

**UNESCO**  
**Ethics Teacher Training Course**  
**(ETTC):**  
**Project Description**



United Nations  
Educational, Scientific and  
Cultural Organization

Bioethics Team  
Division of Ethics and Global Change  
Sector for Social and Human Sciences  
[www.unesco.org/bioethics](http://www.unesco.org/bioethics)

## INTRODUCTION

On 19 October 2005, the 33<sup>rd</sup> Session of the General Conference of UNESCO adopted the *Universal Declaration on Bioethics and Human Rights*. The Declaration embodies a set of bioethical principles that provides a common global platform by which bioethics can be introduced and strengthened within each Member State, and UNESCO is mandated to promote, disseminate and elaborate these principles for practical purposes.

### UNESCO's Mandate to Promote Education in Bioethics

*The Universal Declaration on Bioethics and Human Rights* (2005). Article 23 states that "In order to promote the principles set out in this Declaration and to achieve a better understanding of the ethical implications of scientific and technological developments, in particular for young people, States should endeavor to foster bioethics education and training at all levels as well as to encourage information and knowledge dissemination programmes about bioethics."

*The Universal Declaration on the Human Genome and Human Rights* (1997). Article 20 calls Member States to take appropriate measures to promote education in bioethics at all levels.

*The Teaching of Ethics* COMEST Report (2003). The recommendations in the report encourage universities and other institutions of higher education to establish ethics teaching at the appropriate levels. The report also recommends for UNESCO to develop courses in ethics and to support ethics teaching in developing countries.

*The Declaration on Science and the use of scientific knowledge* by The World Conference on Science (1999). In its Framework for Action, the Declaration emphasizes that "Ethics and responsibility of science should be an integral part of the education and training of all scientists. It is important to instill in students a positive attitude towards reflection, alertness and awareness of the ethical dilemmas they may encounter in their professional life."

To implement this mandate, UNESCO has developed a multifaceted capacity-building strategy that involves several mutually-reinforcing projects designed to assist Member States to address ethical issues arising from the rapid progress in medical and life sciences. The **Ethics Teacher Training Courses (ETTC)** project is an important component of this strategy, which targets the young generation of experts and educators who are engaged in teaching ethics at various academic faculties and institutions around the world.

In recent times, ethics has become an important part of the higher education curricula in various disciplines – not only in medical sciences but also in law, social sciences, public policy, philosophy, and others. In order to gain a clear picture of the state of the art in ethics teaching around the world, UNESCO is mapping existing ethics

teaching programmes in its Member States. Over 230 ethics teaching programmes have been identified and entered into the **Global Ethics Observatory** of UNESCO (**GEOb**) for easy public access. Teachers interested in launching or strengthening ethics teaching programmes in their institutions can consult the database to find suggestions and ideas from the existing programmes.

**The Bioethics Core Curriculum** is yet another tool created by UNESCO in order to promote bioethics education around the world. The Core Curriculum, which was developed by a special group of experts from diverse cultural backgrounds, is based on the *Declaration* and is designed to introduce the bioethical principles of the *Declaration* to university students. It therefore does not impose a particular model or specific view of bioethics, but articulates ethical principles that are shared by scientific experts, policymakers and health professionals from various countries with different cultural, historical and religious backgrounds. In order to ensure a flexible application of this tool,

the Curriculum invites teachers and students to expand its contents and approaches based on the local context.

While practical educational tools, such as **GEObs database** and **Bioethics Core Curriculum** are helpful, the quality of ethics education also depends on the substantive and pedagogic competencies of the teacher. In other words, an effective ethics teacher should be knowledgeable about *how* to teach, as well as *what* to teach to the students. The ETTC complements the practical ethics teaching tools developed by UNESCO by focusing on the methodology and pedagogy behind ethics education. It aims particularly at building capacity of a young generation of teachers who can serve as agents for expanding and improving ethics teaching programmes in their countries in the near future.

### **OBJECTIVES OF THE PROJECT**

Ethics Teachers Training Courses are designed to:

- introduce the participants to the means and resources of teaching ethics;
- teach the participants the methodologies and methods of teaching ethics; and
- assess and provide feedback on the participants' demonstrations of teaching skills under the guidance of experienced teachers.

