CONVENING OF CHAMPIONS

ETHICS EDUCATION TO CONTRIBUTE TO GLOBAL CITIZENSHIP AND BUILD INCLUSIVE AND PEACEFUL SOCIETIES

ABU DHABI | 23-25 APRIL 2024

ARIGATOU INTERNATIONAL
All for Children

GUERRAND-HERMÈS FOUNDATION FOR PEACE

KAICIID DIALOGUE CENTRE

مجلس حكماء المسلمين
Muslim Council of Elders

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INTRODUCTION

The Convening of Champions was held in Abu Dhabi from April 23 to 25, 2024, as part of the Ethics Education Fellowship (EEF). This significant event aimed to promote Ethics Education to foster Global Citizenship, social cohesion, and interfaith understanding. It was co-hosted by the Muslim Council of Elders, the Higher Committee of Human Fraternity, UNESCO, Arigatou International, KAICIID International Dialogue Centre, and the Guerrand-Hermès Foundation for Peace. The convening featured technical discussions, collaborative planning, and a high-level segment with key stakeholders and educational leaders from various countries.

Launched in 2022, the EEF program involves the Ministries of Education of Bangladesh, Indonesia, Kenya, Mauritius, Nepal, and Seychelles. The program aims to integrate Ethics Education into formal and non-formal education systems, supporting children's social, emotional, and spiritual well-being. In its first phase, 324 teachers were trained and 8,034 children were reached.

During the Convening of Champions event, participants shared insights, discussed challenges, and developed strategies to scale and sustain Ethics Education programs. Notable speakers highlighted the transformative power of education in nurturing positive relationships and promoting peaceful coexistence. The event concluded with commitments from participating nations to continue investing in and prioritizing Ethics Education within their educational policies and curricula.

CONVENING OF CHAMPIONS TECHNICAL SEGMENT (23-24 APRIL 2024)

WELCOME REMARKS

The technical meeting began with welcome remarks from H.E. Ambassador Khalil Al-Ghaith Secretary-General of the Higher Committee of Human Fraternity and a message from H.E. Judge Mohamed Abdelsalam Secretary-General of the Muslim Council of Elders, delivered by Mr. Mohamed Bahr. Additional greetings from the partner organizations were extended by Ms. Scheherazade Feddal, Education Programme Specialist at the UNESCO Multi-sectoral Regional Office for Eastern Africa and Ms. Maria Lucia Uribe, Executive Director of Arigatou International - Geneva.

The remarks warmly welcomed the country's delegations, partners and invited organizations to the 2-day technical meeting, encouraging them to Champion, Connect, and Transform. The speakers explained how participants would share their experiences in implementing Ethics Education in their respective countries, recognizing them as champions who have not only executed projects but also laid the groundwork for these initiatives to influence education systems.

The speakers also addressed the current global context of violence and warfare, contrasting it with the state of education. They noted that while military expenditure exceeds 10% of global GDP, education receives only 4.5%. Considering this disparity, they emphasized the urgent need to foster Ethics Education to equip students with the tools to make ethical decisions that affirm human dignity and develop their capacity to form positive relationships.

Keynote – Education as Contribution to Peace

Amb. David Fernandez Puyana, Permanent Observer at the United Nations University for Peace (UPEACE) to the United Nations in Geneva.

Ambassador Puyana addressed the participants, emphasizing the pivotal role of Ethics Education in achieving target 4.7 of the Sustainable Development Goals (SDGs), which focuses on the promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity, among others. He highlighted how Ethics Education fosters social cohesion and supports the development of more inclusive and peaceful societies.

Introductions and Expectations Sharing

The opening session concluded with a review of the objectives and agenda for the 2-day meeting. Participants watched a video titled "The Road So Far," which recalled the highlights of the EEF journey so far. Additionally, an interactive activity allowed participants to share their expectations within their groups and engage with members from other delegations, partners, and invited organizations.

Amb. David Fernandez Puyana, Permanent Observer, UPEACE.

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Ms. Maria Lucia Uribe, Executive Director, Arigatou International - Geneva.

EXPERIENCES AND LESSONS LEARNED FROM PILOT PROJECTS

In this session, representatives from the six countries exchanged insights and experiences gained during the initial phase of implementation within their respective borders. Participants were tasked with pinpointing pivotal reflections on the execution and key takeaways gleaned from the pilot projects. Additionally, they were encouraged to delve deeper into the challenges, discrepancies, strengths and prospects for the upcoming second phase of implementation.

Bangladesh

The implementation in Bangladesh commenced with a launching ceremony in January 2023, attended by the Honorable Minister of Education. In February, 28 teachers from 19 schools participated in a National Teacher Training workshop.

During this first phase, Bangladesh successfully engaged 200 students.

The country emphasized its dedication to Ethics Education, involving members from all levels, including learners, teachers, the community and decision-makers. The fellows highlighted the use of innovative teaching methods and collaborations with existing networks as key strengths. They also discussed the importance of commitment and leadership from various levels of society.

Fellows also exchanged the challenges they encountered. They acknowledged that constraints such as limited time and resources, competing priorities within the school environment, preconceived notions, and entrenched social norms hindered engagement. Additionally, a

lack of conceptual understanding among community members was highlighted as a significant obstacle. Despite these hurdles, students in the Ethics Clubs enthusiastically undertook various activities within their schools, fostering connections between teachers, schools, and the broader community.

Indonesia

Indonesia made significant strides, reaching 64 schools and involving 200 teachers across five provinces. A total of 1,580 students actively engaged in Ethics Education activities, impacting 22,295 students through various initiatives. To enhance efficiency and effectiveness, activities were meticulously designed and executed at both the national and provincial levels.

