

Transforming Education to Contribute to Global Citizenship and Peaceful and Inclusive Societies

Executive summary Country case studies

Final Evaluation of the Ethics
Education Fellowship Programme

January 2024





* Executive summary

The Ethics Education Fellowship Programme (EEFP)

Evaluation purpose, objectives and scope

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Executive summary

This report outlines the key findings, conclusions, and recommendations emerging from the evaluation of the Ethics Education Fellowship Programme (EEFP), covering the pilot phase spanning from October 2022 to

October 2023 across six countries. The evaluation, carried out from January 2023 to January 2024, gathered a diverse range of data from the participating countries, providing comprehensive insights.

The Ethics Education Fellowship Programme (EEFP)

The EEFP is a collaborative effort through a partnership between Arigatou International, the Guerrand-Hermès Foundation for Peace, the Higher Committee of Human Fraternity, the KAICIID International Dialogue Centre, the Muslim Council of Elders, the UNESCO Regional Office for Eastern Africa and the UNESCO New Delhi Cluster Office, alongside the National Commissions for UNESCO of the participating countries.

The partnership emerged out of the Online Global Symposium on Transforming Education – Ethics Education for Learning to Live Together that took place in November 2021,¹ and from the desire across organisers to see education systems put greater focus on supporting social cohesion and resilience by enhancing learners' abilities to respond to contemporary ethical challenges. The EEFP leverages partners' prior programmatic experiences and benefits from the growing acknowledgment of schools' social responsibility to support learners' holistic development, enabling them to be active and informed citizens.

The Programme aims to foster teachers' intercultural and interreligious awareness and competencies and provide them with the necessary skills to integrate transformative and relational pedagogical approaches in the classroom to enhance children's social,

emotional and spiritual well-being and development. In so doing, it aims to foster the transformation of each learner and create opportunities for dialogue and active global citizenship, thereby empowering them to contribute collectively to the transformation of their communities. The EEFP is structured around three interconnected pillars: relationships, ethical reflections and dialogue, and collective action.

The EEFP was launched in October 2022 with the aim of strengthening the delivery of ethics education programming across formal education. The pilot initiative brought together six ministries of education (MoEs) and UNESCO National Commissions, which have worked to contextualize and integrate ethics education into national programmes. Each MoE nominated five 'fellows', with at least one official representing the MoE and a range of technical experts from relevant teacher training and curriculum development institutes with technical knowledge of peace education, global citizenship, morals, ethics and character education. The pilot undertook the implementation of country-level engagements from January 2023 to September 2023. A comprehensive Monitoring, Evaluation and Learning Framework and tools were developed and implemented across all countries.

The main aims of the pilot were to:

- Create space for participating countries to share their approaches, practices and experiences, and to advance their thinking on ethics education for children.
- Build the capacity of formal education institutions and educators to implement ethics education programmes.
- Support the implementation and strengthening of ethics education programmes in participating countries.

¹ Global Symposium on Transforming Education – Ethics Education for Learning to Live Together, 22-23 November 2021 <https://ethicseducationforchildren.org/online-symposium/> (last accessed 13 March 2024).

- Learn from implementation experience, advance knowledge and create evidence on the benefits of ethics education to contribute to intercultural and interfaith learning, and to the Sustainable Development Goal (SDG) target 4.7.²

The EEFP aims to develop the following competencies in learners:

Self and other awareness	Recognising how the thoughts, feelings and emotions of oneself and others impact individual attitudes and behaviours.
Appreciating differences and similarities	Acknowledging and appreciating differences and similarities with others, challenging prejudices, and forming positive relationships with people from diverse backgrounds.
Sense of interconnectedness	Experiencing a stronger sense of interconnectedness, recognising the interdependence of all living things, and being better able to address ethical dilemmas and challenges considering the impact on self, others and nature.
Affirming human dignity	Listening and acting more empathetically, and being able to examine own behaviours, identify violations of human rights and injustices, think critically, and use non-violent alternatives to transform conflicts.
Engaging in dialogue	Engaging in empathic listening and respectful communication, establishing meaningful dialogue, and building positive relationships with people of diverse cultural, ethnic, and religious backgrounds and views.
Taking action	Identifying needs in the community and being empowered to act collaboratively to positively transform the immediate environment.

Evaluation purpose, objectives and scope

The purpose of the evaluation was to: 1) evaluate the EEFP's overall achievements against planned objectives; 2) provide learning to determine which strategies and elements

worked well, and in which contexts to strengthen, replicate and scale-up interventions; and 3) inform relevant stakeholders of the value of the EEFP approach and programme.

The objectives of the evaluation were to understand:

- Progress made by fellows and teachers in terms of their confidence and capacity to deliver ethics education in their context.
- Benefits for learners in terms of nurturing competencies in the following domains: self and other awareness, appreciating differences and similarities, sense of interconnectedness, affirming human dignity, engaging in dialogue, and taking action.
- Benefits for ministries of education in terms of positive outcomes linked to the integration of ethics education programmes in the targeted schools, and any influence on wider education system processes.

² SDG 4.7 target states that by 2030 to ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

Country implementation

In early 2023, the fellows initiated country-specific training programmes with a selection of teachers in their respective countries. Through this process, more than 330 teachers and 18 teacher trainers were trained on the ethics education conceptual framework and

transformative pedagogy, as well as equipped to design ethics education programmes at the classroom level. Following this training, ethics education interventions were rolled out across 123 schools, reaching a total of just over 8,034 learners.

Country	Number of teachers ³	Number of schools	Total number of learners
Bangladesh	38	19	2,280
Indonesia	200	64	2,904
Kenya	42	8	1,620
Mauritius	29	8	480
Nepal	18	9	350
Seychelles	20	15	400
Total	348	123	8,034

Key findings from the EEF pilot

The report produced several findings along the areas of relevance and coherence in relation to international and national frameworks, effectiveness for ministries of education and fellows, outcomes for teachers and learners in terms of competencies, as well as sustainability.

The following summarizes these areas in three main clustered findings:

- FINDING 1. The EEF conceptual framework is well aligned with international and national commitments and strategies for promoting the engagement of learners as agents of change towards building more peaceful and inclusive societies, and support citizenship and life skills. It has proved relevant to the needs of participating MoEs in terms of curriculum reform and/or implementation priorities and has shown agility in responding to individual country needs and barriers to implementation. The intervention approach has built strong coordination and commitment for ethics education at a high level within MoEs and across participating schools.**

Country	Grade targeted	Age range	Subject integration and mainstreaming	Curriculum links
Kenya	Primary and secondary school	10-14	The pilot was delivered through related subjects including life skills and social studies in secondary and through ethics clubs in primary, teachers also attempted to integrate and mainstream ethics education principles and approaches into the wider educational curriculum.	Values-based education/global citizenship education
Bangladesh	Grades 6 and 7	11-14	Ethics education was piloted through extracurricular ethics clubs, attendance of which was not mandatory. Following a very positive response, national partners are looking to mainstream activities into the regular programme.	Citizenship

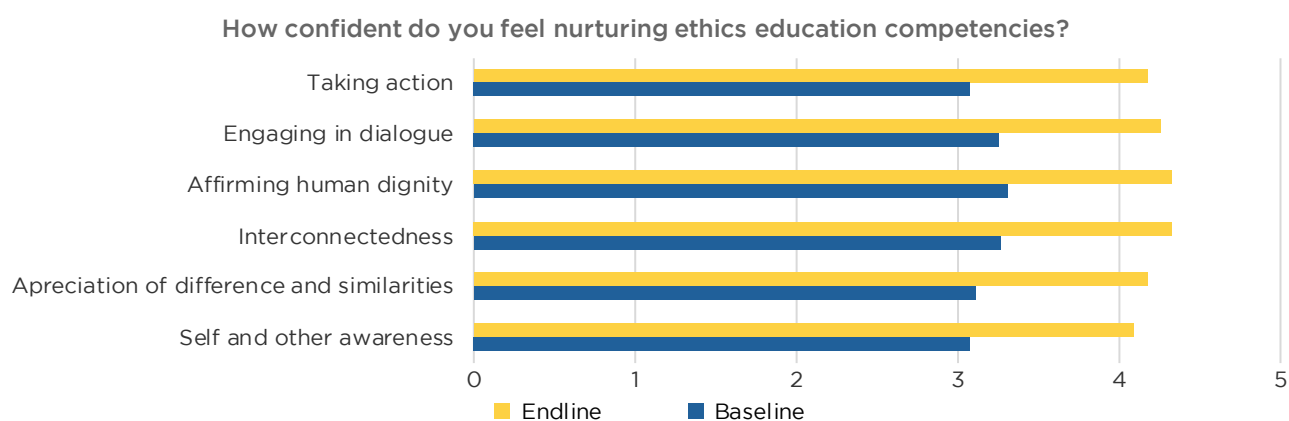
³ Includes 14 teacher trainers – 2 teacher trainers in Nepal, 10 in Kenya and 6 teacher trainers in Mauritius.

