and among, global, regional and local issues, with the specifics drawn primarily from their local manifestations. This will prepare learners for responsibility and agency, first and foremost within their local communities.

A primary social purpose of education for global citizenship should be to transcend the history of colonial exploitation and the global imbalance it has wrought through acknowledging it and preparing learners to confront it. Current regional as well as national identity in the Caribbean derives largely from the colonial experience and the struggle for independence from hegemonic power.

Ways of dealing with the problems, making sense of them and teaching the issues without overwhelming the learners must be constructed. To respond to this challenge, a conceptual approach is advocated. Concepts refer to central organizing ideas and a conceptual framework comprises a core concept and the related concepts used to deliver content in a holistic perspective. It emphasizes interrelationships as organic. Interrelationships among and between the concepts can be created and problem themes introduced systematically in relation to each other, thus providing a holistic view of the multiple and complex issues to be addressed in such a curriculum. The intention is to enable students to better understand that all issues and problems of global citizenship are complex and cannot be isolated and studied separately and sequentially.

The core concept at the center of the conceptual web that would comprise a framework for Caribbean global citizenship should be that of a sustainable Caribbean regional community. Four core issues stated as positive values can be the basis for looking at the problems. Such issues include human rights, (economical, social, political, cultural and new rights), non-violence, (specific alternatives to the multiple forms of existing violence), environmental balance and economic equity and the health and well-being of the peoples of the Caribbean and the world.

The primary questions for developing training programmes for citizenship education are:

- What kind of persons should teachers of citizenship be?
- What kind of teachers can prepare learners to live and work in a global world?
- What human capacities do they possess and what skills do they need?
- What kind of teacher preparation can develop these capacities and skills?

Two essential components of teacher preparation are teacher formation and teacher training. Formation provides the normative base and the modeling of social values while training permits these values to be translated into transferable behaviours (skills development). Formation should provide capacities for effective teaching. These include being able to make and sustain positive human relationships, to bring forth the talents and qualities of others, to engage in collaborative work, to recognise shared and common goals, to manage differences and disputes constructively, and to engage in critical reflection.

Formation should be supplemented by training in essential skills. In both pre- and in-service teacher education there should be an intentional relationship of methodology to concepts and substance. Teacher preparation for citizenship needs to be very focused and selective about the kinds of skills that are emphasized and the teaching methods used to develop them. There is need for continued skill development and practice throughout the teacher's career in order to realize capacities. Continuing career-long education is recommended.

Some of the skills to be developed include valuing, articulating visions, organization, conducting inquiry, and interpretation of information. The processes to develop and maintain these skills and capacities include teamwork, interaction and participatory methods, mentoring and monitoring and they should be integrated in the practices of teaching and learning.

In conclusion, education for global citizenship has to seek to address issues of violence endemic in world society through a holistic, conceptual approach to this problem.

Educating for Life: Citizenship Education Policies and Practices in the Anglophone Caribbean

Glenford Howe

The presentation included the major findings, challenges and recommendations of the stock-taking review carried out in 2002-2003.⁶ It also briefly addressed issues of Caribbean civilization and culture and identity, the challenges of HIV/AIDS, crime and violence, and their relevance to the drafting and implementation of a citizenship education programme.

Citizenship education is integrated across the curriculum in various subject areas and reflected in such subject areas as Social Studies, History, English, Mathematics, Physical Education, Health and Family Life Education, Religious and Moral Education using various themes. Social Studies is seen as the main subject area through which citizenship education is imparted. However there is the need to focus more on developmental challenges such as HIV/AIDS, globalization and trade liberalization and on strategies of conceptualizing and implementing citizenship education in the formal and non-formal curriculum. The piecemeal approach to citizenship and the low status of social studies despite its overarching goal of citizenship education, suggest the need for a regional and coordinated approach to citizenship education.

However, similarities exist in the definitions and conceptualization of citizenship education among Commonwealth Caribbean countries and there is a strong desire to implement a regional and coordinated approach to citizenship education. The effective implementation of citizenship education requires conceptualizing and implementing citizenship education projects, initiatives and programmes, strengthening of collaboration between stakeholders, greater specific and explicit focus on strategies in both the formal and non formal curriculum, the need for financial and technical support in teacher training, the development of teaching and learning resources, the utilization of communication technologies for the teaching and learning process and the sharing of information about best practices and innovations, as well as monitoring and evaluating citizenship education programmes.

Obstacles to the development and implementation of citizenship education in the region include opposition from parents to certain topics being taught in schools, political changes and policy decisions, the overcrowded nature of the school timetable, and insufficient well-trained curriculum specialists in several Caribbean countries.

The recommendations for teacher training which highlight ways to improve the training and preparation of teachers to effectively teach citizenship education include: a review of existing citizenship education programmes; conducting a survey to determine the status of the information base and skills of persons involved in citizenship education; and adopting strategies to ensure that training programmes workshops and seminars include more activities which demonstrate democratic principles, relevant themes of citizenship education as well as greater theoretical and practical exposure in citizenship

⁶Howe, op. cit.

education. The utilization of distance education modes, innovative teaching materials relevant to Caribbean realities, student-centred strategies, the community environment, resources, knowledge and experiences of civil society groups, and alternative and innovative ways of assessment, should be integral to teacher training programmes. Citizenship education teachers should possess certain characteristics and personality traits. An increase in financial allocations for teaching training activities and for the production of teaching learning materials is necessary for the effective implementation of citizenship education.

Citizen Education in the Caribbean: Curriculum Policy and Teacher Education in Cuba, Haiti and the Dominican Republic

Cheila Valera Acosta

The objectives of the study⁷ were to describe teacher education and curricular policy at primary and secondary levels in relation to citizenship education in Cuba, Haiti and the Dominican Republic, and also to make practical recommendations for the improvement of quality in the design and implementation of such initiatives in the three countries.

Efforts at building democracy in the three countries have emerged out of a legacy of European colonialism and American hegemony followed by long processes of political dictatorship. The present socioeconomic context of the countries is characterized by an increase in poverty, economic vulnerability and social inequity, and growing environmental degradation and significant migratory movement. The three states have limited capacities to respond to the social and political demands of the populace.

Citizenship education is defined in the three countries from both civic and political perspectives. In the three countries the objectives for citizenship education are related to the development of moral values, patriotism, learning about norms for living together in society, and individual and collective rights and responsibilities. However, there is different emphasis on these concerns, reflecting the different socio-political nature of the individual countries. There are significant differences in the three countries in terms of levels of investment in education, school enrolment and literacy rates and students performance in education.

In all three, national legislation states citizenship education to be part of the responsibilities of the state, while it is included as a specific subject in the curriculum at both primary and secondary levels. In Cuba, it is termed civic education, in the Dominican Republic, moral and civic education, and in Haiti, citizenship education. Teacher education differs somewhat in the three countries: Cuba is undertaking a major reform of secondary teacher education in order to prepare teachers with broader profiles, capable of teaching a number of subjects with an interdisciplinary focus; Haiti's teacher education institutions have also been undergoing reform but have at the same time been suffering a crisis due to the severe economic and political problems of the country; in the Dominican Republic, citizenship education in teacher training institutions is integrated as a theme within the social science curriculum, and since 2002, a programme of in-service training for teachers at basic and middle levels of schooling has been launched.

