Promoting Empathy through Experiential Learning

Learning for Empathy: Teacher Exchange and Support Program Completion Report

April 2022

Submitted to

Planning and Development Wing

Directorate of Secondary and Higher Education (DSHE)

Ministry of Education

Learning for Empathy: Teacher Exchange and Support Program

Completion Report

Prepared for:

Planning and Development Wing, Directorate of Secondary and Higher Education (DSHE), Ministry of Education

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<u>Acronyms</u>

AD- Assistant Director

CH- Country Head

DG- Director General

DME- Directorate of Madrasa Education

DSHE- Directorate of Secondary and Higher Education

Ed. - Education

ESD- Education for Sustainable Development

GCED- Global Citizenship Education

HE- Head of Education

ICT Information and Communication Technology

LFE- Learning for Empathy

NAEM- National Academy for Educational Management

NGO- Non-Governmental Organization

PO- Program Offices

Prof. - Professor

SDGs- Sustainable Development Goals

SEDP- Secondary Education Development Program

UN- United Nations

UNESCO- United Nations Educational, Scientific and Cultural Organization

Background

Global citizenship education is not a new idea. People hundreds of years ago tried to mention the importance of promoting global values through different literature and other activities throughout the world because of discrimination and enmity existing in the society over the past years. Rabindranath Tagore in 1911 clearly mentioned that "The world-wide problem today is not how to unite by wiping out all differences, but how to unite with all the differences intact; a difficult task, for it permits of no trickery, and calls for mutual give-and-take".

UNESCO Bangkok has initiated a regional project "Learning for Empathy: Teacher Exchange and Support Program", which has been implementing in Bangladesh, Indonesia, Pakistan and Sri Lanka and supported by the Japanese Government. In Bangladesh, the project started in 2019, implemented in four Madrasah and one general school.

The project aims to create enabling conditions for education professionals, i.e. Leaders/principals from the madrasah and regular public schools in the four project countries to revisit their teaching practices at the school level through the Sustainable Development Goal 4 (SDG4) lens, especially its Target 4.7 for peace and sustainability.

In order to expand of the good practice in Bangladesh UNESCO Dhaka in collaboration with Directorate of Secondary and Higher Education (DSHE) is going to implement the pilot activities through ten (N=10) general secondary schools. This collaborative support will contribute Secondary Education Development Program (SEDP) initiatives as well as National Curriculum and Textbook Board (NCTB) in the areas of curriculum including teaching and learning material development and pilot schools to promote peace and sustainable education towards Learning for Empathy among teachers, students and community. In this connection, the planning and development wing of DSHE will work closely with pilot schools and UNESCO Dhaka to provide technical support and guidance in implementation and promotion of learning for empathy at institution levels.

Objectives of the Project

1. To develop some practice evidence on GCED by creating an enabling condition for education professionals, i.e. Leaders/principals/teachers from the madrasah and public schools

2. To revisit teaching learning practices at the school level to promote Learning for empathy by using the Sustainable Development Goal 4 (SDG4) lens, especially its Target 4.7 for peace and sustainability

3. To build a GCED school action model for national scale-up and replication

4. Develop Bangladeshi Model of Empathy Development

Key Concepts

For understanding the concept of learning for empathy, several key concepts need to be understood, that include SDGs, GCED, ESD, transformative education and their relationships with Learning for Empathy.

The Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) were born at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The objective of SDGs was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world. The SDGs replace the Millennium Development Goals (MDGs), which started a global effort in 2000 to tackle the indignity of poverty. The MDGs established measurable, universally agreed objectives for tackling extreme poverty and hunger, preventing deadly diseases, and expanding primary education to all children, among other development priorities.

For 15 years, the MDGs drove progress in several important areas: reducing income poverty, providing much needed access to water and sanitation, driving down child mortality and drastically improving maternal health. They also kick-started a global movement for free primary education, inspiring countries to invest in their future generations. Most significantly, the MDGs made huge strides in combating HIV/AIDS and other treatable diseases such as malaria and tuberculosis. The legacy and achievements of the MDGs provide us with valuable lessons and experience to begin work on the new goals. But for millions of people around the world the job remains unfinished. We need to go the last mile on ending hunger, achieving full gender equality, improving health services, and getting every child into school beyond primary. The SDGs are also an urgent call to shift the world onto a more sustainable path.

The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The Goals interconnect and in order to leave no one behind, it ís important that we achieve each Goal and target by 2030. The SDGs are a bold commitment to finish what we started, and tackle some of the more pressing challenges facing the world today. All 17 Goals interconnect, meaning success in one affect success for others. Dealing with the threat of climate change impacts how we manage our fragile natural resources, achieving gender equality or better health helps eradicate poverty, and fostering peace and inclusive societies will reduce inequalities and help economies prosper. In short, this is the greatest chance we have to improve life for future generations.

The SDGs are unique in that they cover issues that affect us all. They reaffirm our international commitment to end poverty, permanently, everywhere. They are ambitious in making sure no one is left behind. More importantly, they involve us all to build a more sustainable, safer, more prosperous planet for all humanity.

Through the pledge to Leave No One Behind, countries have committed to fast-track progress for those furthest behind first. That is why the SDGs are designed to bring the world to several life-changing 'zeros', including zero poverty, hunger, AIDS and discrimination against women and girls. Its implementation helps to achieve overall development plans, reduce future economic, environmental and social costs, strengthen economic competitiveness and reduce poverty.

Pillars of SDGs:

Sustainable Development Goals are being developed on five major pillars that include: **People, Planet, Peace, Prosperity and Partnership**. Collectively, all development initiatives have to ensure all these five pillars and collectively they contribute to sustainability of the development initiatives. The SDGs conceptualizes 5P in the following way:

People:

"We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfill their potential in dignity and equality and in a healthy environment."

Planet:

"We are determined to protect the planet from degradation, through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations."

Prosperity:

"We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature."

Peace:

"We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development."

Partnerships:

"We are determined to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people. "

Figure 1: Pillars of SDGs

Figure: 2

In September 2015, the General Assembly adopted the 2030 Agenda for Sustainable Development that includes 17 Sustainable Development Goals (SDGs). Building on the principle of "leaving no one behind", the new Agenda emphasizes a holistic approach to achieving sustainable development for all. The 17 SDGs are integrated, that is, they recognize that action in one

area will affect outcomes in others, and that development must balance social, economic, and environmental sustainability.

The 17 sustainable development goals (SDGs) to transform our world:

GOALS	NAME
GOAL 1	No Poverty
GOAL 2	Zero Hunger
GOAL 3	Good Health and Well-being
GOAL 4	Quality Education
GOAL 5	Gender Equality
GOAL 6	Clean Water and Sanitation
GOAL 7	Affordable and Clean Energy
GOAL 8	Decent Work and Economic Growth
GOAL 9	Industry, Innovation and Infrastructure
GOAL 10	Reduced Inequality
GOAL 11	Sustainable Cities and Communities
GOAL 12	Responsible Consumption and Production
GOAL 13	Climate Action
GOAL 14	Life below Water
GOAL 15	Life on Land
GOAL 16	Peace and Justice Strong Institutions
GOAL 17	Partnerships to achieve the Goal

Sustainable Development Goal 4 (SDG 4)

Sustainable Development Goal 4 is the education goal. It aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Figure 3: SDG 4

Obtaining a quality education is the foundation to creating sustainable development. In addition to improving quality of life, access to inclusive education can help equip locals with the tools required to develop innovative solutions to the world's greatest problems.

Over 265 million children are currently out of school and 22% of them are of primary school age. Additionally, even the children who are attending schools are lacking basic skills in reading and math. In the past decade, major progress has been made towards increasing access to education at all levels and increasing enrollment rates in schools particularly for women and girls. Basic literacy skills have improved tremendously, yet bolder efforts are needed to make even greater strides for achieving universal education goals. For example, the world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education.

The reasons for lack of quality education are due to lack of adequately trained teachers, poor conditions of schools and equity issues related to opportunities provided to rural children. For quality education to be provided to the children of impoverished families, investment is needed in educational scholarships, teacher training workshops, school building and improvement of water and electricity access to schools.

SDG 4 Targets and Means of Implementation:

The comparative analysis of findings of this study is firstly based on the SDG 4 targets (n=07) and three means of implementation based on the review of the policy documents. The targets include:

Table 1: SDG Target Area

SDG Target Area	Description
4.1 Universal primary and secondary education	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
4.2 Early childhood development and universal pre-primary education	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
4.3 Equal access to technical/vocational and higher education	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
4.4 Relevant skills for decent work	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
4.5 Gender equality and inclusion	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
4.6 Universal youth literacy	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
4.7 Education for sustainable development and global citizenship	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
Three means of implementation	**Description**
4.a Effective learning environments	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
4.b Scholarships	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, Small Island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries
4.c Teachers and educators	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States

SDG 4.7 Education for Sustainable Development and Global Citizenship

More than any other target, 4.7 touches on the social, humanistic and moral purposes of education. It explicitly links education to other SDGs and captures the transformative aspirations of the new global development agenda.

The GEM Report focuses on the proposed global indicator and examines how global citizenship and sustainable development are included in system-wide interventions, curricular materials such as national curriculum frameworks and textbooks, and teacher education programs.

Identifying indicators to monitor knowledge, skills and attitudes needed to promote sustainable development is arduous. The report examines initiatives that could be used to monitor acquisition of relevant knowledge and skills, as well as youth and adult attitudes.

Target 4.7 is closely aligned with a lifelong learning framework and does not specify the education levels or age groups to which its themes apply. The proposed global and thematic indicators mainly focus on children and adolescents in formal education. None of the proposed thematic indicators explicitly capture adult learners in non-formal and informal education.

SDG target 4.7:

> **"By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development"**

Education for Sustainable Development (ESD)

Education for Sustainable Development (ESD) empowers learners with knowledge, skills, values and attitudes to take informed decisions and make responsible actions for environmental integrity, economic viability and a just society.

Education for Sustainable Development is a lifelong learning process and an integral part of quality education. It enhances the cognitive, social and emotional and behavioral dimensions of learning. It is holistic and transformational, and encompasses learning content and outcomes, pedagogy and the learning environment itself.

ESD is recognized as a key enabler of all Sustainable Development Goals and achieves its purpose by transforming society. ESD empowers people of all genders, ages, present and future generations, while respecting cultural diversity.

Goal of ESD

ESD for 2030 aims to build a more just and sustainable world through strengthening ESD and contributing to the achievement of the 17 SDGs.

Objective of ESD

To fully integrate ESD and the 17 SDGs into policies, learning environments, capacity- building of educators, the empowerment and mobilization of young people, and local level action.

