

Ethics Education Fellowship Pilot Project
BANGLADESH COUNTRY REPORT
(October 2023)

Introduction:

As an effort to achieve Sustainable Development Goal 4.7 (Education for Global Citizenship and Sustainable Development), it was necessary to popularize and increase the practice of ethics education among teachers and students at the secondary level. Considering this fact, Ministry of Education in Bangladesh introduced new curriculum for grade 6 & 7 in January 2023 where concept of ethics was inbuilt.

As ethics was at the center of this new transformation of education, it was essential to boost up the support for learners as well as teachers to realize the new curriculum and practice accordingly. Based on this, in consultation with the UNESCO Dhaka Office, the Directorate of Secondary and Higher Education (DSHE) signed an agreement called "Ethics Education Fellowship Program" with the Geneva office of Arigatou International, a Japanese non-governmental development aid agency on 22 June 2022. According to the agreement, Arigatou International provided advanced training abroad to five teachers; who later on implemented a six-month long pilot project on practicing ethics education in classrooms for sustainable implementation of the 'Ethics Education' program rooted in the new curriculum.

Background

On August 4, 2022, A country consultation meeting was held in Dhaka. The meeting was presided over by Honorable Director General of Secondary and Higher Education Directorate Professor Nehal Ahmed. Md Belayet Hossain Talukder, Additional Secretary (Development) of the Ministry of Education was present as the chief guest. Director General of National Academy for Education Management (NAEM), Chairman of National Curriculum and Textbook Board (NCTB) and Director (Planning and Development) of DSHE also spoke on the occasion.

More than 50 officials of Ministry of Education, NAEM, NCTB, Dhaka Education Board, A2I project and principals/Head Teachers of 10 secondary schools of Dhaka metro participated in the discussion. After that Ministry of Education sent 5 teachers-officials to participate at the "Arigatou Fellowship Regional Training Workshop" held in Yogyakarta, Indonesia from 02/10/2022 to 09/10/2022.

At the "Arigato Fellowship Regional Training Workshop" held in Yogyakarta, Indonesia, representatives of 6 countries presented individual action plans for the implementation of a 6-month pilot project to implement ethics education programs in their respective countries. Among them, the proposed action plan of Bangladesh was clear and implementable. In that context, on the last day of the workshop, development partners assured to fully accept Bangladesh's proposal and subsequently fund the Ethics Education Fellowship piloting project in November 2022.

Summary

According to the approved action plan of Bangladesh, the concept of ethics education was presented to the policy makers of education management in Bangladesh through a national orientation workshop on 22 January 2023 in Dhaka where Honorable Education Minister, Dr. Dipu Moni M.P. was the Chief Guest and The workshop was presided over by the Director General of Secondary and Higher Education Directorate Professor Nehal Ahmed.



Glimpse of National Orientation Workshop on Ethics Education Fellowship

For piloting the concept of Ethics Education, head teachers of 30 secondary level educational institutions of 8 divisions of the country was trained in that national orientation workshop.

After the said orientation workshop, 38 teachers were selected from 19 institutions based on opinion from participating head teachers in the national orientation workshop and their interest for National level training on Ethics Education. We used a questionnaire to get the reflection of institution heads and grounded on the policy decision from the ministry of education, we made the selection of trainees. Ethnical, geographical, religious and gender diversity was also taken in consideration for the selection process. Later on trained teachers also followed the same criteria for selecting learners to participate in the pilot activities.

Bengali and English teachers of grade 6 & 7 from selected institutions were given 5 days residential training on ethics education from 22 to 26 February 2023 at BIAM foundation in Dhaka. Respected secretary of secondary and higher education division Mr. Suleman Khan inaugurated the training program. The 5-days training covered all thematic areas of ethics education.

The aim of the training was:

1. To support the sustainable implementation of the 'Ethics Education' program rooted in the new curriculum introduced in formal education in Bangladesh.
2. To popularize and enhance the practice of ethics education among secondary level teachers and students.
3. Contextualizing the topic of ethics education in the context of Bangladesh and formulating new recommendations.
4. To use the project program as in-service training of teachers-students in implementing the newly introduced curriculum.
5. To simplify the content of universal ethics education in the newly introduced National Curriculum.
6. Select the stories of the most significant changes in schools covered by piloting and then disseminate across the country as good practice.
7. To introduce the concept of ethics education as an online video tutorial course on Muktapath and Teacher Batayan web portal to increase its acceptability among all teachers and students.

