



REPORT:

ONLINE GLOBAL SYMPOSIUM

TRANSFORMING EDUCATION

Ethics Education for Learning to Live Together

22 - 23 NOVEMBER 2021

EXECUTIVE SUMMARY



“Children and young people have taught us resilience, and they are also asking us to transform education to address the multiple ethical challenges our societies face, and to help them prepare to be agents of change in building a better world.”

- Rev. Keishi Miyamoto
President of Arigatou International,
and Convenor of the Global Network of Religions for Children

More than 900 educators, children and young people, policymakers, religious leaders, faith-based and civil society organizations, academic researchers, and multilateral agencies joined online at the global symposium Transforming Education: Ethics Education for Learning to Live Together, which was held from 22 to 23 November 2021.

We live in an increasingly globalized world where children have many spaces for learning and collaboration, but also a world of increasing distrust and fear of the other. Today, more than ever, we need to recognize the role of education in building safer, equitable, and inclusive societies.

Education needs to support children’s sound and holistic development, not only cognitive and physical but also social, emotional, and spiritual. By nurturing in children ethical values, such as empathy, respect, and responsibility, and life skills such as critical thinking and the ability to solve their differences with others, children can learn to live together with people of different cultures, religions, and beliefs.

Ethics education can empower children to become global citizens and work together to build peaceful societies.

This becomes even more fundamental as the COVID-19 pandemic has exacerbated tensions, prejudices, inequalities and mistrust in societies.

Through a series of panel discussions and interactive workshops, participants of the two-day global symposium learned from the experience, insights, and expertise of diverse partners working at national, regional, and global levels.

To enhance children’s meaningful participation, an intergenerational dialogue between children, young people and adults was held on the second day, inviting reflections on how ethics education can help to learn to live together; sharing recommendations about the role of education in enhancing opportunities for participation and helping them to be part of the solutions to the problems in their communities.

The Symposium provided a platform for various stakeholders to share experiences on ethics education programs and their contribution to peacebuilding and the 2030 Sustainable Development Agenda. Participants learned about good practices, programs, and policies from governments and schools, with the participation of several Ministries of Education.

A critical result of the symposium was the Identification of the key benefits of integrating ethics education into national policies and programs. The organizers developed a policy brief with concrete recommendations and programmatic actions on integrating ethics education as a core tenet of equal and inclusive education for children.

As part of the Symposium, a call was open for organizations to share resources, programs or research papers on ethics education for children. The selected resources are being featured on the [Transforming Education website](#).

The Transforming Education symposium was organized by Arigatou International – Geneva, the Guerrand-Hermès Foundation for Peace, the Higher Committee for Human Fraternity, ICESCO - Islamic World Educational, Scientific and Cultural Organization, KAICIID International Dialogue Centre, the Kenya National Commission for UNESCO, the Ministry of Education of Kenya, Religions for Peace, Scholas Occurrentes, the United Nations Alliance of Civilizations, and UNICEF, with the support of UNESCO.

The symposium aimed to accelerate global action and support to prioritize ethics education as a critical aspect for societies to foster learning to live together, contributing to build forward better.

AT A GLANCE



2 days

7 panel discussions
5 workshops

900+
participants



80

nationalities

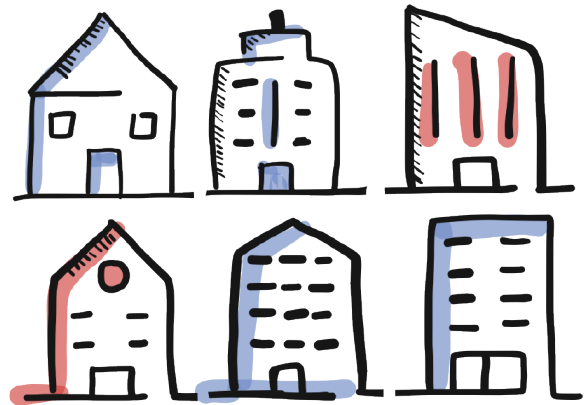
20+ hours
of streamed content



4 different languages

53 organizations involved,

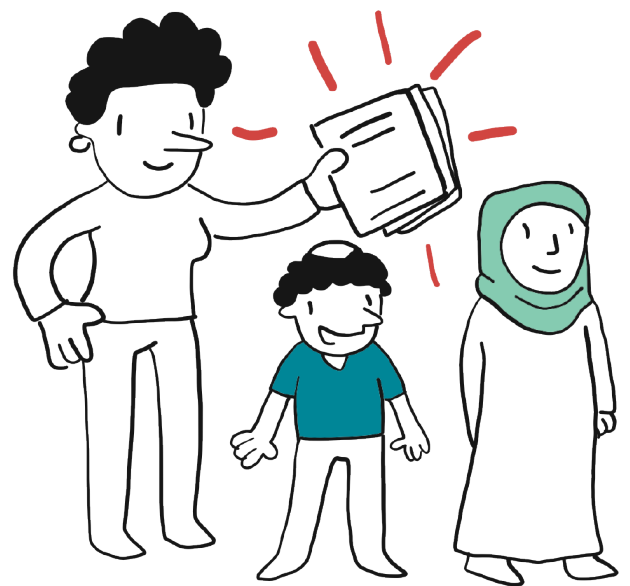
including **11** Government offices



90 speakers
of which
17 were children

1 policy brief developed

with five recommendations



OBJECTIVES

The symposium aimed to bring together various partners, including educators, children and young people, religious leaders, faith-based and civil society organizations, academic researchers, multilateral agencies, and policy makers to reflect together, collaborate and advance ethics education for children worldwide.



Share experiences on ethics education programs and their contribution to peace building and the 2030 Sustainable Development Agenda.



Identify benefits of integrating ethics education to promote intercultural and interfaith learning into national policies and programs.



Advance policy recommendations and concrete programmatic actions to integrate ethics education as a central pillar of quality and inclusive education for children.

SESSIONS

OPENING CEREMONY

Speakers:



Reverend Keishi Miyamoto
President, Arigatou International



His Eminence Cardinal Miguel Angel Ayuso Guixot
President Pontifical Council for Interreligious Dialogue



His Eminence Dr. Muhammad Abdur-Rahman Muhammad Ad-Duwini
Al-Azhar Grand Imam's Deputy



Dr. Evangeline Njoka
Secretary General, Kenya National Commission for UNESCO



Judge Mohamed Abdelsalam
Secretary General, Higher Committee for Human Fraternity



Dr. Salim M. Almalik
Director General, Islamic World Educational, Scientific and Cultural Organization (ICESCO)



Ms. Paloma Escudero
Director, Division of Global Communication and Advocacy, UNICEF



Mr. Miguel Ángel Moratinos
High Representative, United Nations Alliance of Civilizations



Mrs. Elham Alshejri
Interim Deputy Secretary General, KAICIID International Dialogue Centre



Prof. Azza Karam
Secretary General, Religions for Peace



Mr. Jose Maria del Corral
President, Scholas Occurrentes



Mr. Sharif Horthy
Chairman, Guerrand-Hermès Foundation for Peace



Dr. Sara Ruto
Chief Administrative Secretary, Ministry of Education Kenya

Moderated by:



Emily
Chile



Javier
Chile



Pooja
India



Sanjay
India

- Monday, 22 November 2021.
- 371 attendees.
- Language: Arabic, English, French and Spanish.
- Pre-recorded session: Play recording in [English](#).

Main discussion points

Education is key in fostering common values, building life skills beyond learning outcomes, and enabling children to contribute to their communities. The Sustainable Development Goal 4.7 emphasizes the skills needed to promote sustainability including human rights, promotion of a culture of peace and non-violence, and appreciation of cultural diversity. In response to this, education must promote critical thinking, empathy, ethical reflection, and instilling values among learners to contribute to building a peaceful society.

The COVID-19 pandemic has impacted education and social fabric in unprecedented ways, but also made us more aware of the importance of interconnectedness as human beings and our interdependence. Education that nurtures children's capacity to empathize with one another and empowers them to

learn to live and work together with people of different cultures, religions, and beliefs is vital in accomplishing the goal of building a peaceful world of human dignity.

The Document on "[Human Fraternity for World Peace and Living Together](#)," signed by His Holiness Pope Francis and the Grand Imam of Al-Azhar Ahmad Al-Tayyeb, was created to advance the values of coexistence, and fraternity among people. The human fraternity can be achieved only through quality education that affirms human values in children. Education must involve learning the arts of listening and dialogues. Ethics education that inspires children to engage in generative relational processes and practices will lead them to an awareness of their common humanity. A Global Impact on Education called for educators to work towards education that prioritizes listening, constructive dialogue, and better mutual understanding to promote social inclusion. Intercultural and interfaith education can also play a critical role in promoting appreciation and respect of different faiths and traditions.

Education should include not only thinking but also feeling and doing. Education should include education for the head, the heart, and the hand. The education that promotes



values brings meaning, and education that has meaning is education for peace.

Recommendations

Faith leaders have always been on the front lines operating schools and education programs around the world, particularly in the hard-to-reach areas. A partnership between faith leaders and the international community on education must be established and strengthened.

A whole-school approach including both formal and non-formal dimensions of learning is crucial to a successful implementation of value-based education. Fostering cross-cultural dialogue to overcome cultural stereotypes and intolerance through education can also serve as a helpful tool to plan concrete programmatic actions and to formulate ways for different stakeholders to work more closely together.

TRANSFORMING EDUCATION: ETHICS EDUCATION FOR LEARNING TO LIVE TOGETHER



HIGH-LEVEL PANEL

ETHICS EDUCATION FOR LEARNING TO LIVE TOGETHER: CHALLENGES, OPPORTUNITIES AND ETHICAL DEMANDS IN TODAY'S WORLD

- Monday, 22 November 2021.
- 227 attendees.
- Language: Arabic, English, French and Spanish.
- Live session: Play recording in [English](#).

Objectives

To reflect on the relevance of integrating ethics education to promote intercultural and interfaith learning into national policies and programs, and exchange ideas and recommendations on how today's education can respond to the world's ethical challenges, grounded on an ethical perspective of society, where schools and non-formal education programs understand themselves as part of a community and as key actors in fostering social cohesion and building peace.

Moderator

Dr. Vinu Aram, President, Shanti Ashram, India, Co-moderator Religions for Peace.

Speakers

Children: Ikran (Kenya), Tudor (Romania), and Sophia (Indonesia).

- Ms. Stefania Giannini, Assistant Director General for Education, UNESCO.
- Dr. Silvester Ohene Mulambe, Director Policy, and Partnership, Ministry of Education Kenya.
- Ms. Silvana Abdo, First Lady of Paraguay.
- Dr. Anindito Aditomo, Deputy Minister for Standards, Curriculum, and Educational Assessment, Republic of Indonesia.
- H.E. Judge Mohamed Abdelsalam, Secretary-General, Higher Committee for Human Fraternity.
- Shem Bodo, Senior Program Officer,, Association for the Development of Education in Africa (ADEA).

Main discussion points

Education can respond to the world's ethical challenges by creating space for values of care to address social divides, promote appreciation and celebration of diversity, encourage children's willingness to collaborate with others to solve problems and contribute to the greater good. There is a need for rethinking many components of the educational system, grounding our social contract in human rights, based on the principles of nondiscrimination, social justice and social accountability, respect, and ethical care. Education that promotes learning to care, international understanding, and peace must be included in the curriculum and cross-cutting topics.