After the initial National Teacher Training, which included international trainers, fellows organized five provincial-level workshops tailored to address the unique contexts of their respective provinces.

Strengths identified included the reinforcement of the Pancasila student profile, contributions from diverse partners, and the integration of EEF throughout all levels of the education system. These efforts fostered a safer learning environment, bringing students and teachers closer and yielding positive impacts such as increased openness, stronger relationships, the sharing of ideas, and heightened engagement and participation among children.

Kenya

A National Teacher Training took place in March 2023. Five learning circles, incorporating two on-site gatherings at the Kenyan Institute of Curriculum Development, facilitated collaborative learning and the exchange of best practices. The Fellows played a pivotal role in overseeing the program's execution, ensuring alignment with its objectives. Positive outcomes were evident among both learners and teachers. Learners

exhibited increased confidence, initiative, and enhanced discipline, resulting in improved learning outcomes. When imbued with appropriate values, learners emerged as effective catalysts for change, fostering a more unified and supportive learning environment. However, despite these benefits, challenges persisted. Conflicting demands from curricula made the integration of Ethics Education into existing programs arduous. Moreover, discrepancies in educators' perspectives regarding the purpose, scope, and methodology of Ethics Education led to inconsistencies in its implementation.

Mauritius

The successful execution of Ethics Education and Transformative Pedagogy is deeply connected with the prevailing school culture. Teachers possessing backgrounds in transformative learning,

values education, and project-based learning demonstrated notable efficacy in dynamically implementing the project. The combination of Ethics Education with transformative learning produced superior outcomes, particularly in schools already equipped with well-established Life Skills programs.

The active engagement of rectors and school administrators significantly strengthened the effectiveness of Ethics Education implementation. In such environments, the introduction of Ethics Education offered fresh learning avenues for both educators and students, fostering motivation to engage in novel and immersive learning experiences.

However, alongside these benefits, several challenges emerged. Limited time for educators to incorporate transformative activities due to the priority of covering

syllabi and preparing students for examinations posed a significant obstacle. Moreover, the constraints of time during integration were mentioned. Heavy workloads and reliance on traditional teaching methods were also underscored as hurdles faced by educators. Additionally, insufficient support from the administrative staff of school settings was noted.

Nepal

Country representatives deliberated on how the implementation of Ethics Education has resulted in heightened awareness of ethical issues, enhanced decision-making skills, and the promotion of positive behavior and communication. Students exhibited increased engagement with peers, family, and the community, fostering stronger interpersonal relationships and religious tolerance. Notably, students demonstrated greater empathy and a heightened understanding of ethical principles.

However, the country identified that its teachers encounter challenges due to limited access to resources, gaps in teacher capacity, and heavy workloads. Members also discussed the necessity for new teaching methodologies, fostering open and honest discussions, addressing

real-world problems, and fulfilling several other requirements for the seamless functioning of the program in the next phase.

Seychelles

In Seychelles' presentation, participants discussed the program's positives and the benefits accrued, such as the growth of learners and increased teacher engagement. Throughout the process, several challenges were identified, including time constraints, resource limitations, and overlapping activities. These challenges impacted the scalability and quality of implementation. The team emphasized the continuous need to establish and uphold stakeholder trust for the sustainability of Ethics Education implementation. Additionally, the involvement of SIFCO in fostering interfaith dialogue within the EEF implementation process was underscored.

LESSONS LEARNED – MONITORING, EVALUATION AND LEARNING PROJECT REPORT

Ms. Rosie Aubrey, Researcher, Guerrand-Hermès Foundation for Peace.
Mr. Aleksandar Zivanovich, Monitoring and Evaluation Officer, KAICIID International Dialogue Centre.

This session highlighted the main discoveries, conclusions and suggestions arising from the assessment of the EEF, encompassing the pilot phase from October 2022 to October 2023 across six countries.

At the beginning of 2023, the fellows launched tailored training programs in their respective countries, targeting a group of teachers. This initiative resulted in the training of 324 teachers and 18 teacher trainers on the Ethics Education conceptual framework and transformative pedagogy. They were also prepared to develop Ethics Education programs at the classroom level. Subsequently, Ethics Education interventions were implemented in 66 schools, impacting a total of 8,034 learners.

The evaluation of the EEF yielded several key findings. Firstly, the EEF's conceptual framework aligns well with international and national commitments, effectively promoting learner engagement as agents of change and supporting citizenship and life skills. It has demonstrated flexibility in addressing individual country needs and barriers to implementation, fostering strong coordination and commitment within Ministries of Education and participating schools.

Secondly, at the school level, the EEF pilot has encouraged transformative pedagogy,

Ms. Rosie Aubrey, Researcher, Guerrand-Hermès Foundation for Peace.

resulting in learner-centered approaches and inclusive environments. Positive outcomes include improved learner well-being, engagement, behavior, and academic performance, with the potential to address wider societal challenges such as discrimination and radicalization.

Lastly, the EEF's coordination approach and strategic partnerships with Ministries of Education have been pivotal, positioning Ethics Education at the forefront of values-based education initiatives. While progress has been made in curriculum inclusion, sustaining initiatives at the classroom level and investing in teaching resources require ongoing external support. To expand its impact, the EEF could enhance global advocacy efforts and demonstrate the role of Ethics Education in strengthening curricula and meeting international education commitments.

WORKING GROUPS – STRENGTHENING ETHICS EDUCATION AT THE COUNTRY LEVEL

This session aimed to explore avenues for enhancing the EEF across various dimensions, including teacher training, development of training materials, interfaith and intercultural learning, child engagement and stakeholder involvement. Participants were tasked with identifying strategies to bolster the processes of the EEF at the country level. The designated topics for group discussions included Teacher Training and Training Modules, Country Buy-in and Stakeholder Engagement, Children's Participation and Collective Actions, and Interfaith Learning and Dialogue.