The 5-days Training Schedule is given below as a ready reference:

**Government of the People's Republic of Bangladesh
Ministry of Education
Planning and Development Wing
Directorate of Secondary and Higher Education Bangladesh, Dhaka**

**Ethics Education Fellowship Pilot Project
National Training Workshop (Residential)
Venue: BIAM Foundation, 63 New Iskaton, Dhaka 1000**

Time	Day 1 22/02/2023 Wednesday	Day 2 23/02/2023 Thursday	Day 3 24/02/2023 Friday	Day 4 25/02/2023 Saturday	Day 5 26/02/2023 Sunday
08:00 – 08:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
08:30 – 09:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
09:00 – 09:30	Welcome & Objectives	Morning Recap and Reflections	Morning Recap and Reflections	Session 7: Guided Simulation	Morning Recap and Reflections
09:30 – 10:00	Session 1: Creating a Safe Learning Environment	Session 3.2: Pillar 2 Ethical Reflections and Dialogue	Session 4: Transformative Pedagogy	Session 7: Guided Simulation (Continuation)	Session 8: Monitoring, Evaluation and Learning
10:00 – 10:30					
10:30 – 11:00					
11:00 – 11:30	Break	Break	Break	Break	Break
11:30 – 12:00	Session 2: Context Analysis	Session 3.3: Pillar 2 Ethical Reflections and Dialogue	Session 5: Dialogue – Theory and Practice	Action Plans and Learner Activity Booklet	Workshop Evaluation
12:00 – 12:30					
12:30 – 13:00					
13:00 – 13:30	Lunch & Prayer	Lunch & Prayer	Lunch & Prayer	Lunch & Prayer	Lunch & Prayer
13:30 – 14:00	Session 3: Ethics Education Pillars	Session 3.4: Pillar 2 Ethical Reflections and Dialogue	Session 6: Dialogue Principles and Dialogue Zone	Interfaith Visit	Action Plans and Next Step
14:00 – 14:30					
14:30 – 15:00					
15:00 – 15:30	Break	Break	Break		Break
15:30 – 16:00	Session 3.1: Pillar 1 Relationships	Session 3.5: Pillar 3 Collective Action	Preparation for Guided Simulation	Interfaith Visit	Closing
16:00 – 16:30					
16:30 – 17:00					
17:00 – 17:30	Daily Reflection - Baseline	Learning Circle	Daily Reflection		
17:30 – 18:00	Free Time	Cultural Event	Cultural Event	Dinner	Closing
18:00 – 18:30					
18:30 – 19:00					
19:00 – 21:00	Dinner	Dinner	Dinner		

Program Implementation

After the training program the teachers went back to their respective classrooms and established ethics clubs in the schools with the consent of the heads of institutions and parents. For piloting with a minimum of 10 students, class teachers started activities on ethics education concepts through various co-curricular activities.

From March 2023, 38 trained teachers, as per their submitted plan, started implementing ethics education program with relevance to Bangladesh from teacher's activity booklet provided by Arigatou international with members of Ethics Club of those 19 schools. For example, Bobby's Story, reaching for the Stars, Connection, Flowers of the Same Garden, My Life Tree, Problem Tree, Desert Island, Diminishing Island, Taking Responsibility. Through active teacher-student participation and various co-curricular activities, students started gaining practical experience of ethics, values and their reflection, respect for diversity, principles of dialogue, global citizenship education and many other topics that are fully aligned with the newly introduced curriculum in 6th and 7th grade.



Children's activities in the classroom

Learner Centered Program Design

Based on the experience from the activities, one of the school named Khulna Coronation Government Girls School, enhanced their activity of **plastic free campus** campaign that was initiated earlier but had a scale up after starting the ethics education activities. All the students of the school are engaged in the campaign. But specially, the ethics club members took this campaign to the community. They with the help of local administration and school teachers, regularly participating in awareness program in the local areas to reduce the use of plastic which is very much harmful for nature.

Another school named Bir Uttom Shahid Captain Mahbub Cantonment Public School enhanced the 'Honesty Store' program which was basically initiated by Ministry of Education earlier. They received a handsome fund from the local administration to run the store with no sales person. School stationaries, sanitary napkins, snacks are sold in that store where learners pick up the stuff and drop the money in a box. The reason for this program aims to make learners self-regulated and to be honest in making decisions.

Most of the teachers emphasized on the pillar one that is relationship. No wonder, as a new type of activity based learning was introduced; learners, parents and community people found it very much interesting to understand the concept first. Almost 8 of the 10 activities from pillar one was done by maximum schools. One of the reason was they were comfortable with these activities and learners really liked those concepts. As the newly implemented national curriculum also directed to follow the low cost and readily available materials for classroom activities so, it was quite easy for teachers to align it.

Due to challenges for time management for doing these activities there was not enough time for teachers to develop new sessions but at the end of the pilot, they are now thinking about designing new activity sessions based on their experiences.

consultation and sensitization processes:

Teachers had been involved in advocacy to their colleagues and nearest schools for spreading the concept of ethics education. Field visits like different religions holy places and consultation with the leaders was also important progress for sensitization. Many of the learners were so excited that they mentioned after those visits that it opened their eyes and they are changing their mindset towards other faiths and beliefs. Focal person of Bangladesh advocating with other development partners for collaboration to the next venture. Many universities, NGO's, INGO's and development partners expressed their interest to work together.