“The divides in the societies are also reflected in children’s attitudes, being one of the main causes of fights and arguments in school. I think the Ministry of Education and the schools can focus more on teaching children how to get over the divides, among them”

Tudor, child from Romania

The curriculum in schools should incorporate the element of human fraternity to promote solidarity to tackle social issues. It should allow space for dialogue, reflection and a pedagogical approach that is conducive to interaction and building trust. For instance, Indonesia’s Pancasila curriculum prioritizes core competencies that categorize a lifelong learner, focusing on cultivating ethical values such as empathy, responsibility, and reconciliation. Kenya’s past conflict experiences have led to an adoption of a national framework and policy that enhance a cohesive society. Kenya’s competency-based curriculum emphasizes that every learner can develop social skills and succeed academically supported by ethical values. A Whole-School Approach which includes the involvement of the communities, families, relevant stakeholders in the development of learners, and focusing on learners’ experiences, is critical for the holistic development of a child.

Children’s rights are a shared responsibility for all. We must ensure that children are provided with rights and care and be protected from any harmful practices, such as discrimination, violence, or child marriage. Faith communities can play a critical role in promoting children’s

rights. Communities, families, and schools have a collective responsibility to make children feel loved and cared for so that they develop physically, emotionally, spiritually, socially, and intellectually.

Recommendations

Education that is based on human rights can support the development of values, knowledge, skills and attitudes that can change behaviors. A holistic education, focusing not only on cognitive skills but also providing learners with social-emotional and behavioral learning, is a key component of quality education. Education can be used as a tool to codesign change with young people by having them co-create the process and let them prioritize their agenda and include it in the curriculum. Leaders and politicians should support children to express their ideas through activities and campaigns.

“School is a place where children grow and develop together with others and therefore it has a very important role in helping children learn about this diversity and appreciate their differences.”

Sophia, child from Indonesia

The reform of an educational system is a political issue. In the context of democracy, a curriculum reform should obtain public support through dialogue and communication, and awareness-raising of the issues, needs, and urgency of the reform to ensure that it is systematic, impactful, and sustainable.

ETHICS EDUCATION FOR LEARNING TO LIVE TOGETHER: CHALLENGES, OPPORTUNITIES AND ETHICAL DEMANDS IN TODAY'S WORLD

30TH ANNIVERSARY OF THE CONVENTION ON THE RIGHTS OF THE CHILD

IMPACT

1,5 BILLION CHILDREN AFFECTED BY THE PANDEMIC

MILLIONS OF CHILDREN AFFECTED BY COVID-19 AND DISRUPTION OF EDUCATION.

THE EDUCATION WE ENVISION



WE WANT TO LEARN HOW TO DEAL WITH UNCERTAINTY?



ETHICAL QUESTIONS ARE BEING ASKED EVERYDAY.

HUNGER

TANZANIA

NO SCHOOL!

UNEQUAL ACCESS TO TECHNOLOGY

CHILD MARRIAGE

ARIGATOU FUNDS

FINDING SOLUTIONS TOGETHER THROUGH THEATER

CHILDREN'S SOLUTIONS LAB



WE ARE BORN AS HUMAN BEINGS FIRST!

UNITY IN DIVERSITY

SCHOOLS AS LABORATORY OF COLLABORATION

SCHOOL COMMON ACTIVITIES (SHOW, SPORT...)



SAFE SPACE FOR DIALOGUE IN SCHOOLS

WORKSHOPS FOR ADULTS TO FEEL INSPIRED TO BECOME ROLE-MODELS.



CULTURE OF RESPECT AND APPRECIATION OF DIFFERENCES IN THE CLASSROOM



LEARNING METHODS TO NURTURE EMPATHY



CURRICULUM TO ENCOURAGE INTERFAITH DIALOGUE

- VISIT PLACES OF WORSHIP
- INTERACTIONS BETWEEN STUDENTS

TRANSFORMING EDUCATION

- NECESSARY INCLUSION OF HUMAN RIGHTS & GLOBAL CITIZENSHIP EDUCATION IN CURRICULUM
- HOLISTIC EDUCATION SPACE SOCIO-EMOTIONAL LEARNING
- CO-CREATION OF CURRICULUM CLIMATE EDUCATION



LEARNING TO CARE



HUMAN FRATERNITY



SOCIAL COHESION

WE HAVE TO FIGHT POVERTY WITH INCLUSIVE EDUCATION!

TRANSFORMING SOCIETIES

ADULTS SHOULD SUPPORT CHILDREN!



EDUCATION IS FOR LIFE, THROUGH LIFE & THROUGHOUT LIFE!
GANOHI



CORE-COMPETENCES

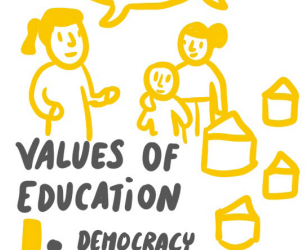
INSTEAD OF ONLY CONTENT IN INDONESIA

TRUST IN MULTICULTURAL ENVIRONMENT



PARAGUAY

WORK WITH FAMILIES AND WOMEN



VALUES OF EDUCATION

- DEMOCRACY
- CRITICAL-THINKING
- SELF-DEVELOPMENT
- PEACE
- GENDER EQUALITY



IT'S GOOD TO HEAR THE VOICES OF CHILDREN ON THIS TOPIC!

KENYA

PEACE EDUCATION IS VERY IMPORTANT TO KEEP COHESIVE SOCIETIES.

WHOLE SCHOOL APPROACH

ROLE-MODELS

LUNCHPACK FOR AT-HOME LEARNERS

POSITIVE SCHOOL CULTURE

A LOVING LEARNING ENVIRONMENT IS ESSENTIAL



KIDS OBSERVATORY ON COVID-19

- STRENGTHEN TEACHER'S CAPACITIES
- PSYCHO-SOCIAL SUPPORT FOR TEACHERS
- TRAININGS ON GENDER BASED VIOLENCE

PANEL DISCUSSION

ETHICS EDUCATION AS A CONTRIBUTION TO PEACEBUILDING AND 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

- Monday, 22 November 2021.
- 130 attendees.
- Language: Arabic, English, French and Spanish.
- Live session: Play recording in [English](#).

Objectives

To exchange good practices of ethics education programs that contribute to peacebuilding and the 2030 Agenda for Sustainable Development by addressing issues such as xenophobia, discrimination, bullying, and hate speech, identify challenges and opportunities to introduce Ethics Education Programs at the National level, and concrete programmatic actions to integrate ethics education as a central pillar of quality and inclusive education for children.

Moderator

Prof. Mohammed Abu-Nimer, Senior Advisor, KAICIID International Dialogue Centre.

Speakers

- Dr. Yumiko Yokozeki, Director, UNESCO International Institute for Capacity Building in Africa.
- Dr. Spahija Kozlić, Minister of Education Zenica-Doboj Canton, Bosnia & Herzegovina.
- Dr. Fadi Yarak, Director General of Education, Ministry of Education and Higher Education, Lebanon.
- Dr. Itje Chodidjah, Executive Chairperson, Indonesia National Commission for UNESCO, Ministry of Education Culture, Research and Technology, Indonesia.
- Dr. Brinder Singh Mahon, OBE, Nishkam School Trust Trustee, and Chief Executive Officer - Sikh Faith Community, UK.
- Mr. Bayardo Rosero, Director of Training and Development, National Confederation for Catholic Education, Colombia.
- Ms. Himali Jinadasa, Country Focal Point for UNESCO New Delhi Cluster Office, Sri Lanka National Commission for UNESCO.
- Dr. Nayla Tabbara, President, Adyan Foundation, Lebanon.

Main discussion points

Different programs implemented by governments, faith communities, or civil society organizations on values-based education share common approaches to foster values such as empathy, respect of diversity, freedom of expression, reconciliation, cooperation, and self-learning. They also emphasize the important role of families and communities in supporting



the holistic development of children and teachers as role models. Value-based education can serve as a tool to address hate speech and digital challenges that young people are facing in today's world where increasing virtual spaces create social divides. In countries with a history of war and conflict, value-based education can help support reconciliation in society.

The curriculum in the 21st century needs to be modernized to equip children with lifelong learning skills together with learning outcomes. Teacher training is key to ensuring an effective pedagogy approach that allows critical thinking, promotes appreciation of diversity, and creates an encouraging and supportive learning environment for children. Transformative pedagogy is a very useful tool to address diversity, conflict, and differences among cultures and religions. An effective way to address social tensions is not about tolerating but respecting others, recognizing the importance of encountering others which is a crucial aspect for changing perception. It is important to bring people together to the

same level regardless of their background to promote dialogue and mutual understanding and respect.

Recommendations

Education about ethics, values and global citizenship, as well as social and emotional learning must be included as part of a holistic curriculum and articulated within a transformative pedagogical approach. There is a need to support teacher training in these areas and build capacities to integrate ethics education at practical levels.

A practical way to promote understanding of others could be through activities and field visits for children to build relationships with their peers. The term ethics education can be diverse and complex. There are not correct ways to do ethics education. However, the common goals should be to build lifelong skills or public life skills for children, fostering the value of global citizenship, reconciliation, pluralism, and justice of human dignity for all.

ETHICS EDUCATION AS A CONTRIBUTION TO PEACEBUILDING AND 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

BOSNIA & HERZEGOVINA



SUBJECTS TAUGHT AT SCHOOLS

ETHICS

CULTURE & COMMUNITIES

INDONESIA

CHARACTER DEVELOPMENT TEACHED AT SCHOOLS



CHALLENGES

- ACHIEVING UNIVERSAL TEACHERS' EDUCATION
- COMMUNICATION BETWEEN DIFFERENT STATE LEVELS



LEBANON

MULTIPLE CRISIS DISRUPT SCHOOLS

5 YEARS PLAN TO ENSURE EDUCATION FOR ALL

ETHICS VALUES CIVIC EDUCATION

EQUAL OPPORTUNITIES FOR ALL

CIVIL SOCIETY ORGANISATIONS

- LEARNING ABOUT ALL RELIGIONS STUDENT EXCHANGES & VISITS
- PLANNING COMMUNITY SERVICES
- LEARNING ABOUT FIGHTING DISCRIMINATIONS AND HATE SPEECH

EDUCATION FOR THE COMMON GOOD & FOR PUBLIC LIFE VALUES



UNITED KINGDOM

NISHKAM SCHOOLS 0-18 YEARS OLD STUDENTS

TEACHING VIRTUES

NO SHAMING OR BLAMING FROM TEACHERS & STUDENTS

- LOVE & FORGIVENESS
 - PEACE & COLLABORATION
 - TRUST IN "THE DIVINE"
- in HISTORY & OTHER SUBJECTS

- MULTI-FAITH INITIATIVE WELCOMED BY THE GOVERNMENT
- INVESTING MORE IN TEACHERS' EDUCATION

COLOMBIA

CATHOLIC SCHOOLS

PROMOTE FRATERNITY & TOLERANCE

USING HANDS HEART & BRAIN

- RECONCILIATION
- EMPATHY
- SELF-KNOWLEDGE
- SELF-TRAINING OF TEACHERS

SRI-LANKA

UNESCO in SOUTH-EAST ASIA

- LEARNING EMPATHY
- TRAINING FOR TEACHERS
- VISITING PLACES OF WORSHIP

UNESCO in AFRICA

- TEACHER DEVELOPMENT in AFRICA
- TRANSFORMATIVE PEDAGOGY
- PEACE EDUCATION AND RECONCILIATION in UNIVERSITIES
- PREVENTION OF VIOLENT EXTREMISM

INTERACTIVE WORKSHOP

ETHICS EDUCATION APPROACH FOR LEARNING TO LIVE TOGETHER

- Monday, 22 November 2021.
- 16 participants.
- Language: Spanish.
- Live session.

Objectives

To understand the key elements of the Arigatou International Ethics Education Approach; Discuss the applications of the Ethics Education Approach and its adaptation to thematic areas and identify strategies to implement the Ethics Education Approach in participants' contexts.

Lead Facilitator

Mr. Larry Madrigal, Associate coordinator and socio-religious researcher of the Masculinities program of the Centro Bartolomé de las Casas.