There are various weaknesses in present teacher preparation for citizenship education in the three territories. A number of key socio-political, cultural and economic issues are inadequately taken into account including the authoritarian and colonial past, poverty and social inequity, cultural diversity, environmental sustainability and the development of democracy. The present programmes have had little impact on the development of useful competencies in areas such as conflict management, management

⁷ Valera Acosta, op. cit.

of inclusion and diversity, and intercultural cooperation. The stakeholders in teacher education nevertheless see citizenship education as key to the development of democratic societies and indicate the need to improve content and approaches in teacher training in order to adequately respond to present day social challenges.

The report concluded that educational approaches are needed which 1) provide a better understanding of life in society, and 2) provide skills to confront the traditional dominant ideology, enable learning to live together with respect for diversity, and which contribute to broadening imagination and vision while developing a sense of responsibility.

The specific recommendations include: 1) promote processes to improve curriculum design and development in initial and continuing teacher education with the inclusion of content and approaches which strengthen citizenship education; 2) Develop activities at national and regional levels for both teacher educators and primary and secondary teachers to promote exchanges of experiences and perspectives on citizenship education; 3) Support the production of materials and practical guides for teacher training and retraining and for the development of more effective pedagogical practice; 4) Develop special refresher courses for teacher educators which promote an interdisciplinary approach to citizenship education; 5) Promote the development and use of participatory teaching-learning strategies in the classroom and school which foster attitudes and capacities for peaceful coexistence and environmental sustainability.

Teacher Training for Citizenship Education in the Caribbean: Opportunities and Challenges

Vileitha Davis-Morrison

Various institutions are responsible for teacher training in the Caribbean such as teachers' colleges, universities through schools of education and departments of education, Ministries of Education and community colleges. Teacher training involves both pre-service and in-service training and caters for a wide category of teachers including teacher administrators, teacher educators, trained, untrained and student teachers. In Jamaica, pre-service teacher education and certification for teachers colleges are centrally monitored and administered by the Joint Board of Teacher Educators (JBTE).

For most Caribbean countries there is no specific subject or course entitled citizenship education in the school curriculum. While such courses exist in Cuba, Haiti and the Dominican Republic, in the other territories, citizenship education related themes are taught mainly through the medium of social studies. Consequently, in most of the Anglophone countries of the region, citizenship education is absent as a discipline in most teacher training institutions and is generally dealt with in a piecemeal fashion in teacher education.

Defining citizenship education is a complex task. As a starting point it may be observed that Caribbean countries show similarities in their definitions, goals and expected outcomes for education for citizenship. An analysis of the definitions from various countries can be summarized as a learning process which aims at the development of the whole person through the acquisition of knowledge and skills and the fostering of positive values and attitudes to assist learners playing an active and effective role in the local, national regional and global society. Active participation as a citizen reflects becoming an informed critical thinker and decision maker, understanding ones rights and responsibilities, fostering core societal values, possessing positive self esteem, a sense of belonging and having a desire to contribute to the common good. Some of the core values include respect, tolerance, honesty, responsibility, justice, compassion, punctuality, civility and cooperation and form the underlying principle of living together in a society.

All teachers should be seen as citizenship educators. However, the challenges facing contemporary Caribbean societies require specifically trained teachers to tackle the complex and sensitive nature of the content, skills and values which should be taught and assessed in a citizenship education programme. In defining the training needs of student teachers and teacher educators, it is important to draw on existing profiles which have been drawn up such as that of the ideal Caribbean citizen and the JBTE profile of the teacher educator. Teachers and school administrators must model the positive civic values and attitudes which they hope to foster in their students and need the appropriate training for this. A supportive democratic school environment with strong leadership is also necessary to help teachers act as good models to their students.

Opportunities and arguments for implementing citizenship education in schools include the following: the lack of positive values and attitudes being displayed by

members of the society; citizenship education themes are already taught across various subject areas in most Anglophone Caribbean countries, and most countries have already developed curricula pertaining to citizenship education and related issues based on relevance and cultural appropriateness; there has been increasing use of the informal and non-formal curriculum to teach citizenship education; teacher training programmes and workshops are already familiarizing lecturers/teachers with relevant content, strengthening competencies in using innovative methodology, in applying integration and infusion methods, in student-centred practices, and authentic assessment strategies. The development of process skills, sharing of experiences, observing classes, reflecting on practices are integral in teacher training.

Challenges in teacher training for citizenship include the organization of the teacher training institutions which limits multidisciplinary approaches, lack of articulation across programmes and levels of the system, lack of a structured mentorship programme and continuous assessment of teachers' practices, the absence of a core subject devoted to citizenship education in schools for most of the Anglophone Caribbean countries, limited knowledge and process skills among teachers, problematic aspects of writing and assessing attitudinal objectives and lack of appreciation of the diversity existing in the classroom. Present teacher education programmes would need important restructuring to face the demands of an adequate citizenship education programme, allowing enough time for experimentation, reflection and service learning. Teacher educators themselves need to be prepared to train teachers.

Other challenges facing teacher education include the contradictions in education for example, the greater focus on the development of the cognitive domain and a neglect of the affective, the absence of modeling of citizenship values and attitudes by teachers and school administrators and, lack of civic skills, attitudes and values among the students, lack of involvement and institutional ownership in curriculum design, and the creation of democratic school environments. Contradictions are also reflected in the behaviour and values displayed by members of the society and in conflicting home, school, community and national value systems. There is also difficulty in managing change such as new and emerging values and identities, in analyzing and clarifying one's values, in utilizing innovative and flexible methodologies, student centred participatory strategies, and innovative modes of assessment. In the teacher being facilitator, mentor and reflective practitioner and researcher. Overloaded curriculum, demands of examination, time constraints and limited financial, physical and human resources also pose challenges.

Some recommendations for teacher training for citizenship are that the curriculum process include a broad based stakeholders approach, fostering institutional ownership and partnership; that the whole school approach be adopted and that teacher training programmes involve partnership between the institutions and communities, the utilization of programmes across institutions and collaborative links among teaching training institutions within and across the regions; that a framework and a philosophical base for citizenship education be conceptualized and a profile of the ideal citizenship education lecturer and the graduating teacher be designed; that time and financial constraints, overloading of curriculum documents and demands of examinations be considered in planning and implementation of a citizen education programme.

A preservice and inservice teacher education programme for citizenship should help teachers/administrators to understand the civic mission of schools and to foster a classroom and school climate for citizenship; understand and appreciate the diversity existing in the classroom (race, culture, gender, religion, ethnicity, culture etc.); develop standards relating to citizenship education; strengthen collaboration and participation between the school and the wider community; provide school enrichment programmes such as service learning and encourage volunteering or community service.