Teacher Training and Training Modules Discussion

The Teacher Training and Training Modules group engaged in a comparative discussion analyzing existing options and potential proposals. They observed that the traditional curriculum, with its competency-based and examination-centric approach, often falls short in accommodating religious and cultural diversity, leading to curriculum overload and a gap from practical applications. Non-formal education emerged as a potential solution, along with suggestions for integrating religious and cultural content to foster inclusivity and respect. Emphasis was placed on contextualization, real-world application of knowledge, and the cultivation of critical thinking skills. Additionally, the group stressed the importance of holistic development, ethical understanding, and personal growth within the curriculum.

Country Buy-In and Stakeholders Engagement

Members highlighted the necessity of securing country buy-in and engaging stakeholders through a comprehensive strategy. They emphasized mapping country donor groups and aligning their interests, proposing strategies such as involving donors in roundtable discussions. Developing a compelling "Case of Investment" was deemed crucial, underscoring the significance of Ethics Education integration and teacher training for the nation's future. Connections between learning outcomes, informed by Monitoring, Evaluation and Learning data, and proposed investments were also discussed, alongside long-term benefits like improved educational standards and socioeconomic development.

Children's Participation and Collective Actions

The group emphasized the pivotal role of children's participation and collective action in fostering leadership and decision-making skills. Drawing from country examples, strategies included strengthening children's capacity for decision-making and leadership roles, such as representation in forums like the National Youth Assembly. Ensuring children's voices are heard through public media engagement, community involvement, and providing platforms for expression was highlighted, guided by the belief that "children are born leaders." Collaborative learning and program sustainability were underscored, with examples like Indonesia's "VOICE, CHOICE & OWNERSHIP" approach, granting children influence over decisions affecting them. The concept of children

as "agents of change" and active participation in real-world problem-solving were also emphasized.

Inter-Faith Learning and Dialogue

The group discussed going beyond mere religious understanding to embrace the concept of "learning to live together."

Addressing historical prejudices and promoting inter-faith dialogue as a means to dismantle barriers and misconceptions were focal points. Embedding inter-faith dialogue into the curriculum to foster empathy and collaboration was proposed as a pathway to a more inclusive and peaceful society.

WORKSHOP – INTEGRATING ETHICS EDUCATION TO EDUCATION SYSTEMS

The workshop invited participants to review Ethics Education, emphasizing its role in building positive relationships between learners. It highlighted how conducive learning environments support learners in engaging in dialogue across differences, reflecting, connecting, developing their identities in relation to others, and collaborating on common issues to transform their communities. The benefits of Ethics Education were discussed at three different levels:

- Increase the education system's ability to respond to the challenges of our societies - connect education – communities.

System

- Strengthen teachers' capacity to develop inclusive, safe and empowering learning environments - improving learning outcomes.

Educators

- Enhance children's holistic well-being by strengthening social and emotional skills and nurturing ethical values that prepare them for a changing world.

Learners

Participants were then invited to reflect on key considerations for transforming education and identifying strategies for integrating Ethics Education in an education system using the model of the 3Ps that emphasizes how purpose, pedagogy and positioning must align to drive transformations.

Purpose

- Develop a shared vision of the purpose of education that meets the moment we are in and is broadly shared in and outside of education.

Pedagogy

- (Re)design systems starting with the pedagogical core – the interactions between learners (including those out of school), educators, content, and resources to deliver on your vision.

Position

- Position and align system components to support the pedagogical core redesign and deliver on your vision and purpose.

Participants then reflected on which areas or topics would represent key factors to integrate Ethics Education into the education systems. Key areas of focus were identified, including educational policies and priorities, training, curriculum, pedagogy, educational and school resources, school environment, and community engagement. Broader areas such as governance, delivery, laws, financing, assessment, information systems, and accountability were also considered essential.

Following this introduction, participants had the opportunity to work in smaller groups to identify strategies for integrating Ethics Education into the highlighted key areas within the education system and related challenges.

PEDAGOGY	- Shifting from traditional lecture methods to transformative pedagogy. - Adopting an inquiry-based approach. - Introducing a teacher leadership program. - Increasing understanding of diverse teaching methods for effectively integrating ethics education.

PEDAGOGY (Continuation)	• Changing current models of teaching. • Analyzing developed learning activities to ensure alignment with the goals of Ethics Education. • Reviewing the allocated time for Ethics Education. • Understanding the importance of providing a democratic learning space. • Addressing the teacher-pupil ratio to improve personalized learning in Ethics Education. • Encouraging facilitation-based teaching methods. • Ensuring the competency levels of teachers. • Overcoming resistance within the existing school culture or addressing the requirements of the school culture. • Balancing unpredictable outcomes. • Implementing learner-led projects. • Integrating TPACK (Technological, Pedagogical, and Content Knowledge). • Equipping teachers with multidisciplinary skills.
WHOLE SCHOOL AND COMMUNITY APPROACH	• Establishing parents' and teachers' associations. • Introducing themed shops, such as honesty shops. • Involving local clubs or groups, such as the Scouts, the Red Cross, and UNESCO, to promote Ethics Education. • Integrating Ethics Education into the school's strategic plan for long-term implementation. • Raising awareness of Ethics Education among governing bodies to secure their support. • Adopting a parental and community approach. • Encouraging positive parental attitudes. • Facilitating ethical dialogue among students, teachers, and the community to deepen understanding.

CURRICULUM	• Modules:
	  - Citizenship
	  - Global Citizenship
	  - Identity & Belonging
	  - Teacher Leadership.
	
