

# INTERFAITH COUNCIL ON ETHICS EDUCATION FOR CHILDREN

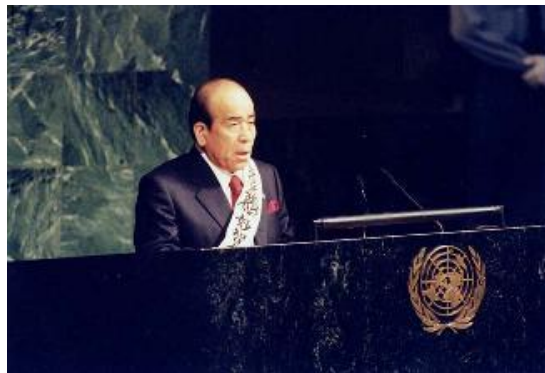


## ACTIVITY REPORT 2005 - 2007



### Background

On the occasion of the United Nations Special Session on Children in May 2002, Rev. Takeyasu Miyamoto, Leader of Myochikai, President of the Arigatou Foundation, and inaugurator of the Global Network of Religions for Children (GNRC), made a statement on behalf of the GNRC to the plenary session of the United Nations General Assembly. He proposed three key actions for religious people to build a world truly fit for children.



The first of these proposals called for the establishment of an Interfaith Council on Ethics Education for Children consisting of people of faith, educators and others mandated to work in cooperation with the United Nations to make the development of spirituality in children – including ethical values and esteem for people of different religions and civilizations – an essential part of the “quality education” pledged in the Special Session Outcome Document, “A World Fit for Children.”

The second was to further strengthen the GNRC’s work to reduce poverty as set out in the Millennium Development Goals, which is often the root cause of the deteriorating environment that children face.

The third was to exercise leadership and set an example for religious communities in order to generate a universal moral force that would propel implementation of the Convention on the Rights of the Child.

After a series of preparatory meetings among GNRC members, experts in ethics and in education, representatives of UNICEF and UNESCO, and other concerned leaders and

with the endorsement of Rev. Takeyasu Miyamoto on behalf of the GNRC, as formally announced at the Second Forum of the GNRC in Geneva, Switzerland in May 2004.

A Vision had been developed and was adopted along with Guiding Principles, Strategies and the Role and Organization of the Council.

### Vision

*We envision a world in which all children are empowered to develop their spirituality – embracing ethical values, learning to live in solidarity with people of different religions and civilizations, and building faith in the Divine Presence.*

*We believe that ethics education will enhance children’s innate ability to make positive contributions to the well being of their peers, families, and communities, and that this in turn will help the entire human family to thrive in an environment of greater justice, peace, compassion, hope and dignity.*

### Role and Organization of the Interfaith Council



The Interfaith Council on Ethics Education for Children serves as an international resource centre and nexus for dialog, partnership and action on the theory and practice of ethics education for children. The Interfaith Council was established at the initiative of the GNRC, with the support of the Arigatou Foundation. It consists of a Council, a Committee forming various taskforces, and a Secretariat.

The Interfaith Council is composed of persons nominated by GNRC members in consideration of regional, gender, religious and professional balance and approved by

the Arigatou Foundation. It had initially at least one child member in all its constellations, i.e. in the Council, in the Committee as well as in each of its taskforces. (See Annex for members of Council and the Committee).

The Secretariat of the Interfaith Council on Ethics Education for Children was established in Geneva under the umbrella of the Arigatou Foundation. The Council Secretariat plans, budgets and implements the meetings of the Interfaith Council in its various forms as well as the activities of the Interfaith Council.

### Responsibilities

The Interfaith Council will, as mandated by Rev. Takeyasu Miyamoto on behalf of the GNRC and guided by its Vision and Mission,

- determine the overall direction for the promotion of ethics education
- develop and revise overall strategy for promoting ethics education, monitor and evaluate cases of implementation
- examine and make recommendations on various issues pertaining to the promotion of ethics education
- advocate the implementation of ethics education for children around the world
- issue an annual report with the endorsement of Rev. Takeyasu Miyamoto on behalf of the GNRC, on the activities of the Interfaith Council and ethics education around the world.

