

ETHICS EDUCATION APPROACH

Reflection Tool

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Introduction

This reflection tool was developed to support educators to reflect on how the different elements of the Ethics Education Approach are integrated in the planning, implementation and monitoring and evaluation of ethics education programs.

This is your personal tool that can support you in reflecting about your ethics education programs, learning about the impact it has on you and on the children and youth with whom you work, and in strengthening the quality and sustainability of your programs. It can help you ensure that the learning experiences you provide use a transformative pedagogy.

The reflection tool is organized in three stages:

1. Planning

Facilitators are encouraged to reflect about the elements that need to be taken into account when planning an ethics education program, the challenges that are foreseen and how they can be addressed.

2. Implementation

Once the implementation starts, it is time to revisit the tool, reflect and address the several aspects that can ensure a transformative learning experience. This is the moment where you can introduce changes in the program, address areas that need improvement, and review your objectives. The tool should be revisited regularly as the implementation is a dynamic process that requires constant customization.

3. Monitoring and Evaluation

As soon as the program ends, it is time to reflect about what went well, and what can be strengthened in the next program. It is also important to assess what elements of the ethics education approach were not addressed, why and how best they could be integrated next time.

How to use this tool:

1. Consider each question and reflect on what it means in your particular context during the design, implementation and at the end of your program.
2. Write down your responses and adjust your program as necessary to address the critical issues/reflections.
3. Revisit it periodically and review your reflections and adjustments made. Assess how your responses addressed your context and children's needs and identify the changes in yourself and the children you work with.

Ethics Education Program

What are the ethical challenges that children and young people in your context experience? For instance, structural violence, recruitment into violent extremist groups,

What do you want to achieve at the end of your program? What are your learning objectives?

What are the factors that affect children and could prevent you from creating a safe learning environment?

During the program planning...

Your answers and reflections

What are the challenges you may face and how can they be addressed?

What are the socio-economic or political issues that affect the children and young people you work with?

What are main issues affecting children's social and emotional well-being?

What kind of spaces are available to organize the program? Consider face to face, online, type of technology: WhatsApp, Radio, E-learning

What kind of diversity do you have in the classroom or program? Are there any particular issues that might affect children's relations?

During the program planning...

Your answers and reflections

What are the challenges you may face and how can they be addressed?

What conditions are necessary to create an environment of trust, where children feel safe and are encouraged to share their feelings, thoughts and beliefs?

What can hinder the creation of dialogue spaces among children, their openness to ask questions, and possibilities to think critically about issues affecting them?

What do you think could be the best ways to provide spaces and encourage children to take ownership of their own learning?

What kind of opportunities can be provided for children to work together to address common challenges in their communities? Are there any opportunities to partner with civil society organizations or involve other community members?

During the program planning...

Your answers and reflections

What are the challenges you may face and how can they be addressed?

What kind of opportunities can be provided for children to reflect about their common humanity and the shared responsibility they have to transform the communities around them?

What are your reflections about your own pedagogical practices, values you uphold, biases you may carry and what they mean for your role as an educator?

During : Implementation

During your programme implementation...

Your answers and reflections

How can this be addressed / improved?

Are there any tensions among the children during the program that influence the relations between them, their communication, openness, or the creation of trust?

Are there any issues that affect the active and genuine interaction among children, the sharing, expression of thoughts, feelings, and beliefs?

Did you identify any challenges in children's full participation? Are all actively involved and engaged? If not, who are/are not and why.

What other spaces and opportunities for children can you provide for further reflection about their dilemmas, decisions and how they affect themselves and others?

During your programme implementation...

Your answers and reflections

How can this be addressed / improved?

What kind of opportunities have you created for children to reflect and discuss different topics by using the arts, music, and stories or connecting with nature? What are any changes in children's attitudes, relations or behaviors that you noticed?

What opportunities have you created for children to reflect on social issues and their role to work together with others to address common challenges in their communities?

What opportunities have you created to expand children's circles of concern and care for others by reflecting on our common humanity and shared responsibilities?

What if any are biases, behaviours, attitudes, strengths and needs that you noticed in your self as you were working with your group?

After : Monitoring and Evaluation

At the end of the programme...

Your answers and reflections

What could have been done differently? What can be improved?

How did your program consider the gender, ethnic, religious, or socio-economic diversity in the group?

Were you able to use participatory and collaborative methodologies and provide opportunities for creative expression (including dance, art, drama, etc.) during the program?

Did your program incorporate cultural and local traditions such as music, games, and stories?

At the end of the programme...

Your answers and reflections

What could have been done differently? What can be improved?

Did your program take into account the issues affecting children, the community and the socio-political dynamics? What impact did those issues have on the objectives that you defined for your program?

Did you observe any change in how children across divides related to one another?

Did all children actively contribute to the discussions and share their views? What further support could help children who were not actively engaged to engage in future?

Did children share critical ideas about the issues explored? What were the 'aha moments'?

Did children show improved understanding of the issues explored and their role in transforming those situations with others?

At the end of the programme...

Your answers and reflections

What could have been done differently? What can be improved?

Did children identify creative ways, possibilities and non-violent alternatives to transform issues that affect them and their communities?

Did children show improvement in their motivation and curiosity to explore, discuss and be actively involved and in charge of their own learning?

Did children identify and implement collective actions on issues of common concern? What added value did collaboration and collective action bring into your program?

Did children expand their circles of concern and care for others and reflected on the common humanity that we all share and their shared responsibilities? Why was this important?

At the end of the programme...

Your answers and reflections

What could have been done differently? What can be improved?

What are the key learnings you take away as an educator and how did they influence in reaching the goals and objectives that you have defined for your program?

