



International Workshop:

**Learning to Live Together: Validating Good Practices**

Geneva/IBE, 21-23 November 2007

**CONCEPT PAPER**

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## 1. Workshop context, aims and outcomes

### 1.1. Workshop context

The workshop was designed with a view to consolidate the joint GTZ and IBE initiative begun in 2003 for the identification and documentation of good practices in the area of “*Learning to Live Together/LTLT*”<sup>1</sup>.

Since 2003, GTZ and IBE have carried out several joint activities amongst which were seminars devoted to “*Determining Good Practices in Education for Learning to Live Together*” (Geneva, 9-11 December 2003) and “*Evaluating Learning to Live Together Practices*” (Geneva, November 2004). Several participants in the seminars constituted themselves in a project Core Group acting as intellectual resources and advisors, and contributing to the development of some of the most important project products.

Since 2001, the IBE has been focusing on the documenting of good practices in the area of LTLT as a central part of its program activity. Since the launching of the joint GTZ-IBE project in 2003, the focus has been on the evaluation of LTLT projects worldwide in order to build a knowledge/data base of what works and why, which may be genuinely labeled good practice.

Based on different activities carried out jointly by GTZ and IBE in 2003 and 2004 the IBE developed its RElated database and issued a CD-ROM documenting good LTLT practices internationally (2005). The IBE also published a series of works on LTLT (see, amongst other, Sinclair: 2004) while GTZ funded after 2005 additional work with a view to further elaborate on a *Monitoring and Evaluation Framework (M+E Framework)* of LTLT practices in school- and out-of-school settings.

Owing mainly to unexpected events in 2005 (the illness and passing away of the late IBE director, Dr. Cecilia Braslavsky, and the overall restructuring of IBE’s Capacity Building Programme) the LTLT Project was put on hold for two years. In 2007, new opportunities to re-launch the project fortunately occurred. The IBE, under the leadership of its newly appointed director, Dr. Clementina Acedo, is determined to reinforce LTLT as a main focus of, and programmatic area within its new Strategy for 2008-2013. GTZ was able to mobilize additional funding for 2007 in order to resume project activities. Both GTZ and IBE agreed to join efforts to raise funds in 2008 with a view to finalize and broadly disseminate a M+E Tool which ought to become an important element of the IBE Series “*IBE Tools for Modern Curriculum Development*”.

Both GTZ and IBE agree that, based on developments to date and promising future prospects, it is imperative to ensure continuation of project activities and sustainable actions in 2008/2009 to finalize the *M+E Tool* that ought to guide educators worldwide with regard to quality assurance in the area of LTLT.

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<sup>1</sup> Further referred to as “LTLT”.

While acknowledging the need to reinforce LTLT aspects in all areas of education, at all education stages and also as a life-long education endeavor IBE and GTZ stress equally on the importance of *quality assurance* in LTLT with educators and other stakeholders being able to avoid pitfalls and wrong deeds while enhancing the positive impact of LTLT on individual and collective development and wellbeing.

### *1.2 Institutional partnerships*

The primary goal of die **Deutsche Gesellschaft für Technische Zusammenarbeit** (GTZ) is to improve the living and working conditions of people in partner countries and sustain the natural basis for life. Its Education Division focuses on ways to improve the quality, efficiency and relevance of basic education systems worldwide. GTZ education projects cover areas such as skills teaching, environment, sciences, health and HIV and AIDS prevention as well as cross-cultural issues specifically related to “living together” such as conflict resolution, intercultural, bilingual and mother tongue education. In 2004, the GTZ, on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), launched a new project entitled “Promotion of democratic behavior and living together peacefully through formal and non-formal education” and focuses on children and youth in partner countries of German development cooperation. The project is using educational concepts and instruments to promote democratic behavior and living together peacefully in its strategies and programs.

**The International Bureau of Education (IBE)** is the UNESCO Institute specialized in *education and learning contents, methods and structures*. Its overall mission is to assist UNESCO-member states to achieve *quality education for all (EFA goal number six)* based on improving *learning and curriculum pre-requisites*, as well as *learning processes* and *outcomes* within the holistic framework of EFA.