Local Media Coverage:

<https://www.youtube.com/watch?v=aQHUaGcuqsY>

https://www.youtube.com/watch?v=t8CThF4t_28

Most successful parts of the implementation

The five days' Training Sessions for the teachers from various schools around Bangladesh is the most successful part of the Program in Bangladesh. The Fellow trainers were committed to implement the Ethics Education Piloting Project in Bangladesh and they tried their best to apply their skills to motivate the learners. The trainers were supported by the Ethics Education Modules and the Fellowship training in Indonesia and also by the international experts from Arigatou during the national training program. The training skills, the Modules and the training on the Transformative Pedagogy are the enabling factors to implement the project successfully.

All trainings including training modules were effective. Training modules were self-explanatory and idea of translation really worked. Moreover, technology helps to keep all connected. Whatsapp sharing stimulated each other tremendously!

Continuous monitoring and support with positive manner from the ministry and specially the leader from Bangladesh were so empathetic and rational. The focal person in Bangladesh knew how to engage in general and how to transform disengaged people also as a proactive activist. In Bangladesh specially the pilot project was taken as a program to change the situation for achieving a beautiful future together.

The most successful part of the implementation of the planned activities and outputs are :

- a. Creating positive mindset.
- b. Relationship between teacher's and learners.
- c. Nonjudgmental attitude among the teachers.
- d. Safe learning environment
- e. Creating fear free environment for students.
- f. Bringing harmony in all respect among the students.
- g. Self-consciousness /awareness.

Inclusion of Ethics Education at a policy or curriculum level

From the inception meeting to implementation level different stakeholders were involved including teachers, school management committees, parents, students, and policy makers. Among all of the stakeholder's policymakers are more stimulated and will be more helpful in near future in creating enabling environment for mainstreaming ethics education in the curriculum. Reason behind the changes in policy makers mostly related with achieving SDG goals and quality education for better socioeconomic development of the country. In different workshop, seminar and meeting policymakers showed gratitude to the project with intention to support considering need for having good citizens.

Ministry of education directed to prepare a teacher training manual in context to Bangladesh and validate it through a participation workshop consisting all relevant stakeholders. So that it can be integrated while reviewing national curriculum.

Engagement of different institutions:

Primarily Schools, Teacher Training College and University teachers were involved in implementing this pilot program. As a pilot it didn't have much scope to engage various types of institutions rather than schools. However, fellows from these different institutions could make positive impression in their own institutions to go ahead with this initiative. There are opportunities to collaborate with them and some other institutions in future.

New insights or lessons learnt that could be useful for future programs

Teachers who already shown high level of performance and dedication could be identified as national resource pool for ethics education program in the country. A website or a social media platform can be developed with effective contents and documents to disseminate further. Online class module can be developed targeting teachers, students and parents.

In some cases, it can go for blended learning using technology and face to face to make things for cost effective and sustainable. Using WhatsApp has given the idea of blended learning, as we all felt very close even before face to face meeting among many of us because of chat sharing in advance.

Good participatory training is helpful for collecting skilled teachers. Next time we can assign the members of the Ethics club to perform some project work to bring changes in the society i.e. raising awareness against plastics; Green earth, growing helping attitude, etc.

During implementation period of this ethics education pilot project it is observed that many of the students who did not get chance to involve in this program were very much eager to join the program. But the we could not take them as we had limitation to increase the number in pilot project. This program should continue and participants can be increased.

Future plans for the program

Yes. Discussions are going on. In Bangladesh, another 45 new schools and some madrasha and technical schools may be included in the 2nd phase along with continuous support for 18 schools of 1st phase to provide in-house training to other teachers of the school.

Recommendations for the partners to strengthen the Ethics Education Fellowship Program in the future:

Budget should be increased for smooth implementation of the project

Much more activities for learners needs to be developed

A short version of teacher training module, may be for 3 days can be developed

Another phase of fellowship should start soon with a recap of the previous training

Budget support for ongoing activities is needed

New schools and geographic areas should bring under the coverage of the project

Time allocation for activity in daily class routine is necessary

New learner led project should be designed in context to Bangladesh

Teacher training module should be printed in Bengali

Training of Fellows:

Fellows overview of activities delivered						
Events Held	Start date	End date	No of sessions/learning hours	Topics Covered	Name of institutions/schools engaged	No. Teachers trained
Global Fellowship Training	03 October 2022	08 October 2022	08	Creating a Safe Learning Environment	Azimpur Govt. Girls School & College, Dhaka	5
				Context Analysis	Birshreshtha Munshi Abdur Rouf Public College, Dhaka	
				Ethics Education Pillars		
				Transformative Pedagogy	Udoyon High School, Dhaka	
				Dialogue – Theory and Practice	Directorate of Secondary and Higher Education, Dhaka	
				Dialogue Principles and Dialogue Zone		
				Guided Simulation	Teachers Training College, Dhaka	
				Monitoring, Evaluation and Learning		
Follow up/online meetings/events	22 November 2022	22 November 2022	10	General Review of Country Work plan	Azimpur Govt. Girls School & College, Dhaka	5
	18 January 2023	18 January 2023		Monitoring, Evaluation and Learning led by Guerrand-Hermès Foundation for Peace	Birshreshtha Munshi Abdur Rouf Public College, Dhaka Udoyon High School, Dhaka	
	09 February 2023	09 February 2023		Transformative Pedagogy	Directorate of Secondary and Higher Education, Dhaka Teachers Training College, Dhaka	
	09 March 2023	09 March 2023		Dialogue" led by KAICIID as a part of Global Community of Practice		
	04 April 2023	04 April 2023		LEARNING AND REFLECTION		

				CIRCLE ON LESSONS		
	24 May 2023	24 May 2023		"Global Citizenship and Ethics Education"		
	27 June 2023	27 June 2023		Transformative Pedagogy		
	04 July 2023	04 July 2023		Transformative Pedagogy, "Bringing Ethics Education to Life in our Classrooms"		
	25 July 2023	25 July 2023		Supporting meaningful learner-led actions that can transform communities"		
	26 July 2023	26 July 2023		MSC and FGD preparation		

Changes that has been witnessed as a participants of the fellowship are amazing. It can be described in two ways:

1. At the Individual Level:

Increased Ethical Awareness: Fellows developed a deeper understanding of ethical issues and dilemmas in education. They became more aware of their own values and beliefs, as well as the ethical challenges they face in their teaching and administrative roles.

Enhanced Pedagogical Skills: Fellows gained new teaching techniques and strategies for incorporating ethics into their curricula. This involved facilitating discussions on moral dilemmas, and integrating ethical considerations into various subjects.

Improved Critical Thinking: Critical thinking skills among fellows were promoted. They learned to analyze complex ethical issues, consider multiple perspectives, and engaged in meaningful dialogue.

Ethical Leadership: Fellows capacity was developed to be ethical leaders within their institutions. They became model of ethical behavior, advocate for ethical practices, and mentor other educators in ethical decision-making.

Personal Growth: Through reflection and engagement with ethics education, fellows experienced personal growth, including increased self-awareness, empathy, and a sense of purpose in their roles as educators.

Professional Networking: Fellowship program provided opportunities for fellows to connect with like-minded educators, researchers, and experts in the field of ethics education, leading to valuable professional networking and collaboration.

Enhanced Pedagogical Skills: Fellows gained new teaching skills and strategies for integrating ethics education into their learning circles. This included developing innovative directions and instructional materials which promoted ethical thinking and discussion in the pilot program implementation.

2. At the Systemic Level:

Curricular Integration: Policy makers emphasized on integration of ethics education into the national curriculum of teacher education, across various disciplines, and at different levels of education.

Policy Changes: influenced institutional policies related to ethical conduct, academic integrity, and accountability. Institutions developed codes of ethics and related policies.

Cultural Shift: There were a cultural shift within the institution towards a greater emphasis on ethical values, social responsibility, and moral leadership, affecting not only academics but also administrative staff and students.

Community Engagement: Institutions became more engaged with their local communities and global society, emphasizing ethical engagement and service-learning opportunities for students and faculty.

Training of Teachers:

Teacher Training Overview of activities						
Events Held	Start date	End date	No of sessions/learning hours	Topics Covered	Name of institutions/schools engaged	No. Teachers trained
National Orientation Workshop	22 January 2023	22 January 2023	2	Concept of Ethics Education	30	30
National Teacher Training	22 February 2023	26 February 2023	08	Creating a Safe Learning Environment Context Analysis Ethics Education Pillars	19 Secondary Schools	38

				Transformative Pedagogy Dialogue – Theory and Practice Dialogue Principles and Dialogue Zone Guided Simulation Monitoring, Evaluation and Learning		
Follow up/online Teacher training events	--	--	--	--	--	--
Teacher Learning Circle 1	12 April 2023	19 April 2023	05 Hours	Formation of Ethics Club	19	33
Teacher Learning Circle 2	26 May 2023	27 May 2023	04 Hours	Implementation of Student Activities	19	35
Teacher Learning Circle 3	23 June 2023	24 June 2023	04 Hours	Implementation Progress and challenges of Student Activities	19	32
Teacher Learning Circle 4	21 July 2023	22 July 2023	04 Hours		19	32
Teacher Learning Circle 5	11 August 2023	12 August 2023	04 Hours	Implementation Progress and Change stories	19	35
Teacher Learning Circle 6	22 September 2023	22 September 2023	02 Hours	Completion of the pilot and MSC	19	33
Other	25 August 2023	26 August 2023	10 Hours	Focus Group Discussion	19	38

