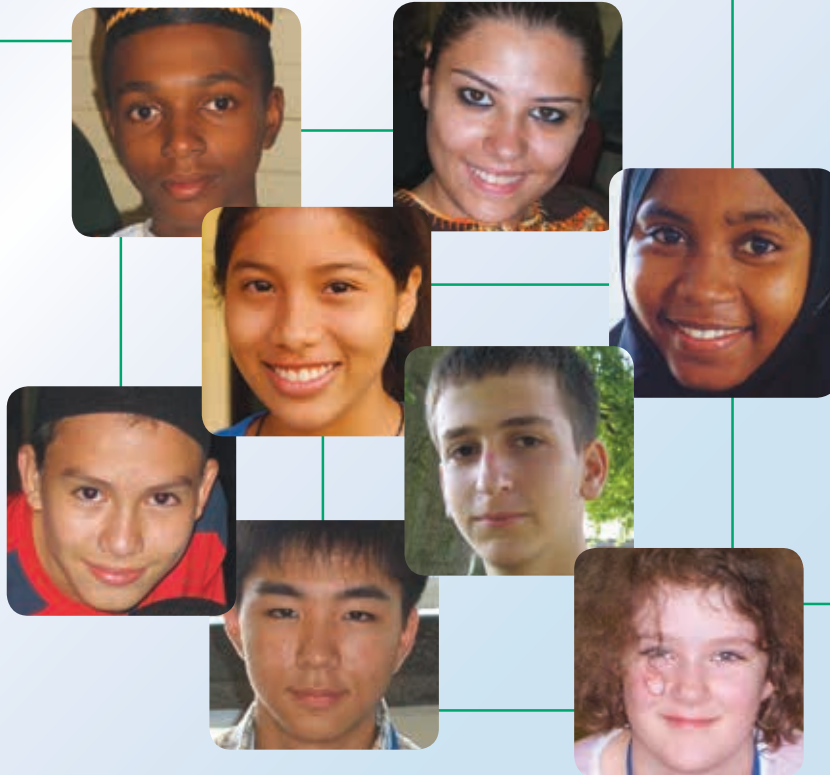
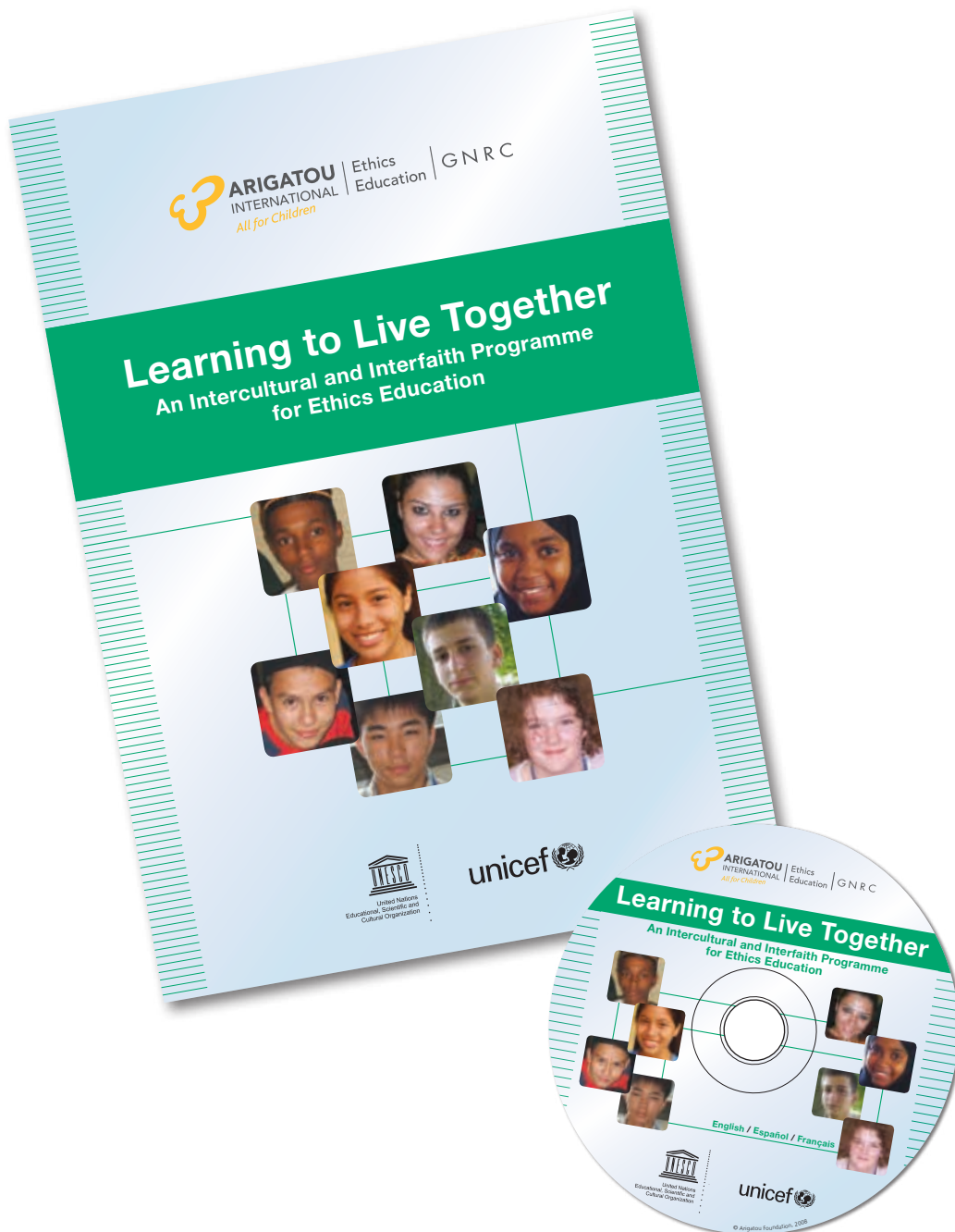