Features of ESD

- The first main feature of ESD for 2030 is the emphasis given to the role of education in the achievement of the inter-connected 17 SDGs. UN General Assembly Resolution 72/222 (2017) noted ESD as 'an integral element of SDG 4 on Education and a key enabler of all the other SDGs', while Resolution 74/233 (2019) reinforced this by calling upon countries to enhance their ESD implementation.
- **ESD raises the awareness of the 17 goals in education settings:** ESD enhances the understanding of learners and the general public on what the SDGs are and how these goals connect with individual and collective lives.
- **ESD promotes critical and contextualized understanding of the SDGs:** Sustainable development often requires a balancing act among diverse views and priorities. ESD raises questions on the inter-linkages and tensions between different SDGs and provides learners with the opportunity to navigate the required balancing acts with its holistic and transformational approaches.
- **ESD mobilizes action towards the achievement of the SDGs:** ESD efforts address sustainable development issues, more specifically the SDGs. These efforts continue to mobilize action for sustainable development in education settings, in particular in communities, through whole-institution approaches to ESD.

Implementation Strategies for ESD

1. Pedagogy and learning environment: Employ interactive, project-based, learner-centred pedagogy. Transform all aspects of learning environment through a whole-institution approach to ESD to enable learners to live what they learn and learn what they live

2. Learning content: Integrate sustainability issues, in particular those enshrined in the 17 SDGs such as climate change, into all kinds of learning

3. Learning outcomes: Empower people to take responsibility for present and future generations and actively contribute to societal transformation

4. Societal transformation: Enable the achievement of the SDGs towards building a more sustainable world

UNESCO promotes 3 domains of learning:

Cognitive

To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.

Socio-emotional

To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity.

Behavioral

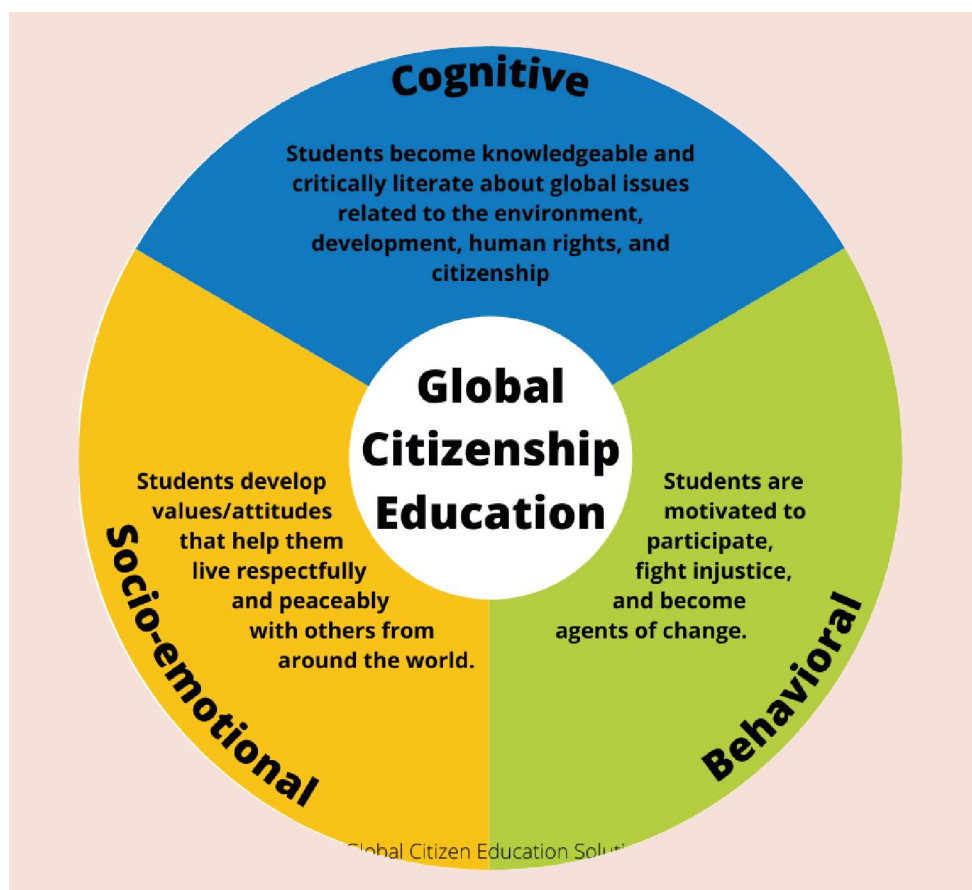To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world

Figure 4: Three domains of Learning for Empathy

Relationship of SDG 4.7 with other goals

SDG 4.7 wishes to develop global citizenship through education for sustainable development. As a result, it has relationship with other goals. Education act as catalyst to change the individual and the system. Goal 4 is very much related to goal 13 which discussed about environment. For example, GMR report 2011 indicated that a study of 29 countries found the percentage of people concerned about the environment increases with education. The study found that concerns raised up to 25% with less than a secondary education, 37% with a secondary education and 46% with a tertiary education. It has been found that goal 4 is related to goal 1 (No Poverty) and 8 (Decent work & economic growth). It is observed that one extra year of school increases with earning by 10% for individuals and 20% for women. If all children left school with basic reading skills, 171 million people could be lifted from poverty. Education is also interrelated with goal 2 (Zero Hunger), 3 (Good health & wellbeing) and 6 (Clean water & Sanitation). A mother's education improves her children's nutrition as well as hers, especially as she seeks higher levels of schooling. 4 million child deaths can be prevented by improving mother's knowledge about improved nutrition.

It has been observed that education is also interconnected with Goal 5 (Gender Equality), 10 (Reduced Inequality) and 16 (Peace and Justice strong Institutions). Education increases in per capita income 23%. A 0.1% improvement in a country's education equality can over 40 years raise its per capita income by 23%. Education also helps decrease the risk of war. In the secondary school enrollment rate is 10% higher than average, the risk of war drops by 3%. It increases political participation. Literate people are more likely to participate in the democratic process and exercise their civil rights. Education helps to achieve sustainable goals such as Goal 9 (Industry, Innovation, and Infrastructure) and 11 (Sustainable cities and communities). As a country's inhabitants become better educated, they are more likely to make cities and human settlements inclusive safe, resilient and sustainable. Therefore, the above information reflects that if Goal 4 is achieved, it also would assist to avail other indicators and goals of SDG. While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability. Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.

Global citizenship education (GCED)

Global citizenship education is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, or environmental nature. GCE provides the overall lens which views the role of education in the promotion of the rule of law (RoL). *Global citizenship education* also aims to install principles such as human rights, democracy and social justice. The vision of education in SDG 4 and SDG 4.7 is a comprehensive, humanistic and holistic vision of an education that empowers learners with knowledge, skills, values and attitudes needed to live healthy lives, promote sustainable development and engage with the world as responsible global citizens.

GCE provides the overall lens which views the role of education in the promotion of the rule of law (RoL). It draws upon experience from other education processes, including human rights education, peace education, education for sustainable development, education for international and intercultural understanding. GCE aims to empower learners to engage and assume active roles, both locally and globally, as proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. GCE aspires to be a transformative experience, to give learners the opportunities and competencies to realize their rights and obligations to promote a better world and future. GCE is built on a lifelong learning perspective. It is not only for children and youth but also for adults. It can be delivered in formal, non-formal and informal settings. For this reason, GCE is part and parcel of the Sustainable Development Goal 4 on Education (SDG4, Target 4.7).
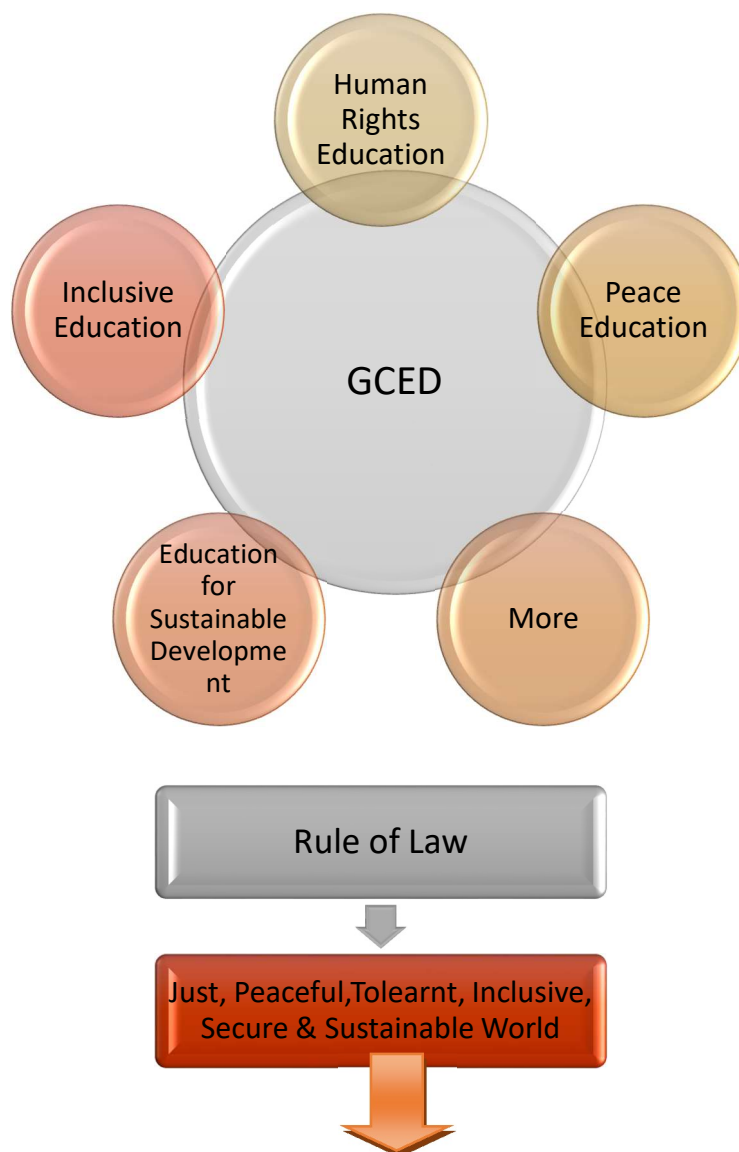
**Fig 5: Transformative Education for Promoting GCED**

Likewise, SDG 4.7, GCE has three expected learning outcomes, including how:

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations. Learners develop skills for critical thinking and analysis.
- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights. Learners develop attitudes of empathy, solidarity and respect for differences and diversity.
- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. Learners develop motivation and willingness to take necessary actions.