Extremely important is that teachers be taught the theories and skills to design curriculum; analyse, clarify and assess attitudes and values; teach the civic knowledge, develop the skills and foster the positive attitudes and values students need to become responsible citizens; model democratic student-centred approaches which cater to the diverse student population; infuse/integrate content across subject areas; produce teaching materials relevant to local needs; use continuous, authentic modes of assessment; and become reflective practitioners, facilitators, mentors and researchers. A well-structured programme of mentoring, monitoring, continuous assessment and evaluation of teachers should be developed.

PART TWO: NATIONAL EXPERIENCES

Challenges Facing Teacher Training for Human Rights Education for Citizenship in the Caribbean: Guyana HRE for Citizenship Joint Programme

Merle Mendonca

Introduction

Development of the Guyana Human Rights Education for Citizenship Joint Programme launched in 1994, resulted from a successful partnership between local NGOs, the Curriculum Development Unit of the Ministry of Education, and international NGO financial support. The Programme is under the joint coordination of Amnesty International Guyana, the Guyana Human Rights Association (GHRA), and the National Centre for Educational Research and Development (NCERD) of the Ministry of Education. It was initially funded by the “Teaching for Freedom” Project of Amnesty International, Norway. The ultimate goal of the programme is to incorporate human rights education for citizenship as a core subject into the national curricula of Caribbean schools. Its principal objectives are to devise a human rights education for citizenship curriculum, produce teaching-learning materials, train teachers to teach education for citizenship, create HRE-friendly classrooms, and develop life skills.

The project targets primary, secondary and vocational schools and parent-teacher associations. It is based on International Human Rights standards, particularly from the perspective of the Convention on the Rights of the Child (CRC). It aims to foster learning in the following areas: 1) Knowledge: human rights standards, consequences of violations, protection of rights; 2) Attitudes: awareness of human dignity, preference of cooperation to conflict, moral development; 3) Skills: making moral judgments, solving problems, acting responsibly.

The phases of development of the project took the form of four cycles of workshops during 1994-1997, each followed by a period of testing of materials developed as a result of these sessions. Curriculum specialists from other countries of the Caribbean were involved in the project throughout. The curriculum module was launched in 1998 with the publication of a teachers’ manual. This was considered suitable for use in all schools of the English-speaking Caribbean and with assistance of curriculum specialists from Barbados, Grenada, Jamaica and Trinidad & Tobago, a *Caribbean Teachers HRE Citizenship Manual* was launched in 1999 at the Learning Resource Centre, Couva, Trinidad. Other activities include musical workshops on the themes of the Child Rights Convention, translation of the Summary of the CRC into 6 Amerindian languages, production of an HRE music kit, collaboration in the preparation of Health and Family

Life Education/Life Skills/Citizenship guides (Levels 1 – 9), and further teachers' assessment workshops.

In this brief presentation I would like to focus on some key issues from the point of view of the challenges the curriculum raises for the issue of teacher training.

Universal vs 'Local' or 'Regional' Values

Post-independence curriculum development was characterized by a search for values that strengthened national pride, independence from a colonial mind-set, and development of a 'new Caribbean person'. Part of this process was to instill confidence in our ability to construct societies that reflected our own experience, rather than mimic the values and habits of the colonial metropolitan societies. This process of developing appropriate national values, from its inception, has been challenged by the need to develop values supportive of a coherent regional economic, social and political identity. Finally, the concept of a regional identity has progressively been in tension by the commitment of national governments to embrace universal values and incorporate these values into policies, laws and constitutions.

Should broadcast legislation, for example, take as its guide 'national' rather than 'universal' cultural values, or refer – as third option - to the newly emerging CARICOM model legislation. We do not intend to enter further into this issue, but simply to point to the challenge posed for citizenship educators by these citizenship identities and values. While the dilemma can be resolved fairly readily, it can be argued that the wider society makes little effort to do so, leaving teachers to their own devices on how it should be approached. More than any other factor, lack of confidence among teachers in teaching citizenship education, is located at the level of values.

Challenge 1: Develop a clear and settled understanding of universal values.

Challenge 2: How to develop confidence in the teaching profession with respect to teaching human rights

Social and Emotional Learning

The cross-curricula nature of human rights education for citizenship is rooted in the application of certain values to all teaching settings. To this extent HRE for Citizenship is skills- rather than subject-based. In other words, the essence of the subject lies in the experience of tolerance, non-discrimination, equality, freedom of expression, etc. within the school setting. The implications for teacher-training of a commitment to HRE for Citizenship are not limited to understanding the subject material, but training in accepting the values as a guide to the *modus operandi* in the classroom. For teachers to effectively create an experience of democracy in the class-room, teacher-training must be for them also a democratic, non-discriminatory, inclusive experience.

Challenge: 3 How to develop the skills appropriate to creating experiences of human rights education for citizenship in the classroom.

School as Experience of Social Cohesion.

Without suggesting the situation is perfect or ideal, it would be fair to say that the education system in Guyana has traditionally provided a positive experience of racial and cultural diversity. The challenge for students in our schools is not to reach out to build bridges, but to hold onto friendships, threatened by the divisive influences from the larger society. How, in other words, can the educational system continue to play a socially cohesive role, in a national society in which the dominant influences are divisive. More pertinent to teacher training, can teachers – themselves the product of and participants in the divisive adult society – insulate themselves and the educational institutions in which they function from divisiveness.

Challenge 4: Teachers as agents of social cohesion require a capacity to defend the educational community from divisiveness.

Learner-Centred Approaches

Democracy in the classroom as an experience raises questions for teacher-training which may be best addressed by involvement of the partnership that originally stimulated HRE, i.e. local NGOs and other civil society organizations. The ability of such organizations should be harnessed to provide appropriate exposure by way of short internships, attachments or other experiences suited to strengthen understanding and confidence of teachers in problem-solving and conflict-resolving. This concept also lends itself to imaginative placement of trainee teachers in appropriate courses in other professions e.g. nursing, probation & welfare counselling, police training on problem-solving and conflict resolution, Samaritans, Domestic Violence Support Groups, and so on.

Teacher Preparation for Citizenship Education in Cuba

Reinaldo Forcade-Rábago

Introduction

In the transformation process that is taking place in contemporary society, the education of citizens capable of living constructively in the complex conditions imposed by present world development is essential.

In such a context learning how to live together means participating and cooperating with others in every human activity. In this way, the 21st century society takes the challenge of designing an education that enables one to shun or to solve conflicts peacefully and to foster knowledge about one's peers. The school plays a leading and integrating role in this process providing opportunities for the gradual discovery of one's peers and participation in shared projects.

To the Cuban School, citizenship education means acquiring the capacity to perceive social problems as personal, learning efficient ways of solving them and developing full awareness of citizen's rights and duties. Therefore, the education system designs the school subject **Civic Education** as that responsible for instructing the citizen, and bases its practice on the rights and duties the citizen shares in a given historical community, which act as a regulator of civil common life, morally and legally established.

The process of citizenship education begins when the need for correct civil behavior is recognized. Educating in civism means to reveal the need for social behavior and activity which starts from the assimilation of cognitive competence, analytical competence and practical competence, all of which permit one to act in accordance with the moral and legal limits imposed by the society and the epoch, making use of the resources, the alternatives and the spaces which the leaders of this process provide.