# Learning to Live Together

An Intercultural and Interfaith Programme  
for Ethics Education

Executive Summary





This Executive Summary provides introductory information on *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education*. It is not intended to replace the manual as a methodological guide.

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This book may also be consulted and downloaded from Arigatou International websites (see back cover)

... practice with the mind  
of tolerance ... of wisdom ... of awareness ... practice  
with the mind of caring ... of patience ... of sympathy ...  
practice with the mind of forgiveness ... of thoughtfulness  
... of love for all beings ... practice with the mind of



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## What is Learning to Live Together?

*Learning to Live Together* is an intercultural and interfaith programme for ethics education designed to contribute to the realisation of children's right to a full and healthy physical, mental, spiritual, moral and social development. Developed as a contribution to quality education as defined by UNESCO and UNICEF, the programme articulates theory and practice for nurturing children's ethical values to help them strengthen their identities and critical thinking, build constructive relations with others, and work collectively towards positive change. *Learning to Live Together* is a resource for those working in peace education programs that promote mutual understanding and respect for people of different cultures and beliefs. The 244-page manual which forms the basis of the programme provides a general educational framework that can be adapted easily to local settings in different social and cultural contexts.



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*'Spiritual decline and lack of attention to basic ethics is at the root of the increasing violence and injustice we see all around us today. An essential step on the road to peace is to ensure that every child grows up with full access to his/her innate capacity for spiritual development, and this is why the implementation of interfaith ethics education... is so vital.'*

Rev. Takeyasu Miyamoto, Founder of Arigatou International

## How was it developed?



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*Learning to Live Together* is an outcome of a worldwide initiative of Arigatou International and the Global Network of Religions for Children (GNRC) to promote ethics education for children. The GNRC is an interfaith network introduced in 2000 by Arigatou International that aims to secure children's rights and wellbeing. Published in 2008, the *Learning to Live Together* manual was developed as a result of a participatory process that brought together the experience of educators and scholars from



different religious, spiritual and secular traditions, international organisations, NGOs, educational institutions and children. It has been developed in close cooperation with, and is endorsed by, UNICEF and UNESCO.

The manual was field-tested in different regions and cultural settings to ensure its relevance in both regional and local contexts. Test workshops were held in collaboration with the GNRC in over ten countries with more than 300 participants, which made a significant contribution to the development of the pedagogical process.

