

## Learning to Live Together integrated into school curricula

### South Africa: In-service training for teachers

A project to include *Learning to Live Together* in the Life Orientation Curriculum of primary (GET) and secondary (FET) education in Cape Town is being developed. The pilot programme for children 12 to 17 years old (grades 7—11) will be implemented over a period of one year in the Western Cape. It will be conducted twice a week during 2-3 hour afternoon sessions.



An eight month training for school teachers is designed to provide them with tools to cope with diversity in the classroom and train them in participatory methodologies as the ones proposed in *Learning to Live Together*. The training is experiential-based and will focus on the four values of the manual, providing spaces for the teachers to internalise the concepts.

## Learning to Live Together to counteract violence

### Colombia: A well structured programme against structural and cultural violence

The Bahá'í faith, the Buddhist community, Christian churches and ecumenical organisations in Colombia are using *Learning to Live Together* to promote values that counteract school and domestic violence in the country and to empower young people as peace builders.



Youth and adults from the organisations that are part of the programme are the multipliers and facilitators of workshops held periodically based on the manual. These workshops take place in schools and informal educational settings. In 2009 the programme will expand to four cities, cover more than 1000 children and 40 facilitators will be trained on how to use the manual.

# Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education

## Best Practices — June 2009



Since its launch in Hiroshima, Japan - May 2008, *Learning to Live Together* has been used in 28 countries and is now being proposed as a model for curriculum development in schools and as a programme in religious and non-religious groups and peace clubs. The manual is available in English, French and Spanish and is being translated into Arabic, Japanese, Persian and Portuguese. The following six cases are examples of best practices of the use of the manual in different educational settings.



## Learning to Live Together as a model for interfaith youth groups



### Tanzania: Peace Clubs

Monthly activities based on *Learning to Live Together* are organised by the GNRC Peace Clubs in Tanzania. Their members are composed of Christian and Muslim children and youth who are trained to become peace ambassadors and promote the message of peace and mutual understanding.

Peace Club members work with animation, art projects, role-plays and debates that help them reflect on issues that affect them. *Learning to Live Together* has become a tool for them to empower other youth and to stimulate critical thinking and dialogue. More than 500 children benefit of the manual in Tanzania.

## Learning to Live Together meeting the needs for ethics education

### India: Child participation

10,000 children participated in workshops based on *Learning to Live Together*, as part of a GNRC South Asia campaign on ethics education held in 2008.

Member organisations of the GNRC in India currently continue planning and running workshops for children to promote the values highlighted in the Manual



The workshops have resulted in concrete projects proposed by the children themselves. Campaigns to protect the environment, to fight against the stigmatisation of HIV/AIDS infected children and to promote the rights of the child, are some of the youth-lead projects currently being developed in India.

*Learning to Live Together* is an important tool for the GNRC member organisations in India to foster ethics education programmes that complement the school curricula. It also helps creating spaces to enhance children participation and youth development.

## Learning to Live Together in conflict areas

### Israel: Massa-Massar

It is a one week programme initiated in 2007 to bring together a group of young Jewish, Christian and Muslim Israeli citizens, aged 15 - 17 to a journey of discovery both into their own national, religious and spiritual identity and the identity of other groups sharing their land. The programme is run in Arabic and Hebrew and have benefited more than 50 youth in the last two years.



The modules of *Learning to Live Together* are customised to the journey, carefully selecting activities that emphasise unlearning, challenging prejudices, empathising with the suffering of the other and understanding injustices.

## Learning to Live Together in as a model for interfaith cooperation



### El Salvador: Bringing religious communities together

Several Christian churches (Anglican, Baptist, Catholic, Lutheran and Reformed), the Bahá'í Faith and the Muslim community in El Salvador work together for and with children and young people to promote ethical values that can foster peace and reconciliation in their society.

Youth leaders from 16 to 25 years old from the GNRC religious communities have been trained on how to use *Learning to Live Together* to respond to the ethical challenges of a society that is highly affected by violence. Bimonthly activities are held interreligiously to promote mutual understanding, discuss issues related to the violation of human rights and strengthen children's spirituality.

During the last two years more than 150 children have benefited from workshops based on the Manual.