Country	Grade targeted	Age range	Subject integration and mainstreaming	Curriculum links
Nepal	Grade 6	11-14	Delivered through linked carrier subjects, social studies and human values education classes.	Social studies and human values education
Indonesia	Kindergarten, elementary, junior and high school	4-16	Mainstreamed across a number of subject areas to support the enrichment of the flagship character education model, P5 module (the Pancasila student profile).	Pancasila Learner Profile
Mauritius	Lower secondary extended programme (Grades 7-9)	11-15	Delivered through life skills and social and modern studies lessons.	Moral education and citizenship education Values-based education for holistic development
Seychelles	Primary and secondary	8-13	Delivered initially through religious education (RE) and personal, social and citizenship education (PSCE) to all school activities, some schools have extended engagement with ethics education beyond personal social and citizenship education (PSCE) to all school activities.	Religious education and personal social and citizenship education

■ **FINDING 2.** At the school level, **the EEFP pilot has resulted in teachers embracing transformative pedagogy** in the classroom, embedding learner-centred approaches, **and fostering an ethos of inclusion and appreciation of diversity.** It has also demonstrated positive benefits on **teachers’ personal and professional development.** Through greater classroom dialogue processes, **the EEFP has also led to better outcomes for learners** in terms of improved individual and collective well-being, levels of engagement, positive behaviour, and academic performance. The programme has **enabled learners to deal with issues of bullying and conflict in more productive** and caring ways, resulting in **more harmonious learning environments.** The programme holds significant untapped potential to address wider societal challenges such as discrimination, harassment and radicalisation.

The EEFP has led to notable changes in learners’ competencies at both individual and interpersonal levels. These changes are demonstrated by an increased awareness of ethical issues, heightened self-awareness and confidence, better understanding of emotions, a greater appreciation for diversity (both in terms of differences and similarities), heightened awareness of religious and ethnic diversity, and improved relationships with people from diverse religious and ethnic backgrounds.

Figure 1: Teachers’ confidence in nurturing learner competencies in ethics education



■ **FINDING 3.** The EEFP **coordination approach and investment in the key strategic partnerships with MoEs have been instrumental in achieving results.** The EEF has aided the positioning of ethics education at the centre of country approaches to values-based education and competency-based pedagogies. Fellows have in turn been able to further tailor country-level interventions and begin to integrate them within existing curricula. While there have been positive gains in relation to curriculum inclusion, sustainability at the classroom level and investment in teaching resources are still highly dependent in some countries on continued external support. Countries need support to develop longer-term engagement strategies, which were initiated by country visits and further dialogue and reflections with diverse stakeholders in each country. At a global level, the EEFP could achieve greater reach by building its global advocacy and evidencing the role of ethics education in strengthening the curriculum and meeting international education commitments.

Recommendations



Recommendation 1 - National Buy-in: The programme should continue to consolidate MoE partnerships and support country teams to develop their forward engagement strategies to ensure adequate support from relevant institutions for curriculum development and teacher training. The programme should look to support greater contextualisation and synergies between ethics education and national curricula in each country.



Recommendation 2 - Engaging children: Maintain focus on transformative pedagogy and the experiential nature of ethics education that gives learners the space to examine real-life concerns, learn across differences, share their own experiences and perspectives, and develop collective actions to address issues affecting their communities.



Recommendation 3 - Advocacy strategy: Technical partners should consider the EEFP evidence and advocacy strategy for reaching policymakers and consider longer-term evidence planning, evidence generation and addressing needs gaps, together with dissemination of results, to ensure learning from the pilot reaches relevant policy-level stakeholders.



Recommendation 4 - Support to scale up embedding learning mechanisms: Develop a clear programme plan for scale-up, including consolidation of intervention logic, assessment of partners' needs to scale-up and identification of new countries for wider reach. Future scale-up should ensure rollout in new countries, look for efficiencies, and be mindful of the training and time commitments required from participating fellows and teachers. The intervention model should continue to embed Monitoring, Evaluation and Learning (MEL) components to support the ongoing refinement of tools and approaches for the EEFP, and support evidence generation for wider advocacy and scale-up.



* Country Case Studies

Bangladesh

Indonesia

Kenya

Mauritius

Nepal

Seychelles

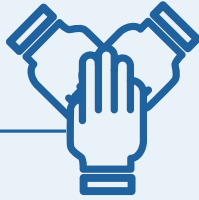
Bangladesh • Country Case Study



FELLOWS:

5

fellows trained



including representatives from the MoE, Directorate of Secondary and Higher Education, head of schools and Dhaka TTC.

100%

of the fellows reported an increased understanding of ethics education, and how to integrate it into the training of teachers.

100%

of the programs continued after the pilot.



TEACHERS:

38

teachers

were trained and 36 implemented the program.



19



schools

in 5 regions were reached.

100%

of the teachers reported an increased understanding of ethics education and the use of transformative pedagogy.

100%

of the teachers observed changes and progress in learners and classroom relations.



LEARNERS:

2,280

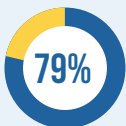
learners reached

from grades 6 and 7

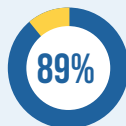


Learners-led collective actions:

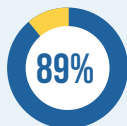
- ✓ Plastic-free campus initiative, honesty store, cleaning and greening the school facilities.
- ✓ Personal initiatives by learners to support vulnerable groups of learners were recorded.



79% reported improved confidence in competency domains and an enhanced relationship with their teachers.



89% reported they can become friends with people from different backgrounds.



89% reported they know how to talk and listen to others to help understand their points of view.



Activities implemented to connect learning to the wider community:

- ✓ Field visits to religious sites and dialogue with religious leaders.
- ✓ Online meet-up with EEPF learners in Nepal.

At a Glance

The Bangladesh ethics education pilot ran from January to October 2023, led by the Ministry of Education in Bangladesh, and supported by the National Academy for Educational Management (NAEM), the Teachers Training College (TTC) and the National Curriculum and Textbook Board (NCTB).

The pilot was well aligned with the existing values-based education introduced in the latest curriculum reforms in 2021, and national priorities to strengthen social cohesion and

effective responses to antisocial behaviour. The project was implemented in schools through ethics clubs, organised as an extracurricular activity. While the pilot showed success and strengthened knowledge and capacities at an individual level and showed some initial changes in school dynamics, there is a long-term journey to integrate ethics education fully into the national curriculum. The evaluation noted that there is a strong commitment of all involved education stakeholders to continue towards that goal.

Implementation

“The [ethics education] pilot ... has paved the way for a future where ethical awareness and action are integral to our school’s DNA. Our commitment to ethics education will remain steadfast, and we look forward to a future where ethical considerations are at the forefront of all our decisions and actions, both within our schools and in the larger community.”

Fellow, Bangladesh

The pilot began with a five-day national training reaching 38 teachers from across the 19 targeted schools together with a launch event to engage key national education institutions. The training covered key ethics education concepts, transformative pedagogy, and dialogue for the selected teachers, who were introduced to the ethics education curriculum and provided knowledge and skills to successfully deliver training in their respective schools.

Following the training, all 19 selected schools established ethics education clubs reaching 2,280 learners across five regions of Bangladesh. Teachers found the training very useful for the implementation of the programme, particularly in terms of developing engaging and interactive learning environments that foster reflection and dialogue, collaboration, active listening, ideas exploration, appreciating differences and rethinking prejudices. Transformative pedagogy and translation of ethics education into practice were topics of high interest and were explored further by teachers, even beyond the initial training.

The targeted learners reached were aged between 11-13 with an equal gender mix of both

male and female learners.⁴ Learners received a series of ethics education sessions to help foster positive classroom relationships and empower learners to contribute to the creation of more inclusive, respectful, and resilient societies. The ethics education pilot was rolled out in schools through extracurricular ethics clubs gathering groups of up to 15 school children. Due to large classes in schools in Bangladesh (between 60 and more students) the curriculum was not introduced in the regular education process, however, some of the teachers reported the skills learnt were useful to strengthen their teaching approaches in general and there is a commitment of the national stakeholders to take into account the possibilities of further integration of ethics education based on lessons learnt from the pilot. The teachers, school management and the communities were quite positive about the ethics education clubs. Resistance and doubts in a minor number of parents were overcome by clear communication of ethics education curriculum and benefits as well as over time by demonstrating the approach in practice.

⁴ 57% of learners were male and 43% were female. Most participating learners (73%) were Muslim, 24% identified as Hindu and the remaining reported as Christian or Buddhist.