The IBE promotes a comprehensive approach of curriculum development, implementation and monitoring addressing all relevant aspects, from curriculum policies, as part of overall education policy making, to advocacy, development of curricula and learning materials, implementation at school- and classroom level, monitoring and evaluation of curriculum processes, and curriculum revision. It tackles equally relationships between curriculum and assessment, teacher education and training, teaching and learning strategy and learning environments.

The IBE functions as an international centre for the development of contents and methods of education. It builds networks to share expertise on, and foster national capacities for curriculum change and development in all the regions of the world. It aims to introduce modern approaches to curriculum design and implementation, improve practical skills, and foster international dialogue on educational policies.

The IBE works in partnerships with governments, international organizations, NGOs and academic institutions, and provides technical assistance to UNESCO-member states, capacity building (exchanges, sharing and training), policy support and a wide range of information resources.

In line with UNESCO's statutory mission to act as facilitator of international exchanges, and promoter of international standards and norms in education, the IBE, as UNESCO's institute specialized in education/learning content, methods and structures aims to:

- Assist countries, governments and local communities to identify challenges and new opportunities of today's and tomorrow's world that impact on learning and curriculum;
- Provide professional support for capacity building in the realms of curriculum policies, design, implementation and evaluation by taking into account complex interactions between local, regional and international contexts, developments and expertise;
- Assists countries, governments and local communities in the context of improving curriculum processes and products through action-oriented, participatory approaches and effective partnerships amongst relevant education stakeholders;
- Contribute, based on collecting relevant education data and comparative studies, to international debates on education trends and good policies and practices;
- Cooperate with countries, governments and local communities to identify education and curriculum-related Tools to fight against poverty, discrimination, exclusion and violence and to promote a culture of peace, human rights, fair access to resources and constructive management of differences.

### 1.3 Aims

Since 2004 several documents were elaborated by members of the Project Core Group with a view to contributing to the development of a *Monitoring and Evaluation Framework*<sup>2</sup>. The Framework encompasses both conceptual and methodological dimensions and aims to constitute a reference document for assessing the effectiveness of LTLT practices<sup>3</sup>. While such a Framework is needed to clarify important conceptual and methodological aspects pertaining to LTLT and the quality of projects associated to it, practitioners are still in need of a simple Tool to monitor and evaluate their practices, as a basis for capacity building and improving context-specific LTLT processes and products.

It is intended that, based on an international workshop to be held in Geneva (IBE) from 21 to 23 November 2007, consensus should be reached with regard to the following:

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<sup>2</sup> Further referred to as M+E Framework.

<sup>3</sup> The latest version of the M+E Framework (May 2007 with revisions integrated in October 2007) has been added as reference document.

## Learning to Live Together: Validating Good Practices

- Working definitions and principles of LTLT grounding the development of a Monitoring and Evaluation Tool<sup>4</sup> for LTLT;
- Content and methodological issues to be addressed by the M+E Tool;
- Best paths of action to capitalize on outcomes of previous stages and ensure the finalization and dissemination of the M+E Tool by 2008/2009.

The participants in the workshop are more specifically aiming to:

1. Take stock of developments since 2003/2004 with a view to capitalize on outcomes of previous stages and documents pertaining to the development of a M+E Framework;
2. Reach consensus amongst the members of the enlarged Project Core Group with regard to working definitions and principles of LTLT grounding the finalization of the *M+E Framework* and the transition towards the development of a *M+E Tool*;
3. Reach consensus with regard to strategies to make best usage of documents elaborated to date and how to integrate them in the process of finalizing and disseminating a M+E Tool for LTLT;
4. Enlarge and consolidate a community of practice among a group of selected experts in LTLT, as well as experts in project monitoring and evaluation. The group ought to contribute in specific ways to the finalization of the M+E Tool and to its wide dissemination with a view to strengthen the quality of LTLT practices in both school and out-of-school settings.

