

EDITORIAL

Soul MATE: Making history

By Ayoub AIT ALI

With the incremental role of the civil society in the management of the day-to-day activities of societies, new profiles and forms of competition and competitiveness have started to emerge. Every association operating in a specific field starts to equip itself with and seek a new competitive strategy, whether explicit or implicit. This strategy may have been developed explicitly through a planning process or it may have evolved implicitly through its field activities. However, the emphasis being placed today on strategic planning in all sectors reflects the proposition that there are significant benefits to be gained from *explicit* process of formulating a strategy, to insure that the policies, or the actions for that matter, of all the different sections of an association are coordinated and directed at some common set of goals. Formal strategic planning in so many competitive sectors, where the civil society activities can equally be brought in, has highlighted questions that have so long been of concern to people seeking performance and efficiency. These questions encompass the following and more: What is the driving force in the sector where we are operating or we are thinking of entering? What actions are the other operators likely to take and what is the best way to respond? How will the sector evolve and how can the association efficiently respond to its membership base needs? How can the association be best positioned to remain competitive in the long run?

These questions seem all the more relevant to and true of an association like MATE facing vital choices and needing to take decisions in a turning point of its history. New times come with new requirements. So many requirements are perceived in so many settings by so many people in so many ways. In the absence of a cohesive vision, some perceptions can come in forms ranging from impressionistic counseling to groundless instructions.

Over the last few years, so many things have been going on in the Moroccan educational field, which warrants a revisiting of MATE attitudes and actions to better focus and perform.

Obviously, MATE thanks to its network of nationwide members and supporters has benefited from a lot of insight. So, many of its wise members and supporters have provided institutional support and most importantly encouragement from the beginning. This has certainly helped MATE clarify its thinking in innumerable ways.

Obviously, for over a quarter of a century, MATE has been promoting English language teaching in Morocco. Its endeavours have not been concerned only with this ELT goal. Along with it have come other goals like empowering teachers and syllabus designers and instilling a sense of belonging and citizenship among the field practitioners. All these values and objectives have been reflected in the so-many activities conducted by MATE over a period spanning over a quarter of a century. The devotion and dedication of MATE members and MATE officers have been exemplary. All Moroccan teachers see themselves as ex-officio members of MATE by training, by belonging or still by recognition.

This has called for the need to stop and assess MATE's status and achievements in order to further spur it forward. The expected upturn in MATE's activities and perspectives will certainly respond not only to the needs of the beneficiaries but also to the expectations of the Ministry of Education and the other partners who believe in the performance and the impact of MATE. For that matter, all its activities have been slightly revamped and refocused to guarantee most impact. These activities span the following:

- **Mate Days:** These are study days that have come back to the core of the events taking place nationwide throughout the year, with the major pedagogical focus being on-the-job practical needs of the classroom practitioners. They are run in coordination with the regional academy or delegation and local inspectors. The associative goals range from gaining visibility to increasing membership base.

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Edited by:

M. Hassim, M. Fahmi & S. Berdouz

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contribution from the British Council.

- **Regional ELT Colloquia:** They represent small-scale conferences that can take place at the level of a specific region. They particularly offer the advantage of comprising the theoretical dimension coupled with the practical dimension. Classroom issues are tackled from a perspective bringing in the pedagogical underpinnings. In addition to providing further visibility for the association, these events again widen the membership base and empower the regional officers.

- **Regional ICT Colloquia:** In view of the importance of information technology in the new teaching/learning methodologies and in view of the unprecedented success that we have had in the previous colloquia, it has become a tradition to hold these colloquia and extend these services to teachers and supervisors alike. These colloquia give the true dimension of MATE as a truly creative professional association that keeps abreast of the latest in its field, with a high level of adaptability to change.

- **Management Colloquium:** A yearly event enhancing the managerial skills of MATE officers; these skills are at the core of this colloquium seeking to empower the officers and equip them with the competencies that are likely to translate in efficient running of the association. This is also an opportunity to open up to different operators in the civil society to share their expertise and experience.

- **Translation Colloquium:** This is a colloquium organised jointly with partners in the field. It allows further visibility and variety for MATE as a multi-faceted association as well as an opportunity for skill enhancement for its members.

- **English for Specific Purposes Conference:** this conference consolidates the ties of MATE with the operators in the field of English for Specific Purposes through the so-many opportunities offered for exploring novelties in this field. The number of these operators is growing and the achievements of the association in this respect have been exemplary.

- **The Educational Psychology Colloquium:** It is a new product that will have the merit of offering an opportunity to delve into issues in connection with educational psychology from the perspective of practitioners, i.e. psychologists and psychiatrists. We will explore and expose first-hand information from field officers in a problem-solving fashion.

- **The University Day:** This is a reflection day that can be conducted with many universities at different intervals to address the specific issues pertaining to the tertiary level, assist in coordinating work among different faculties and explore ways of bridging the gap between the secondary and the tertiary.

- **The Teacher Supervision Colloquium:** This is an opportunity for teacher supervisors to get together again and agree on ways of conducting their work.

MATE can reliably pride itself on being the only professional non-profit making association capable of embracing so many interests and bringing together so many operators in an active way. Its broad strategy is designed in such a way its officers, thanks to their devotion and dedication, can respond to any emerging needs in a timely way and collaborative fashion. The effective implementation of this broad strategy is also dependent on the amount of support we get from our sponsors and supporters; all the more reason for us to approach our sponsors in a project-management-oriented approach that perceives each activity as a project responding to a number of requirements, just one of which is funding.