Facilitators

- Mr. Marco Laguatasi, Learning to Live Together Trainer and National Coordinator of the GNRC.
- Ms. Maria José Ananías, Teacher and Rapporteur on Comparative Religions and Interreligious Dialogue.
- Ms. Monica Bernal, Learning to Live Together Trainer and family therapist.

Main discussion points

During the interactive workshop, participants were introduced to the diverse elements of the Ethics Education Approach promoted by Arigatou International and shared their experiences working with these elements in their contexts and organizations as well as the challenges and opportunities they face.

The Ethics Education Approach aims to create safe, empowering and highly participatory learning environments for children. It helps nurturing children's socio-emotional and spiritual learning. The approach fosters children's sense of interconnectedness and solidarity, leading to critical thinking and the development of imagination and critical consciousness. It helps encourage the child to be in charge of their learning, always connected to the local context.

Participants identified strategies to implement the Ethics Education Approach in their contexts to respond to issues of violence, the empowerment of children and young people and develop collaborative approaches to living together.

Recommendations

Participants underlined that special attention shall be provided to the creation of safe learning environments, free from any form of violence. They also highlighted role modeling as a key aspect for children to open up, engage with others, and genuinely participate in transforming their communities.

INTERACTIVE WORKSHOP

THE ROLE OF YOUNG PEOPLE IN ADVOCATING FOR ETHICS EDUCATION FOR CHILDREN

- Monday, 22 November 2021.
- 75 participants.
- Language: Arabic, English, French and Spanish.
- Live session: Play recording in [English](#).

Objectives

To discuss the relevance of ethics education in different contexts, reflect on the role of young people in advocating for ethics education for children; and to identify strategies to advocate for ethics education for children.

Moderator

Mr. Richard Francis Apeh, Founder Edu4Future Initiative, member Pool of Experts on Youth Cooperation, North-South Centre of the Council of Europe and LTLT Trainer.

Speakers

- Suchith Abeyewickreme, Ethics Education Program Officer.
- Ms. Mirian Akuaba De-Souza, National Youth Coordinator of Ghana Conference of Religions for Peace (GCRP).

- Ms. Lejla Hasandedic-Dapo, Liaison Officer, United Religions Initiative (URI) Europe.
- Ms. Zvonimira Jakic-Slika, Youth Advisor of the Presidency, Bosnia & Herzegovina.
- Mr. Daniel Selvan, Teach For India Alum, Founder of One Hundred Changes, India.
- Mr. Venance Emmanuel Temu, Program officer of GNRC—Tanzania. Youth & GNRC Peace Clubs Coordinator in Tanzania.

Main discussion points

In a world devastated by many challenges, ranging from the immediate and lasting effect of the COVID-19 pandemic, climate change, and growing inequalities, which disproportionately affects the rights and well-being of children and young people, ethics education for children plays an indispensable role in shaping the conversation and action towards building a just, peaceful, and inclusive society.

Why is advocacy for ethics education for children important? What strategic role can young people play in shaping this conversation and helping ensure that ethics education for children remains a priority across all sectors of society?

Key Takeaway

The Ethics Education initiative aims to nurture values and ethics to empower children to create a world of greater justice, peace, and dignity. It envisions a world where children are equipped to make ethical decisions,



nurture their spirituality, and transform their communities together, based on values that promote respect for their own and others' cultures and beliefs.

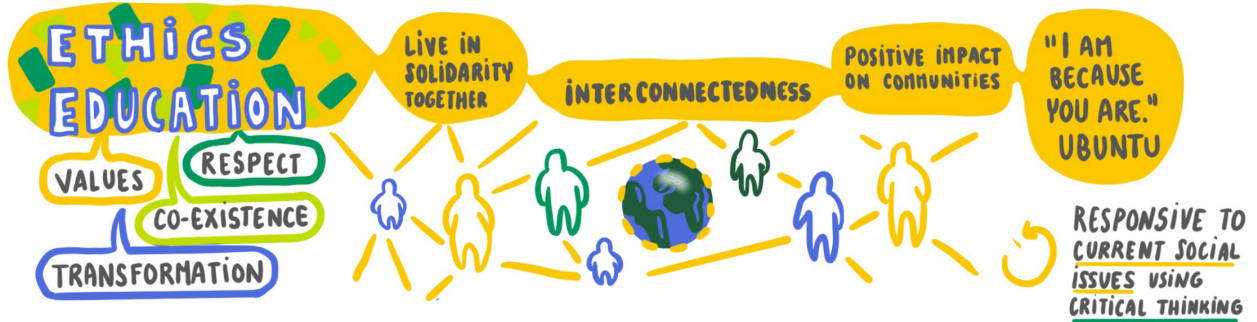
Young people are not just the future, they are today's leaders, they play an important role in interfaith organizations and they understand better the language and concerns of their peers.

Advocating for ethics education can help ensure that children's rights are upheld, socio-emotional capacities are fostered, safe and enabling learning environments are created, values are strengthened, and violence against children is prevented. This will nurture leadership qualities and provide greater social accountability.

Recommendations

- Advocacy for ethics and values-based education for learning to live together should be directed at all levels (local, national, regional and global) and sectors such as schools, ministries of education, religious communities, teachers, NGOs, etc.
- There is a need to promote collaboration among different actors, including faith communities, international organizations, youth and children-led/focused organizations to promote ethics education in formal and non-formal education.
- Young people in leadership roles within educational institutions, religious communities, civil society organizations and government entities can become advocates for Ethics Education. They can be trustful community implementers and also innovators of programs that can be scaled up.

THE ROLE OF YOUNG PEOPLE IN ADVOCATING FOR ETHICS EDUCATION FOR CHILDREN



YOUNG PEOPLE AS ADVOCATES, PIONEERS FOR ETHICS EDUCATION

WE ARE NOT JUST THE FUTURE BUT ALSO TODAY'S **LEADERS!**

SUSTAINABLE DEVELOPMENT GOALS: TARGET 4.7.

YOUTH ADVOCACY FOR ETHICS EDUCATION

YOUTH CAMP PROTECTING THE PLANET TOGETHER

BENEFITS

SOCIO-EMOTIONAL CAPABILITIES

SAFE LEARNING ENVIRONMENT

ETHICS EDUCATION IN FORMAL EDUCATION

RESPONSIBILITY

BALANCED LEADERS, RELATIONSHIPS & SOCIETIES

ADVOCATING FOR THEMSELVES & THEIR COMMUNITIES

CLASSROOM OF CHANGEMAKERS IN INDIA

CHILDREN REACHING OUT TO STAKEHOLDERS

ADVOCATING FOR YOUTH POLICY

in BOSNIA & HERZEGOVINA

- LAW ON VOLUNTEERING
- BOSNIA & HERZEGOVINA YOUTH COUNCILS

GOOD PRACTICES FROM AROUND THE WORLD

PEACE CLUBS IN TANZANIA

REACHING 2000 YOUNG PEOPLE PER YEAR

TRANSFORMING YOUNG PEOPLE

COOPERATING WITH GOVERNMENT TO REACH MORE YOUNG PEOPLE

YOUNG PEOPLE ADVOCATING FOR ETHICS EDUCATION WITH THESE STAKEHOLDERS

PRESIDENCY
GOVERNMENT
MINISTRY OF EDUCATION
REACHING & TRAINING TEACHERS
NGOS WORKING IN THE FIELD OF ETHICS EDUCATION

MAINSTREAMING ETHICS EDUCATION

LEARNING TO LIVE TOGETHER

INSPIRE, ACT & GIVE A CHANCE TO YOUNGER PEOPLE

INTERACTIVE WORKSHOP

PROMOTING ETHICS EDUCATION FOR LEARNING TO LIVE TOGETHER THROUGH FORMAL EDUCATION

- Tuesday, 23 November 2021.
- Organized by: Ministry of Education Kenya, Kenya National Commission for UNESCO; Arigatou International - Geneva.
- 75 attendees.
- Language: English with interpretation to Arabic and French
- Live session: Play recording in [English](#).

Objectives

Discuss the challenges and opportunities faced by education systems in supporting learners to live in an interconnected world; reflect on the concepts and values of global citizenship and inclusive education and their integration to the curriculum, teacher training and to school communities at large; and identify approaches to strengthen values-based education through engaging different stakeholders.

Facilitators

Ms. Mary Kangethe, Director, Global Education Programs, Kenya National Commission for UNESCO

Ms. Dora Kitale, Principal Education Officer, Kenya Ministry of Education

Speakers

- Ms. Jane Nyaga, Assistant Director, Kenya Institute of Curriculum Development (KICD), Kenya.
- Ms. Nora Tairi, Central Inspector of Pedagogy, Ministry of National Education, Algeria.
- Mr. Zouhair Safi, Senior Curriculum Specialist, Ministry of Education, United Arab Emirates.
- Mr. Mohamed Hassan Mukhtar, Director of Curriculum, Ministry of Education, Somalia.
- Mr. Mohammad Zahangir Alam, Deputy Director, Directorate of Madrasah Education, Bangladesh.

Main discussion points

Education should prepare learners with 21st century skills to be globally aware, good communicators, problem-solvers, critical thinkers, collaborators, informed, media literate, innovative, and self-directed learners. Nevertheless, many children are growing without values and psychosocial competences needed to function as responsible citizens and to be better prepared for life.

Aspirations to make schools values-based and to underpin all activities and routines with a set of universal positive human values can be realized through a Whole-School Approach.

Governmental strategies from Algeria, Bangladesh, Kenya, Somalia, and the UAE recognize values as key enablers in achieving larger societal change, acknowledging their

important role in building just and cohesive societies with equitable social development and a clean and secure environment.

Transformative Pedagogy as an innovative approach that empowers both teachers and learners to critically examine their contexts, beliefs, values, knowledge and attitudes with the goal of developing spaces for self-reflection, appreciation of diversity and critical thinking, is a great tool to use in educational settings to promote respect for human rights and to prevent violence.

There is progress in terms of how governments look at ethics education, and we can see concrete conceptualizations of what values, pillars, goals, and processes are to be included in the curriculum development. However, challenges remain, in terms of preparing teachers and ensuring they have the needed capacities, as well as using pedagogies that are appropriate to the goals of ethics education, and ensuring that the values are mainstreamed throughout the subjects and with a Whole-School Approach.

Recommendations

- Stronger linkage between the government and religious organizations can enhance the delivery of global citizenship education and promote ethics education.
- Learning must integrate not only academic disciplines but provide opportunities for children to learn to live together across cultural and religious differences.
- Values should not be dictated to the learners, rather they are acquired, nurtured, not taught.
- Methodologies for monitoring and evaluating the acquirement of values need to be developed and enhanced, as transformations in beliefs, values and behaviors especially are difficult to monitor.
- Prioritize working together with different stakeholders through a Whole-School Approach that involves communities, families, religious organizations, community leaders, and empowers children and youth.
- Develop guidelines to engage key stakeholders in education and support their meaningful involvement.
- Prioritize teacher training and development.
- Integrate ethics education through several subjects and in different ways utilizing formal curricula and after-school activities.
- Consider the needs of learners from different backgrounds and with special needs and include them in the same educational space to counter stigma and exclusion.

PROMOTING ETHICS EDUCATION FOR LEARNING TO LIVE TOGETHER THROUGH FORMAL EDUCATION



INTERACTIVE WORKSHOP

INTERFAITH DIALOGUE THROUGH EDUCATION

- Tuesday, 23 November 2021.
- Organized by: KAICIID International Dialogue Centre.
- 90 attendees.
- Language: English with interpretation to Arabic and French.
- Live session: Play recording in [English](#).

Objectives

To explore the importance of dialogue as a powerful tool to help bridge differences, build interreligious learning, and influence positive social and behavioral changes that can help building more inclusive societies. Participants identified strategies to strengthen interreligious dialogue and learning in education systems.