It was a Piloting program, which was limited within a number of selected schools around Bangladesh. The teachers who conducted the program did all the activities with a limited number of students, who participated in the Ethics clubs, formed by the teachers. The teachers and the students, who are the members of the Ethics club and their guardians were mainly involved in the program. It is hard to bring radical changes among the adults about anything we know. It is also difficult to identify the changes in adults. On the other hand, the young people of the adolescence age can accept anything new and it is easier to mold them as we like. The activities of the Ethics education piloting could motivate them anyhow, they practiced some ethical issues in their life immediately after the practice in the Ethics club.

But whether the changes are sustainable, to confirm that, we may need close monitoring taking a longer time. In the Teachers' FGD there were some students of the institution, where it was placed. They told they are changed in some attitudes. For example, connecting people- relatives, friends, neighbors etc. Attitude towards friends and others with special needs; diversity in religious views and practices, human responsibilities etc.

These changes occurred mainly due to the activities what were designed, following the transformative pedagogy. These activities are participatory and full of varieties. Therefore, the learners and the teachers both enjoyed the sessions. The impact of these sessions i.e. visiting different religious places, Bobby's story, Flowers of the same garden convinced the learners as well as the teachers. Our teachers realized the difference between ethics education & morality. So they are being used to with ethical reflection. They are giving emphasis on this in classroom.

Learners Activities:

National Implementation with Learners						
School	Start Date	End date	No of sessions held /learning hours	Topics Covered	Names of Teachers involved	No classes and Learners Reached
Karimgonj pilot high school, Lalmonirhat	March 2023	August 2023	06	Reach for the stars, Connecting, My Life Tree, Bobby's story, Story Telling, Establishing a Peace Club	Mr. Manindra and Mr. Md. Nuruzzaman	Grade 6 & 7 120
Parbatipur Cantonment Public School and College	March 2023	August 2023	07	My Life Tree, Flowers of the same Garden, Bobby's Story, Intercultural visit, Story Telling & Taking Responsibility	Mr. Md. Jahangir and Mr. Akkas	Grade 6 & 7 120
Rajshahi Collegiate school	March 2023	August 2023	06	Connecting, Diminishing Island, Desert Island, Establishing Peace Club and Hands on	Mr. Akhil	Grade 6 & 7 60
Rajshahi Collegiate school	March 2023	August 2023	05	Connecting, Bobby's Story, Meditation on myself – A Silent Journey and Story Telling	Mr. Jahangir	Grade 6 & 7 60
Pabna District school	March 2023	August 2023	06	Connecting, My Life Tree, Flower of the Same Garden, Bobby's Story, Story Telling and Taking Responsibility	Md. Moinul & Mr. Firoz	Grade 6 & 7 120
Jessore District School	March 2023	August 2023	06	Connecting, Bobby's Story, Diminishing Island, establishing a Peace Club, my life tree and Taking responsibility	Mr. Uday & Mr. Jamal	Grade 6 & 7 120

Khulna Coronation school	March 2023	August 2023	06	Connecting, Bobby's Story, Meditation on myself – A Silent Journey, Diminishing Island, Story Telling and Taking Responsibility	Mr. Zahangir	Grade 6 & 7 60
Khulna Coronation school	March 2023	August 2023	07	Connecting, Bobby's Story, Meditation on myself – A Silent Journey, Story Telling, establishing a peace club, Cultural Diversity day and Taking Responsibility	Mr. Sajjat	Grade 6 & 7 60
Kushtia Government Girls School	March 2023	August 2023	13	Reach for the Stars, Connecting, my life tree, Flower of the Same Garden, Bobby's Story, Meditation on myself – A Silent Journey, Diminishing Island, Desert Island, 1000 Paper Cranes, What the World Would Be if, Problem Tree, Storytelling, Taking Responsibility	Ms. Nadira & Ms. Nilima	Grade 6 & 7 120
Harachondro Government Girls High School Jhalkathi	March 2023	August 2023	08	Connecting, Bobby's Story, Diminishing Island, Desert Island, Meditation on myself – A Silent Journey, what can I do when I feel hurt, Story Telling and Taking Responsibility	Mr. Abhijit & Mr. Imran	Grade 6 & 7 120
Rani Doyamoyee High School Rangamati	March 2023	August 2023	08	Connecting, my life tree, Flower of the same garden, Bobby's story, Diminishing Island, Story Telling and Taking Responsibility	Ms. Bipasa & Ms. Minakkhi	Grade 6 & 7 120
Nasirabad Collegiate School, Chattogram	March 2023	August 2023	08	My life tree, Flower of the same garden, Bobby's story, Meditation on Myself – A Silent Journey, Desert Island, Problem Tree, Taking Responsibility and Hands On	Mr. Sonjoy	Grade 7 60
Nasirabad Collegiate School, Chattogram	March 2023	August 2023	05	My life tree, Flower of the same garden, Bobby's story, Meditation on Myself – A Silent Journey, and Problem Tree	Mr. Rajib	Grade 7 60
Savar Cantonment Public School & College	March 2023	August 2023	06	Connecting, my life tree, Flower of the same garden, Bobby's story, Meditation on Myself – A Silent	Ms. Shahinara & Ms. Anjuman	Grade 7 60