### Meetings of the Interfaith Council

The Council normally convenes once annually to review and recommend the overall direction of the ethics education initiative, issue a message and release the annual report on the progress of ethics education.

The Council held its first meeting in Tokyo, Japan in May 2005 and issued the following message:

### **Message from the First Meeting of the Interfaith Council 16 May 2005**

*As members of the Interfaith Council on Ethics Education for Children, we have gathered 15 – 16 May, 2005 in Tokyo for the inaugural meeting of the Interfaith Council.*



*Grateful for the initiative on ethics education proposed on behalf of the Global Network of Religions for Children (GNRC) by Rev. Takeyasu Miyamoto, President of the Arigatou Foundation and Leader of Myochikai, we have from our different traditions and experience jointly deliberated on the value and urgency of the task we have undertaken.*

*Being invited in our capacities as religious leaders, scholars, educators and people experienced in working with children and young people across cultural and religious traditions, we affirm that*

- an ethics education which intentionally and constructively fosters a multicultural and pluralistic society will empower children to help create a world of greater justice, peace and dignity*
- fostering children's spiritual development based on common ethical values, as formulated, for example, in the Declaration Towards a Global Ethic by the Parliament of the World's Religions in 1993, will contribute to the realization of the right of the child to full and healthy physical, mental, spiritual, moral and social development and the right of the child to education set out in the Convention on the Rights of the Child*

*educational systems and processes should empower children and young people to play a vital role in a dynamic and critical thinking on and practice of ethics, and should*

*assist each child and young person to be able to build a positive relationship with the self, the other, the environment, and what they relate to as a divine reality or moral force.*

*Being aware of the troubled situation of the world's children in both developing and developed countries, which demands the promotion and practice of ethics that foster the interdependence of all societies, communities, and individuals and that respect universally shared ethical values, we call attention to*

- the urgency of implementing the ethics education initiative in local communities around the world, building alliances with people, organizations and institutions concerned about moral and ethical development of children*
- the importance of utilizing existing experiences and cooperating with existing networks*
- the necessity of providing concrete, practical instruments as resource materials and examples which can be adapted and used as guides in different contexts*
- the role of Interfaith Council members, their organizations and networks as advocates for ethics education for children.*

*We commend all who collaborate in this ethics education initiative and, as members of the Interfaith Council on Ethics Education for Children, commit our own continued support and contribution to the success of the initiative.*

The Committee normally meets twice annually to address practical matters related to content and to strategies required for the promotion of ethics education. The Committee held its first meeting in Geneva, Switzerland, 10 – 12 February 2005.



Committee members engaged in two and a half days of in-depth discussions, making concrete suggestions for the development of a “toolkit” for implementing ethics education in various educational settings and for a wide variety of potential audiences.

A framework document elaborating on a new thinking on ethics had been produced to stimulate the discussion on ethics, education, interfaith learning and children’s participation. The framework paper, which was titled *Interfaith Learning and Ethics Education*, was revised after the meeting based on the input of committee members.

A small group of Committee members representing different competencies, skills, religious traditions and secular points of view continued to work to develop the “toolkit,” which was considered essential for the promotion of ethics education for children. Based on the overall framework, they developed methodologies and collected resources from different cultures and traditions to give a practical touch to the material. Peace education and human rights education manuals were solicited and consulted to assure that the toolkit would be a unique and useful complement to already existing material.

The Committee held its second meeting in Geneva, Switzerland, 16 – 17 January 2006, focusing on strategies for promoting ethics education through the media. The Committee members were updated on achievements and developments that had taken place since the first meeting held in February 2005 in Geneva. Two Youth Council members – Nour Ammari of the ‘Fishers Program’ from Jordan and Emanuel Mathias Nhumba of the ‘Education for Peace Program’ from Tanzania – were present at the meeting.

The Committee met 9 - 10 July 2007 for its third meeting in Versoix, Switzerland. The second draft of the toolkit was reviewed and the Committee gave substantial advice for the finalization of the material. The Committee discussed



strategies for dissemination and advised on the launch, scheduled for the GNRC Third Forum in May 2008 in Hiroshima.