Should it not then be the sole MATE, or should I say the soul MATE?

REPORTS ON MATE ACTIVITIES

Minutes of the General Council meeting

Date: May 1, 2005.

Venue: CPR, Marrakech.

Meeting started at 9:35 and ended at 14:15.

Were present:

S. Berdouz, A. Ait Ali, N. Belkachla, A. Reddadi, M. Blibil, A. Bouziane, M. Hassim, R. Kerkech, M. Fahmi, A. Atlagh, A. Rhaiti.

1. Info matters: The meeting started with the following information:

- The opening of a local branch in Guelmim
- President will write thank you letters to Ouarzazate board.

2. Ouarzazate National Conference evaluation:

a. Financial report of the annual conference:

- Conference fees paid by the participants (including membership): **161930 Dhs**
- Contribution from Macmillan 2500 Dhs
- Contribution from Ouarzazate Prefecture 8000 Dhs
Total 172430 Dhs

- Gratuities and sponsorship in kind:

- Conference bags	9750 dhs
- Base ball caps	3000 Dhs
- Pens	700 Dhs
- Badge holders	300 Dhs
Value	13750 Dhs

- All conference related Expenses: **180982 Dhs**

- Red deficit from the conference: **8552 Dhs**
(compensated for from MATE funds)

b. Conference (what went wrong)

- No pre-briefing about conference (Most preparation was done by local branch)
- No permanent info on ongoing last minute decisions regarding the conference.
- Lack of regular evening meetings for task force and task distribution
- Media coverage should have been sought
- Approaching sponsors very late
- No broader international participation
- Some problems regarding rooming for workshops

- Late posting of call for papers

c. Lessons learnt:

- Start preparing for the conference now
- Rintegrate/invite old timers back
- Have detailed projects with tailored budgeting.
- Add more international flavour.

3. To be covered

- Work on creating Casablanca MATE branch (task: A.Reddadi, A. Bouziane, A. Ait Ali)
- A CPR afternoon in Agadir (A. Atlagh & Hassim)
- Students event in Agadir (Abdelkrim to contribute some books and posters)
- Hassim suggested revisiting MATE days to enhance membership
- Guelmim had their branch with no single presence of national board. A program should be arranged there. (Hassim & Fahmi to organise potential visit to Gulemim)
- Rhaiti should work on updating our lists. This helps marketing our association.
- Bouziane is to work on a software to help update and remind about membership renewal.
- Ait Ali is working on a university event in Mohamedia, jointly with S. Fathi. (Others to join.)
- Bouziane is working on a broader project regarding university.
- Fahmi suggests Agadir as an ideal host of ESP conference to be held in September or early October.
- A supervision colloquium is to be held in Rabat (Berdouz to take charge).
- ICT in Beni Mellah should be kept to a low key event, & low cost.

- Bouziane will help approach BC for possible sponsorship.

- R. Kerkech, work with Ait Ali on setting an education and psychology seminar to be open to other languages and held in Rabat. (Date TBD)

- Belkachka suggested setting up a Citizenship Education network. Abdelmjid promised to get sponsorship on this, as it answers many interests of several organizations.

- M. Hassim: The inspectors' colloquium will be organised in collaboration with the Ministry of Education, Marrakech Academy and the British Council.

4. On MATE annual conference 2006:

- To be held in Tangier April 2006
- Bouziane will request papers from presenters. Agadir and Ourzazate conferences proceedings will be published in one hard copy.

5. On the Summer camp issue:

- MATE should think of regulations
- Summer camps shouldn't be effort consuming as they are not the real MATE niche.

6. On the newsletter issue:

- MATE should have old timers back writing
- More people should contribute
- The detachable supplement should be kept because of the positive reactions of readers.
- Hassim and Fahmi are to continue the good lead on this. Rhaiti is welcome to join.

Reported by A. Raddadi

MATE Guelmim, Reported by L. Tighoula

1. THE SET-UP EVENT (March 20th 2005)

The set up event on March 20th 2005 was attended by 26 teachers. It was less than the number we expected (about 40) as many teachers travelled to Rabat for a Union demonstration. The preparatory phase was not easy and only joint effort made it succeed. The board was democratically elected. It was as follows:

The board:

- President: Lahcen Tighoula, Lycee Assadaka-Guelmim
- Vice president: Mohamed Abouabdallah, Lycee Lalla Meriem -Guelmim
- Secretary General: Abdelkrim Elquamch, Lycee Bab Sahara- Guelmim
- Deputy Secretary General: Mohamed Abouhachni, Lycee Bab Sahara- Guelmim
- Treasurer: Brahim Koukou, College Alhadrami-Guelmim
- Vice Treasurer: Mohamed Hadi, College lagsabi-Guelmim

Councillors:

Ahmad Khabaz: Lycee Lalla Meriem, Guelmim
 Slimane Fathi: college Med Chaikh- Bouizakarne
 Mohamed Habaz: Lycee Moulay Rachid
 Hamid Kadri : Almanar Private School- Guelmim
 Abdelkhaleq Jakouk: Lycee Tan Tan – Tan Tan

2. Report of the English day on May 08th 2005

Less than two months after its set up event, MATE-Guelmim organized a student-oriented event which we called "English day". The morning session began with language competitions for beginner and intermediate students. The participating teams represented all preparatory as well as high schools in the city. Afterwards, there was a talent show where students performed short plays in English and sang simple English songs.