Relevance

The fellows' team identified a clear connection between the ethics education curriculum and existing citizenship and values-based education. The pilot was well aligned with the existing values-based education introduced in the latest curriculum reforms in 2021, which emphasised themes around solidarity, tolerance, respect, and integrity. The ethics

education curriculum developed in the pilot was found to be well aligned with the formal curriculum of grades 6 and 7 and that age was targeted for implementation in schools. In the longer term, national stakeholders see the potential for the EEFP to strengthen social cohesion and provide more effective responses to antisocial behaviour.

Programme Achievements



Highlights

- 100% of teachers reported improvements in their professional development and reported a greater ability to practice transformative pedagogy.
- 79% of learners reported improved confidence in ethics education competency domains, in particular enhanced confidence and self-awareness.
- 100% of teachers reported increased teacher-learner engagement and sharing of their perspectives to learn from one another.
- The pilot witnessed real-life applications for learning and positive feedback in ethical awareness and decision-making by teachers and learners.

The ethics education pilot resulted in positive changes for both teachers and learners. In pre and post-pilot surveys, teachers recorded increased confidence in implementing ethics education pedagogical approaches. 100% of participating teachers reported that the pilot had helped their professional development and 100% of teachers felt that the EEFP had changed their understanding and practice to some or a great extent. Teachers reported the most change in relation to understanding ethics education principles, conducting field visits, dialogue and relating learning to real-life experiences. When asked about nurturing learners' competencies, teachers had gained the most confidence in supporting dialogue and affirming human dignity and interconnectedness.

Across qualitative responses, the evaluation recorded the most change regarding improved knowledge and teaching skills, tools and ability to foster critical thinking and bring and discuss various social challenges in the classroom

environment. Both in teachers and learners, changes are registered at the individual level (learning, attitudes and behaviours) and in relationships at the closest community level such as improved relationships in the classroom, with family and friends. Training in ethics education exposed teachers to theoretical and practical experiences related to teaching and ethics. Teachers reported strengthening their skills and capacities in the creation of engaging and interactive learning environments that foster reflection and dialogue; guiding students through critical thinking, ethical decision-making and how to facilitate ethical dialogues; discussing prejudices, stereotypes and negative views about vulnerable groups in the society. Some of the teachers used learnings from the ethics education teacher's training in their regular classes, particularly in moral education. There is a further need for support for the integration of transformative pedagogy in teaching and translation of the learnings to a diverse spectrum of socio-cultural challenges both teachers and learners face.



“My students changed their preconceived notions about many things. They are now more sensitive and empathetic than before. They are not just empathetic or compassionate, they are also taking responsibility in many cases and playing their role to the best of their ability.”



Teacher, Bangladesh

In addition, the programme has supported teachers’ professional networking and exchange. Some teachers reported change in their own behaviour and increased interest in the socio-cultural environment, engaging in communication with different groups of society and a better understanding of certain behaviours or traditional and religious practices in children. Both teachers and learners reported increased children’s self-confidence and change in communication. This included more tolerance, openness to listen, understand and reflect, empathy towards groups of different social and cultural backgrounds, vulnerable children, including those with disabilities as well as increased cooperation with their peers. In pre and post-intervention

surveys learners reported increased confidence across all competency domains in relation to empathy and making a positive change in their community. Both teachers and learners also reported that learners are more engaged in learning and taking a more active role in participating in lessons, as well as improved hygiene habits. In pre and post-intervention surveys learners reported increased confidence across all competency domains in relation to empathy and making a positive change in their community. Both teachers and learners also reported that learners are more engaged in learning and taking a more active role in participating in lessons, as well as improved hygiene habits.



“I learnt from the program to think of others, and I also learned about the importance of unity and sharing problems”



Learner Bangladesh

In some schools, children’s agency was supported by teachers and school initiatives were implemented such as a plastic-free school campus campaign, or the ‘Honesty-store’ selling school stationery with a self-payment box. Multiple schools mentioned learner-led cleaning and greening of school facilities and

environment. The initiatives seem to be still largely supported by teachers and longer implementation and empowerment of students is required for independent students’ agency at the community level. Students reported being empowered and improving communication with parents and relatives.



“I am interested in doing something good for my community. Many people discriminate between religions by caste, religion, caste, but this is not correct, all people should be treated equally. All religions should be respected.”



Learner Bangladesh

Implementing institutions and fellows in Bangladesh reported that the teachers managed to deliver most of the activities successfully through ethics education clubs. Some challenges in delivery included: lack of time due to dynamics of school closures and exams and competing school commitments; some concerns of parents that the children’s time spent in the clubs might impact their

obligations and achievements in other subjects (which was successfully addressed); as well as the need for supplies and stationery for the delivery of innovative and creative workshops. Overall, there is a clear desire from other learners and teachers to participate in ethics clubs as well as the commitment of the involved education institutions to expand the programme in the future.

Next steps

- **Strengthening capacities:** The fellows involved assessed the project as a success but acknowledged that the achieved results are just a beginning and that the discussion of the avenues of full integration of ethics education needs to be continued. There is a commitment of involved schools to continue with ethics clubs as well as discussion in the MoE to make ethics clubs mandatory. A further 45 new schools, some madrasas and technical schools will also be targeted within the second phase of implementation, with support and mentoring from the existing trained teachers.
- **National buy-in:** With the support of the MoE, a Teacher Training Module will be prepared to be incorporated into the National Curriculum for Teacher Training for pre-service teachers through the participation of various stakeholders. The project will also aim to incorporate ethics education into in-service training of teachers-students in implementing the newly introduced curriculum.
- **Material development:** For further expansion of the concept there are plans to launch a free online video tutorial course on the Muktpath and Teacher Batayan web portal.

Recommendations



The Bangladesh programme should:

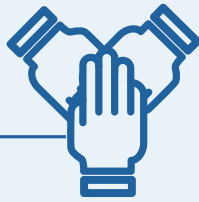
- Continue to support existing schools to further embed ethics education and training to strengthen capacities in particular on intercultural and inter-religious dialogue.
- Continue to advocate for the commitment to include ethics education as a core component of teacher training and build support across national stakeholders for ethics education.
- Consideration as to whether to mainstream the pilot into the regular curriculum should be discussed with cross-learning with other pilot countries that took different approaches in the pilot stage.
- Mapping of other similar programmes in the field for synergies and avoidance of overlapping should be considered.
- Plans to scale up need to be developed taking into account financial and human capacity requirements for such an effort as well as the size of the classes in Bangladesh and the current methodology used in ethics education fellowship.
- Further discussion and exchange may be needed to contextualise the curriculum, so it can address the diverse socio-cultural challenges in the country, beyond nascent environmental actions; and empower learners for ethical decision-making and action.

Indonesia • Country Case Study



FELLOWS:

6
fellows trained



representing the MoCERT, teacher training institutes, headteachers and educators.



of the fellows reported an increased understanding of ethics education, and how to integrate it into the training of teachers.



of the programs continued after the pilot.



TEACHERS:

200
schoolteachers
were trained and implemented the program.



64
schools

in 5 provinces were reached.



Teachers developed 2 new activities:

- ✓ Tailored activities for kindergarten settings.
- ✓ Regional training that simulated intercultural and interreligious dialogue sessions tailored to the local wisdom of each province.



of the teachers reported an increased understanding of ethics education and the use of transformative pedagogy.

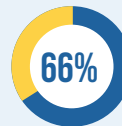


of the teachers observed changes and progress in learners and classroom relations.



LEARNERS:

2,904
learners reached



reported that they started community projects in their community.



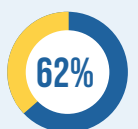
Activities implemented to connect learning to the wider community:

- ✓ Dialogue sessions for learners with local religious and cultural leaders.
- ✓ Collaboration with the parent associations.
- ✓ Engagement with environmental management practitioners to promote environmental awareness and good waste management practices.

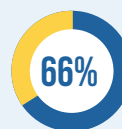


Learners-led collective actions:

- ✓ Antibullying advocacy.
- ✓ Learner involvement in National Independence Day events.
- ✓ Community research project.



reported they can become friends with people from different backgrounds.



reported they know how to talk and listen to others to help understand their points of view.

At a Glance

The Indonesia ethics education programme pilot launched in March 2023 was concluded in August 2023, showcasing positive results for both teachers and learners. The pilot aimed to strengthen the sustainable delivery of ethics education programmes for children in formal education settings across Indonesia. The pilot was led by the Ministry of Education, Culture, Research and Technology (MoECRT) and covered implementation across five provinces, reaching

almost 3,000 learners from kindergarten through to high school. The programme sought to foster ethics education competencies in children, promote global citizenship, and contribute to building a more peaceful and inclusive society. Connecting with the existing foundations of Indonesia's Pancasila Learner Profile (P5) model, the pilot brought valuable assets to strengthen existing character education delivery.

