*«Competencies for living and working
in the 21st century:
A capacity development Toolkit for curriculum
innovations in African Countries»*

International workshop on
**Curriculum Innovations, Peace Education and Poverty
Alleviation in Sub-Saharan Africa**

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Nairobi, Kenya

22 – 26 June 2009

INSTRUCTIONS FOR THE MEMBERS OF THE WRITING COMMITTEE IN PREPARATION OF THE WORKSHOP

Instructions for the members of the Writing Committee in preparation of the workshop in Nairobi (22-26 June 2009)

Dear members of the Writing Committee,

As you know, soon we will all meet in Nairobi to take part in a technical workshop aiming at advancing the work on the Toolkit for capacity building we launched last March and April in Geneva. Since the Geneva seminar, you and our consultants have invested a lot of work in refining the concept, structure and outline of the Toolkit. As a new title of the Toolkit we suggest "*Competencies for living and working in the 21st century: A capacity development Toolkit for curriculum innovation in African countries*".

I am pleased to share with you the latest version of the (draft) Toolkit (see Annex), which is the result of attempting to better balance the issues of curriculum content and processes. I am very grateful to Ms. Jean Bernard, Ms. Dakmara Georgescu and Ms. Carmel Gallagher, curriculum specialist from Northern Ireland who recently joined the project, for their efforts in adjusting and refining the many inputs received and preparing this new version of the Toolkit outline that will serve as a basis for discussions in Nairobi.

We expect that based on the Nairobi workshop we will accomplish the following:

➢ Analyze the latest version of the Toolkit outline (see Annex) and prepare an agreed version based on the participants' suggestions;
➢ Develop more advanced versions of different parts/sections of the Toolkit based on the active contribution of all participants (i.e. intellectual contributions in the conceptualization of issues; contributions to the writing of different parts; sharing and selecting samples of good practices that should be considered in the Toolkit);
➢ Prepare the follow up processes (i.e. finalize a comprehensive version of the Toolkit with an editorial core group; prepare and carry out the pilot testing; collect relevant data ad prepare the final project seminar in 2009).

The members of the Writing Committee, in collaboration with their colleagues from the country teams, are invited to prepare for the Kenya workshop (22-26 June 2009) by tacking into account the following tasks:

- be ready to share, and contribute to the development of the Toolkit in the context of plenary sessions and hands-on group activities (such as writing sessions) with relevant theoretical and practical inputs reflecting regional, national and local situations, needs, experiences and practices of Learning to Live Together (LTLT) and competency-development;

- contribute to the sharing and revision of the drafts produced (i.e. overall Toolkit outline and more advanced drafts of different sections/parts) by tacking into account progresses made by different teams, as well as different other quality criteria, such as clarity, relevance for capacity building needs, accuracy and appropriateness of the content;

- contribute to the design of follow-up activities, including the pilot testing of the Toolkit in view of its finalization by the end of 2009.

More specifically, the members of the Writing Committee, in collaboration with their colleagues from the country teams, are invited to contribute intellectually to the overall refining of the Toolkit as well as to the sharing and selection of relevant good practices that may be considered to be integrated in the Toolkit as examples/cases/illustrations/references.

Examples of relevant good/effective practices can be integrated throughout the Toolkit and/or systematized in annexed case studies/comprehensive illustrations of different content- and/or process-related issues. The collection of good/effective practices the country teams will prepare and share will be also used be the editorial team to further refine the Toolkit after the Nairobi workshop.

The folder/collection of good/effective practices countries will prepare can contain the following items:

> relevant parts/fragments from curriculum documents (i.e. education acts, curriculum frameworks; syllabuses) that reflect learning objectives, outcomes, content and methodologies (including suggestions for assessment) related to Learning to Live Together (LTLT) and the promotion of competencies for life and work;

> relevant information with regard to curriculum provisions (i.e. what carrier subjects are being used; how cross-cutting aspects are being tackled; time allocation – how is time allocated for LTLT and competency development; monitoring and evaluation of education approaches/projects);

> relevant parts/fragments from learning materials (i.e. textbooks and other) supporting meaningful learner-friendly and interactive activities (such as suggestions for group work in the classroom; suggestions for project work; stories and/or songs used to discuss specific topics; diagrams; other illustrations; media excerpts used in the context of learning activities; activities involving dialogue among students, for instance in dealing with controversial issues);

> relevant education projects implying different aspects of preparation for participatory citizenship in the context of both formal and non-formal education;

> any other relevant materials that the country teams gauge as useful for the upcoming work on the Toolkit.

While we are aware of the richness of experiences in different countries that may be considered to be integrated in the Toolkit, we shall also try to be selective and focus on what is most useful and relevant.

Country teams are also invited to prepare to give rationales for selecting and proposing their respective good/effective practices. Based on such rationales we will all try to conceptualize and systematize quality criteria, indicators and benchmarks to be considered in processes of monitoring and evaluation of education approaches related to the promotion of LTLT and the development of life- and work- relevant competencies.

Country team are also invited to be prepared to share concrete examples of sensitive and/or controversial issues related to the promotion of LTLT and the development of life- and work-relevant competencies and of modalities used to deal with them in the context of innovative teaching and learning strategies.

In preparing and structuring their contributions, country teams may want to consider the following pro-forma sheet:

Country	
Major contextual issues (specific situations, needs, priorities)	For instance – the whole country or regions/provinces being affected by conflicts or being particularly affected by poverty
Which HR issues are involved? And Why?	For instance – the dignity of persons; social justice; equity; equality; responsibility; individual freedoms
What different perspectives need to be considered?	For instance – gender equality; citizenship and HRE education; education for work and entrepreneurship
What value/attitudinal change may be needed?	For instance – developing tolerance and respect towards diversity; accepting differences of opinions; accepting gender equality; accepting and developing reconciliation
What are sensitive/controversial issues and why?	For instance – challenges to the idea of the universality of HR principles and values; clashes between local traditions and current (international) norms and practices
How can education/the curriculum address such issues	For instance: integration in history/social studies courses of HRE topics; project work to identify issues of social injustice in local communities that require action such as assistance of persons in need
What existing good/effective practices are worth sharing?	For instance: existing policy documents; existing subject syllabuses and textbooks; current school-community projects, such as on gender issues, HIV and AIDS; or on preparation for work
What needs to happen for such education/curriculum changes are effectively implemented	For instance: changes in education/curriculum policy; development of curriculum guidelines; development of teacher guides addressing those issues more specifically; involving parents and community leaders, changing the assessment system; school projects and school networking; ICT-based projects; training of curriculum and textbook authors – how?
Any other issues you may want to address	