The afternoon session was mainly a pedagogical activity involving both teachers and students. It aimed at enabling students to reflect on their experiences with English and discuss the difficulties they encounter while learning it. It started with a short simulation activity where a group of students played the roles of the different factors in the learning process (student-teacher-curriculum-institution...). Then a panel discussion was conducted. Students demonstrated great communicative talents and a strong desire to take part. They were supervised by teachers before and during the activity.

In spite of the difficulties we met as a newly set up branch, the event was a real success. Students from all schools appreciated it and feedback from teachers was very encouraging. The enthusiasm of the board members gives us hope that next year inchaallah MATE-Guelmim will thrive.

Beni-Mellal ICT Event : May 28-29, 2005

Beni Mellal MATE Regional Branch, in collaboration with the 'Academie Regionale de l'education et de la formation Tadla-Azilal' et 'Service de documentatoin et d'animation pédagogique' and with the participation of MEARN (Moroccan Education and Resource Network) organized an ICT event in Ibn Sina High School on May 28-29, 2005. The title of the training was: "Implementing ICTs in Building Pedagogical Projects".

This training was an opportunity for teachers from

different cycles (preparatory schools, high schools and university) to get information and have practice in three important modules: multimedia building, website building, and implementing online projects.

This ICT event was very successful both at the level of organisation, scientific value and social contact. It has also set precedence since it witnessed the presence of a lot of teachers coming from remote spots in Azilal delegation.

MATE 3rd Inspectors' Colloquium : Marrakech, Tuesday 31 May – Wednesday 01 June 2005

Reported by: M. Hassim

OBJECTIVES:

MATE, jointly with the Ministry of National Education and the Regional Academy of Marrakech, organised the 3rd inspectors' colloquium in Marrakech from 31 May to 01 June 2005. The theme of the colloquium was: "ICT for Supervision & Teacher Training". The colloquium focussed mainly on ICT tools, uses and issues that are closely related to supervision and in-service teacher training. Therefore the colloquium aimed to

1. provide inspector-centred training in the use of ICT in supervision and teacher training;
2. enable inspectors to effectively manage online resources related to supervision and teacher training;
3. provide training on using online communication tools for supervision and teacher training; and
4. create an online network for inspectors.

SPEAKERS & TRAINERS:

- **Abdellatif Zoubair**, Inspector of English, Delegation of MEN, Agadir Idaoutanan, Agadir
- **Abdellatif Zaki & Abdelkhalek Naoui**, University teachers, Institut Agronomique et Vétérinaire Hassan II, Rabat
- **Mohammed Hammani**, Inspector of English, Delegation of MEN, Khouribga
- **Abdelmajid Bouziane**, University teacher, Faculty of arts and humanities Ben Msik, Casablanca
- **Michael Wall**, ICT Co-ordinator, British Council Rabat,
- **Mohammed Hassim**, Inspector of English, Delegation of MEN, Zagora

ORGANISERS:

M. Hammani, A. Zoubair, S. Berdouz, A. Bouziane, Mohammed Hassim

PARTICIPANTS:

There were about 30 participants from the different Regional Academies of the Ministry of National Education. Every academy nominated two inspectors to participate in the colloquium.

METHODOLOGY:

The following methodological points were considered:

- The colloquium was mainly practical.
- The colloquium included both on-line and off-line activities.

- The colloquium would lead to the creation of the inspectors' network.
- The colloquium would have a follow up.

SPONSORS:

- Ministry of National Education
- Regional Academy of Tensift-Elhaouz
- The British Council
- Association des oeuvres sociales du MEN, Marrakech.

PROGRAMME:

Day 1 : Tuesday, 31 May, 2005

- Speech of the director of Marrakech Academy
- Keynote speech, Abdellatif Zaki
- The Regional ELT project, Steve McNulty, Director of the BC

Online & offline resources for supervision & teacher training:

- Working with templates, M. Hammani
- Websites for English language teachers, M. Wall
- Using online resources offline: Downloading and compiling websites, M. Hammani

Managing online supervision and teacher training:

Presentation & practice

- Online communities: www.nicenet.org as an example, A. Bouziane
- A web-based management system: www.claroline.net, A. Naoui
- Educational implications for inspectors: Open discussion

Day 2 : Wednesday, 01 June, 2005

Online communication for supervision & teacher training

- Mail lists & e-mail for distance coaching, A. Bouziane
- Asynchronous communication tools, A. Zoubair
- Conferencing (text/ audio/ video), desktop sharing and instant file transfer, A. Zoubair
- Educational implications for inspectors: Open discussion

Creating the inspectors' network: Moderated by M. Hassim

- Mailing list (yahoogroup) - Online environment (nicenet/ [claroline](http://claroline.net)) - Inspectors' newsletter and website.

The event started with the director's speech in which he welcomed MATE and expressed his readiness to establish some kind of partnership with our association. He also focussed on how MATE tried to win people's minds and hearts and urged the trainees to join the association and seek to develop professionally. In the name of the Board I tried to tell the trainees what MATE is and what they can benefit once they become members. The impression was very positive and the objective was reached.