Implementation

The programme implementation began with a bespoke teacher training, in which 200 teachers were trained through a series of regional workshops held across five provinces (West Java, East Java, Papua, West Kalimantan and South Sulawesi).⁵ The programme participating teachers were selected based on their experience of implementing the Pancasila Learner Profile and similar MoECRT programmes, and represented kindergarten, elementary, junior and high school teachers. Regional training was facilitated through regional teacher professional centres that hosted the EEFPT teacher training and were key to successful regional implementation. In addition, the engagement of the Interfaith Communication Forum also added value in

fostering dialogue and cooperation among religious leadership, including Islamic schools and the Catholic diocese, the Buddhist Council in Batu, and the Hindu Parishadha in East Java.

Teacher training was followed by school implementation across 64 participating schools, whereby trained teachers integrated new ethics education curriculum within the Pancasila profile activities. The pilot reached 2,904 learners from kindergarten to high schools, including special education classrooms. The selection of participating schools was decided to give prominence to the diversity of learners, their accessibility, and socio-political backgrounds.⁶

“Being part of this community means a lot to me. It’s a place where I can learn and improve, not just in terms of knowledge but also in how I perceive things and connect with my inner self. Moreover, I get the opportunity to build connections and social networks with people from all over the world.”

Fellow, Indonesia

Relevance

The ethics education pilot was found to be well aligned and supporting the implementation of the character education Pancasila Learner Profile model and supporting the wider development of transformative pedagogies utilised by teachers. The P5 model emerged out of concerns from educators of learning loss and learner motivation

following the Covid-19 pandemic. The P5 programme focuses on creating space for learners to gain self-awareness and confidence through self-exploration that complemented the key pillars of the ethics education conceptualisation. Connecting existing foundations of the Pancasila profile together with new transformative

⁵ 73% of teachers trained were female and 27% were male.

⁶ 60% of targeted learners were female and 40% were male. The learners represented a range of faiths 46% identified as Christian, 41% as Muslim and the remaining Buddhist (11% and Hindu 2%).

pedagogy the pilot helped integrate the approach with learners across the school curriculum. Tackling many of the challenges

left behind by the pandemic, ethics education implementation has positively influenced learner's behaviour, attitudes and motivation.



“Since the Pancasila project is still new, some teachers feel less confident in implementing the project. Fortunately, ethics education was introduced, and it gave a lot of ideas and inspiration that enriched the implementation of the project. The ultimate goal of ethics education and the Pancasila Learner Profile is complementing each other, and teachers have more insight into how to integrate our Pancasila Learner profile”.



Fellow, Indonesia

Programme Achievements



Highlights

- Contributed to the enhancement of the P5 programme and provided a strong model for replication and scale-up.
- Positively influenced Learner's behaviour and motivation.
- Encouraged appreciation for interfaith and intercultural learning amongst learners and beyond.

Teachers reported that their own capacities and teaching approaches had improved through implementation as well as their confidence in implementing the P5 curriculum. In pre and post-pilot surveys, teachers recorded increased confidence in implementing ethics education pedagogical approaches (See Figure 1). 100 per cent of participating teachers reported that the pilot had helped their professional development and 75 per cent of teachers felt that the EEFP had changed their understanding and practice to some or to a great extent. Teachers reported improvements in confidence across all aspects with the most increase in relation to understanding ethics education principles, transformative pedagogy and whole school approach. When asked about nurturing learners' competencies, teachers had gained the most confidence in facilitating learning experiences that foster learners' self-awareness, appreciation for differences and similarities and developing a sense of interconnectedness and belonging.

Fellows reported that the initiative had contributed to the enhancement of the

P5 Pancasila program and developed a strong model with which to support wider implementation across the education system. The pilot has seen the development of new education prototypes that can serve as models for scaling up teacher training on a national scale to reach larger numbers of educators and students to make the positive impact of P5 more widespread and accessible. Ethics Education was also seen to be acting as a preventive measure in cases of bullying, and teachers reported that the program has contributed to creating a more comprehensive and holistic curriculum in fostering a more positive and respectful school environment.

Across schools' ethics education was seen to be providing new learning experiences and new ways of learning and teachers reported learners were more motivated to learn as a result. Students enjoyed their empowered role in the lessons and that classes were more participatory.⁷ Across qualitative feedback, learners reported significant positive changes in relation to greater confidence and self-awareness and understanding of similarities

⁷ It should be noted that this finding did not correlate with pre and post learner surveys scores which reported a reduction in confidence across competency domains. This may have been because learners did not understand the question or that different learners completed the baseline and endline forms, but overall quantitative findings were inconclusive.

and differences across faiths and cultures through intercultural learning. Learners articulated how activities had improved their problem-solving and critical thinking skills in relation to dealing with issues within the school, such as bullying and gender equality. As shared by teachers, there have been clear improvements in students' relationships with peers, teachers and parents and improved capacity to make more reflective and informed decisions.

Of surveyed participants, 62 % of learners report they are now able to make friends with people from different backgrounds and 66 % of learners report they know how to talk and listen to others to help understand their points of view as a result of the programme. Learners and local communities also highlighted their appreciation for the open dialogue sessions and interfaith and intercultural learning opportunities.



Among the many sessions we went through, what was interesting was the sense of togetherness."



Learner, Indonesia

Next steps

- **Strengthening capacities:** Further national teacher training is planned for a new cohort of teachers in 2024 to help scale up the programme and ensure it maintains consistent and high-quality implementation of ethics education programs. A training of trainers (ToT) for ethics education 2023 graduates will also be planned in 2024 to establish a pool of skilled trainers to support further dissemination of ethics education concepts and methodologies.
- **Engaging children:** The Indonesia team plan to implement a cascading programme across 38 districts in East Java to expand the programme's reach. This will include continued support provided to existing schools and teachers involved in the program with regular follow-ups, refresher training and resources to ensure the sustainability of the programme's positive effects.
- **Curriculum development:** Development of ethics education resources for teachers incorporating variations of further guidance on age-appropriate and engaging activities.
- **National buy-in:** Stakeholder engagement including with religious communities, local government and cultural organisations and advocacy emphasising the importance of ethics education in curriculum development.

Recommendations



Indonesia programme should:

- Continue to consolidate its MoECRT partnerships and their forward engagement strategy to ensure adequate support from relevant institutions for curriculum development and teacher training.
- Provide further support to existing ethics education teachers to show how ethics education can be a strong base for engagement in intercultural learning and Pancasila profile.
- Ensure to formalise adaptations to training manual in formal guidance, provide in Bahasa and to share experience of how activities have been adapted with the global community of practice for wider lesson learning.
- Development of further MEL to provide further evidence of the impact on learner competencies.

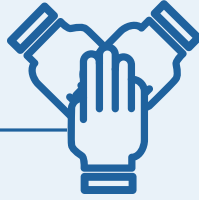
Kenya • Country Case Study



FELLOWS:

5

fellows trained



representing the MoE, the KICD, Kenyatta University and Thogoto Teacher Training College.

100%

of the fellows reported an increased understanding of ethics education, and how to integrate it into the training of teachers.

100%

of the programs continued after the pilot.



TEACHERS:

6



schools

were reached

32

schoolteachers

and 8 teacher trainers were trained.



New resources and activities developed by teachers:

- ✓ Values-based education resource book
- ✓ Introduction of ethics education clubs in all the schools

100%

of the teachers reported an increased understanding of ethics education and the use of transformative pedagogy.

100%

of the teachers observed changes and progress in learners and classroom relations.



LEARNERS:

1,620

learners reached

ages 8-16.



Collective actions developed by learners:

- ✓ Peace gardens, and placement of posters for talking walls.
- ✓ 72% of learners reported that they have started community projects.

79%

reported improved confidence in competency domains and an enhanced relationship with their teachers.

72%

reported they can become friends with people from different backgrounds.

77%

reported they know how to talk and listen to others to help understand their points of view.



Activities implemented to connect learning to the wider community:

- ✓ intercultural events in schools connecting wider community and local leaders.
- ✓ Interfaith visits to religious sites conducted

At a Glance

The Kenya ethics education pilot ran from March to August 2023 to strengthen existing values-based education curriculum delivery reaching 1,620 learners. The pilot was a collaboration between the Ministry of Education (MoE) and the quality assurance office, Kenya Institute of Curriculum Development (KICD), Kenyatta University and Thogoto Teacher Training College. The programme also engaged high-level stakeholders through its implementation, including the Kenya National Commission for UNESCO (KNATCOM) and Africa Nazarene University.

Kenyan society has experienced ongoing issues relating to community cohesion, inter-

tribal conflict, and violent extremism, which has resulted in issues of negative ethnicity and learner displacement. In response, the Ministry of Education has invested significant resources into peace education.⁸ Despite an ambition to mainstream peace education across the curriculum, budget restraints and reliance on partner support for funding and technical support have resulted in teacher capacity remaining low. The ethics education pilot was found to be aligned and supporting various elements of the Kenya values-based and global citizenship education curriculum and was seen to be supporting the development of learner competencies in relation to conflict management and peacebuilding.