Three Core Values of GCED:

Our world is becoming increasingly complex and intricate humans have never been more connected or interdependent. These changes have brought life to the concept of Global Citizenship, or the idea that we are one global community, and therefore our choices and actions may affect people and communities locally, nationally or even internationally. Global citizenship nurtures respect and tolerance for others, global awareness and empathy. Even if a classroom or district is not extremely diverse, there are ways to bring in a global perspective and demonstrate global citizenship. It has been mentioned in many incidents that the values of GCED can be articulated through three core values. Those three core values represent a sub-set of values which collectively promote global citizenship. In nature, there is no clear borderline among those sub set of values. Rather they overlap. The three core values of GCED are:

- Respect to Diversity
- Tolerance
- Solidarity
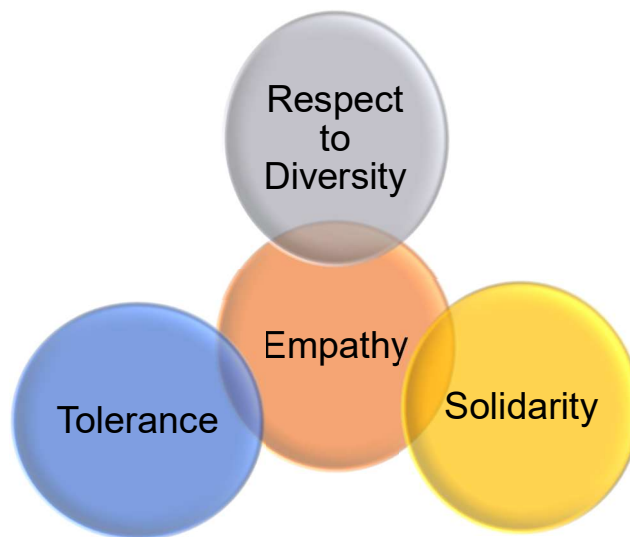
Fig 6: Three core values of GCED

Global citizenship as they practice cultural empathy:

Cultural empathy or intercultural competence is commonly articulated as a goal of global education, and there is significant literature on these topics. Intercultural competence occupies a central position in higher education's thinking about global citizenship and is seen as an important skill in the workplace. There are more than 30 instruments or inventories to assess intercultural competence. Cultural empathy helps people see questions from multiple perspectives and move deftly among cultures—sometimes navigating their own multiple cultural identities, sometimes moving out to experience unfamiliar cultures. Three ways of teach empathy in class room:

- Use Literature
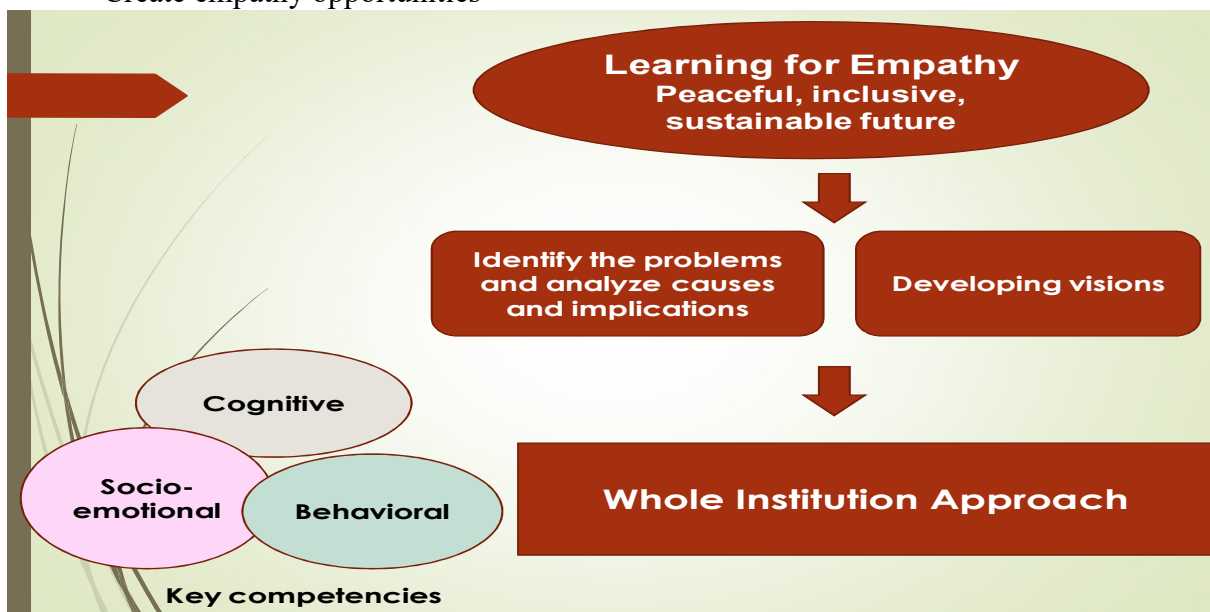- Reflective Journaling
- Create empathy opportunities

Fig 7: Cultural Empathy

Implementation Strategy of SDG 4.7

CURRICULA

Curricula are the main way knowledge and skills to promote sustainable development and global citizenship are typically conveyed. One thematic indicator proposes measuring national implementation of the World Program on Human Rights Education framework. The indicator captures elements of target 4.7 as regards human rights, fundamental freedoms and tolerance, among others.

Another proposed thematic indicator for target 4.7 – the percentage of schools providing life skills-based education on HIV/AIDS and on sexuality – responds to five elements of target 4.7: human

rights, gender equality, culture of peace, non-violence, and knowledge and skills to promote sustainable development and lifestyles. The inclusion of this indicator in education management information systems and school based surveys has been piloted in some countries, which will allow for better future monitoring.

Further research into subject curricula would aid in understanding progress on target 4.7. Systematic lists of national curriculum frameworks and related materials are needed. GEM Report analysis of over 110 national curriculum framework documents for primary and secondary education in 78 countries showed that, over 2005–2015, three-quarters of countries had some emphasis on sustainable development issues, but far fewer made reference to terms related to global citizenship. Gender equality was also less prevalent: Less than 15% of countries integrated key terms such as gender empowerment, gender parity or gender-sensitive, while half mentioned gender equality.

TEXTBOOKS

Recent advances in textbook content analysis are promising for gauging curricular content. For the GEM Report, three data sets on secondary school textbooks in history, civics, social studies and geography were compiled. Analysis showed close to 50% of the textbooks mentioning human rights over 2000–2013, compared with around 5% over 1890–1913. Just above 10% of textbooks in Northern Africa and Western Asia mentioned women's rights in the last decade. Such analysis shows it is possible to develop valid and reliable measures using textbooks. A regular monitoring mechanism should be established to provide globally comparable data on textbook contents.

TEACHER EDUCATION

Teachers should be prepared to teach in areas related to sustainable development and global citizenship. Only 8% of 66 countries surveyed integrated sustainable development in teacher education in 2013, up from 2% in 2005. Teacher training program content is seldom readily available, but some information, mostly regional, has been collected. Stronger efforts are urgently needed to assess concepts in target 4.7 for teacher preparation and training. Applying a standard coding protocol to the curricula of teacher training institutions would make it possible to analyze the effectiveness of professional development in preparing teachers to respond to various communities of students.
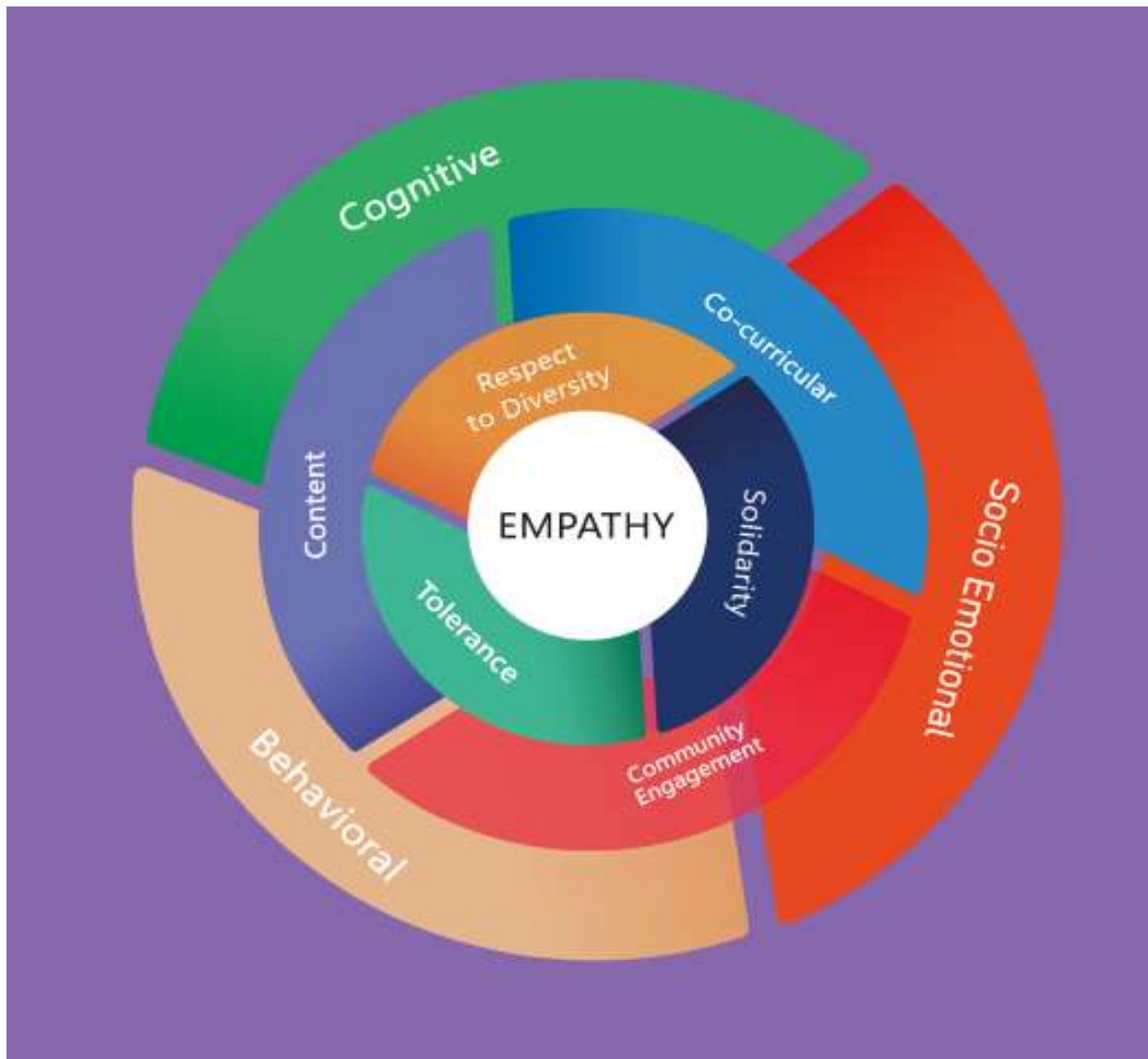
Fig 8: Implementation strategy of SDG 4.7

Learning for Empathy through GCED Ideas for Classroom

Global educators are changing the face of education in a time when it is so desperately needed. Mandates, shrinking autonomy, and reduced budgets create a great need for educators to take charge of what happens in learning environments. Global Citizenship Education can be woven into every subject in every classroom, regardless of access to technology.

a. Empower your students as leaders and teachers.