As for the programme of the afternoon, it consisted of two workshops addressed mainly to the trainees. Mr Elkhrouaa, a teacher at the ALC, Agadir animated a workshop on reading and displayed practical tasks on how to make students like reading. The interaction with

the trainees was very positive.

Mr Hassim addressed the issue of the textbooks in Junior high school, namely **Focus** and **English Horizons**. He focussed on the teacher as a textbook evaluator and provided the trainees with samples and tools in the form of checklists that they will be using to judge any given textbook. Trainees were so interested in the topic especially that it is dealing with an issue they will be faced with day in day out once they are appointed in their respective areas.

The afternoon ended with a Panel Discussion moderated by Mr Abou Elfadel. The theme was "the impact of new technologies on teaching and learning". The panellists were trainers, secondary school teachers and trainees.

This poem was composed by Ahmed Alouah (Inspector of English at Al Haouz-Chechaoua) for the celebration of MATE 25th Anniversary during Ouarzazate MATE National Conference.

ذكري الفضائل

شعر أحمد ألواح (مفتش اللغة الإنجليزية، نيابة الحوز- شيشاوة)

1. تُغَالِبُ الْحُبَّ نَفْسِي وَالشُّوقَ وَالْبَيْنَا	لذكريك يا جمعا تَقَرُّ به عينا
2. لذكرى المعالي والمودة والهوى	وصرف ندى -دون الجموع- بها تُعنى
3. يناجي فؤادي تربة كم يحبها	وأهلا إليهم بالجوى طالما حننا!
4. فيرشف حرّ الوجد والبين والنوى	ويلعق من دون الوصال بهم حزنا!
5. فما برحت نفسي تنن من الضنى	وبالسُّهد لم تُغمض بتاتا لها جفنا
6. حنيننا إلى جمع وأهل وتلة	فذا الفضل في العلياء يوما بهم عنا
7. إلى دفاء ورزازات - لله درها-	فأنعم بها ربعا، وأكرم بها معنى!
8. فلولا ظروف العيش عندي عصبية	فدتكم بما أغلى لديها وما أغنى
9. وطارت على متن الأثير فأصبحت	من الوجد منكم، قاب قوسين أو أدنى
10. سلاما وإجلالا إليكم وقبلة	فإن هي غابت، لا تسينوا بها الظنا
11. وجمعية في المجد أرسدت جذورها	برمز التناهي، في العلا أبدا تُكنى
12. فلولاك ما جدت نفوس وأبدعت	ولا كان للتعليم ذوق ولا معنى
13. لك الله من نبع سقى كل روضة	بعلم مديد لا يجف ولا يفنى!
14. ودوحة آداب جعلت ثمارها	بكل بقاع الأرض قاطبة تُجنى
15. أحطت بأقطاب الحداثة في اللغى	فلم تتركي علما حديث ولا فنا
16. فكيف يُسمى عيدك اليوم فضيا	وقد خاطبت بالتبر أمجادُه عنا؟!
17. فضائل لا تحصى حبيت بها الورى	فقد صنيتها دوما، فسَميتُها ديننا
18. وكم راكب مثنا بغير فضيلة	فضائلك المثلى أعزُّ لنا متنا
19. ويكفيه كسب في معاليه بارد	ونُثبعُ دوما، في العلا باردا سُحننا
20. فحارت عقول الناس، فيما نشيده	وأفواهُها، لا تستفز بها لسننا!
21. فنحن -بني الأمجاد- يعرفنا العلا	إذا وثبت أقدامنا للعلا رُغننا!
22. فسيروا على نهج قويم، سمّت بكم	إلى كنف العلياء أيأثمة الحسنى
23. سيلبث في صرح المعالي يُعزنا	ويغمرنا فخرا، ويرفعنا شأننا
24. ويدرأ عنا كل صعب ومحنة	وينشر فينا في مخاوفنا أمنا
25. ولو نحن كنا دائما نقتدي به	لعشنا كراما، كل فضل به فزنا

Moral Issues in Education

By Rachida Kerkech, ENS, Rabat

Introduction

Evidence is accumulating that values education has seriously deteriorated in our society in general and in our educational system in particular. Parents as well as teachers agree -for once- on the fact that the young generation seems to suffer from ethical illiteracy. The young no longer deem it necessary to adhere to moral values; as a result of this, the schools' and the classrooms' atmosphere has negatively been affected.

It seems that the focus in our schools on subject matter and exams and the neglect of the psychosocial development of students has led to an almost sterile educational system. Teachers who deem it necessary to take care of their students' character development have become a rare species. To restore respectfulness and respectability to our educational institutions has become the main objective of any one who feels concerned about the future of our educational system.

Some teachers are skeptical about any real effect of character education on students because they are unable to cope with the **Nature / Nurture** controversy. They would prefer to believe that the effect of Nature is much more powerful and lasting than that of Nurture. Let's, however, consider the following:

- **Temperament** is related to Nature; that is the genetic or hereditary factor determines what kind of person we are going to be. Usually, it is resistant to change.
- **Character** is more related to Nurture. Here, the educational and environmental factors acquire importance. Our character is shaped and affected by our environment and by the habits we acquire as we grow and mature.