Implementation



“The fellows are ethics education champions in their country. They will serve to strengthen the country’s capacity for ethics education through the capacity development of teachers and teacher education as well as school-based initiatives”



Fellow, Kenya

The implementation period lasted from March to August 2023. The programme began with a bespoke teacher training. 32 teachers representing three primary and three secondary schools⁹ in and around Nairobi were trained in ethics education transformative pedagogies. The implementation also included the training of 10 teacher trainers as well as a bespoke teacher training programme delivered to 44 pre-service teacher trainees at Thogoto Teacher Training College and Kenyatta University.¹⁰ In addition, an online sensitisation programme was delivered to senior school leadership of pilot schools as well as relevant MoE Directors.

Ethics education implementation reached 1,620 learners across the six schools with learners

involved in the pilot ranging from ages 8-16 years.¹¹ Learners reached received a series of ethics education sessions to help foster positive classroom relationships and empower learners to contribute to the creation of more inclusive, respectful, and resilient societies. Participatory lessons equipped learners with the requisite knowledge, skills, and attitudes to respond to ethical challenges, and become active citizens and agents of positive change. On average learners received five hours of ethics education learning. Learners were encouraged to practice the skills acquired in and out of their classroom contexts.

⁸ Sector Policy of Peace Education in 2009 and in 2014, together with the National Cohesion for Integration Commission, developed guidelines for the launch and conduct of Amani/Peace Clubs.

⁹ The participating schools were: Kenyatta University Primary School, Thogoto Model Primary, Gicharani Primary School, Ushirika Mixed Secondary School, Jamhuri Boys High School and Musa Gitau Secondary Girls School.

¹⁰ 76% of selected teachers and teacher trainers were female and 24% male. 60% of teachers trainees were female and 40% male.

¹¹ 68% of learners were male and 32% female. 97% of surveyed learners were Christian with a small number of Jewish, Muslim and Ba’hai learners.

Relevance

Ethics education was integrated through the pilot into both primary and secondary educational programmes within values-based education classes as well as being mainstreamed across subject areas and through establishing co-curricular activities such as ethics clubs. Ethics Education was well aligned and seen to be supporting the implementation of existing values-based education curricula and peace education through the use of innovative and transformative approaches.

The pilot was also seen to be supporting the integration of a wider competency-based curriculum and mainstreaming of citizenship education. Fellows highlighted the ongoing need to respond to issues of national cohesion and prevention of violent extremism in Kenya. Fellows recognised the value of the EEFP in supporting greater coordination or peace education efforts as well as supporting a needs gap in the capacity of teachers in relation to peace and citizenship education.

Programme Achievements



Highlights

- 100% of teachers reported improvements in their professional development and teaching practice and reported greater ability to practice transformative pedagogy.
- MoE and KICD strengthened the development of a values-based education resource book through the inclusion of ethics education pedagogical approaches.
- 79% of learners reported improved confidence in ethics education competency domains and reported better knowledge retention, engagement and interest/enjoyment of lessons.
- 25 faculty and teacher trainees from Kenyatta University and Africa Nazarene University trained in ethics education.

“Through participatory and collaborative learning, students who were once hesitant to ask questions now feel comfortable seeking assistance from their peers. I’ve also learned the importance of creating a safe learning environment, resulting in my students eagerly anticipating my lessons.”

Teacher

The pilot evaluation highlighted the following key findings. In pre and post-pilot surveys, teachers recorded increased confidence in implementing ethics education pedagogical approaches. 100% of participating teachers reported that the pilot had helped their professional development and 100% of teachers felt that the EEFP had changed their understanding and practice to some or to a great extent. Teachers reported most change in relation to transformative pedagogy, whole school approach and creating safe learning environments. When asked about nurturing learners’ competencies, teachers had gained the most confidence in supporting learners’

self-awareness, and appreciation of difference and interconnectedness.

A highlight from the training was the site visit to a local mosque in which teachers recognised the need to appreciate learners’ different religious and cultural backgrounds without judgement. For many teachers, this was the first time experiencing a place of workshop of a different religion. Fellows in Kenya identified opportunities to enrich their existing values-based education curriculum through the pilot as well as many schools taking a more mainstreaming approach. Fellows also integrated the programme across the curriculum, with the most significant



“Because it’s a bit less serious than our regular classes, everyone feels a bit more relaxed and then they can really share their feelings and emotions more honestly”.



Learner, Kenya

applications being in Global Citizenship Education, Peace Education and Values-Based Education, as well as in Peace Clubs in schools. This saw teachers adopting new transformative pedagogy approaches to create safe and enabling learning environments across the curriculum.

Teachers reported how the ethics education training had given them confidence in their teaching practice and provided innovative ways to engage and build rapport with learners and different approaches to delivering values-based education. Teachers particularly engaged with concepts around diversity and creating inclusive learning environments.

Teachers reported how the training has helped to change their attitude towards their learners and perception of them. As a result, teachers are more empathetic to the challenges faced by learners and able to recognise their learners’ different abilities. Teachers are increasingly adopting learner-centred approaches and learners are no longer looked at as an ‘empty pot’ but rather as one with knowledge to share. This has resulted in more inclusive teaching approaches and learner support mechanisms that were seen to be leading to greater cohesion in the classroom. Teachers reported that implementation was more effective when school leadership were fully involved and supportive. The WhatsApp group consisting of teachers and Ethics Education champions has provided a platform for experience sharing and learning.

Teachers also reported increased confidence in exploring intercultural dialogue with learners. Jamhuri Boys High School conducted a site visit with learners to a local church, Hindu

temple and mosque, which was particularly meaningful for learners who shared how the experience had been the first opportunity to learn about the cultural practices of a religion other than their own. Ushirika Secondary was also able to participate in an online class meet-up with learners from Mauritius to share and showcase their different cultures.

Across schools’ ethics education was seen to be providing new learning experiences and new ways of learning and teachers reported better knowledge retention, engagement and interest/enjoyment of lessons amongst learners. In pre and post-learner surveys learners reported most substantive changes across the areas of appreciating differences and similarities, increasing awareness of religious and ethnic diversity and increasing relationships with people of diverse religious and ethnic backgrounds. 72% of learners reported they can become friends with people from different backgrounds and 77% of learners reported they know how to talk and listen to others to help understand their points of view. Learners reported the most significant change in relation to confidence in contributing to collective action, with 72% of learners reporting that they have started community projects. Furthermore, learners are now viewed by their teachers as positive agents of change if empowered and equipped with ethical values. One highlight across Kenyan schools’ implementation was the integration of ethics assemblies and cultural days that saw learning disseminated across the wider school community. Teachers also reported how learners were using the new dialogue skills to resolve classroom disputes and how new friendships had formed through the pilot.

Next steps

- **Strengthening capacities:** Kenya will continue ongoing training and support to the existing 28 teachers involved in the pilot together with plans to upscale training over the coming year to reach new teachers and schools. Participating in teacher training institutions to collaborate with other academic institutions in Kenya to share experience and learning and advocate for a university common unit. The outcome of the ethics education programmes will also be shared in conferences and workshops organised by Kenyatta University.



- **Materials development:** In collaboration with the Kenyan Institute for Curriculum Development key concepts have been incorporated into the values-based teacher and leader resource books including transformative pedagogy, a ladder of participation and the learning cycle. It is hoped these will be disseminated through 2024.
- **Engaging children:** Programme activities will be maintained across existing schools and new schools.
- **National buy-in:** There has also been discussion on making ethics education a compulsory unit for in-service teachers. Kenyatta University has already implemented a core ethics education unit. The team also aims to hold a stakeholder-sharing forum. There is a clear desire for ethics education to play a role in building social cohesion and for further resources KICD to be developed to support further work to link into peace education and PVE agendas.

Recommendations



The Kenya programme should:

- Continue to support existing schools to further embed ethics education and training to strengthen capacities in particular focus on intercultural and inter-religious dialogue.
- Consider how the ethics education model could be further integrated to support sector policy on peace education and the work of the Amani Peace Clubs.
- Advocate for the commitment to include ethics education as a core component of teacher training and develop further guidance for teachers to integrate ethics education in values-based education ease in implementation.
- Continue to engage in advocacy to build national buy-in support across stakeholders for ethics education.
- Continue to engage in interfaith visits and gain high-level support and buy-in through interfaith forums.

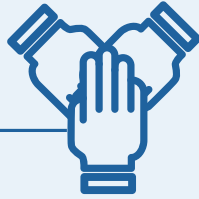
Mauritius • Country Case Study



FELLOWS:

5

fellows trained



representing the MoETEST, the Mauritius Institute of Education and the University of Mauritius.



of the fellows reported an increased understanding of ethics education, and how to integrate it into the training of teachers.



of the programs continued after the pilot.



TEACHERS:

24

educators and 6 teachers were trained.



8



schools

were reached



Fellows

developed a Cultural Country Map of Mauritius.



Educators

developed a series of new participatory classroom activities to link EEP to the existing curriculum.