	• Ethics Education integration in Ministries of Education's strategic plan.
	
	• Liaising with the Monitoring and Evaluation divisions of the Ministries of Education to ensure Ethics Education is monitored.

EDUCATIONAL AND SCHOOL RESOURCES + LEARNING MATERIALS	• Developing educational materials. • Using context-sensitive materials. • Developing no-cost or low-cost online materials. • Challenges: • Teacher confidence and competency. • Diversity in the classroom. • Access to low-cost materials. • Need for external resource persons to develop materials (technical knowledge required). • Requirement for individually developed or customized resources. • Teaching and learning using locally available resources (TALULAR).
TEACHER TRAINING	• Introducing/Developing a curriculum for teacher training. • Ensuring diversity in teacher training programs. • Considering community involvement in teacher training. • Addressing the need for teacher capacity building and empowerment. • Ensuring strategies in the curriculum that promote inclusivity.

SYNERGIES TO SUPPORT SCALABILITY AND STRENGTHENING OF ETHICS EDUCATION

The session on Synergizing for Scale Up and Sustainability allowed each country to present an ongoing initiative with potential synergies for integrating Ethics Education.

Indonesia – Center for Character Building

Ms. Surya Nilasari presenting on behalf of the Center for Character Building at the Ministry of Education, Culture, Research and Technology shared the Center's mandate to promote an inclusive environment, prevent violence and enhance character building through the Pancasila Student Profile. She outlined the programs and activities implemented to fulfill this mandate, including the emancipated learning platform that provides further capacity building and resources to teachers. Ms. Nilasari emphasized that the shared mandates and implementation strategy of the Pancasila Student Profile are key to synergizing and scaling up these efforts.

Kenya – Values-based Education

Ms. Grace Maina presenting on behalf of the Kenyan Institute of Curriculum Development presented on the process of implementing values-based education in the Kenyan curriculum with a whole-school approach and the focus on Contemporary and Pertinent Issues as key points for synergy. She highlighted the opportunity to collaborate in the pilot process; to develop complemented learning materials for different stakeholders; and to build capacity of educators as key entry points in this regard.

Seychelles – Curriculum Review

Ms. Kairen Madeleine on behalf of the Curriculum Development Institute of Seychelles presented the ongoing curriculum review process in the Seychelles. She highlighted how Ethics Education is prioritized and discussed opportunities to incorporate learnings from the pilot process.

Nepal – Transversal Competencies and Global Citizenship Centers

Dr. Dhruba Raj Regmi speaking on behalf of the UNESCO Nepal Country Office presented the collaboration between the Ministry of Education and UNESCO Nepal to contextualize TVC with system alignment. He highlighted how system alignment is being looked at in terms of policies, curriculum and pedagogy including teachers' guides and textbooks. The competencies especially identified under the category of Global Citizenship relate to Ethics Education and create opportunities to synergize.

Bangladesh – Curriculum Review

Dr. Shafiul Azam presenting on behalf of the Ministry of Education of Bangladesh shared about the ongoing curriculum review process and how this can create opportunities for looking at how Ethics Education is currently integrated and to consider how learnings from the pilot process can be further integrated to strengthen existing approaches to Ethics Education.

United Arab Emirates – Moral Education

Ms. Ayesha Almehairi on behalf of the Ministry of Education of the UAE presented their experience in promoting Moral Education as an innovative, engaging curriculum designed to develop young people of all nationalities and ages with universal principles and values, that reflect the shared experiences of humanity.

She highlighted how Moral Education integrated both a specialized component of the curriculum and mainstreamed across the wider curriculum using The Moral, Social and Cultural Studies (MSC) framework which incorporates citizenship, ethics, values, sustainability, and global mindedness into the educational experience of our students.

THE WAY FORWARD – NEXT PHASE COUNTRIES' PRESENTATIONS AND SUMMARIES

The session was designed to facilitate the sharing of country plans for the upcoming phase of the Ethics Education Fellowship program, with the primary goal of receiving feedback. Participants integrated insights gained from their own reflections during the meeting, as well as the plans of other countries, to strengthen their respective country plans. Additionally, the session focused on identifying concrete next steps and establishing a coordination process with Ethics Education Fellowship partners to pave the way forward.

Bangladesh

Bangladesh is proposing for the next phase, researching to explore the integration of Ethics Education into the new national curriculum. This phase aims to investigate the challenges schools encounter during the implementation.

Additionally, there are plans to develop a teacher training module specifically tailored for the National Curriculum for Teacher Training. Furthermore, the country intends to expand the program, reaching 46 new districts and schools, including madrasas and technical institutions. The proposal emphasizes the importance of cross-learning with other participating countries in the fellowship. With the involvement of numerous government organizations and institutions, Bangladesh anticipates achieving these objectives in the second phase.

Indonesia

For the upcoming phase, their expectations include capacity development and extending the Ethics Education Fellowship to 34 provinces, accompanied by the creation of a training

module. Indonesia aims for enhanced stakeholder engagement and the digitalization of the program execution, along with customized modules for the next phase. Additionally, efforts are underway to promote a comprehensive school-wide approach while raising students' awareness of Global Citizenship.

Kenya

Kenya's future endeavors entail the integration of Ethics Education into Values-Based Education, with a specific emphasis on senior schools. Priorities include developing Ethics Education Information, Education, Communication (IEC) materials and incorporating Ethics Education into Ministry of Education policy documents. Additionally, the plan seeks to expand Ethics Education in universities and enhance teachers' capacity to impart transformative learning experiences through Ethics Education.

Ensuring the program's sustainability and ongoing continuity is another primary focus for the country.