## Where can it be used?

*Learning to Live Together* is intended for use with children and youth over 12 years old in religious, interreligious, or secular contexts within various cultural and social environments. Depending on the context, the maturity of the children and the facilitator's ability, other age groups can be considered, including the participation of accompanying adults. The programme can be implemented in formal, non-formal or informal educational settings, including schools, child and youth groups, clubs and camps, faith-based events or programs, religious communities or at home. It can address a wide range of themes, including the prevention of violence, racism, discrimination or exclusion, poverty alleviation, conflict transformation and environmental protection. The length, scope, and themes of the programme in its various expressions are adaptable to the contexts where it is implemented.



*Learning to Live Together* has been used successfully in over 30 countries<sup>1</sup> on five continents as well as within central bodies of large non-governmental organisations. It is being proposed as a model for curriculum development in schools, and has been referred to as a good practice by professionals in the field. The programme has been implemented in developing and developed countries, and in conflict-ridden contexts.

<sup>1</sup> Testing workshops, trainings, and other educational events based on the programme have taken place in the following GNRC regions. *Africa*: Burundi, Ethiopia, Kenya, Rwanda, Somaliland, South Africa, Tanzania, Uganda. *Arab States*: Egypt, Jordan, Lebanon, Palestine, Saudi Arabia, and Sudan. *South Asia*: India, Nepal, Sri Lanka. *Europe*: Belgium, Bosnia and Herzegovina, France, Greece, Luxembourg, Romania, Spain, Switzerland, United Kingdom. *Israel*: Israel. *Latin America and the Caribbean*: Argentina, Brazil, Chile, Colombia, Cuba, Ecuador, El Salvador, Guatemala, Haiti, Jamaica, Panama, Uruguay, Venezuela. *North America*: United States.

## How can it be used?

### Learning modules



The *Learning to Live Together* programme is built on two complementary learning modules, ‘Understanding Self and Others’ and ‘Transforming the World Together,’ based on four core ethical values: respect, empathy, responsibility and reconciliation.

The modules are organised along learning paths leading to thematic kiosks (e.g. ‘Peace begins with me’, ‘Putting myself in another’s shoes’) and related activities that take participants through discovery of self and others. The process is designed as a journey

where participants nurture core values to make well-grounded ethical decisions at individual and collective levels, providing space to learn and work with others towards peace building.

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The two modules are displayed in the form of village maps. There is no one single route to follow – facilitators can set up different paths, choosing which module and kiosks to work on according to the objectives of the programme and participants’ needs.



## Learning process and methodology



Developed from an intercultural and interfaith perspective, the *Learning to Live Together* process allows participants to discover and reflect on different cultures, faith traditions and ways of thinking. Space is provided for interaction and exchanges, discussion, and reflection, and this process is expected to lead to some kind of relevant action.

Self-assessment and self-reflection are at the core of the learning process: participants are encouraged to critically reflect on experiences and relate lessons learned to their own contexts. They are placed in a self-driven and continuous process of learning conducted in relation to others, and ultimately aimed at developing their personal and collective commitment to bring about positive change in society.

As part of their learning journey, participants keep a journal – a Learning Log – recording their experiences to support them in their personal reflection.

*Learning to Live Together* incorporates both traditional and modern learning methodologies based on experience, cooperation, problem solving, discussion, and introspection. The programme's core activities are served by techniques such as arts, appreciative debates, experience sharing, field trips, games, meditation, interfaith cafés, role playing, inquiry, or story-telling.

The methodologies suggested in the *Learning to Live Together* programme ensure flexibility to suit various age groups, religious traditions and cultural contexts, as well as ownership of the programme's process and outcome.

A selection of stories, poems, case-studies, songs, films, dilemmas, role play cards and prayers for peace is included in the manual to enrich the core activities.

## Language versions

The *Learning to Live Together* manual was originally written in English. French, Japanese, Portuguese and Spanish versions are available both in print and online at [www.ethicseducationforchildren.org](http://www.ethicseducationforchildren.org) and <http://portal.unesco.org/education>. The Arabic version is also available online. Since the first prints, local requests for other language versions have been expressed. Visit the Arigatou International websites for new translations.