Facilitators

- Professor Patrice Brodeur, Associate Professor at the Institute of Religious Studies at the University of Montreal (Canada) and Senior Advisor, KAICIID International Dialogue Centre.
- Dr. Sneha Roy, Programme Officer for Fellows Programme, KAICIID International Dialogue Centre.

Main discussion points

Dialogue skills are important for personal growth, and for the community, as they allow better communication within the family, school, neighborhood and beyond. In an interconnected world it is important to learn of variety of perspectives.

Dialogue should be a safe space for people to surface their assumptions and to question their previous perceptions and judgments. Dialogue can build relationships, raise awareness, and contribute to resolving or transforming conflicts.

Both interreligious and intercultural dialogue contribute to a paradigm shift away from winning arguments for controlling results, towards collective and inclusive decision-making for a sustainable common good. Global Citizenship Education as an approach connects with ethics education and dialogue, aiming to equip learners of all ages with values, knowledge and skills that are based on and instill respect for human rights, social justice, diversity, gender equality and environmental sustainability, and that empower learners to be responsible global citizens.

Recommendations

- Ensuring that educational approaches are compatible with the new environment and that no one is left behind.
- Recognizing the importance and value of the multiple religious identities, values, and depth of knowledge religions have in the field of education.



- We need to reflect the plurality of world views even in mono religious and secular educational systems.
- It is important to learn religious literacy and understand better the similarities and differences in beliefs, perceptions, and cultural lifestyles, recognizing how people's deepest beliefs inform their lives and decisions.
- There is a need for capacity building among leaders in educational institutions and professional environments in dialogue skills.
- In creating this space for learning, whether it's called values-based education, moral education, peace education, inter-religious dialogue, we need to move away from dogmatic to a dialogical approach of engaging with belief systems to foster inclusive identities.

INTERFAITH DIALOGUE THROUGH EDUCATION

84% OF WORLD'S POPULATION IDENTIFY WITH A RELIGIOUS GROUP.

INTEGRATING ATHEISTS & HUMANISTS IN INTERFAITH DIALOGUES.

APPRECIATION OF SIMILARITIES & RESPECT OF DIFFERENCES

INCLUDE MINORITY & MAJORITY RELIGIOUS GROUPS



AS A TEACHER FACILITATE THE DIALOGUE, INVITE DIVERSE PERSPECTIVES.

DIALOGUE

HEALTHY SELF-CRITICISM
ACTIVE LISTENING
HONESTY

ADDRESS PREJUDICES & STEREOTYPES
LEARN FROM EACH OTHER

TRANSFORMING CONFLICTS

LEARNING HAPPENS OUTSIDE OF THE COMFORT ZONE

GLOBAL CITIZENSHIP EDUCATION

DIALOGUE THROUGH ACTION & REFLECTION

3 TYPES OF DIALOGUE

- DIALOGUE WITH THE "DIVINE OTHER"
- DIALOGUE WITH THE OTHER
- DIALOGUE WITH THE SELF

CHALLENGES

- POWER DYNAMICS
- GENDER DYNAMICS
- CONTEXTUAL CHALLENGES

EXAMPLES OF GOOD PRACTICES

EXAMPLE IN VIENNA INTERFAITH DIALOGUE ON CLIMATE CHANGE

TEACHERS & STUDENTS TAKE IRD TRAININGS IN INDONESIA.

EXAMPLE IN FINLAND ON TRAINING EDUCATORS ON INTERRELIGIOUS DIALOGUE.

INTERACTIVE WORKSHOP

ETHICS EDUCATION APPROACH FOR LEARNING TO LIVE TOGETHER

- Tuesday, 23 November 2021.
- 35 participants.
- Language: English with interpretation to Arabic and French.
- Live session: Play recording in [English](#).

Objectives

- Understand Arigatou International's Ethics Education Approach and its key elements.
- Discuss the application of the Ethics Education Approach.
- Identify strategies to implement Ethics Education Approach in participants' own contexts and related thematics.

Moderator

Richard Francis, APEH, Founder Edu4Future Initiative, member Pool of Experts on Youth Cooperation, North-South Centre of the Council of Europe and LTLT Trainer.

Moderator

- Ms. Vera Leal, Ethics Education Senior Program officer, Arigatou International, Geneva.

- Ms. Laura Molnar, President, Education for Change Association, Romania.
- Mr. Vijayragavan Gopal, Head of Youth Leadership Program, Shanti Ashram, India.
- Mr. Fendra Kus Nuryadi, Principal at Amalina Islamic Junior High, Indonesia, Trainer of Indonesia National Commission for UNESCO.

Main Discussion

Within the context of the current COVID-19 pandemic and the impact on education and students' return to school, how can education be reimagined and transformed to break the barriers to see children and learning holistically? How can we apply ethics education approaches in our respective context in such a way that fosters individual and collective transformations?

Today more than ever, there is the need to create learning spaces that encompass education of the mind and heart, prioritizing children's spiritual well-being. Education today needs to understand the important role it plays in creating a culture of encounter and in addressing and preventing violence in society. How can ethics education approach help in enabling such spaces?

Key Highlights

The Arigatou International Ethics Education Framework promotes innovative ways of thinking about ethics and how it can respond to the ethical challenges of our societies. At the

core of this framework are some key conceptual elements that promote;

- the affirmation of the the human dignity of the child;
- understanding of the child and child rights;
- ethical reflections and the role of concepts of ethics and ethics education;
- children's spiritual development and,
- interfaith and intercultural learning.

The session highlighted the imperative need to create spaces and learning opportunities that are physically, emotionally cognitively and spiritually safe and empowering, by ensuring that everyone is acknowledged, everyone is appreciated, free and encouraged to share their fears, concerns, dreams and aspirations; but also provides opportunities for meaningful dialogue and joint collaborations across ethnic, cultural, religious or socio-economic groups.

It is important to empower children to move from passively acquiring knowledge and skills to their active involvement and engagement in taking control of their own learning process, being aware of their decisions and attitudes, and bringing their ideas into action. Ethics education can support the creation of inclusive, empowering and nurturing environments that provide spaces for freedom of expression, freedom of religion and belief, and respect for differences.

Ethics education approaches enable the development of child-led actions and initiatives to contribute to strengthen individual and collective responsibilities and for children to contribute to transform situations around them.

Unless we look at education holistically, unless we see school and non-formal education settings as a part of the whole community, we miss important opportunities to foster children's agency and to strengthen the role of education in the transformation of our societies.

Key Highlights

Every child is unique and needs the care and accompaniment of the educators. Schools must work together with other stakeholders in education (parents, religious community, the whole community) in creating a friendly and trusting environment where the child feels safe to participate and where they can strengthen their sense of belonging and purpose.

In times of crisis such as the COVID-19 pandemic, it's important to create a support structure for learners as their vulnerability can hamper their learning ability and progress.

There is a need for reform of the educational curriculum to consider the context and social realities of the learners.

We need more spaces for reflection on how we can reimagine education to enable children to openly share, to be genuine and authentic, build a culture of encounter and develop competences that can foster their agency as active protagonists for a peaceful and sustainable society.

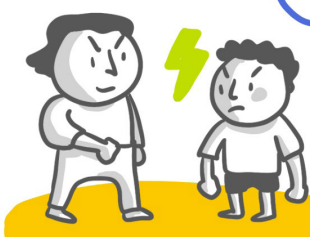
ETHICS EDUCATION APPROACH LEARNING TO LIVE TOGETHER

WHAT I STAND FOR

STATEMENT GAME =
LEARN TO RESPECT
AND LISTEN TO
DIVERSE PERSPECTIVES

**ETHICS
EDUCATION
FRAMEWORK**

DISCRIMINATION AND
AGGRESSION BETWEEN
CHILDREN MAY BE SOLVED
BY THEM SELVES OR WITH
THE HELP OF EDUCATORS.



LOVE AND
ATTENTION
INSTEAD OF
DISCIPLINING



ROMANIA

LEARNING TO LIVE TOGETHER
IMPLEMENTATION
IN ROMANIAN
SCHOOLS

- CHALLENGE PREJUDICES AGAINST ROMA & OTHER MINORITY GROUPS
- SOLIDARITY AGAINST POVERTY
- REDUCE VIOLENCE AT SCHOOLS
- CHILDREN BECOME ADVOCATES FOR CHILDREN'S RIGHTS



INDIA

ETHICS EDUCATION AT SHANTI ASHRAM



CHILDREN ARE
ROLE-MODELS FOR
OTHER CHILDREN.
ART THERAPY SESSIONS
DURING THE PANDEMIC



FOCUS ON EACH
LEARNER INDIVIDUALLY

SEE SIMILARITIES AND
DIFFERENCES, AND
FOCUS ON DOING
SOMETHING TOGETHER



PANEL DISCUSSION

RESEARCH AND PRACTICES: ADVANCING KNOWLEDGE ON ETHICS EDUCATION

- Tuesday, 23 November 2021.
- 125 attendees.
- Language: English with interpretation to Arabic and French.
- Live session: Play recording in [English](#).

Objectives

Present research findings related to ethics and values-based education; discuss approaches and practices for research; and identify gaps, needs and opportunities in research related to ethics education.

Moderator

Dr. Katherine Marshall, Senior Fellow, Georgetown University's Berkley Center for Religion, Peace, and World Affairs.

Speakers

- Prof. Samia Huq, Professor (ESS) and Dean, General Education, BRAC University, Bangladesh.
- Dr. Scherto Gill, Senior Research Fellow, Guerrand-Hermès Foundation for Peace.

- Dr. Ilham Nasser, Senior Researcher and Director, International Institute of Islamic Thought (IIIT).
- Prof. Italo Fiorin, Education Adviser for the Catholic Congregation for Education of the Holy See.

Main discussion points

This session explored what is known in research about the role of education and specifically values-based inter-religious education in bringing people together. The session examined issues of increasing polarisation within communities and how these challenges have been exacerbated by the COVID-19 pandemic. It looked into the challenges faced in education to promote learning to live together in secular, religious and inter-religious education.

Panelists highlighted the challenges in navigating the colonial legacy in multifaith communities, where ethics education can help to be more sensitive in building critical discourses without promoting one culture above others. They emphasized the importance of ethics education building on shared values and dignity of all. They also underlined the critical importance of acknowledging human differences and diversity as an opportunity to learn from each other through encounters and dialogue, which helps to care and work together to build inclusive and cohesive societies.

Panelists highlighted the importance of ethics education going beyond studying values outside of ourselves to being an embodiment of values and virtues through personal and community transformation.

Recommendations

- Ethics education should be an integral and holistic approach rather than an ad-hoc program or just a compartmentalized subject.
- Engaging children as co-creators of education: The need for empowering children to be part of the delivery and ownership of the evaluation process and thereby be co-collaborators and co-creators of ethics education and education at large. To make this possible evaluation approaches should be less top-down and take a decolonial, relational and intentional approach engaging all stakeholders including children. Evaluation of ethics education needs to be a process of collective meaning-making and co-inquiry.
- Prioritizing investment in capacity building of educators and education of stakeholders to promote inter-disciplinary approaches for ethics education and co-learning approaches to assess and evaluate the impact of ethics education.
- Ethics education needs to be sensitive to local contexts. It should promote critical thinking and citizenship building on foundational values that promote learning to live together in these local contexts.
- Ethics education should not be looked at for just personal learning but as resources for communities; to develop a sense of belonging and growth in learners, and to foster social responsibility and solidarity with one another.

RESEARCH AND PRACTICES: ADVANCING KNOWLEDGE ON ETHICS EDUCATION

DIFFERENT
STREAMS OF
EDUCATION

FAITH-INSPIRED
EDUCATION
INSTITUTIONS

BANGLADESH

MADRASAS
MUSLIM ONLY
WHAT IS A
MUSLIM
CITIZEN?