### Priorities of the Interfaith Council

- ◆ One of the first priorities for the Interfaith Council was to develop a "toolkit" for ethics education using an interfaith learning approach.

Note: The completed toolkit is titled *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education*, and will be introduced at the GNRC Third Forum in Hiroshima in May 2008.

Eager to further a genuine cooperation between people of different religions, a taskforce of the Committee was formed of scholars, pedagogues and educators from different religious traditions and secular points of view in different cultures to develop the ethics education resource.

*Learning to Live Together* was developed for use in varied contexts. As people of different religious and secular traditions were involved in shaping it, the resource is expected to be accessible to everyone concerned with promoting ethics and values in both the religious and secular spheres of society. The objective was to develop a practical ethics education resource clear enough to be relevant on a global level and yet open and flexible enough to be interpreted into different cultural and social contexts.

Thanks to the ongoing activities of the GNRC interfaith network, *Learning to Live Together* has been thoroughly tested in many different regions and cultural contexts, a process which contributed important learning and experiences.

It consists of a first part outlining the basic framework and understanding of ethics education, followed by sections outlining the learning process itself, including its methodologies, and then the two learning modules. The following sections include a compilation of activities, resources and references. *Learning to Live Together* is a substantial resource of almost 250 pages in length.

- ◆ A second priority for the Interfaith Council is to empower children and young

people to be actively involved in the ethics education initiative. It is fundamental for all GNRC activities to involve children in different ways. Two young persons from the GNRC network were appointed Council members and another two as members of the Committee.

Children and youth have been involved in all toolkit development workshops. The participation of children and young people should never be a token gesture at a meeting or conference that is tailored for adults. Involving children in the most appropriate and participatory way requires unique approaches to assure that processes and methodologies are child-friendly and respectful of the space needed to give young participants a voice.

- ◆ A third priority set by the Council is to engage in a dialogue with media on the influence it has on children and youth. Media has taken on a role as educator and values are transmitted through the media. The Committee devoted its second meeting to exploring strategies and listing recommendations on how to dialogue and work with media.

#### Ethics Education Promoted through GNRC Activities around the World

Ethics education was high on the agenda and a concern ever since the GNRC was established in May 2000. It has sometimes been in the form of peace education or concern for quality education. The emphasis in the six GNRC world regions on peace education, quality education or teaching common values as ways to improve and change the environment for children contributed to the launching of the Interfaith Council.

The GNRC Africa “Education for Peace” pilot project was launched in Tanzania in 2003. The vision of the Education for Peace project was to build a peaceful country which respects human differences and to celebrate the diversity therein while giving visibility, continuity and strength to the peace heritage in rural and urban areas of Tanzania.

Five workshops were held in various regions in Tanzania from July 2003 to June 2004,

which provided a forum for "teaching and learning about the values, attitudes and forms of behavior that reflect respect for life for human beings and their dignity." Following up on the workshops, 34 Peace Clubs were established at the initiative of children mainly in formal and informal learning institutions in order to promote peace in their respective schools and communities.

In Jordan, the Ecumenical Studies Center held a consultative seminar on "The Spiritual and Ethical Values as Basic Principles of Child Education and Development," in April 2003 bringing together 61 participants, including children, from various faiths from Lebanon, Jordan and the Occupied Palestinian Territories. His Royal Highness Prince El Hassan bin Talal of Jordan was the guest of honor at this seminar, a significant mark of distinction for the GNRC.

In Israel, Neve Shalom / Wahat al-Salam held a GNRC Conference on "Religion, Social Identity and Education among Arabs and Jews in Israel," in February 2004. One hundred participants representing Christianity, the Druze, Islam and Judaism participated.

In the follow up to the GNRC Europe conference in 2002, an action plan was put forward, calling for, among other things, organizing a Workshop on Ethical and Spiritual Education for Children and the formation of a European GNRC Working Group on Ethical and Spiritual Education for Children. An approach was later developed to promote ethics and spiritual education through various national workshops and meetings instead of a regional conference.