100%

of the teachers reported an increased understanding of ethics education and the use of transformative pedagogy.

100%

of the teachers observed changes and progress in learners and classroom relations.



LEARNERS:

480

learners reached from grades 7-9.



46%

of learners reported that they have started community projects.



Intercultural evenings

were held to connect learning to the wider community.

79%

reported improved confidence in competency domains and an enhanced relationship with their teachers.

68%

reported they can become friends with people from different backgrounds.

66%

reported they know how to talk and listen to others to help understand their points of view.

At a Glance

The Mauritius EEFP pilot was launched as a six-month pilot in March 2023 to strengthen the sustainable delivery of ethics education programmes for children in formal education settings. The Mauritius pilot was a collaboration by the Ministry of Education, Tertiary Education, Science and Technology (MoETEST), the Mauritius Institute of Education and the University of Mauritius with support from

the UNESCO National Commission and the Interfaith Council of Mauritius. The program sought to foster ethical values in children, promote global citizenship, and contribute to building a more peaceful and inclusive society. The pilot was integrated across secondary education to strengthen existing Life Skills and Values Education classes.

Implementation

The implementation period lasted from March to August 2023. The programme began with a bespoke teacher training, in which 24 secondary school teachers (19 female, 5 male) specialising in social studies and life skills education were trained in ethics education transformative pedagogy. School implementation took place in April and covered 8 secondary schools (4 public and 4 private) from across the islands of Mauritius, not including Rodrigues Island. The pilot reached 480 learners across grades 7, 8, 9 and 9+ with the majority of learners involved in the pilot aged 13-14. 68% of learners were

male and 32% female. The learners represented a range of faiths including Hinduism (56%), Christianity (30%) and Islam (11%). Fellows in Mauritius integrated the EEFP through life skills and values education within the extended programme, which comprises learners who have not yet achieved the expected curricular targets for their age. This enabled the programme to work with smaller classes, with the intention that the EEFP would connect with the life skills and social and modern studies components and that it would support students' general learning outcomes.

Relevance

Ethics Education is well aligned and seen to be supporting the implementation of the new Mauritius curriculum framework (2017) for the primary and lower secondary levels. Principles of ethics education and citizenship education are integrated into subjects like Values & Citizenship Education (VACE) at the Primary level and Life Skills & Values Education (LSVE) and Socio-Emotional Well-being at the lower secondary level. Furthermore, Fellows were able to build on existing knowledge and curriculum materials across Social & Modern Studies, Life Skills and Citizenship Education to contextualise and further enrich the ethics education programme content. In particular, the Life Skills curriculum was seen as well aligned to ethics education with common aims to equip learners with a broad set of social and behavioural skills, including building resilience, developing self-regulation, increasing self-

awareness, practising positive relationships and strengthening problem-solving skills.

Ethics education was integrated through the pilot into Life skills classes making use of common transformative pedagogical approaches. Educators have been able to make use of the new ethics education activities to explore existing themes covered by life skills curriculum around exploration of self, family, intercultural education, values education and human rights education. At the outset, Fellows were hopeful that the programme would also offer personal development for teachers to develop their individual capacities to act as strong ethical role models. The pilot also prioritised capacity building of non-teaching staff and education-related stakeholders like parents as an important step in helping build wider awareness of the positive benefits of applying ethics education at an early age.

Programme Achievements



Highlights

- 100% of teachers reported improvements in their professional development.
- 75% of teachers reported their teaching practice had been strengthened.
- Fellows developed a cultural map of Mauritius to support intercultural learning opportunities.
- 79% reported improved confidence in ethics education competency domains.

In pre and post-pilot surveys, teachers recorded increased confidence in implementing ethics education pedagogical approaches. 100% of participating teachers reported that the pilot had helped their professional development and 75% of teachers felt that the EEFP had changed their understanding and practice to some or to a great extent. Teachers reported most change in relation to understanding ethics education

principles and in creating safe learning environments, transformative pedagogy and undertaking field visits. When asked about nurturing learners' competencies, teachers had gained the most confidence in facilitating learning experiences that foster learners' appreciation for differences and similarities and developing a sense of interconnectedness and belonging.

“Personal competencies, safe learning environment – all these are already in our curriculum. But the ethics education programme can help us to take it forward in different subject areas and strengthen our approaches to values education, civic education, citizenship education, history or social science curricula and textbooks. This programme gave us the platform to deliver that in the classroom.”

Stakeholder, Mauritius

Teachers reported that school culture and teacher profile had played an important role in the smooth implementation (or not) of ethics education. Implementation was more effective when rectors/managers were involved and where Life Skills had already been fully implemented. Teachers' profiles were important when it came to the dynamic implementation of the project. It was noted that not all Life Skills educators have prior training in

transformative learning or values education. It was found that teachers teaching Life Skills as a second subject were less engaged due to heavy and competing workloads and were not as comfortable to move outside their curriculum comfort zone. However, the pilot did report cases where ethics education and transformative learning had been successfully integrated into other subjects such as arts and divinity studies.

“With the help of this activity, my class and I were able to form a stronger bond with our teacher.”

Learner, Mauritius

Across schools' ethics education was seen to be providing new learning experiences and new ways of learning. Teachers reported learners were more motivated to learn as a result. Students enjoyed their empowered role in the lessons and that classes were more participatory. In pre and post-learner surveys, learners reported substantive changes across

the areas of appreciating differences and similarities, increasing awareness of religious and ethnic diversity, increasing relationships with people of diverse religious and ethnic backgrounds, better understanding of themselves and where they come from, as well as in the areas of self and other awareness through better awareness of feelings and

management of emotions. 79% reported improved confidence in competency domains, 68% of learners reported they can become friends with people from different backgrounds

and 66% of learners reported they know how to talk and listen to others to help understand their points of view.

Next steps

- **Strengthening capacities:** Mauritius will continue ongoing training and support to the 24 educators involved in the pilot to further embed ethics education and transformative pedagogy into the existing Life Skills and Social and Modern Studies (SMS) curriculum. The island of Rodrigues for logistical challenges was not included in the initial training and it is hoped to be reached in the next round of the pilot with targeted teacher training.
- **Materials development:** Building on the intercultural dialogue element of the programme, fellows are developing a map of places of cultural importance across Mauritius that educators can use for field trips. A proposed outlier for paving the way for the first draft will be ready by the end of January 2024.
- **Engaging children:** Programme activities will be maintained across existing schools and across new schools. The Mauritius Institute of Education is holding sessions with Heads of Schools to look for further opportunities for implementation of the programme.
- **National buy-in:** Two modules covering Transformative Pedagogy have been approved by the Mauritius Institute of Education and will be offered for PGCE students as 'elective' modules from early 2024.¹² A further elective module, 'Ethics Education' is also being developed for PGCE students. It was also noted that a further module, 'Ethics in TVET Education' has also been designed for a new bachelor's in education (BEd) for trainers working in the Technical and Vocational Education and Training (TVET) sector. At the level of the Ministry, discussions underway requesting an earmarked budget for 2024-2025 and subsequent years to support further ethics education integration.

Recommendations



The Mauritius programme should:

- Continue to consolidate its MoETEST partnerships and their forward engagement strategy to ensure adequate support from relevant institutions for curriculum development and teacher training.
- Look at ways in which ethics education can support enrichment of the life skills and social modern studies curriculum, including incorporation of the innovative cultural map.
- Look at opportunities to widen the programme into primary settings and establish linkages with the Values & Citizenship Education (VACE) curriculum.
- Provide further support to teachers to show how ethics educations can be a strong base for engagement in intercultural learning and intercultural and interfaith dialogue.

¹² The modules are Field Trip as a Transformative Teaching and Learning Strategy in Social Sciences and Education for Global Citizenship.

Nepal • Country Case Study



FELLOWS:

5

fellows trained



representing the MoEST, Centre for Education and Human Resources Development, Educate the Children and Curriculum Development Centre.



of the fellows reported an increased understanding of ethics education, and how to integrate it into the training of teachers.



of the programs continued after the pilot.



TEACHERS:

18

schoolteachers

and 2 teacher trainers were trained.



9



schools

were reached



Teachers

developed sensitisation materials for parents and school management.

100%

of the teachers reported an increased understanding of ethics education and the use of transformative pedagogy.

100%

of the teachers observed changes and progress in learners and classroom relations.



LEARNERS:

350

learners reached
ages 11-13.



Collective actions developed by learners:



Peer mediation, anti-bullying campaigns, environmental awareness initiatives, community service projects and a series of awareness-raising campaigns.



63% of learners reported that they have started community projects.

79%

reported improved confidence in competency domains and an enhanced relationship with their teachers.

42%

reported they can become friends with people from different backgrounds.

47%

reported they know how to talk and listen to others to help understand their points of view.



Activities implemented to connect learning to the wider community:



Field visits to religious sites and dialogue with religious leaders.