Mauritius

Mauritius is set to extend the program to more schools and advocate for the incorporation of Transformative Pedagogy in Life Skills classes. Their strategy involves hosting informative sessions with school administrators, infusing Ethics Education and Transformative Pedagogy into teacher training programs, and embedding these concepts into higher education institutions.

Nepal

Nepal's strategy encompasses several components: providing policy backing to incorporate Ethics Education into local plans, integrating Ethics Education across all subjects and educational levels, expanding the program to encompass more schools and students, offering support and supervision to teachers, creating educational materials, and investing in the development of trainers and teacher training sessions.

Seychelles

Seychelles is preparing to assess the pilot program by analyzing data in collaboration with key education stakeholders and the planning, research, and strategy division of the education sector. Their objective is to strengthen Ethics Education within formal education frameworks. This involves organizing debriefing sessions, webinars, networking events, and forums with teachers and stakeholders, both locally and globally, to exchange best practices and enhance the execution of Ethics Education initiatives.

CONVENING OF CHAMPIONS HIGH-LEVEL SEGMENT (25 APRIL 2024)

Attended by 70 participants from 17 countries, including high-level representatives from Ministries of Education, UNESCO offices, partner organizations, religious leaders and international experts, the gathering provided a dynamic space for advocating the prioritization and investment in Ethics Education initiatives.

OPENING REMARKS

The opening remarks highlighted the importance of Ethics Education in fostering Global Citizenship and building more inclusive and peaceful societies. H.E. Dr. Ahmad Belhoul Al Falasi, Minister of Education of the UAE, opened the event with a video message emphasizing the importance of adopting a comprehensive approach in the educational process that encourages youth to embrace common human values. "Our approach to education must ensure that our young people develop a core set of universal principles and values that reflect the shared experience of humanity that are relevant in any society," he stated.

H.E. Dr. Khalid Al Ghaith, Secretary General of the Higher Committee of Human Fraternity, welcomed the participants on behalf of the host organizations, including the Higher Committee of Human Fraternity and the Muslim Council of Elders. He also represented H.E. Judge Mohamed Abdelsalam, Secretary-General of the Muslim Council of Elders. In his remarks, Dr. Al Ghaith emphasized the significance of collaborative efforts

Mr. Hironari Miyamoto, representing Rev. Keishi Miyamoto, President of Arigatou International.

required to advance Ethics Education on a global scale.

Mr. Hironari Miyamoto, representing Rev. Keishi Miyamoto, President of Arigatou International, also shared a video message reinforcing the organization's dedication to Ethics Education as a tool for positive societal transformation and invited participants to "work together, hand in hand, united in purpose, in our efforts to realize a world where every child can truly thrive."

One of the event's highlights was amplifying the voices of children and young people. Through video messages, children's representatives from Bangladesh, Indonesia, Mauritius, Nepal, Kenya and Seychelles delivered a heartfelt video message, sharing their perspectives on the impact of Ethics Education in their lives and communities.

Kumakshi, a student from Mauritius, shared her views on the program's impact in her school. "Ethics Education is important in our Mauritian school as it promotes social cohesion by instilling respect and making students more responsible. I hope that Ethics Education will be introduced to all schools in Mauritius," she stated. "It contributes to an environment of inclusive, peaceful, collaborative, bullying-free and harmonious coexistence," added Abdullah from Bangladesh.

Archibald, a younger student from Indonesia, reflected on the rippling effect of collective awareness and action: "This impact I make may be small, but I believe when all students in Indonesia take action to stand against bullying, exclusion and violence, education in Indonesia will be improved," he declared.

"Ethics Education is important for me because it showed me to learn more about myself and others. We are all different and unique," shared Tia, a young student from Seychelles. "I request more children in our

Kumakshi, student from Mauritius.

Rose, Student from Kenya.

schools and communities to learn more about Ethics Education," she added. "All students should have the opportunity to get involved in Ethics Education programs," continued Krishna from Nepal.

Reflecting on the impact of amplifying the program, Rose, a student from Kenya, said, "Ethics Education will help learners interact with one another and understand their differences in cultures, backgrounds, and even religions, so it will help learners appreciate one another."

"To the Ministries of Education and other organizations helping implement this program, I would like to thank you for implementing it in our schools," shared her schoolmate Edward, expressing gratitude for the opportunity to go through the program, and the need to extend it to the rest of the country.

Additionally, a video with an overview of the implementation of the Ethics Education Fellowship was shared.

Lastly, Bishop Paolo Martinelli, Apostolic Vicar of Southern Arabia reflected on how religions are called to a "shared journey in which believers of different faiths learn to know and respect each other, promoting together ethical and spiritual values for the good of humanity".
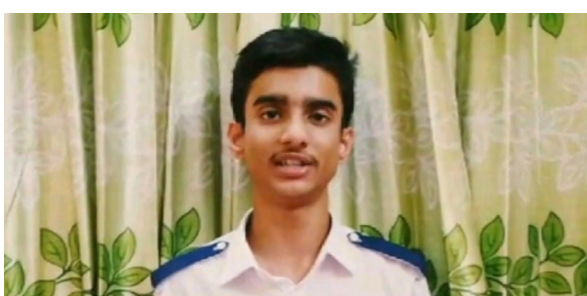
Abdullah, student from Bangladesh.

Tia, student from Seychelles.

Archibald, student from Indonesia.

Krishna, student from Nepal.

ETHICS EDUCATION FELLOWSHIP – A CONTRIBUTION TO GLOBAL CITIZENSHIP AND BUILDING MORE PEACEFUL AND INCLUSIVE SOCIETIES

Ms. Mary Kangethe, Director, Education Programme, Kenya National Commission for UNESCO.
Dr. Itje Chodidjha, Chairperson, Indonesia National Commission for UNESCO.
Ms. Maria Lucia Uribe, Executive Director, Arigatou InternationaL - Geneva.