### *1.4 Expected outcomes*

The aims of the workshop are integral to the EFA goals resulting from the Dakar Forum (2000), notably Goal no. 6: “Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.”

They are also compatible with UNESCO and GTZ commitments to:

- (a) Reinforce universal access to quality education for all through the diversification of contents and methods and the promotion of universally shared values;
- (b) Stimulate innovation and the sharing of knowledge and best practices.

It is expected that the workshop will bring into being:

1. A comprehensive **Outline** (structure and content) of a M+E Tool for LTLT to be further developed, finalized and widely disseminated in 2008/2009;

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<sup>4</sup> Further referred to as M+E Tool.

2. A workshop **Report** highlighting main workshop outcomes and commonly-agreed strategies to finalize the Tool in 2008/2009;
3. An invigorated and enlarged **community of practice** (enlarged Core Group) focusing on LTLT in school and out-of-school settings coordinated by the IBE and GTZ.

The workshop outcomes, as well as the expected results of next phases should benefit different professional categories and education stakeholders, such as:

- Project managers and education practitioners world-wide involved in LTLT (education for peace, citizenship, violence prevention, global education, etc.);
- LTLT trainers, trainers of trainers and trainees;
- GTZ and bilateral and multilateral aid agency educational project officers in the field;
- Education researchers.

### *1.5 Participants*

During initial stages of the projects specialists from different countries were invited to document good practices of LTLT in school- and out-of-school settings. Over time several of them constituted themselves into a LTLT project Core Group that remained active even after 2005, when the project activities have temporarily ceased.

Four international experts, members of the initial Core Group are being joined for the workshop by other eight international experts (new members out of which only four can be physically present in Geneva).<sup>5</sup> IBE and GTZ specialists are being also part of the group and they both intend to enlarge the composition of the Core Group by including in the future new education specialists and stakeholders contributing to the finalization, validation and dissemination of the M+E tool for LTLT. It is intended that in the future a more relevant geographical distribution should be sought for while also integrating more practitioners and direct, field-based beneficiaries of such a M+E Tool for LTLT.

## **2. Agenda overview**

The Agenda has been designed in compliance with the workshops objectives and working methodology with a view to foster participatory and hands-on approaches as much as possible.

The Agenda comprises of four distinctive, yet related parts, as follows:

(1) *Stock tacking of previous developments and overview of existing documents/materials*. In this part, members of the Core Group will be invited to give an

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<sup>5</sup> See the Participants list. All invited specialists have formally declared their desire to be further on considered members of the Core Group.

overview of achievements to date (i.e. the M+E Framework developed by Dr. Anna Obura and commented on by Ms. Felisa Tibbitts; Ms. Margaret Sinclair and Prof. Lynn Davies). Members of the enlarged Core Group will be equally invited to share LTLT experiences (including M+E experiences on LTLT) of different countries and other international organizations (especially UNICEF; OHCHR; CoE). This session aims to highlight:

- What is that one can build upon in monitoring and evaluating LTLT practices;
- How to facilitate the transition for the M+E Framework to the development of a M+E Tool for practitioners; and
- How to make best usage of existing documents and materials produced in the framework of the joint GTZ and IBE project.

(2) *Developing suitable working definitions of LTLT.* As documented in previous stages of the project, a wide range of education dimensions and approaches can be associated with LTLT efforts (i.e. Peace education; Human Rights and Citizenship Education; Life skills; Intercultural education; Education for Sustainable Development). This session aims to forge a working consensus among Core Group members on what are basic understandings and assumptions with regard to LTLT which ought to be taken into account in the process of developing a M+E Tool to assess the effectiveness of LTLT practices and help practitioners improve their competencies, approaches and outcomes. While LTLT could be envisaging a wide range of different - yet convergent, by their final goal – education dimensions and approaches, it should be explored whether the M+E Tool should address specific areas of LTLT more closely in compliance with countries' contexts, needs and priorities. The work of the Core Group would also require a minimal agreement on philosophical and pedagogical foundations of LTLT, as well as a shared vision on quality issues associated to LTLT practices.