Civic Education is the process by means of which knowledge and understanding of the set of standards that shape social life are taught, and the formation of values and attitudes is promoted. Civic Education is a process of instruction and of education within the framework of a school subject in order to shape civism. That is, Civic Education is realized with pedagogical intention and is a pedagogical process. It essentially takes place within the school premises in order to propitiate the creation of the main standards of civism. Civism is the individual's capability to actively perceive social problems and to become involved in the process of solving them with efficiency and awareness. Civism is a quality to create in the student, and it corresponds to the attitudes and standards which will provide the learner with solid bases to become a free, cooperative, tolerant citizen aware of his/her rights and duties, prepared for the exercise of democracy.

Citizenship education is a process that forms part of the society's socializing system, and as such aims at shaping personalities in accordance with the ruling social standards and with the universal human ones, such personalities being capable of apprehending, appraising and taking part in the social project from an ethical, humanistic perspective.

Preparation of Teachers to Teach Citizenship Education

It is important to point out that the curricula of pre-service teacher education in Cuba have undergone an important transformation from academic year 2002-2003. In this academic year, the process of universalization of higher education was started. As part of such a process, the freshman attends the School of Education at the Higher Pedagogical Institute for one year. After the first year, and for the rest of the four years, the undergraduates attend the local branches of the Institute and the micro-universities.

Micro-universities refer to the schools where student teachers undertake their practical training (teaching practice). Students are assigned to schools of the same level as the ones they will be teaching in upon graduation. In these institutions, the students are assisted by tutors who are in charge of transmitting academic contents and practical issues about school dynamics as well. This sort of organization permits the undergraduates to be involved in the school life for a long time so that at the end of their major they will have become acquainted with all the stages of teaching and are better prepared to carry out a more efficient job in any area of preparing their own learners.

At present, content relevant to citizenship education is present at every level of the primary and secondary education curriculum. In primary education, moreover, it is taught as a specific subject in the curriculum for 5th grade.

Consequently, in the preparation of primary-school teachers, together with the overall professional formation they receive that permits them to fulfill some of their goals as citizen educators with efficiency, there are subjects in the teacher education curriculum that enable them to teach specific topics related to citizenship education included in the primary school subjects: The World We Live In, school grades 1-3; Natural Sciences, grades 5-6; and Civic Education, grade 5.

The curricula for pre-service and in-service teacher education include the corresponding methodologies, and the latter include the preparation to teach the following topics:

1st grade: “Home and Family”, the school, and my country.

2nd grade: “Life in School” Family and Neighbors, the municipality where I live; Cuba is my fatherland.

3rd grade: “The Province Where I live”.

4th grade: “We are Cuban”, the country where I live.

5th grade: The Constitution of the Republic of Cuba.

These topics and their teaching as part of the curriculum for the formation of the Primary-School Teacher are discussed in the following subjects:

Methodological Elements for the Subject The World We Live In, (1st year)

Natural Sciences and Its Teaching at Primary School, (4th year)

Civic Education In Primary School, (3rd year).

This, of course, does not mean that other aspects of the civic formation fail to be dealt with by subjects within teacher education. This is the case of Environmental Education, and the topics about an orientation focusing a responsible sexuality which are

present in the curriculum for this professional. Until the last academic year Civic Education was also present in 9th grade, the last year of the Junior High School. The modifications made at this level of secondary education have produced substantial change, with the goal of paying better attention to the students' educational needs and propitiate the attainment of better levels of knowledge, a better correspondence with the previous school level as well as the necessary preparation to face the coming level.

An important feature of the reforms undertaken in Junior High School is the introduction of the general integral teacher, in charge of teaching all subjects of the curriculum, except English and Physical Education, and who is responsible for achieving the goals of citizenship education for teenagers. The goals include the following:

1. To assume their juridical obligations resulting from the mastery of their constitutional rights and duties, the knowledge about other legal documents and appraise their importance for the development of society, its protection and security; to observe the principles of the José Martí Pioneer Association as the expression of social commitment, particularly the ones referring to study and labor.
2. To show a correct attitude towards the environment, expressed in their way of acting in relation with security, economizing energy and the protection of social property.
3. To develop feelings, certitudes and habits of proper coexistence and physical and mental health, so they could assume the positive in themselves and learn how to develop them, to consolidate themselves and express them by their look, their responsible social behavior before individual and community health, in their interpersonal relationships, their preparation for living in pairs, matrimony and the constitution of their families, practicing sports, rejecting alcoholism, smoking and drugs.

The above mentioned goals are related to citizenship education, and in order for the students to make them real, one professor per 15 students is the one responsible for the complete instruction-education process during the three years of Junior High School.

The preparation of this professional of education began two academic-years ago, and the precise definitions about the amount of subjects during major is in a process of constant experimentation.

It is important to point out that just like the primary-school teachers in the set of subjects that the general integral professor must take there are the subjects that enable them to face the citizenship education of their students. Within the framework that there is no specific subject and that the key contents in civic character with a juridical and historic-patriotic approach are included in the topics explained as part of the subjects related to humanistic issues and the ones related to environmental behavior and the attention to health and sexuality in natural science subjects.

The present curriculum covers the preparation fields related to citizenship education to be achieved as part of the above mentioned subjects:

- Social Sciences and Humanities for Junior High School and its Methodology, (Years 1-4)
- Natural Sciences for Junior High School and its Methodology (Years 1-4).

During the process of preparation, the pre-service teacher also receives training when participating in the extension activities, which include the realization of community

projects, honorary university chairs in order to promote relevant social studies, culture and sports both within the university premises and the community as well.

An element present in every moment of the pre-service teacher education is consideration and debate –an available opportunity for all the students to discuss issues related to citizenship education.

PART 3: TOWARDS A TEACHER EDUCATION CURRICULUM FRAMEWORK FOR CITIZENSHIP

Summary of Discussions/Reports of working groups

3.1 Summary of Discussions on Citizenship Education in Individual Countries

Training for Citizenship Education

The Montego Bay workshop strongly supported both pre-service and in-service training in citizenship education. All participants agreed that citizenship education should be an integral part of the curriculum with emphasis on the training of teachers in this area across all levels - early childhood, primary, secondary and tertiary.

There is presently no direct teacher training for citizenship education in most of the territories. However, in most teacher training institutions, the curricula emphasize the teaching and use of student-centred methodologies, the development of social and participatory skills, the development of positive attitudes, values and behaviours and the use of authentic methods of assessment such as projects, portfolios and journals.

Various workshops have been organized for teacher training such as the Trinidad and Tobago school improvement strategies, and integration workshops in Jamaica. However, more effort is needed on the part of student teachers, and also more acceptance on the part of Ministry officials, school administrators, and classroom teachers with regard to the concept of integrated teaching and in relation to the strategies, values and attitudes promoted in the various levels of the education systems.