Rather than simply trying to teach about multiple cultures, students should be given the opportunity to teach other about their own cultures and perspectives. They know the stories. They know songs. They can teach the alphabet of their language to the class. Classroom should be reminded that global citizens teach, listen and learn from each other.

Example:

In the primary education level of Bangladesh there is student's council through which leaders are elected from the students. By this practice the concept of 'Learning for empathy' can easily be promoted among the students. They can orient the 'Learning for empathy' related issues in their election manifesto and can identify the actions during their leadership tenure through which they will practice LFE in their educational institutions.

b. Incorporate global stories into the curriculum.

To introduce global perspectives through the chosen literature, lesson plan should be used. Existing curriculum may have some global stories. Teachers have to identify those and use those as a medium for promoting global citizenship. Alternatively teachers can introduce some new global stories for promoting GCED.

Example:

There is an opportunity to add the global value related topic across the curriculum in different subjects like science, social studies etc. At the same time institution level teachers can practice these values in their respective classes. They can share stories or case studies by preparing some teaching- learning materials, related to LFE and GCED and can use them in the classes.

c. Develop communication networks among learners

Communication is the key to future success and collaboration. For doing this, such practice has to be done at school. Teachers can promote student communication and collaboration within school, outside school & connect them globally through group work, participatory activities and ICT based social networking. Face to face, virtual, one on one and group communication are important for such activities.

> **Example:**
>
> **The idea of sharing LFE and GCED can be practiced within school and between schools. Teachers can arrange idea sharing exchange program, debate competition, exhibition, national day celebration event among different institutions. They can also develop learning community via social media. There, they can publish online journal, reflective journals, wall paper etc. and they can be socially activated for promoting LFE.**

d. Grant Exploration

Teachers can explore various grants available globally and include students in different project work through those grant resources.

> **Example:**
>
> **Teachers along with the students and community leaders can look for national and international funding sources assigned for LFE & GCED within country or across different countries or internationally. They can design project work along with the students and community people and apply for the fund. They can use those funds for the betterment of the institutions with the help of community and stakeholders.**

e. Field Trips

Teachers can organize a field trip for visiting geographical, historic and environmentally important places and connect students with global facts through those experiential learning.

> **Example:**
>
> **Institutions can arrange excursions for the students considering the LFE issue. They can visit different historical and geographical places which can relate to the factors and components of LFE & GCED. Same way, they can arrange exchange visit among South East Asia, Asian countries, which will be helpful for learners.**

f. Volunteering

Students can be provided opportunity to work as a volunteer in different socio economic development well fare activities, emergency responses and philanthropic initiatives.

> **Example:**
>
> **Family, school, community and regional levels there are many development and welfare initiatives which can be addressed through volunteering initiatives. Students, teachers, parents and community people can be engaged by the school teachers or school authorities to work as volunteer in those initiatives and collectively those volunteering initiatives can enhance their LFE values through practices. Teachers and school leaders can identify those initiatives at local level and plan for those for promoting such values throughout the year.**

Include a lesson on the Sustainable Development Goals (SDGs)

Where applicable, SDG related information can be introduced to learners in the textbook as a lesson.

> **Example:**
>
> **Teachers can add some relevant lessons and activities to promote the values of LFE & GCED while teaching the regular topics from textbooks, i.e. School Cleanliness program.**

Teach culture through Co-curricular Activities

Schools can include learners or students in various GCED value promoting co curricular activities such as music, art, cultural competition, poetry, sports, publication, day celebration, school cleanliness activities etc. The values can be addressed in curricular and national and annual day celebration programs as well.

> **Example:**
>
> **International Education day, International mother language day, Independence day, Pohela boishakh, Shishu dibos,15th August, Victory day Siratunnabi (SAW) day,Sports, Cultural Progams, Debate & Art competition.**

ACTIVITIES OUTSIDE THE CLASSROOM

Students are introduced to sustainability and global citizenship issues not only in school but also through academic clubs, student associations, sport, debate clubs, theatre productions, music groups, volunteer work and other activities. An analysis for the GEM Report found that well-designed, inclusive activities accessible to all improved conflict resolution and social cohesion, increased awareness of legal frameworks and concepts related to human rights, and promoted a sense of global citizenship. Existing data collection tools pay insufficient attention to the quality

of experiences and development processes in such activities. The absence of shared reporting standards limits the chance of obtaining globally comparable and reliable data.

Example:

A community has different challenges, problem and opportunities. Keeping those in mind community people along with the children with the leadership of schools can take some initiatives for cleanliness, health consciousness etc. They can also take initiatives to increase enrollment in school. They can also encourage parent and community people to enhance school facilities, nutrition related awareness raising programs. These types of outside classroom activities can promote the values of GCED and ultimately help to fulfill the goals of SGDs.

i.e. resource mobilization for schools, active roles in school activities, supporting school feeding and nutrition, learning materials development etc.

All that needed to promote empathy include:

Methods Followed

This project followed Experiential learning pedagogy for promoting learning for empathy among children through teachers. In addition to that, Education in Emergency (EiE) approaches specifically for the Covid 19 adaptation were also followed for implementation.

Experiential learning pedagogy:

Experiential learning means learning something through experience. Experience can be acquired through using different senses and hands-on activities in surrounding social and cultural contexts. Such learning strategy include a blend of inquiry-based learning, project-based learning, problem-based learning, challenge-based learning, collaborative learning, research-based work. Experiential learning promotes learning through a combination of individual, paired and group work. In practicing Experiential learning teachers need to ensure a supportive and inclusive learning environment for students so that interest in learning is created among the students. The students become active learner by becoming responsible and confident in self-learning. Parents, school community and the locality becomes the parts of the learning environment.

There are basically 4 steps to experiential learning. The steps are continuous and cyclic in nature which does not get completed after each step rather it revolves around. Experiential learning was first started in 1984 with 4 steps only which is now present in the National Curriculum Framework of the People's Republic of Bangladesh to develop students' inner cognitive abilities. The following 4 steps are discussed:

1. Concrete Experience - The learner may encounter a new experience or situation or reinterpret an existing experience.

2. Reflective Observation – Learners do both convergent and divergent thinking for reflection on the observed object or event. If there is any inconsistency between experience and understanding, it can be reflected by the learners.

3. Abstract Conceptualization – Learners develop a new abstract concept, or a change to an existing abstract concept by (the person has learned from his/her experience).

4. Active Experimentation - Teachers assist to apply ideas developed by the learners to the context around them. They try to understand what is happening in the environment around them.
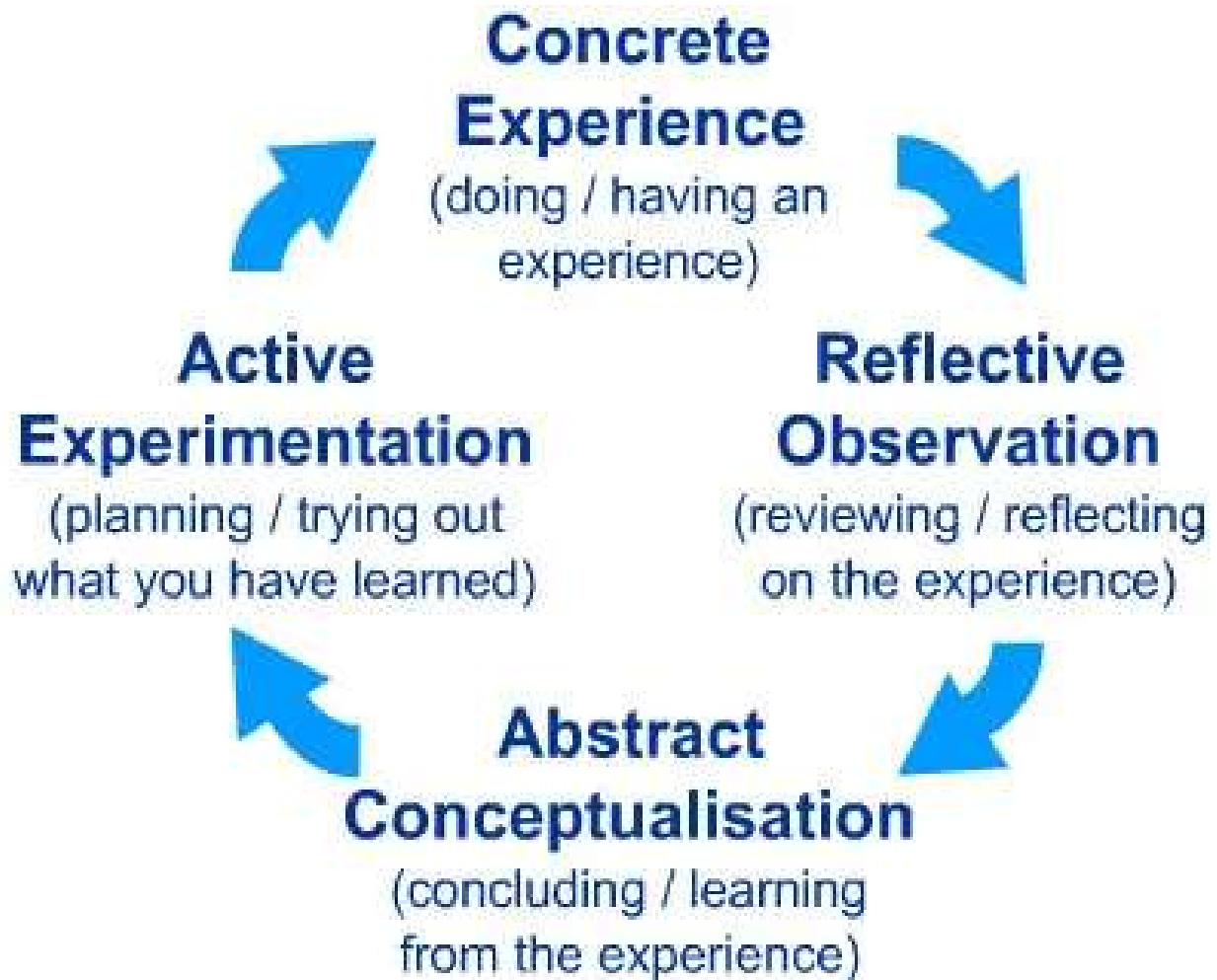
Figure: Experiential Learning as the method for developing LFE

Education in Emergency Learning Approaches during Covid-19:

For the continuation of learning during Covid-19 several Education in Emergency approaches were applied in this project. Such initiatives include:

a. **Curricular/Pedagogical Approach:** For ensuring learning at the short and unplanned contexts, a thematic interdisciplinary approach was followed for offering experiential learning opportunities to learners.
b. **Learning Hour management** for making learning happen throughout the daily activities of the learner. As a result, hybrid approach was followed that allowed learners do project-based learning activities at home, school, and community where appropriate.