MISIONARY
SCHOOLS
OPEN FOR
CHRISTIANS
AND NON-
CHRISTIANS

HINDU
SCHOOLS
COMMUNITY
DEVELOPMENT
TRADITION

POLITICS & GEOPOLITICS
INFLUENCE THE EDUCATION
ABOUT OTHER RELIGIONS

VARIOUS HISTORIES OF MUSLIM
TRADITIONS → INTRAFaITH QUESTION

TEXTBOOK
PROVIDED
IN
MADRASAS



HYPERMASCULINE
NATIONALISM
IDENTITY

FALLING
SHORT ON: CULTURAL
IDENTITIES

GENDER
EQUALITY | CRITICAL
THINKING

MUTUAL
LEARNING
& CHANGE

RELIGION CAN DECIDE WHICH ROLE IT PLAYS
IN EDUCATION AND PROGRESS

ETHICS EDUCATION
VALUE ORIENTED EDUCATION

RELATIONAL
PROCESS

EMBODIED VALUES

LIVING
TOGETHER

LISTENING

DIALOGUE &
ENCOUNTER

COLLECTIVE
MEANING-
MAKING

CO-LEARNERS

DIVERSITY
LEARNING
FROM EACH OTHER

HOLISTIC
WELL BEING
IN EDUCATION

CO-CREATORS
OF LEARNING
DECOLONIZATION
OF EVALUATION



2 YEARS OF RESEARCH (SURVEY)
IN 15 MUSLIM COMMUNITIES

VALUES
SYSTEM
IN MUSLIM
SOCIETIES

LEARNING
TO BE

EMPATHY

FORGIVENESS



SCHOOL
STUDENTS,
PARENTS,
TEACHERS...

OPENMINDEDNESS
RESPONSIBILITY
COLLABORATIVE
COLLECTIVE

CREATING
TOLERANCE
IN SOCIETIES

SAME
MISSION

GLOBAL
CITIZENSHIP
EDUCATION

CHARACTER
DEVELOPMENT

ETHICS
EDUCATION

MENTALITY
SHIFT

EMPOWERING
EXPERIENCE

NURTURE
VALUES

CULTURE
OF DIALOGUE

DETERIORATION
OF ETHICAL VALUES

SCIENCE
& RESEARCH

UNIVERSITY
OF MEANING
WORK IN PROGRESS

3 LANGUAGES
METHOD :

- HEART (EMPATHY)
- MIND
- RESPONSIBILITY

DIFFERENT
ASSESSMENT
METHODS
NEEDED

NEXT
STEPS?

ETHICS
EDUCATION
ADAPTED
TO LOCAL
CONTEXT

UNDERSTANDING
OUR SOCIAL
RESPONSIBILITY

CAPACITY
BUILDING
OF EDUCATORS

CHILDREN
SHOULD BE
CO-CREATORS
OF EDUCATION

INTERGENERATIONAL DIALOGUE

CHILDREN'S ADVOCACY: TRANSFORMING EDUCATION FOR LEARNING TO LIVE TOGETHER

- Tuesday, 23 November 2021.
- 104 attendees.
- Language: Arabic, English, French and Spanish.
- Live session: Play recording in [English](#).

Objectives

- Create a space for children from different backgrounds to reflect on how ethics education can help learning to live together.
- Share recommendations from children on how they imagine education for learning to live together.
- Facilitate an intergenerational dialogue between children and adult leaders on the recommendations.

Moderators

- Ms. Martha Barreneche, International Coordinator of Educational Experiences with Youth, Scholas Occurrentes.
- Ms. Magdalena Fernandez, Youth from Argentina.
- Mr. Santiago Alberto Mora Wilson, Youth from Colombia.

Speakers

- Anthony, Lebanon.
- Lulu, Tanzania.
- Muskaan, India.
- Rawadhat, Tanzania.
- Vivehaa, India.
- Ms. Irina Bokova, Former Director-General, UNESCO and Member of the Higher Committee for Human Fraternity.
- Mr. Manuel Vidal, Chief of Cabinet, Ministry of Education of Buenos Aires City.
- Bhai Sahib Mohinder Singh, Chairman, Guru Nanak Nishkam Sewak Jatha; Co-President and Trustee, Religions for Peace.
- Mr. Kul Gautam, Former Deputy Executive Director of UNICEF, Chair, Arigatou International.
- Mr. Jose Maria del Corral, President, Scholas Occurrentes.

Main discussion points

This inter-generational session was preceded by a dialogue held on November 16 gathering more than 40 children from 10 different countries in Africa, Asia, Europe, Latin America, and the Middle East. The session was led by young volunteers and aimed to reflect on how ethics education can help us to learn to live together. During the two-hour session, children had the opportunity to share ideas on how they imagine ethics education. The dialogue ended with the children putting together a manifesto with these recommendations.

Five children who participated in this pre-meeting joined the inter-generational dialogue on November 23 to bring their views and the views of their peers to the discussion.

The session was an opportunity for representatives from the government, civil society, religious communities and UN agencies to engage in dialogue with children on how they see and image ethics education during an enriching 60-minute conversation.

Children explained that ethics education is not about what adults tell them what is right or wrong but about everyday values that they need to practice to become good human beings.

“Acceptance and respect of each other is what I believe is ethics in it’s true form.”

Muskaan, child from India

Adults and children highlighted the negative impacts that the COVID-19 pandemic has had on the lives of children around the world. With the basic rights of children being neglected in so many circumstances, nurturing values such as empathy becomes even more important.

Adult speakers also shared evidence on how the closure of schools, during the pandemic, had a negative impact on the emotional and psychological well-being of children. Human contact (even if not face to face but through virtual platforms) contributes to lessen these impacts. As exposed by one of the speakers, connecting with other people increases hope, happiness, and reduces anxiety.

“Ethic education is important since it sets a standard of behavior, supports motivation, and improves the decision making process.”

Anthony, child from Lebanon

Some speakers also spoke about the role religious communities play in fostering ethics and values. Religion promotes values that can help children to learn to live together with others.

Children and adults concluded that ethics education is a fundamental element to strengthen these connections among children, promote mutual understanding, and, overall, build peaceful societies. As put by one of the speakers: education is not only about reading, writing, and maths, it involves ethics and values that can support us in living together.

Recommendations

- Ethical values should be nurtured through hands-on experiences, such as school activities where children can lead a project together and work collaboratively to ensure that all participants are involved and feel respected and valued. By engaging in collective actions, children will be learning ethical values such as mutual understanding, respect, and responsibility.
- Effective communication between children and adults is fundamental for nurturing positive values. Children will be more willing to listen to the advice of their elders if an open and horizontal dialogue is established.

- The spiritual dimension in children's education and development is often missing from educational approaches and priorities. Children should be supported to develop a sense of community, contemplation, imagination, exploration, gratitude, be generous, modest, cultivate inclusion, and strengthen their identity and belonging.
- Something missing: spiritual development and religious faith.
- Policymakers, and adults in general, think of and for children, but they need to think from the eyes of children too. Adults need to listen to children, and they should not underestimate their wisdom.
- Incorporating ethical attitudes towards climate change is also a priority, as the climate crisis is impacting the most underprivileged people around the world. Learning to live together in harmony, also involves living in harmony with nature.
- As a humanity, we have the challenge to learn to respect diversity and the dignity of others. We need to learn other people's cultures, practices, and religions to respect them.
- The year 2022 should be the year of ethics education for all.

CHILDREN'S ADVOCACY : TRANSFORMING EDUCATION FOR LEARNING TO LIVE TOGETHER

CHILDREN'S GLOBAL MEETING

CHILDREN FROM AROUND THE WORLD

HOW TO BUILD BETTER SOCIETIES?



"THE FUTURE DEPENDS ON WHAT WE DO TODAY!"
GANDHI

WE HAVE TO KNOW OUR RIGHTS AND DO THE RIGHT THING!

SOCIAL INEQUALITIES

CLIMATE CHANGE

ETHICS EDUCATION



MANIFESTO ON ETHICS EDUCATION

RESPECTING EVERYONE'S OPINIONS

EFFECTIVE COMMUNICATION WITH GUARDIANS AND OTHERS

TELL THE TRUTH

LEARNING VALUES WITH HANDS-ON EXPERIENCE

SENSE OF BELONGING

COMPASSION

ETHICAL PRINCIPLES TO GUIDE DECISIONS

GLOBAL ETHICS TO TACKLE WORLDWIDE PROBLEMS.

POSITIVE VALUES = POSITIVE ATTITUDES

LISTEN TO CHILDREN AND THEIR WISE WORDS!

ADULTS NEED TO LISTEN TO CHILDREN

LIFE
DEVELOPING
CREATIVITY
JOY
COMMUNITY
COMMITMENT
CONTEMPLATION

EDUCATION NEEDS TO FOSTER A SENSE OF BELONGING.

DIGITAL REVOLUTION
ADULTS CAN LEARN FROM CHILDREN!

WELL-ORGANISED CIVIL SOCIETY ORGANISATIONS & STUDENTS CAN BRING CHANGE IN SOCIETIES.

LAUNCHING CEREMONY

LEARNING TO LIVE TOGETHER FOR CHILDREN AGES 6 TO 11

- Tuesday, 23 November 2021.
- 118 attendees.
- Language: Arabic, English, French and Spanish.
- Live session: Play recording in [English](#).

Objectives

Introduce the Learning to Live Together Program, its 13 years of successful implementation, and the process of adaptation for children ages 6 to 11.

Create dialogue on the relevance of Learning to Live Together for children ages 6 - 11, the challenges and opportunities of fostering ethics education that promotes interfaith learning, and officially launch the manual and introduce the implementation and capacity building strategy.

Moderators

- Mr. Aakash, Youth from Shanti Ashram, India.
- Ms. Maria Lucia Uribe, Executive Director, Arigatou International - Geneva.

Speakers

- Rev. Keishi Miyamoto - President, Arigatou International.

- Ms. Mary Kangethe, Director, Global Education Programs, Kenya National Commission for UNESCO.
- Sara, GNRC Youth Committee.
- Dr. Ilham Nasser, Senior Researcher and Director, International Institute of Islamic Thought (IIIT).
- Rabbi Diana Gerson, Associate Executive Vice President of the New York Board of Rabbis.
- Imam Rashied Omar, Associate Teaching Professor of Islamic Studies and Peacebuilding, University of Notre Dame.
- Dr. Faryal Khan, Program Specialist for Education, UNESCO Asia-Pacific Regional Bureau for Education.
- Ms. Kehkashan Beenish Khan, UNICEF Public Advocacy and Partnerships Specialist.
- Ms. Vera Leal, Ethics Education Senior Program Officer.
- Dr. Angeliki Aroni, Head of the Independent Department for the Coordination and Monitoring of the Refugee Education of the Ministry of Education and Religious Affairs, Greece.
- Mr. Fendra Kus Nuryadi, Principal at Amalina Islamic Junior High, Indonesia, Trainer of Indonesia National Commission for UNESCO.
- Ms. Virginia Ntheketha Mumo, UNESCO Office for Eastern Africa.
- Mr. Marco Laguatasi, GNRC Coordinator, Ecuador.
- Dr. Mustafa Y. Ali, Secretary General, Global Network of Religions for Children.



Main discussion points

The session created spaces to understand how the Learning to Live Together manual has been implemented during the last 13 years and its impact at the micro and macro level:

At the micro-level confidence, closer relationships and collaboration between educators and children; spaces for children to imagine themselves as agents of change and enhance their capacity for enjoyment.

At the macro-level, it included the possibility to introduce intercultural and interfaith education in the curriculum; parental and community engagement, and community service learning.

During the session, speakers shared perspectives on the role and value of religious communities in education. Religious communities can help create a culture of encounter and spaces for

children to learn to live in solidarity with people of different religions, cultures, and ethnicities addressing issues of discrimination, hate speech, xenophobia, and others.

