



## Workshop on Ethics Education

### Lidingö, Sweden

### 18-20 November 2005

For three days, participants from Denmark, Finland, Sweden and the United Kingdom gathered to discuss issues related to *respect, empathy and responsibility*. Participants were divided into three groups, one for each of these values. Each group, consisting of both young people and adults, discussed one of the values, how it is applied in their societies and how it can be promoted.



The first group explored **empathy** from different perspectives. Through an analysis of pictures of suffering, lack of respect, hatred, love, understanding and care, participants were motivated to examine further the importance of empathy in our society, and the need for practices that foster compassion and respect for others.

By physically walking in each others' shoes and through trust exercises (where people were blindfolded), participants discovered what it means to be empathetic and how this mindset can lead to action to help others. A case study about immigration issues in Europe provided the basis for a discussion of empathy in society.

The second group focused on the value of **responsibility**. The participants analysed their roles, viewpoints and experiences in society from their own perspectives. They discussed issues affecting the Nordic countries and the individual and collective responsibilities they hold as citizens. Through case studies and discussions, the journey helped them realise their ability to respond to injustices and meet the needs of their countries.





The last group worked with the topic of **respect**. Having discussed what respect means, how it is developed and how it is violated, the participants prepared an animated film on this topic, using basic materials such as pens, cardboard and scissors. This method promoted participants' creativity and critical thinking about their own behaviour.

The workshop ended with an interfaith prayer prepared by the participants, where each of them prayed, sung or recited a text from their own particular religion. It was a moment to meditate on their participation, their learning and the experience.

## Learning and impact

Participants felt that their discussions had broadened their understanding of some of the social issues faced today in the Nordic countries. The interaction with people from different religions also challenged their point of view and helped them see how important the highlighted values are when interacting with people. Other learning points concerned the importance of putting oneself in others' shoes and of challenging one's prejudices.

## How did this workshop contribute to the development of the resource pack?

This was the first time the draft material was tested, and only the introductory section had at this stage been written. The evaluation of the workshop brought many important learning points that helped shape the resource pack and its content. These are the main ideas incorporated in the final version:

- > Active and participative methodologies are central to the nurturing of ethical values.
- > Provide children and young people with their own space for sharing and learning.
- > The values should not be compartmentalised, but interconnected.
- > The resource pack should have a more regional approach and there should be space for regional inputs and resources.
- > The resource pack needs to address social issues and help children and youth understand problems in their societies.
- > Values can only be nurtured, they cannot be taught.
- > More space is needed for individuals to develop their spirituality.
- > Include resources such as activities outlines, stories and case studies.

Information about the Workshop	
Venue	Ecumenical Institute, Lidingö
Number of participants/facilitators	33/3
Number of adults	27
Number of young people (15-19 years)	6
Working time	3 days
Language used	English
Participants' countries of origin	Chile, Ecuador, Denmark, Finland, India, Israel, Japan, Jordan, Sri Lanka, Sweden, the United Kingdom and the United Republic of Tanzania
Participants' beliefs	Buddhism, Christianity, Hinduism, Islam and Judaism. People of secular thinking
Pedagogical techniques	Arts Experience sharing Round tables