Process Applied in the Project

Orientation and Follow-up Workshop

Introduction:

The orientation is important for stakeholders to understand the concept of SDG 4, 4.7, ESD, GCED and Empathy. As a part of agreed work plan with capacity building support to develop an action plan for promoting learning for empathy among students, teachers and community, the planning and development wing of DSHE has been organized two days Orientation and Follow-up Workshop for selected secondary school teachers. The workshop was conducted in two groups following the same methodology in four segments. Each group attended two segments of workshop in two consecutive days. The orientation workshop has been facilitated by UNESCO Dhaka Office, expert of UNESCO and DSHE to strengthen knowledge and understanding on Global Citizenship Education with particular focus on the promotion of Learning for Empathy (LFE).

Objectives of Orientation and Follow-up Workshop:

The prime objective of the workshop to enhance number of teachers' capacity of general schools to promote empathy among students, teachers and community through the Sustainable Development Goal 4 (SDG4) lens, especially its Target 4.7 for peace and sustainability. The orientation workshop aimed to provide details about the project to the participant teachers and concept of GCED, empathy and related terms so that they can practice empathy at the student, institutional and community level by developing a school level annual activity action and plan. In the workshop, participant teachers were trained by an expert on how to prepare an annual activity action and plan for empathy practice with the support of students in school and community.

Orientation and Follow-up Workshop 1:

The orientation workshop 1 was held on Tuesday-Wednesday, 22-23 March, 2022 at conference room of National Academy for Educational Management (NAEM), Dhanmondi, Dhaka. The Honourable Minister of Education Dr. Dipu Moni, MP was the chief guest at the inaugural session of the workshop and Honorable Director General of DSHE, Professor Nehal Ahmed was the chairperson. As special guests Mohammad Belayat Hossain, Additional Secretary, Ministry of Education, Professor Dr. Nizamul Karim, DG, NAEM, Professor Dr. Shafiul Azam, Director (Panning & Development), DSHE, Ms Beatrice Kaldun, UNESCO Representative to Bangladesh, Ms Fan Huhua, Head of Education, UNESCO Dhaka office were present at the workshop. As expert Professor Dr. Tariq Ahsan, IER, University of Dhaka and Member, National Curriculum Development and Revision Core Committee conducted some fruitful sessions. High level officials from UNESCO Dhaka office led by Ms. Shereen Akter, Program Officer, Education, provided technical support in the workshop. High level officials from DSHE led by Professor Dr. Shafiul Azam, Director (Panning), DSHE, provided overall technical and managerial support in the workshop. As the key participants, Thirty (N=30) teachers from Five (N=5) secondary schools of Dhaka City have played an effective role to make the workshop successful and in fulfilling the purpose of the workshop.

The orientation workshop was organized for two days. In addition to the opening ceremony, some working sessions were held on the first day. On the second day, some group work was held along with the working sessions.

Day 1: Orientation Workshop

Inaugural Session:

The opening ceremony was held through the speeches of the invited guests. The Honourable Minister of Education Dr. Dipu Moni was supposed to be the chief guest at the session but she could not attend due to the illness. However, she sent a message wishing success to the orientation workshop.

Professor Dr. Shafiul Azam, Director (Panning & Development), DSHE, delivered the welcome address at the inaugural session. At the beginning, he greeted the invited guests, the organizers, the teachers in the workshop and all concerned.

Ms Beatrice Kaldun, UNESCO Representative to Bangladesh was the Guest of Honor in inaugural session. She thanked DSHE, Department of Education of UNESCO Dhaka and all concerned for organizing the workshop.

She briefly outlined the initiatives and activities of UNESCO. She also mentioned why UNESCO have been initiated to promote SDG4. 4.7, ESD, GCED, Empathy and related concepts at school, teacher-student and community level. She discussed the importance of above concepts for

achieving SDGs of a country. However, she presented UNESCO data and said that 11 Asian countries, including Bangladesh, are under progress in achieving SDG4. She highlighted the purpose and necessity of the project and how it would benefit the schools of Bangladesh and teachers-students and the community. She reminded that,

> *"Bangladesh is committed to aligning GCED and Learning for Empathy concepts*
> *in policy and including in curriculum reform, pedagogy and learning objectives."*

She expressed the hope that if this project is successfully implemented, Bangladesh will go a long way in acquiring the competency, skills and attitudes to adapt to the transformative education and the 4th Industrial Revolution.

It was mentioned earlier that this project has been implementing since 2019, which includes four madrasas and one general school. One teacher and two students from an institution named Tejgaon Govt. Girls High School shared their experiences of how they have been practicing empathy through various activities at school and community level.

The Director General of DSHE, Professor. Nehal Ahmed was the chairperson at the inaugural session of the orientation workshop. At the beginning of his speech, he thanked everyone for

joining the workshop. In his speech, he expressed frustration that as the world progresses in science and information technology, people are losing their humanity and feelings. People are not coming forward with the attitude of cooperation in the danger of others. He added,

> People have to become human by trying and suffering. Human qualities, empathy-tolerance, etc. have to be acquired. By showing respect for diversity and through solidarity, we have to move the family, society, state and the world forward. Otherwise, in the absence of empathy, a conflicting world will be created instead of a peaceful world, which bring misery and destruction to all human beings.

On behalf of NAEM Professor Dr. Nizamul Karim, DG, NAEM, thanked all the organizers and participants. He emphasized the importance of GCED and learning for empathy and for spreading it among teachers and students. He informed everyone present that NAEM had embedded GCED and Empathy in its own mechanism. These concepts as content had been included in the training

curriculum. He particularly emphasized the necessity to strengthen teacher-training activities at school level.

Working Session:

The session was arranged with various PowerPoint presentations, exchange of experiences, giving opinion and open discussion. The details of this session are given below.

Working Session 1:

As expert Professor Dr. Tariq Ahsan, IER, University of Dhaka and Member, National Curriculum Development and Revision Core Committee conducted this informative, effective and fruitful session on ***Promoting Values of Empathy through Experiential Learning: An Evidence Based Teacher Development Model for school Improvement in Bangladesh***.

UNESCO's Empathy Development Model:

UNESCO has developed a model named Empathy Development Model in order to promote Values of empathy through experiential learning which an evidence based teacher development model for school improvement in Bangladesh. The model aims to create enabling conditions for education professionals, i.e. Leaders/principals from to revisit the teaching practices at the school level through the Sustainable Development Goal 4 (SDG4) lens, especially its Target 4.7 for peace and sustainability.

Setting the context and modality based on evidences: Evidences have been created during the COVID-19 period that how this model can keep learning continue and be effective. Following this model, learning did not stop even during the Covid-19 context**.** However, the traditional schooling and teaching-learning process has faced challenges in this context. We need to be able to adapt to changing environments so that learning gaps are not created under any condition. Learning continuation and recovery was carried out using various mediums in government and non-private initiatives i.e.; Radio; TV; Web Portal; Online Classes; Assignment; Alternative Assessment.

Empathy Development Model was applied not only in high-tech organizations but also in low-tech and even no-tech organizations. This model emphasized on making learning personalized. Learners had given opportunity to choose how, what when, where and why they learn. Learning process would continue in the surrounding environment that indicated to institution, community and home-based education. Curricular and pedagogical approach would be interdisciplinary approach and experiential, problem- based and project-based learning as well as cognitive, behavioral and socio-emotional.

Action Plan Development: Individual institution identified sub areas/related values along with core values of empathy.

Core Values	Sub Areas/Related Values		
Respect to diversity	Encouraging creativity	Respecting views & thoughts	Respecting all qualities

| Solidarity | Respecting views & thoughts | Collaborative attitude | Encourage creative work |
| Tolerance | Respecting others values | Experience sharing | Positive outlook |

These values and sub values practiced through different tasks such as cleanliness, green environment, health safety. These tasks were distributed all the year round by developing an annual action plan. Even different day-celebration, co- curricular events and regular assembly were also linked with these institution-based action plans. learners are now having opportunity to relate their textbook contents of different subjects to understand the context, generating ideas for problem solving, engaging stakeholders that ultimately helping them to develop collective GCED.
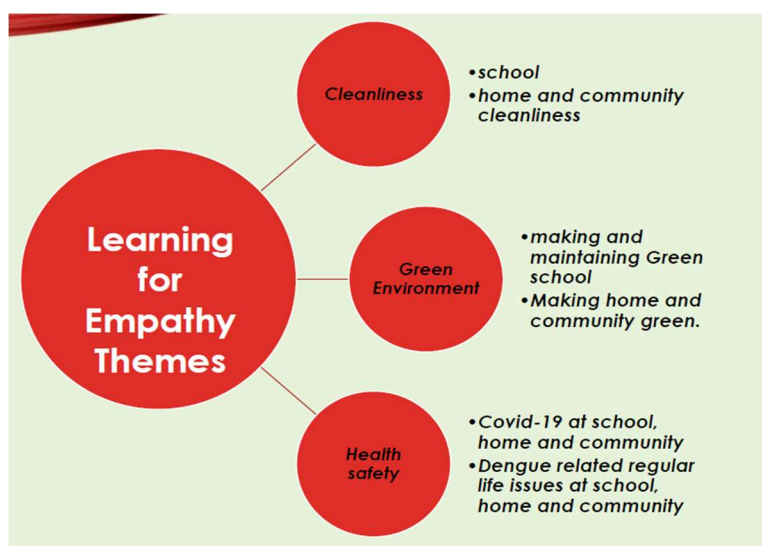
Action plan development included project theme, subject content areas, on campus initiatives, home based initiatives and community-based initiatives.

Working Session 2:

Ms Fan Huhua, Head of Education, UNESCO Dhaka office and Ms. Shereen Akter, Program Officer, Education, jointly conducted this session. A summary of their presentation and discussion is given below.

Education for Sustainable Development and Global Citizenship: More than any other target, 4.7 touches on the social, humanistic and moral purposes of education. It explicitly links education to other SDGs and captures the transformative aspirations of the new global development agenda. The GEM Report focuses on the proposed global indicator and examines how global citizenship and sustainable development are included in system-wide interventions, curricular materials such as national curriculum frameworks and textbooks, and teacher education programs.

GCED/ESD and Transformative Education: Transformative education involves the teaching and learning geared to motivate and empower learners to take informed decisions and actions at the individual, community and global levels. ***"It is vital to redefine our relations not only with***

each other but also with our planet and our environment to live together peacefully and sustainably."