During the launch, the speakers reflected on why intercultural and interfaith learning is critical for building more inclusive and peaceful societies, particularly in the framework of the 2030 agenda for Sustainable Development and target 4.7.

They discussed how to enhance collaboration between the education sector, religious communities and civil society organizations to prioritize quality and inclusive education in the reopening of schools.

Recommendations

- Since this is a critical period in the formation and development of moral reasoning, it is imperative to introduce learning to live together programs from an early age.
- In contexts where learning is not yet looking at the child from a holistic point of view – physical, cognitive, emotional and spiritual – this manual is a timely tool for those who want to work on this and put the child at the center of the learning process.
- It is imperative to nurture a strong sense of belonging to a global and local community and of the interdependence of life from early years.
- The COVID-19 pandemic has exacerbated many issues of inequalities, divisions and polarization in societies. Learning to Live Together is an essential tool to work on building a culture of encounter from early ages addressing issues such as racism, discrimination, and xenophobia.
- It is of critical importance to involve all stakeholders – formal and non-formal sector, community and religious leaders, as early as possible in all processes when introducing programs like Learning to Live Together.

During the session, the Learning to Live Together manual for children 6-11 years old, developed in partnership with UNESCO, was presented and formally launched. Trainers and practitioners shared their perspectives and experiences on the ways forward and on the relevance of this resource for creating a culture of encounter with refugee, migrant and host communities; on the uniqueness of the training approach and

how it contributes to strengthening the work of the GNRC.

The new manual will be translated into Spanish in 2022 and regional or national launches will be held in different locations. A training strategy will be rolled out next year in collaboration with different partners.

LEARNING TO LIVE TOGETHER FOR CHILDREN AGES 6 TO 11



ADAPTATION OF THE ORIGINAL MANUAL FOR CHILDREN AGES 12 TO 18

CHILDREN

KNOW THEIR RIGHTS

CHILDREN SHOULD BE INTRODUCED TO ETHICS EDUCATION EVEN BEFORE 6 YEARS OLD.

SPIRITUAL DEVELOPMENT

**PROCESS PILOT WORKSHOPS
FEEDBACK FROM CHILDREN**

CHILDREN MUST KNOW THAT THEIR VOICES ARE IMPORTANT!

BECOMING AGENTS OF CHANGE

DEVELOP CRITICAL THINKING

GENDER EQUALITY

COLLECTIVE LANGUAGE

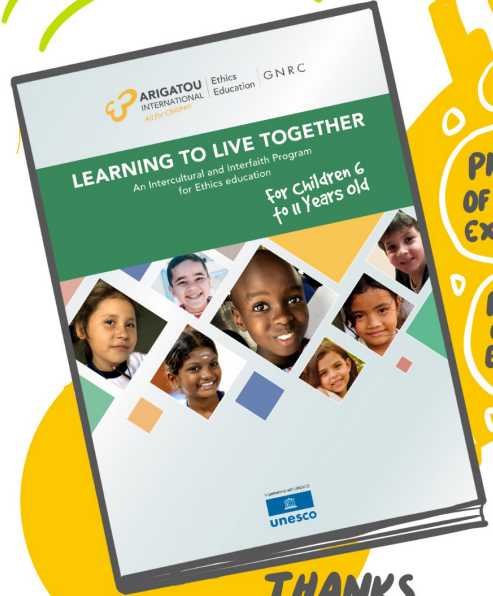
SOCIO-EMOTIONAL & SPIRITUAL WELL-BEING

TRANSFORMATIVE PEDAGOGY

LEARNING INTERCONNECTEDNESS

LIFE SKILLS

LEARN TO LOVE & SOLIDARITY



PREVENTION OF VIOLENT EXTREMISM

FLEXIBILITY

INTERCULTURAL INTERFAITH DIALOGUE

SOCIAL COHESION & RESPONSIBILITY

MUTUAL UNDERSTANDING

RESPECT OF THE ENVIRONMENT

PREVENTION OF BULLYING

CHALLENGE POVERTY & DISCRIMINATIONS



CHILDREN CAN BE OUR TEACHERS!

ROLE MODEL

COLLECTIVE ADVOCACY FOR CHILDREN

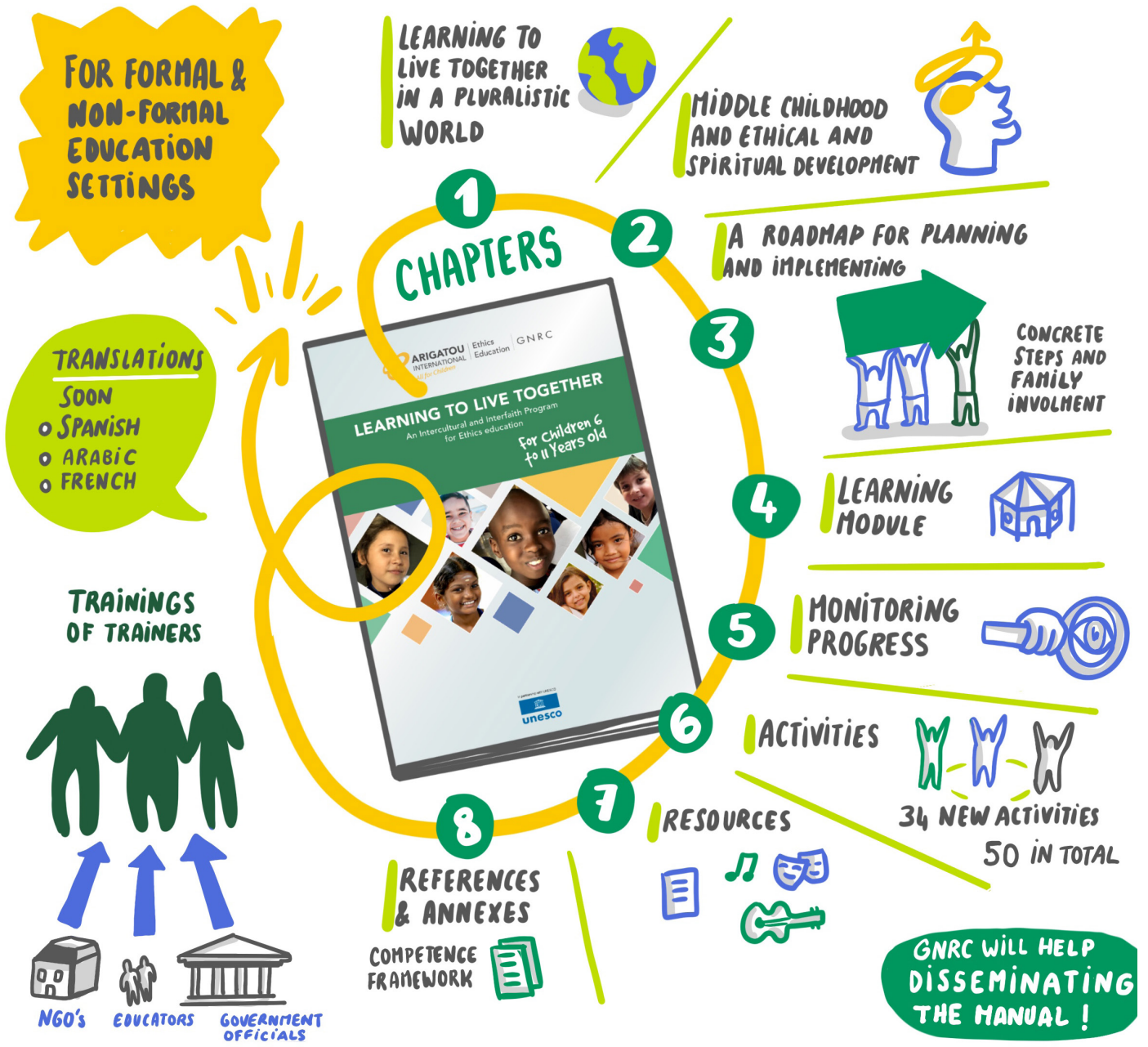


WE ARE ALL CONNECTED SDG: TARGET 4.7.

GLOBAL COMMUNITY

THANKS TO UNESCO, GNRC, CHILDREN, GROUP OF EXPERTS & FACILITATORS

PARENTS, TEACHERS, CIVIL SOCIETY ORGANISATIONS, FAITH LEADERS



CHILDREN ON THE MOVE

GREECE

FAITH = SENSE OF BELONGING & IDENTITY

HOSTING COMMUNITY RESPECT

INDONESIA VERY DIVERSE SOCIETY

CRITICAL THINKING

HOLISTIC APPROACH

INTER-CONNECTEDNESS

EASTERN AFRICA

AFRICAN AGENDA 2023 OBJECTIVE 10

REVIEW CURRICULUM

TARGET 4.7 SDG's

ADVOCACY & LOBBY

SUPPORT TEACHERS TRAINING

CLOSING CEREMONY

TRANSFORMING EDUCATION: ETHICS EDUCATION FOR LEARNING TO LIVE TOGETHER

- Tuesday, 23 November 2021.
- 76 attendees.
- Language: Arabic, English, French and Spanish.
- Live session: Play recording in [English](#).

Objectives

To highlight key takeaways, recommendations and follow-ups from the Symposium; express appreciation of the contribution of different stakeholders of the Symposium, and launch of the Ethics Education Fellowship Program.

Speakers

- Prof. Azza Karam, Secretary General, Religions for Peace.
- Dr. Silvester Ohene Mulambe, Director Policy and Partnership, Ministry of Education Kenya.
- Ms. Mary Kangethe, Director, Global Education Programs, Kenya National Commission for UNESCO.
- Ivana, Youth from Bosnia and Herzegovina
- Mrs. Elham Alshejni, Interim Deputy Secretary General, KAICIID International Dialogue Centre.

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

Main discussion points

The pandemic has highlighted the interconnectedness of humanity. It has exposed the need for ethics education as a critical aspect for building a more peaceful, harmonious, and enriching life.

Education that promotes dialogue between different cultures, religions and belief systems is a crucial part of our work together. We believe in education as a transformative dialogical approach, which connects children from different backgrounds, religions and faiths.

We all play a part in responding to poverty, conflicts, and violence around us. The education we provide should empower children to respond to today's and tomorrow's challenges.

The outcome of ethics education as part of the curriculum is to create a generation of citizens, who are of the right character, people who foster cohesiveness and uphold values. Children have a crucial role in promoting ethics education, conceiving what type of education is needed around the world in response to the different realities they face.

We are convinced that the symposium has advanced the profile of ethics education in our education systems. We appreciate the recognition that governments are adopting strategic and systematic approaches to mainstream ethics education. We must ensure that the work done during these days will bring about new reflections and inspire collaborative actions, that what we have learned from this engagement translates into practice.

Investing in the ethical thinking of our future leaders will help nurture learning grounded on diplomacy and mutual respect. The finer and more fertile the soil we cultivate together the more resilient and firmer the roots of education against all forms of hatred will grow.

We cannot make empty promises to children and young people, they want to be connected with one another, empowered, and be provided with spaces and opportunities to continue to transform their communities. Ethics education is an offer to make that happen and to contribute to their well-being.

The policy brief, produced as a result of this symposium, will be shared widely through our partners, particularly with governments and religious leaders in the position to influence policies and programs in their communities. Meetings with ministries of education will be held to share the recommendations and find ways to bring them into action.

Several partners will join together in the launch of an international fellowship program to further build capacities in ministries of education on how to integrate ethics education for intercultural and interfaith learning, promoting the principles for human fraternity, and equipping educators with concrete tools and skills, to integrate transformative pedagogies and dialogue in the educational practices.