### **VENUE**

The venue for holding an ethics teaching training course is selected through a negotiation with the institutions hosting the sessions from various countries, paying attention to geographical balance and taking into account the capacity-building and educational needs in specific regions. In the past, the Ethics Teacher Training Courses have been held in the following locations:

- Bucharest, Romania (2006)
- Egerton University Njoro Campus, Kenya (2007)
- Bratislava, Slovakia (2007)
- Riyadh, Saudi Arabia (2007)
- Minsk, Belarus (2008)
- Dubrovnik, Croatia (2010, 2011)
- Belgrade, Serbia (2011)

### **TEACHING STAFF**

Ethics Teaching Training Courses are conducted by a team of experts with extensive international experience in ethics education and cooperation with UNESCO. Usually, a single training (5 days) involves four experts, one of whom may be a representative of the institution hosting the training. UNESCO's list of experts for the ETTC project includes:

- Dr. Henk ten Have, Duquesne University, Professor and Director, Center for Healthcare Ethics;

- Dr. Amnon Carmi, UNESCO Chair in Bioethics, University of Haifa, Israel;
- Dr. Daniella Keidar, The International Center for Health, Law and Ethics, Faculty of Law, University of Haifa, Israel;
- Dr. Jan Helge Solbakk, Professor of Medical Ethics, Faculty of Medicine, University of Oslo, Norway;
- Dr. Bert Gordijn, Director of Institute of Ethics, Dublin City University, Ireland;
- Dr. Amin Kashmeery, Professor of Physiology, Centre for Islamic Biomedical Ethics, University of Durham, United Kingdom and Head of the Bioethics Section of King Saud Bin Abdulaziz University for Health Sciences, Riyadh, Saudi Arabia;
- Dr. Abdulaziz Al Swailem, Director of the Natural Resources and Environmental Research Institute, King Abdulaziz City for Science and Technology, Riyadh, Saudi Arabia;
- Dr. Berna Arda, Professor of Medical Ethics, Ankara University, Turkey.

#### **PARTICIPANTS AND SELECTION CRITERIA**

Each training course accommodates from 20 to 30 participants. The announcement of the course, made as soon as the venue and dates of the ETTC become available, provides the application form for all interested candidates. The decisions concerning admission to the course will be made on the bases of the following criteria:

- Masters degree (in areas such as law, medicine, philosophy, ethics, social sciences);
- University position (allowing for teaching experiences);
- Age preferably between 30 and 45 years;
- Good command of English language;
- Motivation letter (2 pages, in English) stating the trainee's reasons for participating in the course and expectations concerning the use of the acquired knowledge.

#### **FUNDING**

There is no tuition fee for participating in ETTC. However, the participants are expected to cover the charges related to their travel to the venue, and their lodging and food in the duration of the training. ETTC in Dubrovnik, Croatia requires a 40 euros participation fee charged by the Inter University Center in Dubrovnik to cover room and board expenses in the duration of the training.

Some host institutions offer various scholarships for specific categories of students. For instance, the Inter University Centre in Dubrovnik offers scholarships (covering food, travel and accommodation) for participants from the following countries: Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Croatia, Kyrgyzstan, the former Yugoslav Republic of Macedonia, Republic of Moldova, Montenegro, Georgia, Russian Federation, Serbia and Ukraine.

## **READING MATERIALS**

The following reading materials are available for the ETTC participants free of charge from UNESCO web site ([www.unesco.org/bioethics](http://www.unesco.org/bioethics)) and other web resources:

- Universal Declaration on Bioethics and Human Rights, UNESCO, 2005.
- Bioethics Core Curriculum: Section 1 – Syllabus, UNESCO, 2008.
- Guide 3: Educating Bioethics Committees, UNESCO, 2007.
- Informed Consent A. Carmi, 2004.
- Classroom communication, D. Keidar, 2005.

## **PREPARATION**

The teachers will assume that each participant has obtained and studied the reading materials ahead of the commencement of the course.

Each participant will also be expected to prepare a “teaching class,” which will receive feedback and evaluation from the experts. Participants can select a topic in ethics according to their own interest and expertise, and prepare a 15 minute-long “class” in a format of a teaching session, to demonstrate his or her teaching skills. The audience of this presentation will be the group of fellow participants as well as the teachers. The teachers will provide feedback and advice based on their experiences.

## **LANGUAGE**

The course will be given in English. Adequate command of the English language is therefore necessary for participation.

## **INSURANCE**

Participants need to have appropriate insurance for illness, disability and accidents so that they are covered for such costs when travelling to and from the ETTC venue and while taking part in the course. UNESCO cannot take any responsibility for insurance issues.

## **CONTACTS**

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