Learning topics of GCED: Based on the learner attributes identified above and the corresponding domains of learning and key learner outcomes, nine topic areas, three for each learner attribute, are presented in this guidance. These are:

- Informed and critically literate
- Socially connected and respectful of diversity
- Ethically responsible and engaged:

Based on these topics, age-specific learning objectives and key themes were developed.
For each of the topics mentioned earlier, four specific learning objectives and relevant themes are suggested, corresponding to a different age group/level of education as presented below:
▪ Pre-primary/lower primary (5-9 years) ▪ Upper primary education (9-12 years) ▪ Lower secondary (12-15 years) ▪ Upper secondary (15-18+ years)

10 success factors for the whole-of-system delivery of GCED: -- UNESCO Global Citizenship Education: Topics and Learning Objective 2015
- Embedded in policy, with wide stakeholder buy-in (ESP, curriculum)
- Long-term and sustainable (continuation)
- Holistic, including the various sub-topics in a systematic way
- Reinforced in each year of schooling and preferably in the wider society
- Covering the local, national and global dimensions (Think and act globally and locally)
- Supported by pre-service and continuing in-service training of teachers
- Developed and sustained in collaboration with local communities (Link GCED concepts with religious beliefs in the Holy Quran)
- Scalable with maintenance of quality (from piloting to scale-up)
- With feedback from monitoring and evaluation processes (teachers and students feedback to further enhance the quality of the whole-of-school approach)
- Based on collaborative arrangements that ensure expertise over the longer term with provisions for periodic review

Key activities and Follow up activities by madrasahs and school under 1st phase
Key activities implemented –
- National Project team formed
- Organized NPT meetings
- 5 participants took part in the 5day long study visit in Japan
- Workshop organized to share lessons from study visit
- Five Learning Institutions selected for piloting ,
- Number of orientation workshops organized for the teachers of institutions
- Developed action plan through workshops and implemented the plan to promote empathy among teachers, students and community (SMC+ parents)
- A guideline developed/ number of video clip prepared
- A national level sharing workshop organized
- An exchange meeting organized among 5 learning institutions
- Supported to set up a corner on GCED and Empathy at the institution level

Expected Outcome from the project
- Localization of GCED, ESD aspects
- Policy level awareness
- Stakeholder awareness (i.e. NCTB, DSHE, CAMPE, BANBAIS)
- Teacher orientation
- Evidence creation
- Line division collaboration
- Material development (advocacy material, guideline)
- Global data sharing
- Scale up opportunities through DSHE, DME, DTE

Working Session 3:

Professor Dr. Tariq Ahsan, IER, University of Dhaka and Member, National Curriculum Development and Revision Core Committee conducted this informative, effective and fruitful session on *GCED in school curriculum for empathy development.* A summary of his presentation and discussion is given below.

Main Discussion- At the beginning of the discussion, Professor Tariq was presenting a video. The video tells the story of an athlete who competed in the Olympics. The gist of the video was that if people can walk together, they will never lose, they will reach their destination. Empathy teaches us to think differently from the position of others.

Then he started his main discussion. People all over the world are growing up with a single identity. Amartya Sen mentioned in his book that if people could cultivate pleural identity instead of single identity then the conflict between society and different states would be reduced. In the absence of multidimensionality of identity, people look for differences instead of finding similarities between

them. Our sense of nationalism is at an extreme level but we have failed to realize that it is impossible to create world peace without collective development.

As a result, development has become unsustainable, with global warming increasingly becoming uninhabitable world. We have already seen two world wars in the name of development and peace.

In this context, the Global Education for All program was undertaken in 1990. School enrolment rates have risen sharply. However, according to the GMR report (2015), the dropout rate from school has increased alarmingly since 2006. The situation is particularly fragile in sub-Saharan Africa and Asia. In this situation, the traditional education system and the teaching-learning process are under threat. Then in 2015, SDG was introduced where education is considered as the key to sustainable development. The GEM Report (2016) said that it would take 2050 years for countries to reach the SDGs if they follow the traditional teaching-learning process. In such a situation, UNESCO has taken initiative to spread SDG 4.7 i.e. GCED worldwide.

There has also been a shift in learning theories, the emergence of divergent thinking instead of convergent thinking, and the creation of a 21st century learning framework and the co-operative learning strategy. The 3H (Head, Hands and Hearth) theory has also emerged in learning.

Observing such changes in the global education system, the Government of Bangladesh has taken initiative to reform the curriculum from primary to secondary level simultaneously in 2020. Government has undertaken a project to transform the curriculum into a competency-based curriculum. The vision of the curriculum is to build patriotic, productive, adaptable, happy and global citizens who are inspired by the spirit of liberation war. According to the new curriculum, teaching-learning techniques and assessment techniques have been given a multidimensional meaning that the student's learning will be in interaction with his surroundings. Through this, adaptable, creative and useful citizens of the Fourth Industrial Revolution will be formed.

Finally, he mentioned that the school would be transformed into a social hub as a result of the UNESCO project. Empathy values will be practiced not only at school but also at the community level. In this way, our next generation will become world citizens.

Working Session 4:

Professor Dr. AQM Shafiul Azam, Director (P&D), DSHE conducted this informative, effective and fruitful session. He stated some initiatives taken by government addressing targets of SDG 4 for example- Highest Allocations for Education, Training: Language & Mathematics, Literacy increasing & Dropout Reduction, School Feeding, Subsidy, Curriculum of Madrasah: Inclusion of Vocational Education, Rehabilitation of Street Children, Special Schools for Children with Autism

& Training, Education Opportunities for Ethnic Groups, Books for all Visually Impaired, Assistance To University Teachers for Research.

Government's initiatives to attain SDG 4 and Mission 2041 include

- Introduction of blended learning: COVID 19 Response
- Improve continuous assessment (CA) and examination system
- Improve critical thinking ability of learners
- Infuse behavioral and emotional changes
- Introduction of global citizenship education
- Promote technical & vocational education/skills development
- Improve innovative thinking ability of learners
- Introduce mid-day meal and nutrition
- Emphasize science and ICT in education
- Internet of Things (IoT) and 4th industrial revolution
- Artificial intelligence (A.I.)

<u>**Day- 2: Follow-up Workshop**</u>

Follw-up Session 1:

Recap: Recap is an important component of the follow-up Workshop. The recap recalls the discussions and presentations of the previous day or the previous sessions. This removes the ambiguity from the participants about the content and ideas of the previous sessions.

In this session representative from each institution shared experiences of previous day. Below is a summary of the experiences that the representatives of the organizations described.

Follow-up Session 2:

Ms. Shereen Akter, Program Officer, Education, conducted this session. She discussed the review of GCED status in Bangladesh along with priority action areas and scope of the study. She also discussed and shared key findings of Japan Visit. This follow-up session covered following areas:

- **Key findings from Japan visit**
- **Priority Action Areas**
- **Review of Current State of ESD/GCED in Bangladesh**
- **Scope of the study: CONTEXT Bangladesh**

Ms. Shereen then presented some statistical data on how much GCED concepts have been reflected in national education policies, curriculum and content and which concepts are missing. She stated recommendation on behalf of UNESCO for Bangladesh, those are-

- Recommending development of a national curriculum framework considering the components of ESD and GCED

- Require more in-depth thematic analysis based on textbook content information

- Advocacy is essential with the relevant stakeholders for incorporating ESD and GCED in the curriculum

Session of sharing experiences:

At this stage, an organizations under the project of 1st phrase shared experiences.

Hafez Abdur Razzak Jamia Islamia Dakhil Madrasa, Dhaka: The superintendent on behalf of Hafez Abdur Razzak Jamia Islamia Dakhil Madrasa shared the experiences of Learning from Japan visit. He also sahred the activities of his institution how and through what activities they practiced the values of empathy at school and community level. The activities of this institution are stated below.

- **Day Celebrations:** Sheikh Rasel Day; International Mother Language Day; Victory Day etc.; Discussion.
- **Parents meeting**
- **Bangabandhu Corner**
- **Liberation War Corner**
- **Empathy Corner**

- **Health Awareness**
- **Cleanliness:** Clean own campus and classroom.
- **Hand Washing**
- **Art Competition and Quiz**
- **Green Campus:** Gardening & Tree Plantation
- **Wall Magazine**
- **Online teaching-learning**

Follow-up Session 3: Professor Dr. Syed Mizanur Rahman conducted this session. He took the session in open discussion mode. He began with a little historical emergence of Empathy. Empathy was once practiced among our society, state and people. Human civilization made significant advances in knowledge, science and technology. But it was seen that despite improvements, the conflict in the world is still increasing. Faith, respect, love, respect to diversity and solidarity among people are slowly disappearing. Peace and sustainable development are missing in the world.

We need to find out areas to re-think and identify where there are opportunities to work. All other sectors have worked on empathy but we are unfortunate that the least work has been done in the education sector. All parents want to make their child human, that is, to transform the child into a human being with human values. We need to bring empathy back to society through the education system. Students should be given the opportunity to develop latent talents. We have to develop citizen with logical thinking skills. Experiential learning system needs to be promoted by making reforming in the traditional education system. We have to move forward not collectively but collectively. Only then will we be able to build a non-discriminatory and peaceful society and world.

Group Work Sessions:

For making any project successful there is a need of clear action plan with a time frame, so that all interventions can be implemented sequentially and be monitored and assessed for receiving the process outcome as well as product outcome.

On the day a detail and thorough presentation was given to the teachers of institutions for the better understanding of the institution level activity. Discussions were held on different dimensions so that the teachers could align the activity along with the concepts. After that, many questions were aroused by the teachers about the next course of actions. It was identified that what could be done in the institutions and what they are doing at present. Then a group work was assigned for them. Each institution identified five themes on which they want to work throughout the year. After that by selecting one theme they prepared activity plan on how they practice values of empathy by content area, On Campus Initiatives, Home based Initiatives and Community Based Initiatives.

Group work 1: Theme Identification

Group work 1 was conducted to get ideas from the participants regarding their perception on GCED and learning for empathy. Participants were divided into institution wise groups (5 groups)

to come up with their understanding through identifying series of related values regarding three core values: Respect to diversity, Solidarity and Tolerance.