Teacher Educators and the College Curriculum

It was the general consensus that all faculty members at teacher training institutions need to be involved in the design and implementation of a citizenship education curriculum so as to develop a sense of ownership towards it. The view is that the existing programmes in the training institutions do not adequately support the emergence of good citizens. Teacher educators and student teachers need to understand the philosophy of citizenship education so that they could make conscious efforts to become better citizens.

There is also the gap between theory and practice in teachers' formation and this is reflected in students' understanding and practice. There is need for a holistic and more structured approach and thus a strengthening of the programmes at teacher training institutions and a review of how topics are taught. This would enable teacher educators to reflect deeply on the type of teachers they themselves are, and the type of teachers they are producing.

The Place of Citizenship Education in the Teacher Education Curriculum

The place of citizenship education in the curriculum will be influenced by the needs and traditions of individual countries. Presently a cross-curricular approach is used in most countries in which citizenship themes, values, attitudes and skills are integrated in various subject areas. A more direct approach to the teaching of citizenship education in teachers colleges is needed. Some participants suggested that it could be implemented as a foundation course in teacher education, possibly as a two-credit course (30 hours) in Personal Professional Development. Alternatively, an elective course could be designed, the disadvantage being that only a small percentage of the student teachers would be exposed to it.

There is also the view that issues of citizenship education are inter-related and cannot be delivered only through discrete courses. As mentioned earlier, there must be development of common understanding, vision and commitment to citizenship education by entire college staff. Thus, a whole curriculum approach is recommended in which concepts, attitudes and values are integrated across subject areas which deal with and identify common issues/ topics. Such areas include social studies, history, geography, health and family life education, language arts, religious education and the specific courses in the educational sciences.

In teacher training institutions, themes such as identity, conflict resolution, diversity and inclusion, HIV/AIDS, health and wellness, personal hygiene, human sexuality, managing the environment, ethics, family, governance, interpersonal relationship, culture, heritage, society and social groups, government, human resources and sustainable development are taught across various courses. Such courses include social studies, history, geography, science and environmental education, health and family life education and religious education.

More specialized education courses in which themes are taught include Social Issues, Community Service Projects, Peer Counseling courses, Physical Health and Education for Teachers, Contemporary Ethical Issues, Social Development, Morals and Values Education, The Emergent Teacher, Educational Psychology, Citizenship Education and Development Workshop in Education.

With regard to social studies it was felt that although the subject's overarching goal is education for citizenship, and it is rich in content and appropriate methodology, too much is expected of this curricular subject. Citizenship education should also be taught through other subject areas. For example, issues of citizenship could be more clearly focused on in programmes such as the life skills for teacher education and out-of-school programmes for youth in Trinidad and Tobago.

Most participants were not in favour of infusion because of the problems of monitoring and assessing this approach. In the Cayman Islands, however, the infusion method has been adopted for citizenship education at key stages 1 and 2, partially implemented at key stages 3 and 4, with assessment and evaluation of the programme presently underway.

Suggestions concerning the place of HIV/AIDS in the citizenship education curriculum varied from putting it under specific themes such as rights and responsibilities or conflict and cooperation to infusing it in all five proposed conceptual areas.

Non-formal activities in teacher education institutions emphasizing citizenship education include devotions, student councils, the Cadet Corps, peer counselling, mentoring and leadership groups, science, heritage, environmental and debate clubs, house competitions, campus week activities, food and culture fairs, greening of college campuses, partnership and community service projects and outreach programmes. The need was expressed for closer involvement of the wider community in college activities.

3.2 Reports of Working Groups

The working groups were intended to accomplish the central objective of the meeting, i.e. the drafting of a curriculum framework in citizenship education for the preparation of Caribbean teachers. It was felt that teacher educators and other key players in teacher training in the region were the best persons to undertake such a challenging task. The outcomes of the working groups would constitute the core of the final framework document to be prepared by a consultant from the University of the West Indies.

Working group tasks were defined by the resource persons. Participants were organized into groups around five specific conceptual areas, following a brainstorming session. The specific tasks assigned were as follows:

- Define citizenship education.
- Identify and discuss three to six primary and essential themes/concepts/values that could be integrated into a regional curriculum or guidelines for teacher education for citizenship education. (List themes that are general and comprehensive)
- Identify goals of citizenship education for teacher training institutions.
- Conceptualize the approach to citizenship education.
- For each selected theme, identify sub-themes, knowledge, objectives and teaching strategies.
- Identify modes of student assessment for selected themes.
- Create a Teacher Profile for the citizenship education teacher.
- Discuss the conflicts/problems in the implementation of citizenship education at teacher training institutions and give suggestions to address these.
- Using the guidelines prepared in advance of the meeting, critically examine citizenship education in own institution.
- Discussion and evaluation of the seminar and proposals for follow-up.

Following is a discussion of the outcomes of the various working groups:

I. Identification of Themes by Participants

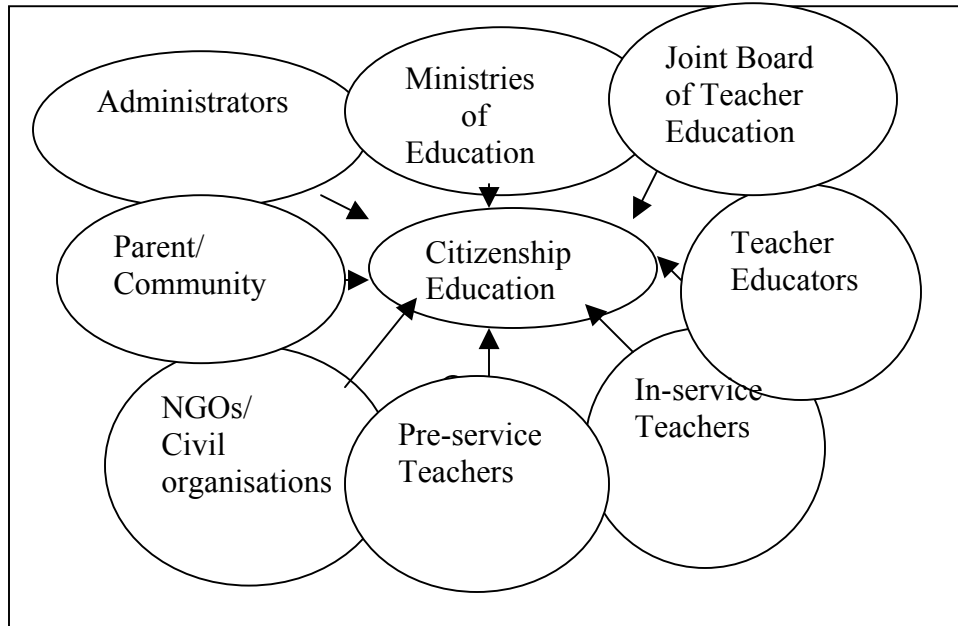
Table 1.0 Citizenship Education Concepts identified through Group Brainstorming