Online meet-up with EEPF learners in Bangladesh.

At a Glance

The ethics education fellowship programme successfully concluded its implementation with children in Nepal, reaching 350 students across nine schools. The pilot ran from March through to September 2023 to support the delivery of ethics education programmes across targeted schools to further strengthen existing values-based education curriculum delivery. The pilot initiative was led by the Government of Nepal, Ministry of Education, Science and Technology (MoEST), in liaison with the UNESCO national office.

This unique programme had a significant impact on children, leading to positive changes in their interactions with their parents and their community. The programme had a significant impact beyond the targeted classrooms, creating a ripple effect throughout the school community, and fostering a safer and empowering learning environment for both students and teachers.

Implementation

The implementation took off in Nepal with bespoke teacher training for 18 secondary school teachers from Kathmandu, Hupsekot and Bardibas municipalities. Selected educators were specialised in social studies and human values education for Grades 6-8. The training covered key ethics education concepts and transformative pedagogies. The training process for teachers in Nepal contributed to enhancing their capacity for interfaith and intercultural

learning. It used a comprehensive approach that addressed both theoretical knowledge and practical skills. Throughout the workshop, teachers improved their capacities to create safe learning spaces for children and were empowered to effectively support interfaith and intercultural learning in their classrooms, fostering mutual understanding, respect, and appreciation for Nepal's diverse religious and cultural heritage.



“The training made me more aware of ideas such as ethics, integrity, and developing positive thinking. I have felt more responsible while performing the organizational work and consulting the stakeholders. I have taken ethics as a life philosophy”



Teacher, Nepal

In the pilot implementation phase, schools and groups of students taking part were carefully selected using an inclusive approach to capture the rich diversity of the country. In its first phase, the programme attempted to integrate ethics education into the curricula and introduced the concept through the newly formed peace clubs. Ethics education implementation was conducted from April through to October reaching 350 learners across the nine schools. Learners involved in the pilot largely ranged from ages 11-13 years.¹³

Learners participated in a series of ethics education sessions to help foster positive classroom relationships and empower learners to contribute to the creation of more inclusive, respectful, and resilient societies. Participatory lessons equipped learners with the requisite knowledge, skills and attitudes to respond to ethical challenges, and become active citizens and agents of positive change.

On average learners received 35 sessions of ethics education learning. Learners were encouraged to practice the skills acquired in and out of their

¹³ 47% of learners were male and 53% female. 79% of surveyed learners were Hindu with a small number of Christian, Muslim and Buddhist learners.

classroom contexts. Teachers incorporated a variety of special activities to engage learners in meaningful ethical exploration and discourse. These activities aimed to foster an understanding of diverse perspectives, promote interfaith harmony, and encourage responsible citizenship. The activities included experience sharing, debates and role-playing, and intercultural celebrations. A significant activity cited was the interfaith visits they organized within their communities, which allowed the

learners to visit different places of worship from various faiths. This provided learners with an opportunity to experience different religious traditions and cultures firsthand and foster a deeper understanding of the values, rituals, and practices of various faith communities. They also engaged in respectful dialogue with members of these religious communities, exploring common ethical principles and shared values that transcend religious boundaries.

Relevance

In Nepal, ethics education was implemented at the secondary level through social studies and human values education classes complemented by peace club activities. Values-based education and social studies function as compulsory modules in basic and secondary education. Coming from a values-based educational approach, the Nepali education system thrives to promote concepts such as cooperation, teamwork, empathy, social responsibility, and non-violence to their learners from a young age. The integration of ethics

education to advance children's holistic development and ensure quality education was identified as a seamless intervention to add value to their existing educational framework. Stakeholders highlighted the importance of helping children embrace a world of diversity, where they can live together with empathy, responsibility and integrity. They spoke of the role of ethics education in creating transformative learning opportunities and facilitating dialogue across cultural and religious differences.

Programme Achievements



Highlights

- 100% of teachers reported improvements in their professional development and teaching practice and greater ability to practice transformative pedagogy.
- 79% of learners reported improved confidence in ethics education competency domains.
- Teachers reported better knowledge retention, engagement and interest/enjoyment of lessons among learners.
- Learners demonstrated improved ethical decision-making skills, enhanced critical thinking abilities, and a stronger commitment to social responsibility through collective action initiatives.

Following the implementation of the programme, teachers identified positive changes among their learners both within the classrooms and community settings. These changes are connected to their increased awareness of ethical issues in their community, increased participation in ethical reflection and discussion, enhanced capacity for decision-making, and the ability to connect ethical values with real-world issues. Furthermore, the learners showcased positive behavioural change among their peers, teachers, and

families alike, contributing to creating a more peaceful, empathetic, and tolerant community. This change had seen teachers and learners better able to address certain conflicts that existed in the school, such as bullying and other forms of anti-social behaviours, while at the same time fostering better teacher-student relationships. The programme also had a significant positive impact on learners' interactions with their parents and the wider community.



“I used to be afraid to speak with teachers, friends, siblings, or acquaintances about issues related to ethics education before participating in educational activities connected to my class. After enrolling in Ethics Education, I gained the courage to express my thoughts. This transformed my fear into courage and now, speaking to someone from another religion doesn't make me afraid”.



Learner, Nepal

The pilot evaluation highlighted the following key findings. In pre and post-pilot surveys, teachers recorded increased confidence in implementing ethics education pedagogical approaches. 100% of participating teachers reported that the pilot had helped their professional development and felt that the EEPF had changed their understanding and practice to some or to a great extent. Teachers reported significant improvements in confidence across all ethics education approaches with the most improvement in relation to transformative pedagogy, dialogue and ethics education principles. When asked about nurturing learners' competencies, teachers had gained the most confidence in supporting appreciation of difference, dialogue, affirming human dignity and collective action.

Learners have demonstrated improved ethical decision-making skills, enhanced critical thinking abilities, and a stronger commitment to social responsibility. In pre and post-intervention surveys, learners reported

increased confidence in almost all ethics education competency domains. Furthermore, the programme had a significant impact beyond the targeted classrooms, creating a ripple effect throughout the school community, and fostering a safer and empowering learning environment for both students and teachers.

The implementation with children in Nepal reaffirmed the importance of introducing ethics education at an early age and the need for a comprehensive whole-school approach. The experience demonstrated the importance of having role models, the need for open and honest dialogue, the importance of real-world application, and the need for collaboration. The pilot in Nepal has been characterised by strong stakeholder engagement that has played a vital role in ensuring the success of the programme and in promoting ethics education throughout the school community. This has included sharing bespoke tools for parents to extend and reinforce learning in the home.

Next steps

- **Engaging children:** The programme in Nepal will be scaled up to reach more schools and students across Nepal, with a focus on underserved and marginalised communities.
- **Materials development:** Nepal will develop and disseminate new training materials for teachers, senior school management and other educators and parents on how to implement ethics education programmes.
- **National buy-in:** The programme will build partnerships with other organisations, such as the National Human Rights Commission, civil society organizations, universities, teacher training providers, religious organizations and related organisations to support the implementation and sustainability of ethics education in Nepal.
- **Monitoring and Evaluation:** The programme will continue to monitor and evaluate its effectiveness, to identify areas for improvement and to ensure that the programme is meeting the needs of students and educators.

Recommendations



The Nepal programme should:

- Continue to support existing and new schools to further embed ethics education and training to strengthen capacities.
- Advocate for the commitment to include ethics education as a core component of teacher training and develop further guidance for teachers to integrate ethics education in values-based education to ease in implementation.
- Continue to engage in advocacy to build national buy-in support across stakeholders for ethics education.
- Continue to engage in interfaith visits and gain high-level support and buy-in through interfaith forums.



Seychelles • Country Case Study



FELLOWS:

5
fellows trained



representing the MoE, the SITE and academia.



of the fellows reported an increased understanding of ethics education, and how to integrate it into the training of teachers.



of the programs continued after the pilot.



TEACHERS:



Teachers

used stories to contextualize learning and held weekly professional development sessions for other teachers.

20
schoolteachers
were trained and implemented activities across 15 schools covering all regions of Seychelles.



of the teachers reported an increased understanding of ethics education and the use of transformative pedagogy.



of the teachers observed changes and progress in learners and classroom relations.



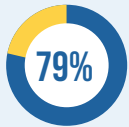
LEARNERS:

400
learners reached
ages 8-10.

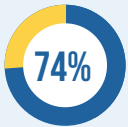


Collective learner-led actions:

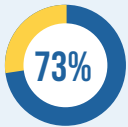
- ✓ school mass, interfaith gospel shows and environmental actions.
- ✓ 44% of learners reported that they have started community projects.



reported improved confidence in competency domains and an enhanced relationship with their teachers.



reported they can become friends with people from different backgrounds.



reported they know how to talk and listen to others to help understand their points of view.