In December 2002 the first GNRC Latin American Conference took place in Buenos Aires, Argentina, bringing together 118 people, including children, from 22 Spanish-speaking countries in the region and Brazil. The themes adopted were poverty and violence as the main problems facing children in the region, with basic quality education for all and ethics education as responses to these problems from an inter-religious network in the region. Two declarations – one from the children and one from the adults – were issued and three committees were formed: one on education, one on ethics education, and one coordinating committee with representation for the three sub-regions: Andean, South Cone and Meso-America.

At the time of the Second Forum of the GNRC in 2004, when the establishment of the Interfaith Council on Ethics Education was announced, all GNRC regional activities included a focus on ethical and spiritual education for children.

#### Development of *Learning to Live Together* Introduces a Resource for Ethics Education in the GNRC Regions

A thorough interfaith, multicultural testing process has been used in the development of *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education*. The program adopts a highly interactive learning approach where children and young people explore the core ethical principles of respect, reconciliation, empathy and responsibility by discussing the local realities they face in everyday life. Children and young people from the GNRC network in all regions have been invited to workshops where they experienced the ethics education learning process and then provided feedback to improve the program. Youth participants represented a broad range of religious traditions: African Indigenous traditions, Baha'i, Buddhism, Christianity, Hinduism, Judaism, and Islam.

At all the workshops, a variety of thematic activities, games and discussions created an interactive dialogue among the participants that allowed them not only to reencounter themselves but also to discover others in a new way.



When only a first draft framework was developed, the material was introduced and used at a

national GNRC Europe meeting in France, which was arranged to explore possible collaboration around children's issues. Some thirty people of different religious traditions met in Paris in October 2005.

The first proper toolkit development workshop was arranged in Sweden in November 2005. A draft version of *Learning to Live Together* was used as background material for the workshop. Under the three themes of Respect, Reconciliation and Empathy, the workshop offered dynamic opportunities for persons, including children and youth from different faiths, to come together to enhance their respective religious beliefs and practices through an experience of mutual learning.

One of the groups worked with animation. The participants were pleased to have the chance to try different learning methodologies. The introduction and work with animation was a particularly new experience for many.

Children and adults worked in mixed groups in Sweden and one thing learned from this workshop is that children and youth need their own space in addition to being in interaction with adults at specific sessions.



GNRC Latin America was the second of the GNRC regions to use the draft version of *Learning to Live Together* with a view to promote ethics education for children through

interfaith and interactive learning.

The workshop was attended by some 50 participants, coming from Bogotá and various cities of Colombia, and from the other Andean countries, Bolivia, Ecuador, Peru and Venezuela. All were of Christian denominations, representing the Anglican, Mennonite, Catholic, Lutheran and Presbyterian churches. Five children and nine young people from Colombia attended the workshop.



The methodology used was interactive, featuring practical exercises followed by a 'socialization time' to share ideas at the end of each learning session. At the end of the day, participants were requested to think about what they had learned and write their individual commitments related to the theme of the day.

Learning from this workshop included the realization that some values are more important in certain contexts and expressed in specific terms. *Learning to Live Together* was consequently developed to allow flexibility to emphasize regional, cultural and contextual notions and vocabulary.



The two Youth Council members, who attended the Committee meeting in January 2006, devoted one day to working with *Learning to Live Together*, assessing the usefulness of the material for the youth activities in which they were engaged in Jordan and in Tanzania. A short manual on how to use the material in a youth group was developed and made available on the

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Ethics Education webpage as a resource and idea for other youth who would like to be involved and do something.

Based on the experiences at the toolkit development workshops, the initial version of *Learning to Live Together* was crafted into two learning modules, “Understanding Others” and “Transforming the World.” The learning modules focused on respect for oneself and for the other in an empathic way that makes room for reconciliation and the ability to respond to the needs of the others and the world.