				Journey and Story Telling		
Biddamoyee Government Girls School, Mymensingh	March 2023	August 2023	06	My life tree, Flower of the same garden, Meditation on Myself – A Silent Journey, Diminishing Island, Problem Tree and Story Telling	Ms. Runa & Ms. Amina	Grade 6 & 7 120
Jagatmoni Pilot High School, Netrokona	March 2023	August 2023	06	Reach for the star, Connecting, Flower of the same garden, Bobby's story, In your shoes and problem tree	Mr. Mehedi & Mr. Abul	Grade 6 & 7 120
Lakkatora Govt. High School Sylhet	March 2023	August 2023	06	Connecting, my life tree, Flower of the same garden, Bobby's story, Meditation on Myself – A Silent Journey and Taking Responsibility	Ms. Rumana & Ms. Ranjita from	Grade 6 & 7 120
Putijuri Shorotchondro High School, Hobigonj	March 2023	August 2023	05	Flower of the same garden, Bobby's story, Dialogue principles, establishing a peace club and Taking Responsibility	Mr. Fazlul & Mr. Ponkoj	Grade 6 & 7 120
Government Jublee High School, Shunamgonj	March 2023	August 2023	08	Connecting, what can I do when I feel hurt, my life tree, Flower of the same garden, Diminishing Island, Desert Island, establishing a peace club and Dialogue Principles	Mr. Taleb & Mr. Shamayun from Shunamgonj School	Grade 6 & 7 120
Model Academy, Mirpur, Dhaka	March 2023	August 2023	05	Connecting, Bobby's story, Problem Tree, Taking Responsibility and Hands On	Mr. Arikul and Mr. Mofig	Grade 6 & 7 120
Tamija Khatun Government Girls High School, Mithamoin, Kishorgonj	March 2023	August 2023	09	Connecting, My Life tree, Flowers of the same garden, Bobys story, Meditation on myself – A silent journey, Diminishing Island, Problem tree, Storytelling and Taking responsibility	Mr. Aminul & Mr. Zillur from Kishorgonj girls school	Grade 6 & 7 120
Others	13 August 2023	19 August 2023		Learners focus group discussion	36	Grade 6 & 7 200+ (Piloting)

There are significant changes in students after implementing program in schools. Students who all were involved with club found very positive in many aspects like seeking responsibility, taking initiative of any culture/region, exchanging views with teachers without any fear, helping others etc. The change occurred as they got positive environment which they did not get earlier.

most of students participated in the activities were enthusiastic about the program. Voluntarily they gave different opinions to their teachers. There are good number of changes in the student's behavior. Earlier there was a tendency to have very unhealthy competition among the students to become first in the class. Many of them were completely ignorant regarding other important aspects of human life, even the teachers. Learners who have got scope to participate in this program could distinctly change themselves in regards to their character attributes.

The learners of the Pabna Zilla School changed their attitude towards the child with special needs/different looks. They have a friend with big physical structure and lack of intellectual ability. Previously they used to lough at him. But after learning Bobby's Story they now become friendly to him.

A member of the Parbatipur Cant. Public School told that he had negative attitude towards the other religious people than him. But after visiting different religious places and exchanging dialogues now he respects other religious values and rituals. Flowers of the same garden made them realize that the Earth is a peaceful and beautiful with all its varieties; the life is peaceful if we believe in unity with diversity.

In most cases, ending date of any project seems ended of everything, but here we have observed that learners are enjoying joyous learning tools and philosophy. the project works to trigger growth mindset for having ethical life and living, all participants got results of positive changes as outcome. Students are more active now a day in some schools and they have taken it as a mission to keep their future safe and productive.

Data Collection:

Initially a baseline survey through prescribed Google form link was conducted among 38 trainee teachers at the beginning of National Training Workshop in February. Later on in March when the classroom activity started, more than 200 learners with the help of their teachers and parents completed baseline through Google form link.