Activities implemented to connect learning to the wider community:

- ✓ Teachers' Day.
- ✓ National interfaith and intercultural gathering.
- ✓ School-led Creole festival.

At a Glance

The ethics education pilot in Seychelles began in March 2023 and successfully concluded its implementation with children in December 2023, reaching 400 students across 15 different schools. The pilot was led by five women champions from across the education sector, including representatives from the strategic section at the Ministry of Education (MoE), Seychelles Teacher Training Institute (SITE), Head of Programme of Secondary Schools and one academic from the University of Seychelles.

In the Seychelles, ethics education is seen as a potential way to promote social cohesion through the school community and promote more harmonious living in the society.

Implementation

Implementation launched in February with the endorsement of the project by the MoE executive committee and the selection of 15 schools (10 primary and 5 secondary). A bespoke teacher training followed to capacitate 20 teachers with knowledge and skills to deliver the pilot, integrating topics of ethics education, transformative pedagogy and dialogue. Teachers were selected based on their experience and dedication in covering PSCE and religious education and to ensure coverage of all regions, including the inner islands. The selection also ensured that identified schools had dedicated PSCE/religious education teachers and that religious education and PSCE were already being successfully delivered. The training process used a comprehensive approach that addressed both theoretical knowledge and practical skills. Throughout the workshop, teachers improved their capacities

The approach taken was to use ethics education to enrich the existing curriculum, particularly subjects of personal, social and citizenship education (PSCE) and religious education (RE), with a focus on character building, social resilience, ethos, culture and social and community factors that support youth development. The ethics education pilot in the Seychelles resulted in changes for all groups involved: fellows, teachers, and learners, at the individual level and witnessed positive results on dynamics across school classes, relationships among peers and student-teacher relationships and in relationships at the community level.

to create safe learning spaces for children and were empowered to effectively support interfaith and intercultural learning in their classrooms. Some time and effort were required to transition teaching styles from teacher-led to interactive and reflective learning.

To ensure buy-in continuous consultation was coordinated with the MoE, the SITE, University of Seychelles (Education department, Health & Social Care department) and its research institutes as well as the Roman Catholic Diocese and Seychelles Interfaith Faith Council (SIFCO). At the school level, the ethics education pilot was introduced to key stakeholders - with the management, teachers, parent-teacher associations and school councils. Initial misunderstandings of the content of ethics education in the religious communities were overcome through continued dialogue and clarification of the purpose of the programme.

“All the key institutions were on board – ministers were briefed, as well as the National Assembly. We have shared the project with the Seychelles Interfaith Council, there were some hesitations and questions, but we explained we are not replacing them, we are complementing their work.”

Fellow, Seychelles.

In its first phase, the programme attempted to integrate ethics education into PSCE and religious education curricula. Ethics education implementation was conducted from April through to October reaching 400 learners across the 15 schools. Learners involved in the pilot largely ranged from ages 8-10 with an equal mix of genders.¹⁴ Implementation of the pilot at schools raised high interest of both staff and learners and was implemented relatively smoothly, through one-hour classes being organised within PSCE and religious education, participating learners received on average 16 hours of ethics education learning. Learners reached received a series of ethics education sessions to help foster positive classroom relationships and empower learners to contribute to the creation of more inclusive, respectful, and resilient societies. The activities

included experience sharing, debates and role-playing, and intercultural celebrations.

A significant highlight for learners was participation in a school-based Creole festival and interfaith gospel show. These events provided learners from different religious and cultural groups with opportunities to celebrate their different cultural practices and traditions. Teachers reported that this was leading to greater respect and tolerance within their classes and has given space for minorities to be recognised. Strong stakeholder engagement (including with decision-makers, religious communities and media) as well as with those at the school level (head teachers, parents and religious leaders) was crucial for successful implementation and strengthening sustainability perspectives.

Relevance

In the Seychelles, fellows and teachers identified opportunities to enrich their existing values-based education curriculum. The approach taken was to use the ethics education curriculum to enrich the existing curriculum, particularly subjects of PSCE and RE, with a focus on character building, social resilience, ethos, culture and social and community factors that

support youth development. The ethics education modules were found to be relevant in strengthening the methodological approach in both curricular subjects. Ethics education is also seen as a potential way to promote social cohesion through the school community and promote more harmonious living in society.

Achievements



“During the 6 months implementation lot of changes with learners and myself happened. They were closed, didn't want to talk about their situations. We were practising. There are changes, they now accept their attitudes towards each other, they are more compassionate”



Teacher, Seychelles

The ethics education pilot in the Seychelles resulted in changes for all groups involved, fellows, teachers, and learners. In most cases, changes are evident at the individual level and in their immediate surroundings, including dynamics of the school classes, relationships among peers or student-teacher relationships and in relationships at the closest community level such as with closest family and friends. Fellows reported improvement in their

understanding of ethics education and strengthening of their confidence to run the project, promote and share the content.

In pre and post-pilot surveys, teachers recorded increased confidence in implementing ethics education pedagogical approaches. 100% of participating teachers reported that the pilot had helped their professional development and 100% of teachers felt that the EEPF had changed their understanding and practice to

¹⁴ 51% of learners were female and 49% male. The majority of learners 87% were Christian with muslim, sikh and ba'hai learners also reached.

some or to a great extent. Teachers reported significant improvements in confidence across seven out of eight ethics education approaches with the least improvement in relation to transformative pedagogy, which was a relatively new concept for teachers. When asked about nurturing learners' competencies, teachers had gained the most confidence in supporting dialogue with learners.

Following the initial training, teachers felt confident to use dialogue skills to share ideas and gather interest for learner collective actions. Teachers reported gaining a sense of

transformative pedagogy and a new set of skills and tools to make their work more creative, practical and useful. During the implementation, teachers also reported providing more space for learners to express themselves, being more ready to listen and trust learners' potential so that they can design and lead their own school projects. The programme also created a more attentive and flexible working environment and boosted focus on learning. The Ethics Education Approach provided opportunities for teachers to better connect with their students and recognize their talents and aspirations.

“The programme helped to solve problems in my class. PSCE wasn't helping, but the pilot has given me more knowledge to understand them. It gave [learners] the chance to expose their situations. There were many conflicts in my class. Now they discovered their similarities – they bonded. They talk about accepting. Now in class, when one starts to quarrel – they stop them and say, ‘Hey, let's remember our lesson on conflict’. They can recognize when things are going wrong.”

Teacher, Seychelles

Results for learners included increased self-awareness and self-confidence, awareness of differences among peers and in society as well as similarities and joint interests and aspirations. In some cases, less engaged and misbehaving students were sent to join ethics education groups with positive results. Teachers observed changes in class dynamics, to be more welcoming of new children, improved peer-to-peer and teacher-learner relationships, as well as improved relationships with the

family members. Groups involved implemented several initiatives, such as intercultural events and environmental activities, with learners demonstrating strong agency and leadership. Pre and post-surveys recorded mixed results in changes for learner competencies with most improvements relating to establishing friendships with learners from different cultural backgrounds and motivation to engage in taking action to improve their community.

“It is for the better. Now in my class we are better friends, more quiet in class and we play better together. I am now a peacemaker”

Learner, Seychelles

Next steps

- **Engaging children:** The programme in Seychelles will continue to engage existing schools and plans for the programme to be scaled up to reach more schools and students.
- **Strengthening capacities:** The MoE is incorporating a transformative pedagogy component into in-service and pre-service teacher training. The University of Seychelles is also incorporating elements of the EEF in the development of a new Bachelor programme in secondary education and is involved in knowledge sharing with universities in other pilot programme countries. The Roman Catholic Church also plans to introduce transformative pedagogy to training for Religious Education teachers and catechists.

- **National buy-in:** Continued policy discussion with respective institutional stakeholders to appraise the integration of ethics education in the National Curriculum as a cross-curricula or stand-alone programme. Fellows are currently involved in a task force reviewing the entire PSCE curriculum for primary and secondary schools and lessons learnt from the pilot will be considered in the review.

Recommendations



Based on the learnings from the EEPF project, the following recommendations should be considered:

- Scale-up plans need to be developed taking into account financial and human capacity requirements and considering if the preferred approach is cross-curricular integration or tailored to different school subjects.
- A mechanism to provide continued support to teachers in applying transformative pedagogy and ethics education should be built.
- Cross-learning with other pilot countries can be welcome as some took different approaches in the pilot stage. Continuous cross-learning in future should be encouraged.
- Consultation with religious communities was found to be of great importance and should be continued and their suggestion to train religious education teachers in transformative pedagogy should be followed up.
- Learnings from applications beyond the pilot, e.g. New Technical School should be monitored and considered in future decision-making.





"The [ethics education] pilot ... has paved the way for a future where ethical awareness and action are integral to our school's DNA. Our commitment to ethics education will remain steadfast, and we look forward to a future where ethical considerations are at the forefront of all our decisions and actions, both within our schools and in the larger community."

Fellow, Bangladesh