GNRC youth from 12 countries and six regions converged in Geneva in July for a youth workshop on ethics education for children. The youth from Africa, Latin America, Middle East, Europe, Central and South Asia gathered to discover more about each other and to familiarize themselves with tools and resources that can be used to energize the GNRC youth network globally and in their world regions.



The workshop was structured to enable the young people to contribute new learning and ideas to *Learning to Live Together*. During the workshop, the GNRC youth learned about mutual understanding; were equipped with knowledge, ideas and resources to transform their environment for the better; built relationships among themselves from different regions; and were empowered to strengthen the GNRC youth networks in their regions.



A South Asia toolkit development workshop was held in Coimbatore, India in August 2006. The workshop

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brought together 50 children and youth from different religious backgrounds and nationalities.

The participants came from Hindu, Islamic, Buddhist and Christian traditions.

At the workshop, it was during the 'Pilgrimage of Peace' that children and youth learned in practice about respect for the other through empathy, visiting a Sikh Gurudwara, then proceeding to a Jain temple and visiting a local mosque. The participants finally visited a church and a Hindu temple to complete the pilgrimage. In the pilgrimage, the teenagers experienced harmony, sister- and brotherhood, peace and reverence in all these religious places.

A village visit introduced the children and youth to the needs of the others and the possibility of transforming the world even with small means. This workshop contributed learning on the impact of experience and exposure as a methodology and the importance of building relationships locally to allow people to live together peacefully.



A day-long workshop based on *Learning to Live Together* was organized in Kyoto in August 2006 for children and youth from various GNRC world regions and countries, including the Arab States, South Asia, Africa, Europe, East Asia and Israel.

The workshop was conducted alongside the 8th World Assembly of the World Conference of Religions for Peace (WCRP). Things learned included the importance of forming age-specific groups of children and youth to best meet the objectives of the material.

Adults and youth of different religious organizations in Spain gathered in Salamanca, Spain in September 2006 to discuss ways to promote mutual understanding and respect in



their country and how to enhance the GNRC in Spain. The workshop contributed local and regional input to the developing material.

The workshop in Salamanca lifted up the need to strengthen the aspect of spirituality in the ethics education using an interfaith learning approach.

In December 2006, GNRC Africa brought together fifty children, young persons and adults from different religious backgrounds and nationalities for a three day workshop under the theme “Journeying Together for Peace”.



The objectives of the workshop were to empower children and youth to become ‘ambassadors for peace’ and agents of change, to build relationships among GNRC youth from Tanzania, to introduce GNRC to young people from Kenya, Uganda and Rwanda, to learn about mutual understanding, and to equip participants to transform their own environments.

The workshop was the last in the series of toolkit development workshops around the world, and it proved to be a valuable learning experience. It affirmed the impact of experience and exposure as a methodology for mutual understanding and the importance of role modelling as motivation for being agents of change. It further affirmed the need for separate sessions for adults and provided substantial material for the “Guidelines for Chaperones” later developed as a complement to the main resource, *Learning to Live Together*.

### Continued Learning and Training

The toolkit development workshops affirmed the need for continued learning and input and also the urgent need to train facilitators to assure that the material is used in accordance with its objectives.



A pilot project entitled “Interfaith Learning and Ethics Education in a Multi-Religious Group in Israel” was started by GNRC Israel in November 2006. It sought to create an opportunity for Jewish, Muslim and Christian young people in Israel to meet for dialogue and discussion of issues where they could attempt to find common ground and shared values.

*Learning to Live Together* was used as basic material. This interfaith learning project started with a weekend seminar to provide the participants with sufficient time to get to know each other. The initial seminar was followed by a weeklong Journey for Peace in July 2007, an initiative of GNRC Israel. It was designed, planned and implemented jointly by the Pluralistic Spiritual Centre of Neve Shalom / Wahat al-Salam and the Open House, Ramle.

GNRC Latin America and Caribbean arranged a combined ethics education workshop and a training of trainers in Ecuador in January 2007 for participants from Colombia and Ecuador. Parents, children and trainees learned about the importance of understanding and respecting people from different cultures and analyzed the displacement situation from different points of view. They also had the opportunity to discuss ways of solving conflicts and committed themselves to specific actions to bring more peace



and mutual understanding to their region.