During this piloting for six months (March to August 2023), 5 Fellows of Bangladesh were assigned to 5 regions. Region 1 consisting 5 schools (Dhaka and Mymensingh Division) was supervised by Lt. Col. Zunayed Ahmad, Region 2 consisting 5 schools (Rajshahi and Rangpur Division) was supervised by Professor Geetanjali Barua, Region 3 consisting 4 schools (Khulna and Barishal Division) was supervised by Mr. Joydip Dey, Region 4 consisting 3 schools (Sylhet Division) was supervised by Professor Dr. Mizanur Rahman and Region 5 consisting 2 schools (Chattogram Division) was supervised by Mr. S M Shafiul Alam.

Fellows organized monthly Learning Circles (Zoom Platform) with the implementing teachers to better understand the progress and to learn about the challenges they were facing and how they were solving them. Fellows gave suggestions as well as shared ideas with practicing teachers. In those learning circles cross cutting issues and future plans were also discussed. 5 learning circles were completed from April to August 2023 and reports were submitted to GHFP.

All the participating learners with the help of their teachers, submitted end of session evaluation form through prescribed google link. Sometimes, it was challenging to submit those forms on time due to school closure and collection of printed Bengali version of those forms.

The Endline survey through prescribed google form link of 200+ students and 38 teachers from piloting 19 schools was completed on 13-19 August 2023.

Focus group discussion of students in 19 schools was held from 20-24 August 2023 and Focus group discussion of 38 teachers from 19 schools was held at 5 venues (Dhaka, Chittagong, Sylhet, Khulna and Dinajpur) from 25-26 August 2023.

The focal person in Bangladesh coordinated the entire piloting project activities through various Monitoring Evaluation Learning (MEL) tools, such as baseline surveys for teachers and students, training workshop evaluation forms, student evaluation forms at the end of each session.

During the course of the project, experiences are regularly exchanged on the Zoom platform with Arigatou, GHFP, KAICIID and teachers from other 5 participating countries.

The student activities of the pilot project officially ended on August 24, with each student having their own handwritten story of most significant change in their own Focus Group Discussion and The Teachers Focus Group Discussion officially concluded on August 26 with each teacher having their own handwritten story of most significant change.

Five fellows of Bangladesh who were trained at the "Arigatou Fellowship Regional Training Workshop" held in Yogyakarta, Indonesia conducted a 5-day residential training with the assistance of international experts. Conducted all activities including Learning Circles and Focus Group Discussions (February to August 2023). Assistant Director-1 (AQUA) of Planning and Development Wing of Directorate of Secondary and Higher Education and Assistant Professor Economics Mr. S M Shafiul Alam worked as the country focal person of the project.

Idea/Initiatives from Learners & Teachers:

Teachers from Dinajpur school shared an idea that they have formed a team of 12 learners in each section of grade 6 & 7 in their school naming ethics team. As they have a club day on every Thursday, so on that day this team will organize dialogues among different sections to listen to their best activities of the week and through this they will create awareness about ethics education among all the students of the school to reduce confusions and eliminate differences on good practices and also to inspire to give emphasis on ethical reflections.

Mr. Akhil from Rajshahi school shared an idea of preparing a session on gaining global knowledge through drawing different countries maps and gathering information of those countries and sharing with each other. Through which learners will be able to learn about different culture, religion, ethnicity etc. He also said that this idea is still under analysis and he will share as soon as it is designed.

Teachers from Khulna said, they are planning to make a large size poster where all the lessons learnt from the ethics education activities will be displayed with pictures and text messages so that all the learners of that school can learn from it. They are also trying to put emphasis on their learner led project of plastic free campus. Their ethics club members are taking initiatives to spread this

campaign throughout their community for making people aware of the bad impact of plastic in the environment and climate change.

Teachers from Kustia girls school said, they are thinking of creating a session for learners who are not doing well in the classroom. On every Thursday afternoon ethics club members (learners) will conduct a special session of 1 hour for helping those students to prepare class lessons.

They are also thinking of designing a session where learners will write a letter to their mother expressing their love and affection and they will send these letters through postal service and once they get reply from their mothers they will share with their classmates. That's how they will connect with their most loved ones in a different way.

They shared another idea of changing mindset. Here, learners (girls) will dress them up with nice cloths, lamp-black on eyes and colorful make ups and will stand in front of a mirror to see the changes in their outlook. After that they will discuss about shaping their minds with good thoughts and beliefs just like they did for their outlook. That's how they will understand the necessity of changing mindset to others so that others can feel it and follow them as a role model.

They also shared another idea of ethical reflection. Sometime little learners ask for gifts and items or stuffs to their parents without knowing the ability of their parents. And if they are refused, they become disappointed but in those situations if their parents actual condition could be demonstrated to them then it would help them to realize the real situation of their parent's rejection to their demand. That's how they will be able to reflect ethically.