1. Adamjee Cantonment Public School

     Theme:

  i.   Health Safety
  ii.   Cleanliness
  iii.   Environment
  iv.   Gender Equity
  v.   Self-respect

2. Armanitola Govt. High School

     Theme

  i.   Practice of Democracy
  ii.   Practice of Honesty
  iii.   Dealing with Disaster Situation
  iv.   Health Safety
  v.   Greening

3. Y.W.C.A Girls High School

     Theme

  i.   Leadership
  ii.   Nationality and Patriotism
  iii.   Humanity
  iv.   Environment Awareness
  v.   Health Awareness

4. Sheikh Rasel Govt. High School

     Theme

  i.   Sharing is Caring
  ii.   Collaboration
  iii.   Respect to Diversity
  iv.   Leadership
  v.   Health Hygiene

5. Bangamata Sheikh Fazilatunnesa Mujib Govt. High School

     Theme

  i.   Gender Equality
  ii.   Health Safety
  iii.   Greening and Environment Safety
  iv.   Road Safety

v.   Respect to Language Diversity

Photos of Group Work

Group work 2: Action Plan Development

২১ ফেব্রুয়ারী আন্তর্জাতিক মাতৃভাষা দিবস ২০২২				
Project Theme	**Subject Content Areas**	**On Campus Initiatives**	**Home based Initiatives**	**Community Based Initiatives**
পরিস্কার পরিচ্ছন্নতা	আল কোরআন, বিজ্ঞান, হাদীস, বাংলাদেশ ও বিশ্বপরিচয়, পরিবেশ বিজ্ঞান, গণিতের পরিসংখ্যান সেক্টর	• গ্রুপ ভিত্তিক পরিস্কার পরিচ্ছন্নতা কার্যক্রম। • দেয়ালিকা প্রকাশ। • পরিস্কার পরিচ্ছন্নতার উপর প্রতিবেদন ও বানান প্রতিযোগিতা। • কবিতা আবৃত্তি। • চিত্রাঙ্কন প্রতিযোগীতা। • পরিস্কার পরিচ্ছন্নতার উপর রচনা প্রতিযোগিতা। • ভাষা শহীদদের প্রতি মিলাদ ও দোয়া। • বিজ্ঞানের আলোকে পরিস্কার পরিচ্ছন্নতার উপর সেমিনার।	• Assignment এর মাধ্যমে পরিস্কার পরিচ্ছন্নতার উপর রচনা প্রতিযোগিতা। • ভাষা শহীদদের প্রতি শ্রদ্ধা জানিয়ে চিত্রাঙ্কন প্রতিযোগিতা। • কুরআন হাদীসের উদ্ধির সুন্দর হাতের লেখা প্রতিযোগিতা। • পরিসংখ্যান ভিত্তিক তথ্য প্রতিযোগিতা। • ইম্পেথি ও সিম্পেথির প্রয়োগের সুফল আলোচনা। • আন্তর্জাতিক মাতৃভাষার উপর ফেস্টুন ও বেনার প্রতিযোগিতা। • পরিস্কার পরিচ্ছন্নতার উপর গ্রুপভিত্তিক নাটক	• অফলাইন ও অনলাইন ভিত্তিক গর্ভনিংবডি এবং অভিভাবক সমাবেশ ও সেমিনার। • নিজেদের মধ্যে আলোচনা। • গ্রুপভিত্তিক আন্তর্জাতিক মাতৃভাষা পালনে প্লান প্রোগ্রাম তৈরি। • প্রয়োজনে বিভিন্ন প্রবাদ বাক্য, স্লোগান ও ফেস্টুনের মাধ্যমে বিষয়টি ফুটিয়ে তুলতে পারি।

After that by selecting one theme they prepared activity plan on how they practice values of empathy by content area, On Campus Initiatives, Home based Initiatives and Community Based Initiatives.

The orientation and Follow-up workshop 2

The orientation and Follow-up workshop 2 was held on Sunday-Monday, 03-04 April 2022 at conference room of National Academy for Educational Management (NAEM), Dhanmondi, Dhaka. The Honourable Secretary of Ministry of Education Mr. Abu Bakar Siddique was the chief guest at the inaugural session of the workshop and Honorable Director General of DSHE, Professor Nehal Ahmed was the chairperson. As special guests Mohammad Belayat Hossain, Additional Secretary, Ministry of Education, Professor Dr. Nizamul Karim, DG, NAEM, Professor Dr. Shafiul Azam, Director (Panning & Development), DSHE, Ms Fan Huhua, Head of Education, UNESCO Dhaka office were present at the workshop. As expert Professor Dr. Tariq Ahsan, IER, University of Dhaka and Member, National Curriculum Development and Revision Core Committee conducted some fruitful sessions. High level officials from UNESCO Dhaka office led by Ms. Shereen Akter, Program Officer, Education, provided technical support in the workshop. High level officials from DSHE led by Professor Dr. Shafiul Azam, Director (Panning), DSHE, provided overall technical and management support in the workshop. As the key participants, Thirty (N=30) teachers from Five (N=5) secondary schools of Dhaka City have played an effective role to make the workshop successful and in fulfilling the purpose of the workshop.

The two-day Orientation and Follow-up workshop was mainly divided into three sessions. The first was the inaugural session where invited guests made their speech. The second was a working session. The working sessions were conducted in a variety of ways, with presentations on various

project-related topics as well as some group work. A few experience sharing sessions and open discussion sessions were also conducted as well. The third was group work session. Two group work sessions were conducted. Group work 1 was theme identification and group work 2 was action plan development.

Inaugural Session:

The opening ceremony was held through the speeches of the invited guests.The Honourable Secretary of Ministry of Education Mr. Abu Bakar Siddique was the chief guest at the inaugural session of the workshop and Honorable Director General of DSHE, Professor Nehal Ahmed was the chairperson

Professor Dr. Shafiul Azam, Director (Panning & Development), DSHE, delivered the welcome address at the inaugural session. At the beginning, he greeted the invited guests, the organizers, the teachers in the workshop and all concerned.

Ms Fan Huhua, Head of Education, UNESCO Dhaka office thanked DSHE, Department of Education of UNESCO Dhaka and all concerned for organizing the workshop.

She briefly outlined the initiatives and activities of UNESCO. She also mentioned why UNESCO have been initiated to promote SDG4. 4.7, ESD, GCED, Empathy and related concepts at school, teacher-student and community level. She discussed the importance of above concepts for achieving SDGs of a country. However, she presented UNESCO data and said that 11 Asian countries, including Bangladesh, are under progress in achieving SDG4.

She then briefed about the project of Learning for Empathy (LFE). She highlighted the purpose and necessity of the project and how it would benefit the schools of Bangladesh and teachers-students and the community. She reminded that, *"Bangladesh is committed to aligning GCED and Learning for Empathy concepts in policy and including in curriculum reform, pedagogy and learning objectives."*

She expressed the hope that if this project is implemented successfully, Bangladesh will go a long way in acquiring the competency, skills and attitudes to adapt to the transformative education and the 4th Industrial Revolution.

Mohammad Belayat Hossain, Additional Secretary, Ministry of Education, delivered his speech as special guest. He shared his previous experience of how the practice of empathy is being lost, especially in the social system of Bangladesh. He noted that failure to acquire the mindset to accept diversity would lead to the gradual loss of peace in the world. He remarked that all religious leaders had always insisted on respect to diversity, tolerance, peace, solidarity and brotherhood. However, he praised the teachers in Bangladesh and said that *"teachers in Bangladesh have been trying to spread empathy and its values among the students for a long time. Now we should speed it up and accelerate it widely at the community level."* Flast of all he wished success to this project.

The Honorable Secretary of Ministry of Education, Abu Bakar Siddique was the chief guest at the inaugural session of the orientation workshop. At the beginning of his speech he thanked everyone for joining the workshop.

He termed the project as important and hoped that the workshop would be effective as experienced experts were involved.

Honorable Chief Guest highlighted various steps and activities of the government regarding SDG-4, GCED, ESD and Learning for Empathy. However, he expressed frustration that despite various initiatives of the government, the expected peace in the society had not been established. Gender equality had not been ensured or improved as expected due to political and religious prejudices.

He stated that-

> We have not yet achieved these values of tolerance, solidarity and respect to diversity. The biggest challenge is that we are not being able to effectively practice the values of empathy at the school level. We have not been able to reach these values at the community level. This has created a huge gap in society. We need to establish sustainable peace in society through education.

The COVID-19 period reality had put our education system under serious threat. On the one hand such digital divide had been created as well as school dropout had increased alarmingly. Now is the time for us to make the right plan and take steps to implement it. The practice of

empathy should be spread from the school level to the community level.

Finally, he thanked UNESCO for its commitment to the development of the global education system. He wished success to this project.

Working Session and Follow-up Sessions:

Working Session and Follow-up sessions were same as workshop 1.

Group work 1: Theme Identification

Group work 1 was conducted to get ideas from the participants regarding their perception on GCED and learning for empathy. Participants were divided into institution wise groups (5 groups) to come up with their understanding through identifying series of related values regarding three core values: Respect to diversity, Solidarity and Tolerance.

1. Dhanmondi Govt. Boys High School

  Theme:

  i.   Disaster Awareness/ Emergency Service
  ii.   Cleanliness
  iii.   Health Safety
  iv.   Tree Plantation
  v.   Gender Equity

2. Motijheel Govt. Girls High School

  Theme

  i.   Cleanliness
  ii.   Greening
  iii.   Respect to different Language
  iv.   Awakening of leadership
  v.   Practice of Democracy
  vi.   Honesty & Morality

3. Dhanmondi Govt. Girls High School

  Theme

  i.   Cleanliness
  ii.   Greening
  iii.   Various problems and solutions during adolescence
  iv.   Emergency Service
  v.   Respect to different Religion

4. Lake Circus Girls' High School

Theme
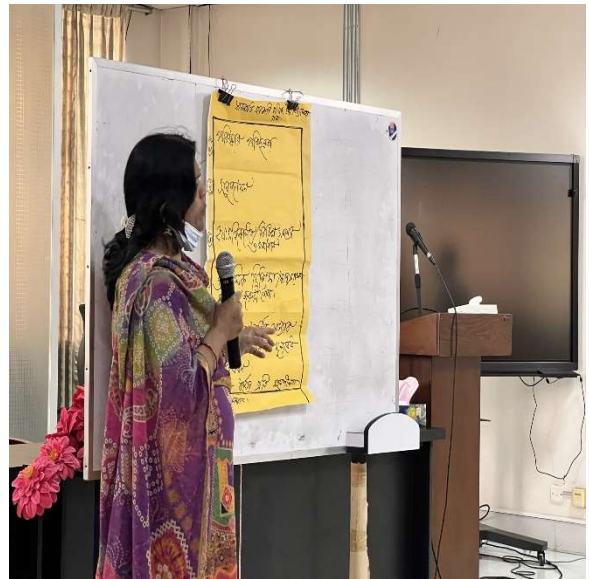
    i.   Cleanliness
    ii.   Tree Plantation
    iii.   Prevention of Dengue
    iv.   Environment Awareness
    v.   Development of Morality

5. Segun Baghicha High School

Theme

    i.   Reducing Dropout Rate
    ii.   Prevention of Dengue
    iii.   Cleanliness
    iv.   Gender Equality
    v.   Ensuring Active Participation of all students

Photos of Group Work

Group work 2: Action Plan Development

After that by selecting one theme they prepared activity plan on how they practice values of empathy by content area, On Campus Initiatives, Home based Initiatives and Community Based Initiatives.