A visit to one of the local communities near San Lorenzo helped to enhance participant's awareness about the situation of Colombian and Ecuadorian people living there. It was an opportunity to put oneself in others' shoes and to understand the reality of the other.



A training workshop with teachers and educators was arranged jointly by GNRC Arab States and the Council Secretariat in Amman in February 2007. The participants came from several Arab states, altogether over thirty teachers and educators from Egypt, Jordan, Lebanon, Sudan, Syria and India.

Around 20 students from Jordan participated in the workshop, the theme of which was “Empowering Educators and Teachers to Promote Ethics Education through Interfaith Learning.”

The Council Secretariat arranged jointly with the GNRC network in Central Asia and in South Asia, a training workshop for young adults from GNRC regions in April 2007 in order to equip at least two young facilitators in each region to use *Learning to Live Together* according to its objectives. Young adults who work with children and who were interested in



promoting ethics education through interfaith learning assembled for a week long training workshop in New Delhi, India. The 21 participants came from Sri Lanka, India, Tanzania, Azerbaijan, Armenia, Kazakhstan, UK, Israel and Jordan. The workshop aimed at developing competencies in a comprehensive and practical

manner, equipping the participants to use *Learning to Live Together*.

The draft version of *Learning to Live Together* was translated into Arabic by the GNRC Arab States. Scholars and experts were invited to comment on its content and an experts meeting was arranged in Amman in early 2007 to collect input from scholars in the Arab world.

### Supplementary Resources

The Council Secretariat is also in a process of creating and maintaining a database of organizations that conduct ethics education including model cases and best practices in ethics education. It attempts further to establish a network of organizations and individuals that conduct ethics education as a resource for the Interfaith Council and the GNRC network.

### Partnerships

It takes more than a single resource material to promote ethics education. Alone, *Learning to Live Together* cannot change the world. The ethics education initiative has the potential to go beyond the development of resources, guides and material. In placing ethics education on the agenda of the child rights movement, the Arigatou Foundation has, through the establishment of the Interfaith Council on Ethics Education for Children, provided mechanisms and opportunity for expressing a concern that is close to the heart of many.

Partnerships have emerged with peace educators, human rights educators and teachers and educators who see an increasing need for quality education, for internalizing and nurturing values and for empowering children and young people to be responsible and caring citizens of a multi cultural and multi religious society.

Partnerships have also been strengthened and consolidated with religious and spiritual traditions through the faith based initiative to bring together people of different traditions in the GNRC, the only worldwide interfaith network exclusively dedicated to securing the rights and well-being of children and young people.

Partnerships and cooperation with UNICEF and UNESCO have significantly deepened in the process of furthering and promoting ethics education.

UNICEF, the UN agency specifically mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential, has specifically welcomed the Arigatou Foundation's genuine focus and contribution to the wellbeing of children both through its inter-religious network, the GNRC, and the Interfaith Council on Ethics Education for Children. Guided by the Convention on the Rights of the Child and striving to establish children's rights as enduring ethical principles and international standards of behaviour towards children, UNICEF has recognized that the ethics education initiative supports its mission.

UNESCO, the UN agency specifically mandated by the United Nations General Assembly "to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations," is welcoming the ethics education initiative as a contribution to quality education and peace-building. UNESCO is working to create conditions for genuine dialogue based upon respect for shared values and the dignity of each civilization and culture and the ethics education initiative is a concrete application of this mission.

Both UNICEF and UNESCO have endorsed *Learning to Live Together*, the ethics education resource developed by the Interfaith Council together with the GNRC, with the support of the Arigatou Foundation. The new material will be introduced and launched at the GNRC Third Forum in May 2008 in Hiroshima, Japan as the first significant outcome of the ethics education initiative.