The educator's role, then, is to intervene at the level of Nurture and to provide the right educational environment that would favour a sane and normal character development of students.

1. The main causes of the deterioration of morals

- The lack of efficient adult guidance and support
- Parental educational deficiencies
- The resignation of teachers
- The lack of coherence between home and school in terms of values' choice
- A general feeling of disappointment and frustration among the young
- The negative expectations of adults and their pessimistic attitudes
- Audiovisual violence and indecency
- Rapid social change
- Misuse of modern cultural notions: e.g. **Human rights**: A sense of **duty**, **responsibility**, and **obligations** should be inculcated along with the notion of **rights**

2. Rehabilitating the role of the teacher as an educator

Character education is incumbent on all teachers whatever the subject they are teaching because:

- **First**, the classroom is the right space where values can be assimilated, practised, and transmitted.
- **Second**, a professional teacher is definitely more than just a subject or language technician.
- **Third**, When teachers give up providing their students with educational support and guidance, others are likely and just too happy to provide the young with the "guidance" they badly need but not always for genuine educational purposes.

On the other hand, how many of us have often heard adults say to youngsters who are rude or who misbehave in the streets: "**Is that what you are learning at school?!**" Implying, of course, that schools and teachers are supposed to "teach" good manners and values.

3. Eventual obstacles to character education in class

▪ **Working conditions:**

Teachers often complain about class size and work load and consider them as factors that hinder a more student-centred approach to teaching and make it impossible for them to cater for character education.

▪ **Values can clash:**

The notions of individual freedom and the right to have one's own opinions on the one hand, and the inability to reasonably assume those rights and the responsibilities they imply, on the other, have led to two opposite reactions on the part of educators: either the teacher is firmly convinced of the rightness of his/her own beliefs and, in that case, they stubbornly engage in a whole process of heated preaching and indoctrination, or, on the contrary, teachers adopt an attitude of what they consider cautious neutrality.

▪ **Shortcomings in teacher training:**

A survey of our teacher training curricula in general shows that much emphasis is put on methodology, psychology, and, recently, ICT.

Little or no importance at all is given to training on:

- the ethics of the teaching profession
- how to become an effective developer of good character.

An attempt has been made at the ENS-Rabat, by the Educational Psychology group to introduce a substantive chapter on "teaching values", but more effort needs to be made in this sense.

4. Character education: A matter of approach

The success or failure of teachers when it comes to character education is contingent on the approach they are adopting and at the level of their personal convictions.

a. The teacher as role model

The young nowadays are more likely to believe what they see than what they hear; so it is useless for teachers to waste energy moralizing if they themselves are unable to practise what they preach. To be accepted as a model, they should rather rely on:

Professional competence

In order to gain the trust and respect of students, teachers have to seek and develop their professional competence. After all, they are supposed to master and be able to teach a specific subject.

Preparing interesting and motivating lessons, involving students in the learning process, coming on time, showing enthusiasm for the subject, being respectful; keeping being informed about educational issues in and outside of Morocco, all these are part and parcel of professional competence.

Right conduct and attitudes

A teacher who finds it feasible and acceptable to come late, to use the mobile phone in class, to use rude or indecent words in class cannot be considered as the right model for right conduct. On the contrary, s/he actively contributes to the proliferation of unacceptable behaviour.

Appearance and bearing

Students are perfectly able to notice that their teacher has taken the trouble to prepare him/herself in terms of pleasant appearance and enthusiasm in order to come to class. Young people need to see smiling faces; so why impose a frown on them because of personal frustrations?

b. Subject content

Texts, stories, poems, etc. can be efficiently used to impart values implicitly.

c. Cooperative learning

Making students work together is a good opportunity to make them experience the beneficial effects of sharing ideas and materials, listening to each other, respecting others, being patient, waiting for their turn, in short acquiring communicative skills along with a certain code of conduct.

d. Extracurricular activities:

Cultural events, group excursions, workshops, students' magazines, gardening, etc. provide students with valuable opportunities to be initiated to values and see in practice their beneficial effect on community building.

The ethics of the teaching profession require that teachers:

- be a model for honesty, respect, decency, responsibility, etc.
- initiate students to rational reasoning and critical thinking.
- avoid any form of biased preaching or indoctrination.
- enable students to acquire the ability to reason about their own conception of values. Reasonableness would logically lead to the right choice of values. And the

right choice of values would make life more meaningful to the young generation.

Wasn't it Aristotle who talked about **moral responsibility and choice** in his book **Ethics**, p.54?

5. What values should educators endeavour to embody and "teach" to the young generation?

The most important of all values: **Respect**.

- Respect affirms our human dignity and worth.
- We need to rehabilitate the notion of respect in our educational institutions, in our streets, and in our public spaces.
- Respect embodies all the other no less important values like honesty, truthfulness, responsibility, citizenship, solidarity, etc.