During the discussion, speakers emphasized the transformative nature of the EEF program, portraying it as a concrete response to the global mandate to transform education. They detailed on how the program aligns with the 2030 Agenda, specifically by serving as a catalyst for social cohesion. Through fostering intercultural and interreligious engagement, the program not only enriches the educational experience but also lays the groundwork for more inclusive societies. Furthermore, speakers highlighted the pivotal role of teachers in this endeavor, emphasizing the program's focus on equipping educators with the necessary skills to cultivate safe and supportive learning environments within their classrooms.

Speakers underscored how Ethics Education transcends traditional boundaries, such as religion, belief, nationality, or ideology, emphasizing its universal relevance in fostering understanding and empathy among diverse communities.

Against the backdrop of an increasingly interconnected world, speakers stressed the pressing need to promote Ethics Education as a means to navigate the complexities of our modern global landscape. They underscored how nurturing ethical principles and values can contribute to fostering a more peaceful and inclusive society.

Dr. Itje Chodidjha, Chairperson, Indonesia National Commission for UNESCO.

ETHICS EDUCATION – CATALYZING TRANSFORMATIVE LEARNING FOR SOCIAL COHESION AND LEARNING TO LIVE TOGETHER

Mr. Lim Hyun Mook, Director, Asia-Pacific Centre of Education for International Understanding (UNESCO - APCEIU).
Dr. Sameera Alhosani, Director of Humanities Curriculum and Languages Department, Ministry of Education, UAE.
Ms. Sophia Ashipala, Head of Education Division of ESTI Department, African Union – Section on Education.
Mr. Michael Holläender, Head of Section, Education, Vocational Education and Training, Labour Markets at Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ).
Dr. Fadi Daou, Executive Director, Globethics.

The speakers began their presentations by emphasizing that transforming education is equivalent to making history, and through this program, we are indeed making history. They highlighted the importance of continuing to strengthen Ethics Education in the national curricula, with a strong emphasis on teacher training. They argued that effective implementation relies heavily on well-prepared educators who can seamlessly integrate ethical principles into their teaching practices. Throughout the speeches, it was noted that transformative pedagogy is at the heart of Ethics Education and should be promoted and fostered in every aspect of the educational systems.

Dr. Sameera Alhosani, Director of the Humanities Curriculum and Languages Department at the Ministry of Education - UAE highlighted how the country has established as a priority promoting human values in their national curricula to foster tolerance, respect and empathy so that learners can understand other cultures and promote ethical decisions that contribute to a more peaceful world.

As experts in the field, the speakers made several recommendations for the program's continuation and enhancement. One key suggestion was to increase international exchanges to facilitate the sharing of best practices and innovative approaches to Ethics Education. Additionally, the speakers stressed the need to focus on the methodological and didactic aspects of the implementation, ensuring that teaching strategies are both effective and adaptable to different educational contexts. They also advocated for adopting a more agile approach in education and extending Ethics Education beyond the classroom to address and potentially solve local challenges.

COUNTRY LEADERSHIP AND COMMITMENTS

Dr. Justin Davis Valentin, Minister, Ministry of Education, Seychelles.
Dr. Linda Barallon, Executive Director, Ministry of Education, Seychelles.
Dr. Kiran Bhujun, Secretary-General, Mauritius National Commission for UNESCO; Director, Tertiary Education and Scientific Research, Ministry of Education Mauritius.
Dr. Rachmadi Widdiharto, Director of Teachers for Primary Education, Ministry of Education, Culture, Research, and Technology of The Republic of Indonesia.
Mr. Cosmas Kimutai, Foreign Service Officer, Ministry of Foreign Affairs Embassy of Kenya to the United Arab Emirates.
Mr. Habibur Rahman, Additional Secretary, Director General, Directorate of Madrasah Education, Ministry of Education, Bangladesh.
Mr. Deepak Sharma, Additional Secretary, Director General, Centre for Education and Human Resource Development, Ministry of Education, Science and Technology, Nepal.

Senior representatives from the Ministries of Education of the implementing countries emphasized the importance of integrating Ethics Education into national curricula and existing learning programs to ensure sustainability and scalability.

Additionally, they identified teacher training and program development as key elements for effectively streamlining and applying Ethics Education in classrooms.

Following the implementation of the first phase, officials reported improvements

Mr. Deepak Sharma, Additional Secretary, Director General, Centre for Education and Human Resource Development, Ministry of Education, Science and Technology, Nepal

in teacher-learner and learner-learner relationships, contributing to the creation of safer learning environments in schools. They also noted that the program fosters the development of better citizens and promotes the building of more inclusive and peaceful societies.

The representatives have committed to implementing the second phase of the program. This includes conducting internal evaluations of the implementation, finalizing preparations for short and mid-term planning, developing teacher training programs, integrating Ethics Education into their national curricula and existing learning programs, and ensuring its sustainability.

Mr. Alexandros Makarigakis, Director of the UNESCO Eastern Africa Office, closed the session with a special message for the implementing countries. He noted that despite the varied contexts and realities of the implementing countries, all have reported that the program has contributed to creating safer learning environments in their schools. He emphasized that Ethics Education and Global Citizenship Education are paramount catalysts for creating a fairer, safer, more inclusive, and peaceful society. Mr. Makarigakis congratulated all implementing countries for their efforts thus far and for their commitment to continuing with the next phase of the program.