Concept	Place in Curriculum
<p>GROUP 1</p> <ul style="list-style-type: none"> ·Identity (citizen, teacher, Caribbean and global person) ·Values analysis/clarification (values portrayed by teachers, values in education, human rights) ·Culture and diversity (cultural penetration, local culture/heritage versus global) ·Social issues (environmental balance, HIV/AIDS and well being) ·The lived experience (teacher as model of the good citizen in the classroom and wider community.) ·Communicating for understanding and peace (conflict resolution, reflective practitioner) ·Decision-making and consensus/acceptance 	<p>Module for integration</p>
<p>GROUP 2</p> <ul style="list-style-type: none"> ·The ideal society Societal change: community, social groups/class, family, church, economic institutions, educational institutions, technology Sustainable development Role of voluntary groups/NGOs, stakeholders, ·Rights and responsibilities Inclusion, diversity (religion, ethnic groups, culture, national/regional identity), environmental protection, human rights, rights of students, parents, employees, employers, equality, respect for self, others and authority ·Government Legal/judicial system; political systems; democracy; law and order ·Conflict resolution Tolerance, respect, cooperation, justice, communication, fairness/equity, patience, empathy 	<p>Integration: Social studies/education courses</p> <p>Module</p> <p>Module</p> <p>Communication courses/Use of English/Personal development</p>
<p>GROUP 3</p> <ul style="list-style-type: none"> ·Conceptual knowledge/awareness ·Sustainable development ·Conflict resolution ·Service learning ·Diversity/multiculturalism ·Traditional culture versus global/universal values ·Motivation (for effective citizenship) ·Reflective teaching (student's personal development) ·Classroom management 	<p>Module</p>
<p>GROUP 4</p> <ul style="list-style-type: none"> ·Diversity/differences (e.g. religion, ethnicity, socio-economic status) ·Sexual orientation ·Multiculturalism ·Disabilities/special needs ·Integration (regional collaboration, sustainability) ·Gap between theory and practice (in teacher formation & implementation) 	<p>Module</p>

A synthesis was undertaken of the range of themes proposed and the following broad conceptual areas selected: Identity; Rights and Responsibilities; Diversity and Inclusion; Conflict and Cooperation; Governance and Community Service.

Figure 1.1 gives a summary of the proposed partnership in citizenship education for teacher training institutions.

Fig: 1.1 The Different Stakeholders in Citizenship Education



II. Conceptualization and Philosophy

Participants examined core concepts, themes or problems relevant to citizenship education, locally, regionally and globally. The themes were used in defining the organization, interpretation and application of appropriate knowledge, principles, skills, values and attitudes for teaching/learning about citizenship. Values were holistically defined around a core of common human values that society holds as worthy of a good citizen. The conceptualization process included an examination of the interrelationship between the knowledge, skills and attitudes and the conjoining of context and process in the teaching and learning of citizenship.

III. Definition of Citizenship Education for Teacher Education

The following formulations were selected from the groups' definitions.

- Citizenship education encompasses formal, informal and non-formal experiences and opportunities which equip students with knowledge, skills, values and attitude

in an attempt to mould them into becoming active, motivated, empathetic, responsible, competent and reflective citizens locally, regionally and globally.

- Citizenship education provides students with the knowledge, skills and understanding to play an effective role in society at the local, national and international levels. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible, encouraging participation in school, the neighbourhood, the nation and the wider world. It helps them to become informed, thoughtful and responsible citizens who are aware of their rights and responsibilities.

IV. Goals of Educating Teachers for Citizenship

Citizenship education for teachers aims at developing a cadre of persons who have a clear sense of identity and belonging, who are empowered to participate in their communities and recognize their roles and responsibilities as citizens in a modern society. These persons will be committed to promote knowledge, skills, attitudes and values which are congruent and conducive to effective participation in civic life. To this end, teacher education institutions will provide learning experiences and strategies designed to help teachers instruct students in citizenship education and foster positive values and attitudes.

General Objectives of Citizenship Education for Teachers

1. To provide student teachers with an understanding of the qualities which enable the individual to function as a good citizen within the national, regional, global and societal context;
2. To understand issues and challenges which impact on good citizenship and critically analyse and reflect on these;
3. To encourage student teachers involvement in activities which facilitate the development of attitudes and values of good citizenship;
4. To provide student teachers with appropriate instructional and assessment strategies for the effective delivery of the citizenship education curriculum;
5. To evaluate the values and attitudes esteemed by society in an effort to develop the individual value systems;
6. To deepen student teachers understanding and acceptance of self and of their civic responsibilities;
7. To help student teachers develop an awareness of their role and responsibilities as teachers;
8. To provide student teachers with strategies and approaches for helping their students understand themselves and their role in society;
9. To prepare student teachers to meet the specific needs of individual students in the classroom.

V. Profile of the Ideal Citizenship Education Teacher

The view was that the teacher's personal philosophy must be consonant with the principles advocated for a quality citizenship education programme. The ideal citizenship education teacher should have the following qualities:

Knowledge

- The philosophy of citizenship education, its pedagogy and curriculum including core themes, topics and concepts;
- Knowledge of governance and how society works to highlight individual rights and responsibilities;
- Awareness of his/her personal identity in relation to cultural norms and expectations in a local and global context;
- The ability to develop and modify the new curriculum creatively;
- Knowledge of the social milieu in which he/she works, the culture of the country, its developmental needs and goals within a global context;
- Knowledge of multicultural issues and an appreciation of diversity;
- An understanding of what it means to be a teacher and the responsibilities which the teacher carries.

Skills

- Demonstrate critical thinking, problem solving, conflict resolution, planning, management and accountability skills;
- Be able to use methodologies to create and maintain interest in the classroom, plan and execute strategies to meet the needs of individual students and use a variety of authentic assessment techniques;
- Adaptable to change with the capacity to function within a local, regional and global context;
- A working knowledge of the integration approach;
- Proficiency in utilizing technology for enhancing teaching/learning processes;
- Ability to be reflective and self critical of one's own pedagogical practices.

Personal Qualities

- A personal philosophy that is consonant with that advocated in citizenship education: possessing positive attitudes and values including integrity and honesty, compassion and empathy, humility, openness and impartiality, respect for life and cultural heritage, appreciation for and acceptance of cultural diversity, a sense of social responsibility and patriotism, active engagement, qualities of leadership;
- Be dynamic: possessing a thirst for knowledge, adaptability to change, qualities as a team player;
- Be a mediator, facilitator and mentor;
- Commitment to teaching citizenship education effectively, demonstrating a high level of professionalism and sense of responsibility, acceptance of individual

differences for the well being of students and the wider community, and commitment to quality education.

VI. Conceptual Areas

Five conceptual areas were selected from those identified in the group brainstorming. Participants were allowed to choose one of the five conceptual areas based mainly on their interest and experience, to form working groups A-E. Group tasks involved identifying objectives, sub-themes, knowledge, teaching strategies and modes of assessment. Reporting included various forms of group presentations followed by discussion.

Group A - Identity

The guiding principle is that citizenship education is a process and that the entire community of the teacher education institution must take ownership of the curriculum. Those leading the process must have a vision and inspire others to commit themselves to it. A whole curriculum approach is recommended in which concepts and values are integrated across subject areas.