Conclusions

- As Aristotle taught, "people do not naturally or spontaneously grow up to be morally excellent or practically wise. They become so, if at all, only as the result of a lifelong personal and community effort." (Aristotle; Ethics)
- The role of any educator is to try to lead students towards better knowledge of the self and towards psychological balance.
- We can try as educators to emphasize what humanity has in common instead of insisting on pinpointing the differences or the contradictions; we can draw our students' attention to the fact that the most important human values have been preached and taught by all human cultures and societies throughout history.
- Cultural, religious, social class, and linguistic categorization, when pushed too far, can restrict healthy psychosocial development. Education becomes then based on a spirit of division and even of hostility and not on one of unity and harmony.
- To be able to play a positive role in the field of education in its largest sense, the educator should be a person who is able to show a minimum of mental coherence and balance. A person who is able to be generous in the largest sense of the word; able to give, to understand, to tolerate, and to assist.
- An educator should be a person strong and realistic enough to be aware of the demands of the teaching profession. The ability to find a compromise when the need arises is a highly valued quality in a teacher.
- Patience, flexibility, and sense of humour would make things look less frustrating than they seem to be.

Recommendations:

- Pre-service and in-service teacher training curricula should place more emphasis on:
 - The ethics of the teaching profession.
 - Character education.

Sources

This article was based on:

- ◆ personal reflection;
- ◆ interesting and fruitful discussions with colleagues, friends, and trainees. Thank you all for your direct and indirect contributions;

◆ documentary films about educational issues and concerns in Morocco as well as in other countries constitute an invaluable source of information. If you zap because a documentary film is about a primary school in an isolated village in China, then you're missing a golden opportunity to learn a lot about human education.

◆ **Books, a selection:**

- Aristotle. *Ethics*. Penguin classics
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◆ **Websites**

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- www.charactercounts.org
- www.globalethics.org
- <http://tigger.uic.edu/~lnucci/MoralEd.html>

« Teaching Character Development to Teachers » in <http://charactered.org/teachprep.htm>

www.globalethics.org/pub/toughchoices.html (an interesting summary of Rushworth Kidder's book *How Good People Make Tough Choices*, N.Y. Morrow, 1995)

"The Story of Neo-Humanist Education" <http://nhe.gurukul.edu/story.html>

Citizenship Education & Curriculum Development for CPRs

Nezha Belkachla, CPR-Marrakech

"What is it to be a good citizen? It is to acknowledge the other person's rights before asserting your own, but always to be conscious of your own."

Khalil Gibran

Background and introduction:

Besides my personal motives and convictions, the present paper comes as a contribution to the efforts that are being made by the Moroccan community to instil the values of democracy, law and justice in the Moroccan society, namely the formal speeches about the state of justice and law, the actions taken by the Forum of Truth and Justice for the reconciliation with the past, and all the endeavours made by the Civil society to fight against corruption and the degeneration of values. It also responds to the intentions of the ministry to integrate Citizenship Education into the school curricula.

The idea of Citizenship Education has gained more ground in the last few years. Based on the **National Charter for Education and Training (1999)** and the **White Book (2002)**, a number of **ministerial circulars (87, 126, etc)** on Citizenship, and books like **Gender Equity in the school environment (2002)**, **School Education and Human Rights (2003)** and **Pedagogical Guidelines on the Integration of the Principles of the Family Law in the School Curricula (2003-2004)** made their ways to schools and training centres. Moreover, the CPRs (Centres pédagogiques Régionales) were required this year to re-design their syllabi in order to fuse the above issues with the curriculum, and add a module on Citizenship Education. In a national meeting from February 14th through 16th 2005, a committee of CPR teacher trainers worked on designing the different modules, including a **20-hour module on Citizenship Education**. The learning outcomes for the trainees

would be to come to "an in-depth understanding of the scope and nature of civic education" and to demonstrate "the ability to develop civic knowledge, skills and attitudes among learners".

The absence of an appropriate content for the suggested module sparked off the idea in my mind to carry out the present investigation, which hopefully will share insights into a possible curriculum content and methodology. The first part of my paper is an attempt to highlight the different dimensions of Citizenship Education from a holistic point of view. In the second part, I will present the findings of a needs analysis that I conducted with the trainees at the CPR of Marrakech, explain the implications and provide recommendations.

1. What is Citizenship Education?

Talking about Citizenship Education requires a relative understanding of what the concept of a good citizen means. Among the different perceptions of empowered and responsible citizens, I opted for the following model that represents a holistic approach of Citizenship Education for the reason that it correlates more or less with the view on the kinds of educational outcomes targeted through developing cultural and strategic competencies in the Moroccan schools, expressed in the **White Book (2002: 13)** and stipulated in **Focus (2003:4)**, a manual designed for EFL teaching in the middle school, which are classified in the table below the model.

A Multidimensional Model of Citizenship Education

Dimensions of Citizenship

PERSONAL (a personal capacity for and commitment to a civic ethic characterized by responsible habits of mind, heart and action)	Citizen	SOCIAL (capacity to live and work together for civic purposes)
SPATIAL (capacity to see oneself as a member of several overlapping communities- local, regional, national and multinational)		TEMPORAL (capacity to locate challenges in the past, present and future; a sense of heritage and an eye to the future; in touch with reality)

(Grossman et. al. 2000)

Cultural Competencies:	Strategic Competencies:
Consider the symbolic side related to the development of his/ her cultural heritage and his/her view and attitudes towards the world and the human civilisation in accordance with his/ her own personality, his identity as a Moroccan and as a being with his/ her own environment.	-Be aware of oneself and able to express it -Locate oneself in time and space -locate oneself vis-à-vis the others and other social institutions: the family, the school, and the society as a whole. -modify one's expectations, orientations and behaviour according to the ongoing development of knowledge, attitudes and society.