Dr. Linda Barallon, Executive Director, Ministry of Education, Seychelles

Mr. Habibur Rahman, Additional Secretary, Director General, Directorate of Madrasah Education, Ministry of Education, Bangladesh

ROAD MAP – NEXT PHASE

Ms. Scheherazade Feddal, Education Programme Specialist, UNESCO Multi-sectoral Regional Office for Eastern Africa

During the event, a diverse array of participants, comprising senior representatives from Ministries of Education in the implementing countries, religious organizations, civil society organizations, intergovernmental bodies, and Ethics Education experts, convened to advocate for pivotal actions to enhance Ethics Education. They urged Ministries of Education to ramp up investment in both formal and non-formal education systems, emphasizing the importance of nurturing the social, emotional, and spiritual well-being of children to foster more inclusive, respectful, and resilient societies. Additionally, they called for the integration and mainstreaming of Ethics Education into existing curricula, policies, and educational programming to facilitate intercultural and interreligious learning and promote a holistic school experience.

For the full document see the Annex on page 35.

CLOSING CEREMONY – COUNTRIES' AWARDS

At the conclusion of the event, each country received an award highlighting the key aspects of their implementation, recognizing them as Champions of Ethics Education.

Bangladesh

Bangladesh champions Ethics Education with a vision towards the development of ethical citizens through its curriculum.

The Ethics Education pilot was launched at the national level with a strong commitment by the Minister of Education to integrate learnings and scale up going forward. A highlight in Bangladesh are the Ethics Clubs at schools to create opportunities to empower learners to respond to challenges in society.

Indonesia

Indonesia champions Ethics Education leveraging the national Pancasila ideology and the initiative for the Pancasila Student Profile.

There have been Ethics Education trainings both at national and regional level across the country connected to teacher training centers with a blended learning approach. A highlight of the pilot process in Indonesia was the involvement of Early Childhood Education besides primary and secondary education.

Kenya

Kenya champions Ethics Education through its initiatives for values-based education, Global Citizenship Education and peace education.

Kenya also gives leadership to peace education in the region through its role as the coordinator of the inter-country quality node on peace education. A highlight of the pilot program in Kenya is the

involvement of schools, teacher training institutes and Universities. Interfaith visits during the pilot process created opportunities for educators and learners to appreciate diversity.

Mauritius

Mauritius has championed Ethics Education through Social and Modern Studies Education.

The pilot program in Mauritius focused on the extended program for learning towards ensuring more inclusive education. The highlight of the pilot program was the introduction of new teacher training modules on Education for Global Citizenship and field trips as a transformative pedagogical strategy based on the learnings gained.

Nepal

Nepal has championed Ethics Education through its initiatives for values education and social studies.

The Ministries of Education created a steering committee and technical committee to provide strategic leadership for the Ethics Education pilot. The activities at the schools level included interfaith visits and learner-led projects to respond to social issues towards building a peaceful and inclusive society. There were initiatives that went beyond the pilot process to already pilot integration of Ethics Education into in-service training at provincial educational departments.

The Ministry of Education, the Nepal National Commission for UNESCO and the Center for Education and Human Resource Development have given leadership to these efforts. We appreciate the committed team of Ethics Education Fellows for their contribution.

Seychelles

Seychelles has championed Ethics Education through Personal and Social Citizenship Education and Religious Education.

They have achieved the endorsement of the President of Seychelles, and a resolution from the Cabinet through deliberations in the national assembly. There has been dialogue with religious leaders and support for taking the Ethics Education Program forward towards enhancing learning to live together in the country.

RELIGIOUS LEADERS REFLECTIONS

Dr. Chinthamani Yogi, Hindu Spiritual Leader, Nepal.
Rt Rev Willybard Lagho, Bishop of the Catholic Diocese of Malindi, Kenya.
Dr. Ahmad Rafiq, Muslim Scholar, Indonesia.

As the event concluded, three religious leaders and scholars shared their reflections on the importance of Ethics Education and the role of intercultural and interreligious dialogue in building more inclusive and peaceful societies. They drew upon experiences and learnings from the three-day event, referencing their own religious scriptures. Additionally, they shared some of their religious traditions with the participants, enriching the dialogue with diverse perspectives and practices.

INTERCULTURAL AND INTERRELIGIOUS VISITS

LOUVRE MUSEUM

On the first day, participants undertook an organized visit to the Louvre Museum in Abu Dhabi. The itinerary included a guided tour that specifically highlighted the intercultural and interreligious dimensions of the exhibitions. The tour meticulously demonstrated how artistic and cultural expressions from various regions, including Europe, Asia and Africa, converged and mutually inspired each other, providing a nuanced understanding of global interconnectedness and the exchange of ideas across different cultures and religions.

SHEIKH ZAYED GRAND MOSQUE

The following day, participants visited the Sheikh Zayed Grand Mosque. During the guided tour, they explored various chambers of the mosque, including the main chamber. This visit provided an opportunity to experience one of the most significant religious sites in Islam, the main religion of the host country, and to learn about and understand some of the religion's traditions.

COMMUNICATIONS & DISSEMINATION

MEDIA COVERAGE AND PRESS RELEASES

The Convening of Champions event achieved significant outreach and engagement with key stakeholders, enhancing the program's visibility. The event was marked by comprehensive media and news coverage, particularly in the Arab region, ensuring wide dissemination of the objectives and outcomes of the Ethics Education Fellowship program.

In the lead-up to the Convening of Champions, a strategic communications plan was implemented, including a pre-event press release that generated anticipation and interest. This initial release presented the objectives and impact of the program and highlighted the high-level speakers who participated in the event, capturing the attention of various media outlets.

Post-event, a second press release was distributed, summarizing the event's impact, key takeaways and future action plans. This ensured sustained interest and extended the reach of the event's message.