Again they shared another idea of ethical visualization. Sometime in some classroom walls or in benches and worktables, it is seen that bad words are written with irremovable ink. In those cases, good inspiring words with beautiful colors can be painted there. This will help learners to visualize ethical messages instead of unwanted words.

Teachers from Jhalokathi girls school said, they shared an idea of producing drama from each stories written by learners and teachers. Through demonstrations of those drama performed by learners in many different cultural programs, ethics and its necessity can be presented and learners, parents and community people can be aware of this important issue.

Mr. Sanjay from Chattogram school said that their learners are planning to design a session on dialogue. The idea is to arrange a dialogue session every end day of the week where learners will raise the issues, problems and incidents of the week that took place in the classroom as well as in the school campus and try to solve by themselves. It can be an hour session through which learner's problem solving skill will be developed and they will be more aware of ethical principles and understand the importance of dialogue to reduce confusions and misconducts.

Teachers from Mymensingh girls school shared an idea that learners are thinking about preparing a session for about an hour where participants will design a large wall paper where the history of country's independence will be displayed. On that poster paper all the ethical reflections and

decisions made by the leaders of that time regarding the fight for freedom will be focused to demonstrate the essence of being ethical while fighting for peace.

Besides, they are also putting emphasis on clean classroom concept. Through different story telling and drama they will create awareness about green campus among all the students of the school. Ethics club members will take the lead role to carry forward the campaign.

Teachers from Sylhet school shared an idea of making drama. The idea is that each profession is dependent or linked to other in the society. A farmer depends on teacher for children's education and teacher is dependent on farmer for food. That's how we all are connected to each other. Now, learners will perform drama based on the ethical dependency of the people in the community regarding profession and spread the message of ethics and its importance in our daily life.

Mr. Taleb from Sunamgonj school shared an idea. The idea is that learners will connect to their neighboring children who cannot continue their education due to unavoidable circumstances. Learners will form a group and try to solve the problem of those out of the school children. Learners will try to provide education, food and other support possible for them. They will also try to engage their parents, teachers and community people in their venture.

Lastly students from Pabna District school participated in classroom meetup with a classroom in Nepal. They were so excited that the session lasted for more than 2 hours. They exchanged their views on food, culture, history, religion, festivity, sports and education. Learners were given complete freedom to talk, listen, learn and express their insights. It was observed that learners were very much open to learn from each other. Their respect to diversity and eagerness to connect globally was something special where adults can learn from them.

Conclusion:

Existing culture, and the dedication of the fellows and their colleagues. Nevertheless, this Ethics Education Fellowship became a catalyst for both personal and institutional transformation, ultimately fostering a more ethically conscious and responsible educational environment.

The successful completion of our six-month pilot project on Ethics Education marks a significant milestone in our ongoing commitment to fostering ethical awareness and responsible decision-making within our education system and the broader community. This endeavor has provided valuable insights, generated positive outcomes, and laid a strong foundation for future initiatives in this critical area.

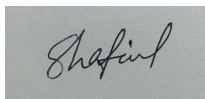
Throughout the duration of the project, we witnessed a noticeable transformation in the ethical perspectives and behaviors of our learners, teachers and community. They demonstrated a heightened awareness of ethical dilemmas, a deeper understanding of the principles underpinning ethical decision-making, and an increased willingness to engage in ethical discussions. This project has not only instilled a sense of moral responsibility but has also fostered an environment where ethics are prioritized and practiced in schools and everyday activities.

Key achievements of the project include:

Enhanced ethical competence with greater confidence and clarity;
Increased Ethical Awareness with mindful of the ethical implications of learners & teacher's actions;
Collaborative Engagement while encouraging stakeholders to share their perspectives and learn from one another;
Real-Life Application for bridging the gap between theory and practice;
Positive Feedback in ethical awareness and decision-making.

It is important to acknowledge that while our pilot project was a resounding success, the journey toward a fully ingrained ethical culture is an ongoing one. We must sustain and build upon the momentum generated during this pilot, ensuring that ethics education remains a central pillar of our institutional culture. Looking ahead, we will leverage the lessons learned from this pilot to expand our ethics education initiatives, reaching a broader coverage and involving additional schools. We will continue to refine our curriculum, introduce innovative teaching methods, and create opportunities for continuous learning.

In conclusion, this pilot project has not only met its objectives but has also paved the way for a future where ethical awareness and action are integral to our school's DNA. Our commitment to ethics education will remain steadfast, and we look forward to a future where ethical considerations are at the forefront of all our decisions and actions, both within our schools and in the larger community. This successful pilot project represents a significant step toward achieving that vision.



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