Recommendations

- To commit to creating synergies, and build on each other's efforts and champion ethics education together. We have an obligation to ensure that this work is not only supported verbally, but to commit to working together

to serve the dissemination, monitoring, and evaluation that this work demands.

- To promote ethics education at the governmental level, the approach needs to be evidence-based; more research is needed, requiring commitment from all stakeholders.
- We need to systematically inculcate ethical values through the curriculum, to allow more studies in the area of ethics education, and to ensure this area is empirically researched as we move towards policymaking.
- As individuals, we also have a part to play - through conversations with someone you know from a ministry of education, an educator that you can engage in a program on ethics education, talk to children about the type of ethics education they want to be a part of. We can all strive to be the champions of ethics education.
- To focus on educators and ensure that both formal and non-formal fields have the required capacities to take this work forward.
- Ethics education can be improved by giving young people and children the opportunity to propose their innovative ideas innovative ideas and solutions.
- Quality education along with dialogue generates mutual respect and creates space for different perspectives and ideas, it teaches us to care for the marginalized and oppressed and to uphold human dignity, it promotes critical thinking and encourages empathy.
- We must continue to harness partnerships and encourage governments to take ethics education for children at the heart of their national educational curriculum.

TRANSFORMING EDUCATION: ETHICS EDUCATION FOR LEARNING TO LIVE TOGETHER



POLICY BRIEF

ADVANCING ETHICS EDUCATION FOR CHILDREN TO CONTRIBUTE TO THE 2030 SUSTAINABLE DEVELOPMENT AGENDA

- NOVEMBER 2021 -

Background

Today children and youth live in an increasingly globalized world, where the potential for learning and collaboration around common issues of concern among people of different cultures and faiths is enormous. Yet, they also live in a world of increasing distrust and fear of the other, where even education can create divisions and segmentation and immerse children into compartmentalized learning spaces, according to socio-economic class, religion, learning abilities, and gender. This becomes even more fundamental as the COVID-19 pandemic has exacerbated tensions, prejudices, inequities, and mistrust in societies.

According to UNICEF, COVID-19 has intensified the threats to children's safety and well-being. Approximately 150 million additional children are living in multidimensional poverty, without access to essential servicesⁱ. The surge of poverty, school closures, and limited access to health care and other basic needs due to the pandemic have placed children in greater

vulnerability, particularly those who are marginalized and disadvantagedⁱⁱ.

The COVID-19 has brought out the need for education to address the social-emotional and spiritual needs of children and prioritize meaningful spaces and opportunities for them to participate, share their views and be heard on the type of education they want to receive and the transformations they want to see in their societies. Education must be looked at more holistically to support the overall development of children and prepare them to work constructively with others, embracing values that promote understanding and respect for diversity.

This policy brief is the result of reflections and dialogue held during the Online Global Symposium on Transforming Education – Ethics Education for Learning to Live Together, held on 22 – 23 November 2021, and led by Arigatou International together with the Guerrand-Hermès Foundation for Peace, the Higher Committee for Human Fraternity, the Islamic World Educational, Scientific and Cultural

i UNICEF Data: Monitoring the Situation of Children and Women, COVID-19 and Children, UNICEF Data Hub. <https://data.unicef.org/covid-19-and-children/>

ii Violence against Children and Adolescents in the time of Covid-19, ECLAC-UNICEF Office of the Special Representative of the Secretary general on Violence against Children, November 2020.

Organization (ICESCO), KAICIID International Dialogue Centre, Kenya National Commission for UNESCO, Ministry of Education of Kenya, Religions for Peace, Scholas Occurrentes, the United Nations Alliance of Civilizations, and UNICEF, with the collaboration of UNESCO.

The policy brief outlines the importance of advancing ethics education for children and integrating it into formal and non-formal educational settings, as a critical contribution towards building more inclusive and peaceful societies.

Education as a Significant Force for Transformation

Today more than ever we need to recognize the role of education in building safer, equitable, and inclusive societies. Education needs to support children's sound and holistic development, not only cognitive and physical but also social, emotional, and spiritual.

Education can play a critical role in empowering individuals and communities, fostering inclusion; serving as an equalizer to the society, and helping promote equitable developmentⁱⁱⁱ. The UNESCO's Futures of Education initiative in its recent report, *Reimagining Our Futures Together*, proposes the need for a new social contract for education, where education can play a role to repair injustices while transforming

the future. The report highlights that our awareness of interconnectedness must help us work together to transform our societies. Education connects us and provides us with new opportunities and capacities for dialogue and action, but it must be transformed to ensure this happens^{iv}.

The document on *Human Fraternity for World Peace and Living Together* reiterates the importance of ethical values and calls for collaboration in advancing human rights and equality, respect of different cultures and beliefs, dignity, and human rights as principles for building a peaceful society^v.

Schools and non-formal education programs must understand themselves as part of a community and as key actors in ensuring that education content and pedagogy respond to promoting a cohesive society and the needs for the future. The principles that guide education should be sensitive to cultural and religious differences and practices and provide safe learning spaces for children to strengthen their sense of belonging and inclusive identities, enable them to connect with others, and transform themselves and their communities.

Article 29 of the Convention on the Rights of the Child underlines the obligations of the States to promote quality and inclusive education for all, including that 'education of the child shall be directed to... (d) the preparation of the child

iii Rethinking Education: Towards a Global Common Good, the United Nations Educational, Scientific and Cultural Organization, 2015.

iv Reimagining our futures together: a new social contract for education, International Commission on Futures of Education, The United Nations Educational, Scientific and Cultural Organization, 2021.

v Document on "Human Fraternity for World Peace and Living Together" signed by His Holiness Pope Francis and the Grand Imam of Al-Azhar Ahmad Al-Tayyeb, February 4, 2019. https://www.vatican.va/content/francesco/en/travels/2019/outside/documents/papa-francesco_20190204_documento-fratellanza-umana.html

for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.^{vi}

Ethics Education for Learning to Live Together

Increasing focus on education programs and pedagogical approaches that cultivate ethical values as well as intercultural and interfaith learning and collaboration is crucial to ensure that the Sustainable Development Goals (SDG), particularly target 4.7^{vii}, which aims to promote a culture of peace and non-violence, global and democratic citizenship, and appreciation of cultural diversity is achieved. Fostering ethical values and reflections that promote interconnectedness, critical thinking, consciousness about social challenges, collaborative and safe learning environments is key to ensuring the much-needed aspects in education.

Ethics education guides children to a deeper understanding of and respect for their roots, which prepares them to relate to one another across economic, gender, ethnic, or religious divides and welcome others who are different.

Voices of Children

“Everyone’s culture is a part of who they are and according to that we are all different. We’re different and we’re given the opportunity to get to know each other. Exposing ourselves to various cultures is so vital to personal growth. I think the important message is to love your own and respect others.”

“Children imitate adults. They must therefore learn non-discriminative attitudes from them.”

“Schools must teach children to overcome the divide.”

Intergenerational Dialogue, Global Online Ethics Education Symposium, November 22-23, 2021.

Ethics Education is central to Global Citizenship Education^{viii} and provides a unique approach to human flourishing in a context of global interdependence^{ix}. It is built around common

vi Convention on the Rights of the Child, United Nations Human Rights office of the High Commissioner: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

vii Sustainable Development Goal 4.7: By 2030, ensure that all learners acquire the 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.

viii Global Citizenship Education, The United Nation for Educational, Scientific and Cultural Organization (UNESCO).

ix Bosio, E., and Gaudelli, W. [Emiliano Bosio]. (2018, February 7). Dr. William Gaudelli Global Citizenship Education - Interview Series Emiliano Bosio [Video file]. Retrieved from <https://youtu.be/CuiAEL45fDw>

ethical values of solidarity and human fraternity, which empowers children to develop their sense of purpose, meaning, and ethical responsibility in an interconnected world.

Ethics Education equips children with life skills through transformative pedagogical approaches that places the child at the center of learning, enhances their capacity to think critically, make ethical decisions and learn to work collaboratively with others to make positive contributions to their communities. Ethics education contributes to children's social, emotional, and spiritual development and well-being.

Policy Recommendations

Prioritizing and investing in ethics education in formal and non-formal education systems, contribute to building more inclusive, respectful, and resilient societies, where children are equipped to respond to ethical challenges and become active citizens.

The partners of the Global Symposium on Transforming Education- Ethics Education for Learning to Live Together call upon Ministries of Education, education authorities, and other relevant government institutions to take the the following actions:

Prioritizing and investing in ethics education in formal and non-formal education systems, contribute to building more inclusive, respectful, and resilient societies, where children are equipped to respond to ethical challenges and become active citizens.

The partners of the Global Symposium on Transforming Education- Ethics Education for Learning to Live Together call upon Ministries

of Education, education authorities, and other relevant government institutions for the following actions:

- **Mainstream ethics education to promote intercultural and interfaith learning in the existing education curriculum, policies, and programming.** Ethics Education contributes to strengthening relationships between students and with educators, supports the creation of safe learning environments, empowers educators to create transformative learning experiences, improves students' academic engagement, and increases their well-being.
- **Strengthen the capacity of formal education institutions and educators on ethics education.** Training for teachers, both pre-service and/or in-service training, on ethics education transformative pedagogies, enhances teachers' capacities to address issues of discrimination and bullying in the classroom, provides them with skills to engage in dialogue and fosters students' agency, and increases their self-awareness about the critical role education plays in transforming social inequities and building more inclusive societies.
- **Enhance connection between the school, parents/families, and the local community.** Collaboration in and by the school community provides opportunities for learners to connect with their communities and find collective ways to contribute to transforming the existing problems around them. A whole-school approach in education strengthens the role of the school in the community and empowers children as active agents of change. Strengthening the capacity of families in ethics education is also

important to ensure that learning continues outside the classroom and is nurtured within family structures and practices.

- **Promote collaboration among different actors, including faith communities, to promote ethics education in formal and non-formal education.** Faith and indigenous communities must be part of the process of ethics education, be it through creating opportunities to learn from faith and spiritual leaders, providing spaces for students to visit diverse faith communities and learn from one another, or creating spaces for children to share about their religious identities, beliefs, and practices in a respectful environment that promotes the right to freedom of religion and belief.
- **Increase investment and improve accountability of all relevant stakeholders.** Whilst focus and attention are necessary to increase access to education, investment in quality education, especially through ethics education programs, is necessary and critical to address the needs of children, particularly as a result of the COVID-19 pandemic. Investment in ethics education can address the mental health and psycho-social needs of children, increase polarization in societies, discrimination, and bullying, and focus attention on the social, emotional, and spiritual well-being of children. Increasing investment in ethics education and monitoring of the ethics education programs can result in higher student engagement, contribute to addressing the learning loss, and foster safer learning environments.

We must hold communities and leaders accountable to ensure our commitments are met and we continue to work collaboratively towards transforming education to respond to a new social contract to build forward better. Our children and young people expect it from us. The time is now to respond to them.


DIGITAL PRODUCTS

As part of the Global Symposium, a call was open for organizations and individuals to share resources, programs and research papers on ethics education for children. The resources gathered were used to develop a digital collection of high-quality educational products that can help create safe and empowering spaces for children to learn to live together.

Seventeen products from across the world were selected, and are now featured on the [Transforming Education Symposium website](#). These include seven resources, five programs and four research papers. Five of these were developed and implemented globally, while the other 12 came from ten different countries.

This initiative aims at inspiring educators, policymakers and other stakeholders by sharing knowledge and showcasing effective products that can help advance learning to live together.

Featured products




We are Here

Location: Bolivia
Organization: Act2gether
Category: Resource

A handbook that presents a holistic approach to child participation and the realization of Children's Rights and children's well-being. It fosters ethics education in children by acknowledging their unique potential and inner diversity, and empowering them to take active participation roles.