Broad Objectives

1. To deepen student teachers' understanding and acceptance of self and of their civic responsibilities.
2. To help student teachers develop an awareness of their role and responsibilities as teachers.
3. To provide student teachers with strategies and approaches for helping their students understand themselves and their role in society.

Specific Objectives

Student teachers should be able to:

- Analyse the concept of individual/personal identity and identify the contributing factors and influences which shape identity
- Identify and associate with characteristics of national identity
- Recognize his/her membership and responsibilities to various societal groups
- Discuss and evaluate influences on national identity
- Provide opportunities for participation in group/community activities to reinforce a concept of belonging and membership to societal group

Sub-themes

Identity: (Personal, Community, Regional, Global)

1. Understanding self
 - Who am I?
 - Roles and responsibilities of different societal groups

- Values, attitudes esteemed by the society
- 2. Definition of identity
- 3. National and regional identity profile
- 4. Factors/influences which determine and undermine national identity
- 5. Organisation of content, methodology and assessment strategies for different schools/levels etc.

Teaching-learning activities should include:

- Seminars/workshops, resource persons
- Inter college/intra college competitions
- Action research
- Concept mapping, case studies, portfolios for evaluation
- Peer counseling/presentation
- Community service learning (providing evidence of students' community service)

Group B - Diversity/Inclusion

Goal

To heighten awareness of the origins and implications of social, cultural and ethnic diversity, the need for mutual respect and understanding and to prepare teachers to meet the specific needs of individual students in the classroom.

Broad Objectives

1. Understanding global problems
2. Developing the skills to resolve conflict peacefully
3. Living by human rights standards
4. Appreciating cultural diversity

Specific Objectives: Student teachers should be able to:

- Identify various religions and customs in their communities
- Compare and contrast the beliefs, customs and events of the different cultures
- Identify the various types of language within the community
- Identify the challenges faced by persons who do not speak the official language of the country
- Recognize the factors which define social class
- Define identity
- Identify/define the implications of diversity for teaching and learning

Sub-themes

Ethnic and cultural diversity

- Religion, language, customs,
- National and regional relations

Social diversity

- Class structure (employment, power, wealth, status), political differences

- levels of literacy/numeracy, technology, educational opportunities
- Individual differences
- Ability, sexuality

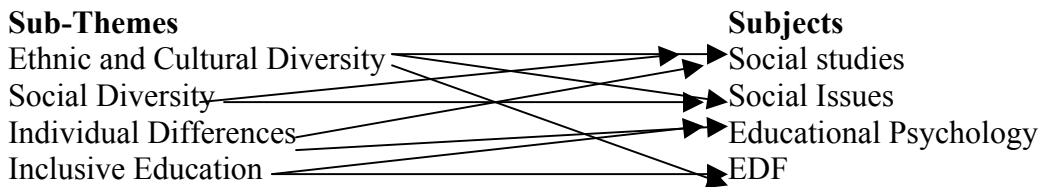
Inclusive education

- Special needs - definitions, identification, assessment (disabled students, gifted students)

Teaching-learning methods

- These should cater for different needs in the classroom and advocate non-gender bias.
- Should include research, resource persons, interviews, drama/role play case studies, panel discussion/debates, presentations and displays.

Figure 1.2: Sub-themes and location in subjects



Group C - Rights and Responsibilities

The ideal society recognizes rights and responsibilities of individuals as well as the individuals working towards the common good.

Specific Objectives

1. To inculcate the values of justice, truth, patriotism, tolerance, authority, freedom, participation, mutual assistance, personal and civic responsibility, self restrain and self respect.
2. To help students become aware of who they are and their different roles and responsibilities as members of the society – (parent, child, spouse, teacher, counselor).
3. To help students gain knowledge and understanding of their history and constitution, structure of government, the political process and the global context in which their country functions.
4. To provide opportunities for students to develop higher order thinking skills-reasoning, problem solving and divergent thinking.
5. To create individuals who are skilled in communication, conflict management, cooperative endeavour and consensus building.
6. To develop within the students a belief in the efficacy of civic participation and interest in participation and obligation to participate.
7. To have students participate and reflect on social issues that impact on the developmental needs and goals of the country.

Sub-themes

The ideal society and the common good

- (truth, justice, peace, tolerance, patriotism, participation, volunteerism)
- The concept of rights, the concept of responsibility

The citizen and the constitution

- Human Rights: UNESCO Declaration, UN Convention, Caribbean Regional Convention
- National constitution, Regional constitutions

Rights in action

- Consumer, child, family, teacher

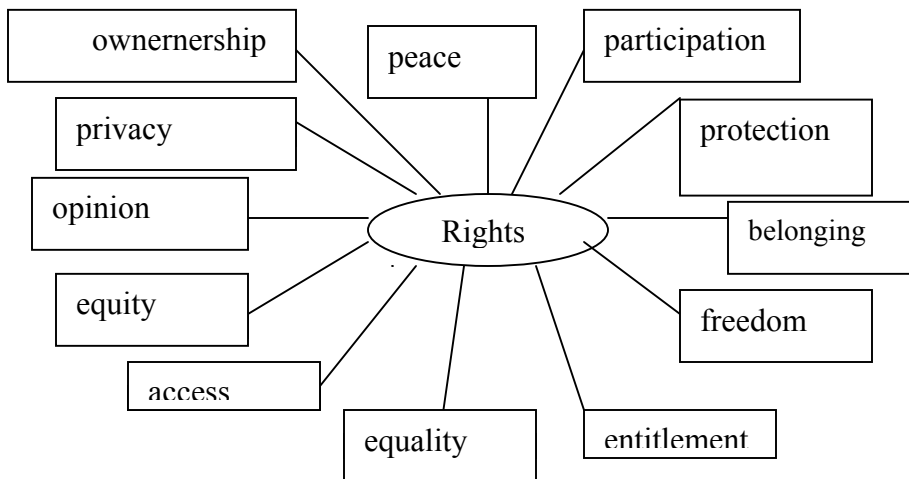
Responsibility

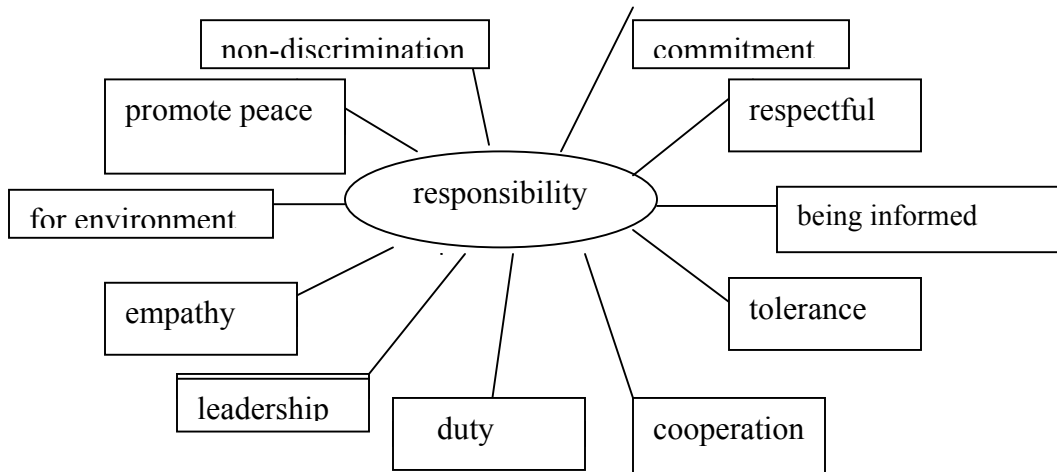
- Legal responsibility (obey laws, pay taxes, perform jury duty)
- Social responsibility, environmental responsibility
- Volunteerism