Several media organizations covered the event, including:

- ANI News

- See - Sada Elbalad English

- One Arabia

- The Emirates News Agency - WAM

- The Indian Community

- The Print

- CISA - Catholic Information Service for Africa

- Exaudi News

- <u>Agenzia Fides</u>

- <u>Vatican News</u>

Partner organizations actively participated in disseminating news about the Convening of Champions on their websites. Additionally, other organizations shared the news, contributing to a broad and diverse audience engagement, including:

- <u>Abouna.org</u>

- <u>Apostolic Vicariate of Southern Arabia</u>

- <u>Arigatou International - Ethics Education for Children</u>

- <u>Higher Committee of Human Fraternity</u>

- <u>University of Seychelles</u>

EVENT WEBSITE AND PROMOTIONAL MATERIALS

A dedicated event website was created, providing comprehensive information about the event, including the agenda, speakers and registration details. The site received 1,021 visits between March 2024, to date (16th of March, 2024). Additionally, 268 individuals registered to watch the High-level Session; its live-streaming recording has 728 views to date.

Promotional materials such as brochures, posters, and banners were developed and distributed both at the event venue and digitally. These materials played a crucial role in communicating the Ethics Education Fellowship's reach, outcomes and key messages.

SOCIAL MEDIA AND MAILING

The Convening of Champions was promoted on social media before, during and after the event, leveraging platforms such as LinkedIn, Twitter, Instagram, and Facebook to engage with the participants and promote the key messages. More than 350 individuals engaged with social media

posts related to the event on Facebook and 3,570 users were reached on Twitter.

ANNEX

ROADMAP FOR ACTION: CHAMPIONING ETHICS EDUCATION TO SUPPORT GLOBAL CITIZENSHIP AND BUILD INCLUSIVE AND PEACEFUL SOCIETIES

We, the senior officials of Ministries of Education, Ethics Education fellows and champions drawn from Bangladesh, Indonesia, Kenya, Mauritius, Nepal, and Seychelles, representatives of religious organizations, civil society organizations, intergovernmental organizations and experts in Ethics Education participating in the "Convening of Champions Ethics Education to Contribute to Global Citizenship and Build inclusive and peaceful Societies" held in Abu Dhabi on 23rd -25th April 2024 jointly convened by Arigatou International, UNESCO, International Dialogue Center (KAICIID), Guerrand-Hermès Foundation for Peace, Higher Committee of Human Fraternity and the Muslim Council of Elders hereby;

Recalling Article 26 (2) of the Universal Declaration of Human Rights which states that "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups…"; together with the 1974 recommendation concerning education for international understanding, cooperation and peace.

Being cognizant of Target 4.7 of the Education 2030 Agenda provides for learners to "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".

Recognizing the recently revised 1974 Recommendation being the international instrument that brings together and articulates education's role in building peace, international understanding, human rights, and fundamental freedoms and establishes international principles and standards for governing education and its contribution to justice, freedom, and sustainable development

Reflecting that Children and young people grow up in a world defined by hyper globalization and the proliferation of new digital technologies, where the potential for learning and collaboration is vast.

Acknowledging that the world is also characterized by significant socio-

economic and political turmoil, instability and increasingly profound inequality. In this regard, children and young people are confronted with significant ethical challenges, injustices and violence, facing dilemmas that challenge their way of thinking and acting, particularly for those living in fragile and vulnerable settings.

Understanding the multifaced nature of an escalating global mental health crisis faced by children and youth ever exacerbated by emerging crises.

Recognizing that Ethics Education provides a unique approach to human flourishing in a context of global interdependence, as it promotes mutual understanding and respect for people of diverse cultures, religions, and beliefs. That, Ethics Education is built around common ethical values of solidarity and human fraternity, which empowers children and young people to develop their sense of purpose, meaning, and ethical responsibility in an interconnected world. That, Ethics Education empowers educators to reflect on their own life experiences and to adopt transformative pedagogical practices that helps build safe and inclusive learning environments, facilitate critical thinking, and dialogue, and bring real world contexts to the learning experiences. That, Ethics Education promotes a whole school and community approach sensitive to local contexts.

Note the potential of Ethics Education to contribute to transforming education to meet the urgent need to offer current and future generations the transformative

capacities to build more inclusive, respectful and resilient societies, and empower learners not only to deal with the ethical challenges they encounter but to positively transform the world and flourish.

Key actions for integration of Ethics Education at the country level.

Considering and respecting diverse local, national and regional contexts, we call upon Ministries of Education, partners and all stakeholders to take the following actions to ensure effective and sustainable Ethics Education to support Global Citizenship and inclusive societies:

- Increase investment and focus on Ethics Education in both formal and non-formal education systems, to support the social, emotional, and spiritual well-being of children contribute to building more inclusive, respectful, and resilient societies.

- Integrate and Mainstream Ethics Education to promote intercultural and interreligious learning in the existing education curriculum, policies, and programming across the education system and school experience.

- Strengthen the capacity of formal education institutions and educators on Ethics Education through training for teachers, both pre-service and/or in-service training, on Ethics Education transformative pedagogies.

- Increase opportunities that support children and young people to become agents of change in their communities

equipped to respond to ethical challenges and become active citizens both individually and collectively.

• Leverage Ethics Education good practices to implement and upscale effective and sustainable Ethics Education programs.

• Promote collaboration between schools and different actors, including faith communities, parents/families and the local community to promote Ethics Education beyond the classroom and provide opportunities for learners to contribute to transforming the existing problems around them.

• Generate credible data and information to support evidence-based policymaking, program planning and implementation of Ethics Education.

• Appeal for new countries to join the championing of Ethics Education involved in the fellowship to join.