[Learn more](#)
Click about this handbook and how to use it

[See the resource](#)
Click and download the resource




Alwan Junior, Education on Religious Diversity

Location: Lebanon
Organization: Adyan Foundation
Category: Project

This product presents educational tools to foster understanding and respect for difference, and give children opportunities to build critical thinking skills that lead to ethical behavior and better treatment of others. All aspects can be implemented digitally, in a blended of offline/online format, or fully in-person.

[Learn more](#)
Click the website of this project to see more




Learning to Live Together in Tana River County

Location: Kenya
Organization: Kenya Ministry of Education and Arigatou International Geneva
Category: Program

This video features LTL programmatic example from Tana River County in Kenya. It showcases some important steps to be taken to successfully implement a Learning to Live Together Program: from the sensitization of decision-makers, the training of curriculum developers and educators, to the actual implementation with children, the monitoring and evaluation of the process and its outcomes.

[See the resource](#)
Learn how to get involved in this program and download the LTL manual



Sport values in every classroom

Location: Global
Organization: UNESCO
Category: Resource

The "Sport Values In Every Classroom" toolkit is a cross-curricular resource targeted at teachers and educators of students aged 8-12 years old and aims to help them instill some of the core universal values of sport: Respect, Equity, and Inclusion.

[See the resource](#)
Click and download the resource

COMMUNICATIONS AND REACH

The online Symposium reached more than 900 people from 80 nationalities, including children and young people.

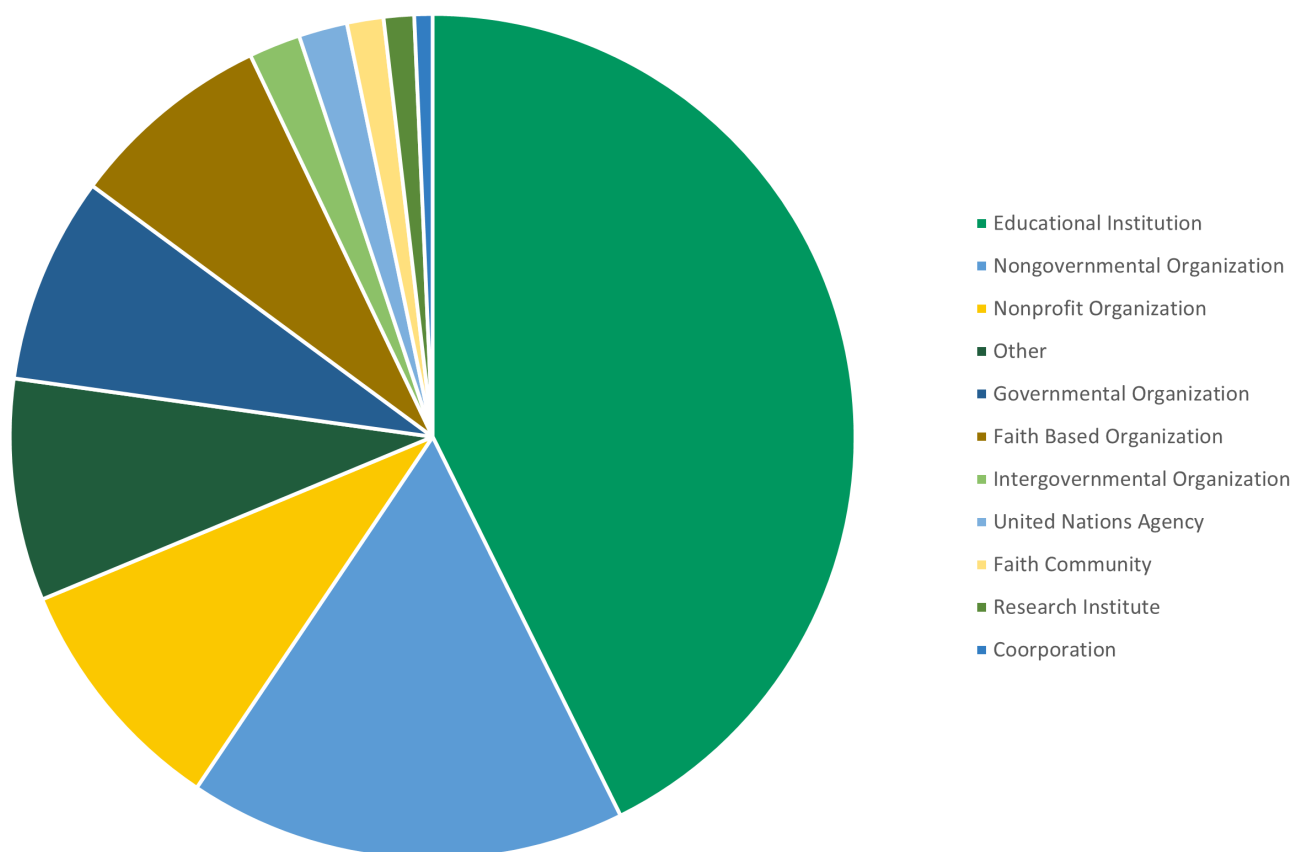
Participants came from more than 680 different organizations, including representatives from faith communities, governmental organizations, intergovernmental organizations, non-profit organizations, the private sector, research institutes, and United Nations agencies.

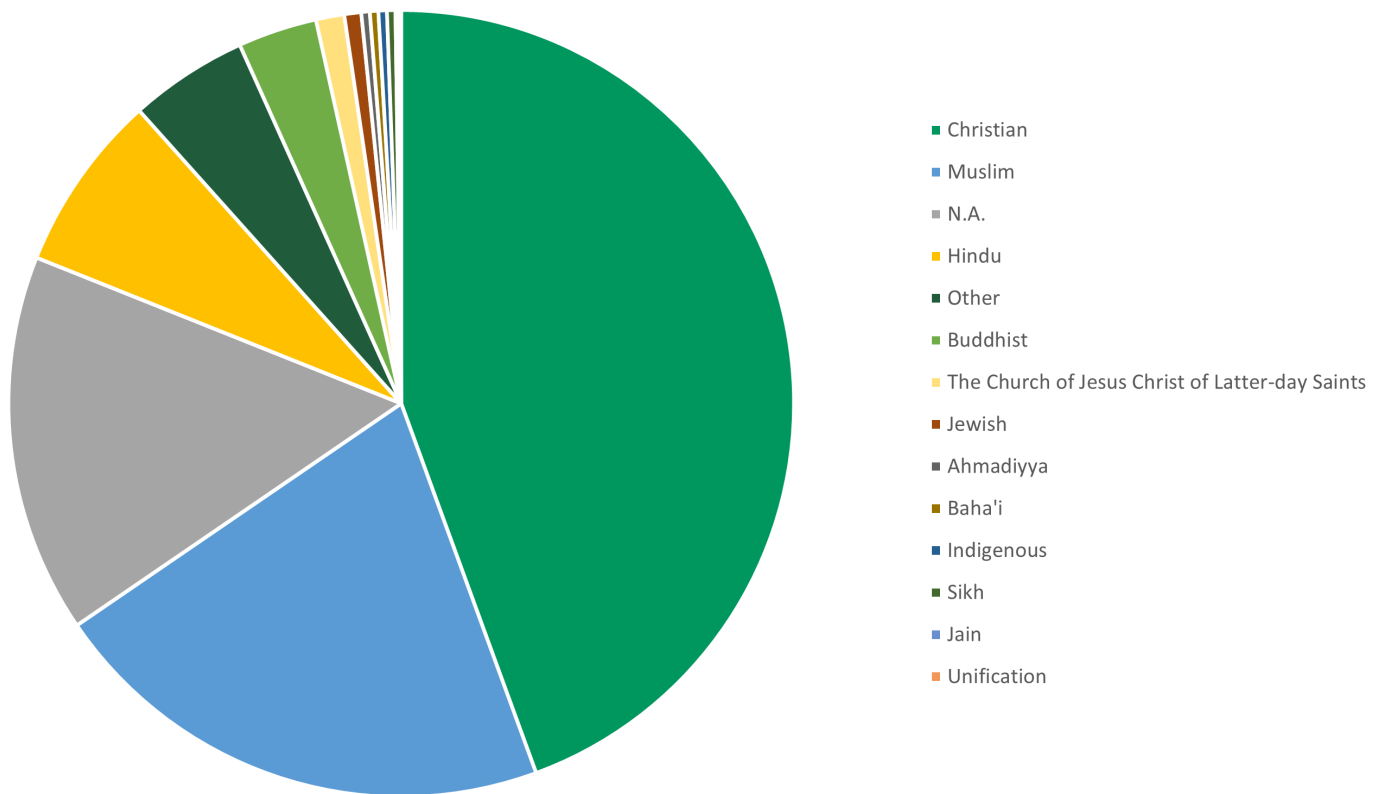
Participants identified themselves with 10 different religious backgrounds. This diversity enriched the reflections and discussions, providing a platform for encounter and dialogue.

A [microsite](#) containing all the relevant information about the Symposium was available in English, together with a [child-friendly version](#) customized to meet the needs of children and to respect their privacy.

The microsite now features the video recordings of each session, as well as the graphic recordings, a very stimulating way to visually recap the discussions, reflections and recommendations made.

A Communications Strategy was developed to guide the promotion and dissemination of the Symposium. The strategy included a communications and media package with key





information about the Symposium, that allowed partners to work in synergy; as well as a press release that was shared with different media outlets.

The Symposium was announced through an inspiring [video message](#) in English, with subtitles in Arabic, French and Spanish.

The Symposium was promoted through a compelling online campaign that included advocacy messages, graphics and promotional videos from different stakeholders.

The campaign was disseminated through different channels, including networks from all the organizing partners, who worked together to promote the event and its key messages.

ACKNOWLEDGMENTS

Our heartfelt gratitude goes to our partners, the Guerrand-Hermès Foundation for Peace, the Higher Committee for Human Fraternity, ICESCO - Islamic World Educational, Scientific and Cultural Organization, KAICIID International Dialogue Centre, the Kenya National Commission for UNESCO, the Ministry of Education of Kenya, Religions for Peace, Scholas Occurrentes, the United Nations Alliance of Civilizations, and UNICEF, as well as UNESCO for their support.

We express our sincere appreciation to those who conducted interactive workshops and to all the speakers, children and adults, who shared their experiences, knowledge, and reflections.

On behalf of all the organizers, a special thanks go to all the participants that joined us. We particularly thank children for their sincere optimism and enthusiasm. Your ideas and recommendations inspired us, even more, to continue working to build safe spaces for children's meaningful participation, and to improve education to respond to your needs and the needs of your societies.

We thank all the individuals and organizations who contributed to the Digital Products library by sharing their programs, resources, and research papers on ethics education for children.

Particular thanks to Ms. Rosie Aubrey, and Dr. Scherto Gill, Guerrand-Hermès Foundation for Peace; Mr. Mohamed Bahr, The Higher Committee of Human Fraternity; Mr. Ahmed

Bah, ICESCO; Dr. Mohammed Abu-Nimer, and Mr. Mike Waltner, KAICIID International Dialogue Centre; Ms. Mary Kangethe, Kenya National Commission for UNESCO; Ms. Dorah Kitale, Kenya Ministry of Education; Ms. Karen Hernandez and Mr. Jimmy Obuya, Religions for Peace; Ms. María Pia Delneri and Ms. María Paz Jurado, Scholas Occurrentes; Ms. Nihal Saad, UNAOC; Ms. Kehkashan Beenish Khan and Ms. Isabela Pereira Cunha, UNICEF; Ms. Nyambura Gichuki, and Rev. Fred Nyabera, Arigatou International – Nairobi.

None of this would have been possible without the dedication and hard work of all the staff members of Arigatou International Geneva.

**“May every day find every
one of us continually
embraced in growing peace”**

*—Rev. Keishi Miyamoto, President of Arigatou
International, September 21, 2015*

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