২১ ফেব্রুয়ারী আন্তর্জাতিক মাতৃভাষা দিবস ২০২২				
Project Theme	**Subject Content Areas**	**On Campus Initiatives**	**Home based Initiatives**	**Community Based Initiatives**
পরিস্কার পরিচ্ছন্নতা	আল কোরআন, বিজ্ঞান, হাদীস, বাংলাদেশ ও বিশ্বপরিচয়, পরিবেশ বিজ্ঞান, গণিতের পরিসংখ্যান সেক্টর	• গ্রুপ ভিত্তিক পরিস্কার পরিচ্ছন্নতা কার্যক্রম। • দেয়ালিকা প্রকাশ। • পরিস্কার পরিচ্ছন্নতার উপর প্রতিবেদন ও বানান প্রতিযোগিতা। • কবিতা আবৃত্তি। • চিত্রাংকন প্রতিযোগীতা। • পরিস্কার পরিচ্ছন্নতার উপর রচনা প্রতিযোগীতা। • ভাষা শহীদদের প্রতি মিলাদ ও দোয়া। • বিজ্ঞানের আলোকে পরিস্কার পরিচ্ছন্নতার উপর সেমিনার।	• Assignment এর মাধ্যমে পরিস্কার পরিচ্ছন্নতার উপর রচনা প্রতিযোগিতা। • ভাষা শহীদদের প্রতি শ্রদ্ধা জানিয়ে চিত্রাংকন প্রতিযোগিতা। • কুরআন হাদীদের উক্তির সুন্দর হাতের লেখা প্রতিযোগিতা। • পরিসংখ্যান ভিত্তিক তথ্য প্রতিযোগিতা। • ইম্পেথি ও সিম্পেথির প্রয়োগের সুফল আলোচনা। • আন্তর্জাতিক মাতৃভাষার উপর ফেস্টুন ও বেনার প্রতিযোগিতা। • পরিস্কার পরিচ্ছন্নতার উপর গ্রুপভিত্তিক নাটক	• অফলাইন ও অনলাইন ভিত্তিক গর্ভনিংবডি এবং অভিভাবক সমাবেশ ও সেমিনার। • নিজেদের মধ্যে আলোচনা। • গ্রুপভিত্তিক আন্তর্জাতিক মাতৃভাষা পালনে প্লান প্রোগ্রাম তৈরি। • প্রয়োজনে বিভিন্ন প্রবাদ বাক্য, স্লোগান ও ফেস্টুনের মাধ্যমে বিষয়টি ফুটিয়ে তুলতে পারি।

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Action Plan Development Sample

Concluding Workshop:

The concluding workshop was jointly organized by DSHE and UNESCO Dhaka on May 18, 2022. Cheques were distributed to the participant institutions in order to establish an 'Empathy Corner' in each institution. Descriptions and experiences of various activities during the project have been shared through the workshop. At the same time a summary of the whole project was presented. The initiatives of UNESCO and DSHE were also highlighted. From each school a priority action plan was presented and the experts from UNESCO and DSHE provided feedback on the action plans. The future work plans and initiatives of the educational institutions under the project were also discussed. UNESCO also recommended DSHE to monitor the future activities of these institutions based on their developed action plan closely. UNESCO also expected that these collaborations and further collaborative activities would come on a frequent basis from DSHE and other stakeholders. The following figure provides a sample of the Annual Action Plan.

বার্ষিক কর্ম পরিকল্পনা ২০২২

মাস	কার্যক্রম	প্রকল্প উদ্যোগ	মন্তব্য
জানুয়ারি	চলমান বছরের কর্মপরিকল্পনা গ্রহণ	পাঠ্যপুস্তক বিতরণ উৎসব, বার্ষিক ক্রীড়া প্রতিযোগিতা, মেধা পুরস্কার, সাংস্কৃতিক প্রতিযোগিতা ও SSC পরীক্ষার্থীদের বিদায় সংবর্ধনা।	বিভিন্ন প্রতিযোগিতায় অংশগ্রহনের মাধ্যমে নেতৃত্ব দানের দক্ষতা সৃষ্টি
ফেব্রুয়ারি	আন্তর্জাতিক মাতৃভাষা দিবস উদযাপন	শহীদ মিনারে পুষ্পস্তবক অর্পণ, ভাষা দিবস উপলক্ষে কবিতা আবৃত্তি,রচনা প্রতিযোগিতা ও চিত্রাংকন প্রতিযোগিতার আয়োজন।	ভাষা দিবস উদযাপনের ফলে মাতৃভাষার চর্চা ও দেশপ্রেমে উদ্বুদ্ধকরণ।
মার্চ	মহান স্বাধীনতা ও জাতীয় দিবস পালন	শিক্ষার্থীদের অংশগ্রহনে মহান মুক্তিযোদ্ধাদের সাক্ষাৎকার গ্রহন ও ডকুমেন্টরী তৈরী সেইসাথে আলোচনা সভা ও বিভিন্ন প্রতিযোগীতার আয়োজন।	মুক্তিযোদ্ধাদের প্রতি শ্রদ্ধা ও সম্মান প্রদর্শনের মাধ্যমে দেশপ্রেম জাগ্রতকরণ ও নেতৃত্ব গঠন।
এপ্রিল	পবিত্র মাহে রমজান পালন	সিয়াম পালনের মাধ্যমে সংযমি হওয়া ও সমাজের বা নিজ পাড়ার গরীব শিক্ষার্থীদের নিয়ে খাদ্য ও পোশাক বিতরণ এর উদ্যোগ নেওয়া।	সিয়াম পালনের মাধ্যমে নিজেকে যোগ্য ও সৎ ব্যক্তি তৈরীকরন
মে	মহান মে দিবস পালন	শ্রেনিকক্ষ ও বিদ্যালয় পরিষ্কার পরিচ্ছন্নতার মাধ্যমে শ্রমের গুরুত্ব ও মর্যাদা রক্ষা করার উদ্যোগ গ্রহন।	কঠোর পরিশ্রমের মাধ্যমে নিজেকে শানিত করা ও প্রত্যেক কাজের প্রতি সম্মান প্রদর্শনের দক্ষতা অর্জন।
জুন	বিশ্ব পরিবেশ দিবস উদযাপন	নিজ বাড়ী ও বিদ্যালয়ে বৃক্ষ রোপণ ও এর সংরক্ষনের মাধ্যমে পরিবেশ রক্ষায় অংশগ্রহন।	পরিবেশের প্রতি ভালোবাসা ও সচেতনতা তৈরি।
জুলাই	পবিত্র ইদুল আযহা পালন	নিজ পাড়ায় আত্মীয়-স্বজন ও গরীব প্রতিবেশীদের নিয়ে ঈদ উদযাপন ও খাবার বিতরণ।	সকলের প্রতি সহনমিতা জাগ্রতকরণ
আগস্ট	জাতীয় শোক দিবস পালন	জাতির পিতা বঙ্গবন্ধু শেখ মুজিবুর রহমান,তার পরিবার বর্গ সহ জন শহীদের আত্মার শান্তির কামনায় দোয়া মাহফিল,আলোচনা সভা, দেয়ালিকা প্রকাশ।	অন্যের প্রতি ভালোবাসা, কর্তব্যবোধ ও সহানুভূতিশীলতা শিক্ষা অর্জন।
সেপ্টেম্বর	বিতর্ক প্রতিযোগিতার আয়োজন	শুদ্ধ উচ্চারন ও ভাষা প্রয়োগের দক্ষতা অর্জন।	ব্যাক্তিত্ব সম্পন্ন নেতৃত্ব গঠন
অক্টোবর	১৫ই অক্টোবর বিশ্ব হাত ধোয়া দিবস উদযাপন ও সার্বজনীন দুর্গা পূজা উৎসব।	শিক্ষার্থীদের হাত ধোয়ার সঠিক নিয়ম শেখানো পরিস্কার পরিচ্ছন্নতার গুরুত্ব অনুধাবন এবং সবার ধর্মীয় অনুভূতি জাগ্রতকরণ।	নিজের, পরিবারের ও পরিবেশের প্রতি দায়িত্বশীলতা গঠন।
নভেম্বর	বার্ষিক পরীক্ষার প্রস্তুতি ও পরীক্ষা গ্রহন।	শিক্ষার্থীদের পরীক্ষায় অংশগ্রহনের মাধ্যমে প্রতিযোগিতার দক্ষতা অর্জন।	যোগ্যতা ও দক্ষতা অর্জন
ডিসেম্বর	মহান বিজয় দিবস পালন, ফলাফল প্রকাশ ও নতুন প্রেনিতে ভর্তি।	খেলাধুলা, কুইজ প্রতিযোগিতা ও নাটিকায় অংশগ্রহন। নতুন শিক্ষার্থীদের ভর্তি কার্যক্রম।	দেশের ইতিহাস ঐতিহ্য সম্পর্কে জ্ঞান অর্জন ও ইতিহাস সংরক্ষণ

Conclusion and Way Forward

It is expected that LFE project will be gained positive acceptance by the stake holders and institution level and also at policy level. The practice of empathy through various activities in school and community level that will bring qualitative change in the society and the world. The project has some recommendations for the sustainability and dissemination, that include:

- **Expansion and Connectedness:** The good practices of the LFE has the scope in 10 general secondary schools all the year round. Teachers would be connected through the social media for continuous mentoring.

- **Experiencing and testing the approaches of the New Curriculum Framework 2021**- This project activity is fully aligned with the new curriculum framework recently developed by the Government of Bangladesh. Therefore, the project activities would help teachers of these schools to get orientation on the new approaches and also the learning from this project would provide feedback to the new curriculum revisions.

- **Contribution to Teacher Professional Development:** This project has the merit to work collaboratively with NAEM for embedding the LFE in the existing CPD initiatives.

- **Scale up:** The good practices of the project can be scaled up through Kishore Batayon platform and also through developing some apps on LFE.

- **Develop Bangladeshi Model**: This project would develop the context based Bangladeshi model of Learning of Empathy Development models.

- **Collaborative Research:** The project would open up the new horizon of research on LFE.

Finally, the project impact after scaling up would contribute to achieving SDGs and the Vision 2041 for transforming Bangladesh to a developed country.

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মাদ্রাসা শিক্ষা বিভাগ (২০১৯)। *নির্দেশিকাঃ শান্তি ও টেকসই উন্নয়নের জন্য সহমর্মিতামূলক শিখণের চর্চা*। মাদ্রাসা শিক্ষা বিভাগ, শিক্ষা মন্ত্রণালয়ঃ ঢাকা।

লেজিসলেটিভ ও সংসদ বিষয়ক বিভাগ, (২০১৬)। *গণপ্রজাতন্ত্রী বাংলাদেশের সংবিধান*। লেজিসলেটিভ ও সংসদ বিষয়ক বিভাগ, আইন, বিচার ও সংসদ বিষয়ক মন্ত্রণালয়ঃ ঢাকা।

শিক্ষা মন্ত্রণালয় (২০১০)। *জাতীয় শিক্ষানীতি-২০১০*। শিক্ষা মন্ত্রণালয়ঃ ঢাকা।

Photo Gallery