## ANNEX

### Membership Interfaith Council on Ethics Education for Children *(Honorific and academic titles omitted)*

#### Honorary Advisor

**Prince El Hassan bin Talal**

Chairman, Royal Institute for Inter-Faith Studies, Jordan

#### Chairman

**Takeyasu Miyamoto**

Leader of Myochikai and President of the Arigatou Foundation

#### Council Members

**A. T. Ariyaratne**

Founder and President of the *Sarvodaya Shramadana* Movement

**Kul Gautam**

Former Deputy Executive Director of the United Nations Children's Fund (UNICEF)

**Hans Küng**

President of the Global Ethic Foundation

**Bibifatemeh Mousavi Nezhad**

Manager, Institute for Interreligious Dialogue

### **Adolfo Perez Esquivel**

President of *Servicio Paz y Justicia*, Nobel Peace Prize Laureate

### **Salim Ahmed Salim**

Chairman of the Mwalimu Nyerere Foundation

### **Alice Shalvi**

Former President of the Schechter Institute of Jewish Studies, Professor Emerita of English Literature, Hebrew University of Jerusalem

### **Didi Athavale Talwalkar**

Leader of the *Swadhyay Parivar* Movement

### **Anastasios Yannoulatos**

Archbishop of Tirana, Durres and All Albania, Greek Orthodox Church

## **Youth Council Members**

### **Nour Ammari**

Fisher's Youth Program

### **Emanuel Mathias**

Founder Movement of Youth and Children Peace Club

## **Committee Members**

### **Hasan Abdul Rahim Abu Nimah <sup>1)</sup>**

Director of the Royal Institute for Inter-Faith Studies in Amman, Jordan

Advisor to HRH El Hassan bin Talal

### **Swami Agnivesh <sup>2)</sup>**

Chairperson of Bonded Labour Liberation Front, New Delhi, India

Former Chairperson of the United Nations Trust Fund on Contemporary Forms of Slavery

**Charanjit AjitSingh** <sup>3)</sup>

Freelance Inspector / Educational and Management Consultant Trustee and Vice Chair, International Interfaith Centre, Oxford, UK

**Farida Ali** <sup>1)</sup>

Program Officer, Office of Public Partnerships, UNICEF, New York

**Ibrahim Abdul Aziz Al-Sheddi** <sup>1)</sup>

Secretary-General of the Saudi National Commission for Education, Culture and Science (UNESCO), Riyadh

**Kezevino Aram** <sup>2)</sup>

Director of the Shanti Ashram in Coimbatore, India

**Wesley Ariarajah** <sup>4)</sup>

Professor of Ecumenical Theology at Drew University Graduate and Theological Schools in Madison, US

**Alicia Cabezudo** <sup>4)</sup>

Director of Educating Cities Latin America, Rosario, Argentina

**Meg Gardinier** <sup>4)</sup>

Managing Director, Education and Community Partnerships, US Fund for UNICEF, New York

**Andres Guerrero** <sup>4)</sup>

Program Officer, Office of Public Partnerships, UNICEF, Geneva

**Magnus Haavelsrud**

Professor, Department of Education, Norwegian University of Science and Technology, Trondheim

**Heidi Hadsell** <sup>4)</sup>

President of Hartford Seminary, US

**Vinod Hallan** <sup>2)</sup>

Project Director, Department of Education and Skills, UK

**Stuart Hart** <sup>4)</sup>

Deputy Director, International Institute for Child Rights Development, University of Victoria, Canada

**Azza Karam** <sup>1)</sup>

Senior Culture Adviser, United Nations Population Fund, New York

**Method Kilaini** <sup>4)</sup>

Auxiliary Bishop of Dar es Salaam, Tanzania

**Marlene Silbert** <sup>6)</sup>

Education Director, Cape Town Holocaust Centre, South Africa

**Hans Ucko** <sup>4)</sup>

Program Secretary, Interreligious Relations, World Council of Churches, Geneva

**Deborah Weissman** <sup>6)</sup>

Former Director, Kerem Institute for Teacher Training for Humanist-Jewish Education, Jerusalem

**Sunil Wijesiriwardhana** <sup>5)</sup>

Consultant (peace, culture, media), Sarvodaya Shramadana Movement, Moratuwa, Sri Lanka

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**Secretary General**

Agneta Ucko