Practical work (assessment)

Case study, fieldwork, service learning/action research, portfolio/journal

Fig 1:3 Diagrammatic representation of concept of Rights and Responsibilities





Group D -Conflict and Cooperation

Objectives

Student teachers should be able to:

1. Transmit the values and attitudes held by society
2. Demonstrate a sense of individual and community responsibility
3. Apply decision-making and critical thinking skills to real life situations
4. Equip students with knowledge, skills and attitudes to function in a technologically driven global society
5. Practise skills of harmony, cooperation and management

Sub-themes and skills

- Collaboration, justice, respect, tolerance, patience, power and authority
- Cooperation skills: Listening skills, reflection, accentuating the positive, self-awareness, coping with own emotions, empathy, networking, decision-making, critical thinking, interpersonal relationships
- Causes of conflict: Socio-cultural factors such as gender, race, ethnicity culture, generation gap, value systems, socio-economic status, religion and politics.
- Conflict resolution and anger management skills: problem solving, negotiation skills, refusal skills, assertiveness vs. aggression, consensus building, consensus acceptance, mediation.

Teaching-learning strategies

Student-centered activities such as: cooperative learning, drama/role play, simulation games, discussion/brain-storming, reflection, research, utilisation of data, creative

imagining through literature, values clarification, concept attainment and classroom meeting model.

Assessment

Student evaluation of lessons, feedback from students on teachers, observation by teachers/students, use of checklists and rating scales, self-reports, journal writing, and portfolio to assess coverage and attitudes to tasks and to issues, quantifying improvement in behaviour.

Group E - Governance and Community Services

Specific Objectives

Student teachers should:

1. Gain knowledge and understanding of what constitutes governance and community service
2. Provide opportunities for students to research information and conduct reflective thinking
3. Examine and clarify values and attitudes
4. Demonstrate the applications of knowledge, skills and values

Sub-themes

Governance

- Roles and functions: social welfare, law and order
- Leadership- responsibility, role/function, honesty, integrity, industriousness, trust etc.
- Social groups: primary, secondary, formal, non-formal, civil groups
- Individual and collective needs

Community services

- Active and social participation/involvement/commitment
- Motivation
- Empathy: care + concern +sharing
- Social issues: violence, disasters
- Equity
- Diversity/multiculturalism/pluralism
- Environmental concerns: conservation/preservation

Teaching-learning activities: may include research, debate, field study, mock elections, simulations/role play, brainstorming, discussion, presentations

Assessment: Quizzes/tests, observations/interviews, class participation, self and peer assessment

Fig. 1.4 Governance and Community Services: Specific Activities

- Explain the following terms:
Governance, government, diversity, empathy, society/community, social group leadership, environment, conservation, preservation.
- Outline the roles and functions of government and social groups.
- Differentiate between two types of groups; primary and secondary, social groups, Kiwanis, Lions, Chamber of Commerce, Red Cross, Red Crescent (Red Half Moon)
- Interview two leaders of a named organization within the society and compare and contrast the leadership style.
- State the qualities which you think make an effective leader.
- Conduct a case study to determine:
The needs, problems or concerns of an elderly person; HIV/AIDS patients, a teenage mother, a community, etc.
- Write an essay and discuss your views on effects or impact of violence in the community, gangs, school violence or a current issue of interests (essay of 1000 words).
- Select an issue written by a journalist from two different sources: newspaper, magazine, radio/television and compare the views expressed.

VII. Challenges/Obstacles to the Design and Implementation of Citizenship Education

1. Presently, teacher educators and teachers have limited exposure to citizenship education and thus there is a lack of qualified, competent, proficient teachers committed to the values and goals of this curricular area.
 2. Citizenship education could suffer a similar fate as social studies at the secondary level where it is perceived as one for slow learners or seen as a “make-up” subject. Careful design and implementation of a citizenship education curriculum will be required.
1. Resistance to changes including decentralization of authority which impacts on decision-making and the changing roles of the teacher, students, the community and the parents in education. Also new approaches to school and classroom management, to student-centred approaches, integration/infusion, interdisciplinary and multidisciplinary methods and utilizing authentic assessment.
 2. Conflicts concerning one’s philosophical viewpoint and perceptions, traditional values versus emerging ones, personal, school, community, regional, national and global values and the influence of the wider society in dealing with controversial issues. There was questioning of certain values promoted by the Human Rights Declaration which are contrary to traditional values.

3. Curriculum texts also lack focus on citizenship education and there is need for financial aid in supplying resources, materials, etc.
4. Timetabling, demands of examinations especially in cognitive development, overloaded curriculum and thus limited time for exposure to the content and development of skills, creates conflicts/tensions in the curriculum. Also evaluation procedures, such as pre-assessment, needs assessment and post-assessment are inadequate.
5. The present teaching practice model still emphasises the cognitive domain. Creating a democratic classroom and the modeling of positive attitudes and values of citizenship would have to be an integral part of student teachers' assessment.

CONCLUSION

Participants felt the meeting to be timely and were anxious that the efforts begun at the workshop be pursued at national and regional levels. They were committed to sharing the outcomes of the workshop with their Ministries of Education and other key stakeholders. The overall aim in follow-up activity would be to restructure the teacher education curriculum in light of the results of the workshop so as to systematically bring greater focus to citizenship education. Greater collaboration would be sought with Ministries of Education, civil society organizations and the wider community as well as with other professional colleagues at national and regional levels.

The success of future initiatives will depend on the completion, approval, promotion and piloting of the teacher education curriculum framework. The International Bureau of Education and the UNESCO Office for the Caribbean in Kingston should continue to support and monitor this process. In addition to using electronic means of communication for building a network or community of practice, a desire was expressed for a follow-up meeting to finalize the framework document.

The Dominican Republic made a concrete offer of an electronic platform to facilitate development of the initiative begun in Montego Bay. In addition to using such a platform for dialogue and networking, it was suggested it serve to host, through collaboration with the Facultad Latino Americana de Ciencias Sociales (FLACSO), a bilingual (English and Spanish) online course for social studies and/or citizenship education teachers. It was suggested that this course be developed by a bilingual and multidisciplinary committee, including volunteers from the workshop participant countries.

The feasibility of this suggestion is to be followed up by UNESCO: IBE with the possibility of collaboration with the University of the West Indies explored.