(Focus, 2003:4)

2. Contents of a Multidimensional Citizenship Education

It is hard to limit the scope of the content for Citizenship Education. In accordance with the view demonstrated in the

model above, Grossman et. al. (2000) suggest the following three areas of knowledge, skills and behaviour that the school curricula might embrace and help develop:

CIVIC EDUCATION	VALUES EDUCATION	ENVIRONMENTAL EDUCATION
The building of a knowledge base for civic beliefs and skills for civic participation	The acquisition of dispositions and predilections that provide the foundation for civic attitudes and beliefs	The process of developing understanding, skills and values consistent with the notion of sustainable development

Obviously, Citizenship education does not start at school. It begins at home, where the individual inaugurates his awareness of belonging to a social group, then the school can forge knowledge, skills and dispositions that will allow the individual to interact appropriately with the school environment as a bigger social group and the world outside, be it local or global. This implies that Citizenship Education should involve different partners, parents, educators, the civil society, the state, etc.

3. Various aspects of Citizenship Education:

The different teaching environments sometimes affect the choice of the content of Citizenship Education. In general, the latter might include:

- Political institutions: commitments, values and responsibilities
- Role of the citizen in politics
- Laws, dignity, freedom, equality, tolerance and democracy (Bulletin 1/2: 1998: 2)
- Other values like peace, conflict resolution, societal dilemmas, etc.
- Geography and cultural national heritage
- Democratic societies and empowerment of the individual.

4. The what and how in Citizenship Education

Due to the variety of issues that can be dealt with in Citizenship, it is necessary to agree on a set of themes and values that the school curricula should address and develop. Two crucial questions arise, however:

- **Are educators supposed to teach all the themes mentioned above or be selective?**
- **Who should decide about what and how to teach?**

I think it is up to educators to decide about this according to the approach they are adopting. However, it is worth-considering that if we mean to impart some of the values that we are trying to nurture, like democracy for example, it would be more

remunerative to involve the learners in decision-making about the content and methodology of Citizenship Education. This might promote democratic practice and prepare the students to become responsible citizens in their community in the real sense of the word, which is defined by Abdellatif Zaki (2004:1) as the following:

“One is a citizen when one can take part in making the decisions that promote and protect democratic values in any aspect of the development process that affects the political, economic, cultural and social conditions of the community”

5. My experience:

In the next part of this paper, I will be sharing with you the findings of a needs analysis that I conducted with teacher-trainees at the CPR of Marrakech

5.1. Instrument

In this investigation, I used a questionnaire as a tool for data collection.

5.2. Aims of the questionnaire:

- To know the trainees' opinions on the connection between language learning and citizenship education
- To stimulate their reactions to the integration of Citizenship Education in the school curricula
- To get ideas on the most appropriate approach and methods of work
- To assess their interests and needs concerning Citizenship Education thematic units.

5.3. Administration:

The questionnaire was administered, in a class session, to forty-two teacher-trainees at the CPR of Marrakech, 26 males and 16 females ranging in age from twenty to twenty-nine.

5.4. Findings:

The trainees were asked to agree, disagree or express their uncertainty about the statements 1, 2, 3 in the first part of the questionnaire (see below):

1. People learn a foreign language to talk to foreigners
2. Learning a foreign language is a tool to know about other cultures.
3. Learning a foreign language helps become a better citizen.

The trainees' reactions to the connection between language and citizenship Education revealed the following:

67% of the respondents agree that people learn a foreign language to communicate with foreigners; 95% think learning a foreign language is a tool to know about other cultures; and 62% consider learning a foreign language as a tool to become a better citizen.

As the data indicate, the trainees are aware that the most important objective behind learning a foreign language is not only to talk to foreigners; but also knowing about other cultures. That is in fact one of the most important pillars that forges citizenship practice and fosters tolerance skills. However, significantly enough, the data revealed that only 26 (62%) out of 42 trainees thought that you can become a better citizen when you learn a foreign language; 5 trainees disagreed and 11 were uncertain. That probably explains the fact that they could probably not see a clear connection between knowing about other cultures and becoming a better citizen. I'm entirely convinced, though, that people are likely to become more open and tolerant towards differences when they learn other languages and know more about other cultures, which, together with other predispositions, might grant you the right to claim you are a good citizen.

In response to statements 4 and 6:

4. One of the missions of the school is to promote Citizenship Education
 6. Citizenship Education should be part of pre-service training.
- 88% of the respondents agree that one of the missions of the school is to promote citizenship Education; and 93% trainees affirm that Citizenship Education should be part of pre-service training

The findings imply a relatively great interest in the integration of citizenship Education in pre-service training and in education in general. This might be an important impetus to syllabus designers to think of a systematic implementation of Citizenship education in the training institutions to reinforce that motivation and engender more interest.

As concerns the methodology to be adopted in promoting citizenship Education, elicited by statement 5 and 7 in part 1, and part 2 of the questionnaire, 67% of the trainees express that Content-based instruction is an appropriate approach to Citizenship Education. 93% think that teaching Citizenship can help the trainees master the language in addition to the content, and 7% revealed their uncertainty about it. 52% think Citizenship Education is better promoted implicitly; whereas 45% express the need for explicit instruction; 3%, however, go for both implicit and explicit teaching. As concerns modes of work, 100% of the respondents agree that Citizenship Education is better nurtured cooperatively, and not individually. Also, Citizenship Education should target behaviour for 76% of the trainees, knowledge for 14%, and both for 10%.