(3) *Facilitating the transition from the M+E Framework to a simple M+E tool for LTLT.* The draft M+E Framework developed to date sets broad theoretical and methodological orientations with regard to what is understood by LTLT and what are parameters of effective LTLT projects in both school- and out-of-school environments. While highly appreciative of the work invested in the M+E Framework and its broad scope the Core Group members reckon though that practitioners need a simpler Tool to assess the effectiveness of their practices and learn how to improve their approaches, working methodologies and outcomes. Such a M+E Tool should highlight productive practices of LTLT that are assessed against quality standards and criteria fitting LTLT goals, methodologies and expected outcomes/impacts. It ought to also address most commonly made errors in the field of promoting LTLT despite all good intentions and in the absence of hidden agendas (i.e. reinforcing prejudices while wanting to promote a constructive management of diversity and intercultural understanding). The M+E Tool should also tackle the right balance between conceptual aspects and practically- and life-oriented learning as well as how formal and non-formal education can be linked more closely. The M+E Tool should not function only as an assessment tool, but practitioners should be able to use it in all stages of project design and implementation as a basis for capacity building and improvement of their own conceptualization, methodological approaches and impact of their LTLT practices.

*(4) Follow-up and next steps.* While hoping the workshop will produce a basic consensus on how such a M+E Tool should look like many follow-up issues are still remaining quite open. GTZ and IBE are both committed to further cooperate in order to bring about a finalized M+E Tool for LTLT by 2008/2009. It is though important to develop adequate strategies for fund raising to ensure that the finalization, validation and broad dissemination of the M+E Toll would be possible by the end of 2009 based on quality and sustainable processes. It is thus important to discuss the development of a new project proposal with regard to the finalization of the M+E Tool, as well as to explore fund raising strategies and strategic partnerships with other international organizations. It is equally important to develop a solid work plan based on which different activities and operations can be carried out in 2008 and 2009 in a successful way.

### **3. Working methodology**

The workshop will consist of a combination of plenary discussions (most of them being panel discussions) and (hands-on) group work. The international experts (members of the enlarged Core Group) are invited to share their vies and experiences in an open, critical and friendly way while also contributing to consensus building around some basic issues that are fundamental for the cohesiveness of the project altogether. Participants will have a chance to comment on existing documents and papers as well as enrich the discussion based on other materials that are relevant for the project. It is important that the main product of the workshop will be a comprehensive Outline of the M+E Tool serving as a basis for further developments in 2008 and 2009. It is also important that the enlarged Core Group develops into a community of practice able to integrate new members, make best usage of its members' competencies and motivate them towards achieving their goals timely and effectively.

### **4. Follow up**

A workshop Report will be produced and circulated among participants documenting the main elements participants agreed upon in terms of content aspects and processes linked to the development, finalization and broad dissemination of a simple M+E tool for Learning to Live together. IBE and GTZ, with the support of the enlarged Core Group, ought to develop a new project proposal for 2008 and 2009 based on which fund raising will be initiated as soon as possible. Given GTZ disposes for 2008 of only a limited amount they can commit for sure, some work can be assigned to consultants in the first part of 2008 to which a face-to-face encounter could be added in the spring or summer of 2008. The finalization, validation and broad dissemination process are yet in need of more substantive funding from extra-budgetary resources. The workshop will also look into possibilities for funding and effective partnerships with other organizations contributing to a wide dissemination and effective implementation of the M+E Tool.

### **5. Annexes**

**Annex 1:** Organization details

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<b>Annex 1. Organizational details</b>
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**Workshop Title:** Learning to Live Together: Validating Good Practices

**Organizers:** GTZ and IBE

**Partner organizations:** UNESCO; OHCHR

**Dates:** 21-23 November 2007

**Venue:** UNESCO IBE, 15 route des Morillons, Geneva, Switzerland (First Floor, “Cecilia Braslavsky” Conference room)

**Participants:** Eight international specialists, members of the enlarged Core Group; four GTZ specialists, three IBE specialists (four other international specialists are part of the core Group but excused for the meeting)

**Working language:** English

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