As the data show, my belief is that a syllabus that consists of thematic units is likely to help the EFL teacher trainees consolidate their citizenship education knowledge and promote their citizenship practice. In fact, promoting citizenship requires contextualized and meaningful learning within a learner-centred curriculum approach. Moreover, Learning activities should target both language aims and citizenship education aims.

I believe that educating on values or civics cannot meet the aspired objectives in one class or two; it is an on-going process. The school can play a crucial role in reinforcing citizenship values, but parents and the whole community have an important share. Talking about this, though, is beyond the scope of this paper.

What is more, the majority of the respondents think that civic education should focus on behaviour rather than knowledge. I believe facilitators should try to negotiate with the learners in interactive and participatory learning experiences so as to make them realize that there are, in fact

“three essential components of civic education and that all three are indispensable. Those components are civic knowledge, civic skills, and civic dispositions.”

Margaret Stimmann Branson (2004)

It is important to mention, though, that lectures cannot promote Citizenship Education, an idea that matches most of the respondents' opinions, simply because skills and dispositions are to be developed and not imposed or recited. Teachers who use cooperative, communicative and interactive activities are more likely to engender citizenship practice. The personality of the teacher and his positive attitudes and behaviour towards the learners is primordial in developing civic-mindedness.

The third part of the questionnaire probed the trainees' ideas on the most important content that should be included in the thematic units of Citizenship Education. They were required to classify the suggested issues from (8 as most important to 1 as least important):

Examination of the data indicated that the issues ranked as shown below in terms of priority (1 being the most important):

1. Values such as respect, tolerance, empathy, human dignity, fairness, cooperation, etc.
2. Individual rights and responsibilities and their role in a community
3. Political institutions, how governments are formed (elections, laws, etc.) and the role of citizens.
4. Protection of the Child's rights
5. Family code and the rights of women
6. Global issues: (justice, conflict resolution, peace, etc)
7. Environmental issues
8. Cultural geography: anthems, national heritage, etc.

Four trainees respectively added other issues like traditions, cultural background and values, learning how to be a good citizen and drawing on Islamic religion to teach values. The last reaction may probably be explained by the attitudes of some people towards universal values which they erroneously believe are based on Western culture; while in fact, The National Charter for Education and training (2000:11), and the White Book (2002:11-13) stress the importance of developing those values. Educators, however, should be aware of the different biases concerning the teaching of those values.

Looking at the data, it is not surprising to see that the trainees would prioritize values such as respect, tolerance, human dignity, etc. over other issues. Many people in Morocco now are aware that values are deteriorating and that it is high time we did something about them. The variable of gender didn't make much difference in ranking "family code and women's rights" in the fifth place. This explains that gender equity is not an issue for the respondents, as I was expecting before the investigation. However, I thought that probably some sort of reflective and interactive sensitization would help promote awareness of the importance of the issue in our society. Also the data indicate that issues related to cultural geography did not attract the attention of the respondents and so got the lowest rank, which is quite understandable. A few young people nowadays actually value their national heritage and I think the school should do something to probably restore that interest.

5.5 Limitations of this investigation:

- The data would have been more representative and informative, had the questionnaires been administered to a larger audience (other cities)
- This kind of investigation requires the collaboration of a research team to compare data and findings
- The respondents might have been influenced by the statements as there was only one open question in the questionnaire; all others are closed.

6. Recommendations:

- The investigation, though limited in scope, revealed important insights into the trainees' perceptions of Citizenship Education and ways of implementing it. This can be a springboard for a committee in MATE to contribute to the designing of an appropriate curriculum that matches the needs and requirements of a pre-service education of high quality.
- Educators should think of interactive, participative and reflective ways of promoting citizenship culture in pre-service education.
- They should re-think their ways of evaluating the learners' outcomes, and encourage alternatives in assessment, like portfolios, teacher's observation, peer observation, conferencing, interviews, etc. A criterion-referenced testing is also recommended.
- Due to the importance of the facilitators in Citizenship Education, a systematic practical training is needed to make teacher-educators match the requirements of democratic animators that are not only facilitators, but also real partners in learning.
- Educators should be made aware that they cannot know and provide all the answers because Citizenship Education is a non-stop discovery for both learners and educators.
- Other partners, like parents' associations and the civil society should be involved in promoting citizenship values.
- Using ICT, creating keypals for instance, and forums for discussion may help the learners promote tolerance, empathy, etc.

Conclusion:

In this paper, I tried to shed some light on the different aspects of Citizenship Education. I also attempted to analyse the needs and interests of the trainees, share some insights into ways of nourishing Citizenship behaviour and attitudes, and provide some recommendations for implementation. The question that remains debatable for some people, however, is: Shall we prepare good citizens for their community or for the global world? That actually determines the kinds of values we, as

educators, should impart to the learners. My belief is that we should help promote responsible citizenry that can be committed to instilling democratic principles in our country and empower our citizens to be able to function appropriately in a world of globalization that, as UNESCO president, Apnieve (2002:1) stipulates, **"does not marginalize, but instead one that humanizes and strengthens the bonds of our human solidarity, that spreads its benefits equitably rather than create new gaps between people, their economies and cultures"**.

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