Interested in translating the manual? Contact Arigatou International to receive the guidelines.

## Learning to Live Together in action

The versatility of *Learning to Live Together* is reflected in the variety of initiatives that have emerged in the wake of the programme implementation. The following is a selection of outstanding projects that show the potential of the programme to empower children, as well as adults, to bring about positive change.

### Tanzania

Child- and youth-led peace clubs have been established in schools and community centres in various regions of the country. Based on the *Learning to Live Together* manual, children and youth are actively spreading the message of peace in their societies through debates, art contests and performances, media programs, and thematic workshops. Peace clubs leaders, as well as the patrons and matrons supporting their activities, receive training on the *Learning to Live Together* by GNRC Africa in Tanzania. A media-focussed workshop involving children and adults trained teachers and educators to make animated movies as a tool to promote intercultural and ethics education, and peace building. The training workshop is held at the annual Zanzibar International Film Festival (ZIFF).



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### Uganda

The ethics education radio program 'Focus on Peace' combines themes from *Learning to Live Together* as well as children's voices on peace moderated by prominent religious leaders in the region. First initiated in Kenya and Somaliland, the radio program is now aired in Kampala by the Voice of Africa (VOA), a radio station owned by the Union of Muslim Councils for East, Central and Southern Africa which reaches over half a million listeners in Uganda alone.

### South Asia



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*Learning to Live Together* was the focus of an ethics campaign initiated by GNRC members in Sri Lanka and India. It was coordinated by the GNRC South Asia secretariat and extended to other countries in the region. Children developed a range of activities addressing ethical issues in their countries. National activities ultimately merged into a single South Asian campaign engaging more than 10,000 children across the region.



## India

GNRC India partners have used *Learning to Live Together* in multiple settings, both formal and non-formal. After it was launched in 2008, it has been used as the core resource for the ethics education workshops held across the country, touching thousands of children and over 30 organisations. Creative introductions to the goal and practical use of the resource have been carried out as part of special events such as the observance of the National Children's Day, the Super Congress of Children with children from 20 countries, HIV awareness, teachers training, various public events involving young leaders, city peace festivals, as well as the India Ethics Education Campaign. Alongside Arigatou International and GNRC South Asia, over 20 young facilitators have been trained and supported in using *Learning to Live Together* in community outreach programmes with special focus on vulnerable children.

## Lebanon

Inspired by *Learning to Live Together*, the GNRC Lebanon Youth Group organized a Working Day for Children including a 'Welfare Wheat' campaign in Southern Lebanon aimed at raising funds for disabled children. Youth bought several kinds of beans, seeds and wheat from local farmers at relatively cheap prices, which they sold to families and individuals. The profit was reserved for the welfare of disabled children and people. The Lebanese Army in the South of Lebanon offered logistical support.

## Israel



In Israel, *Learning to Live Together* has been used to develop 'Massa-Massar: A Journey of Discovery', a regional initiative designed, planned, and implemented jointly by the Pluralistic Spiritual Centre of Neve Shalom / Wahat al-Salam and the Open House in Ramle, with the support of Arigatou International and GNRC Israel. A group of young Jewish, Christian, and Muslim Israelis aged 15-17 set off on a literal journey of discovery both of their own national, religious and spiritual identity and of the identity of other groups sharing their land. They summed up the experience in these words:

*'We engaged in a deep learning experience together – getting to know more about one another's history, culture and beliefs while strengthening our own identities and forming stronger and more grounded understandings. We dealt with difficult and challenging issues without fracturing the relationships within the group and without resorting to hurtful arguments and breakdowns... In the current climate of despair, small steps such as these are both rare and precious.'*

## Belgium

The GNRC Youth Committee in Belgium is an example of the active participation and leadership of young people to generate concrete actions to transform the world in a positive way. Empowered by their participation in interreligious workshops on ethics education organized by GNRC Europe, and inspired by other youth during the GNRC Third Forum in Japan, three GNRC youth decided to bring together a group of young people to organize activities for children, on issues related to exclusion and violence. *Learning to Live Together* is the main tool used in their programmes and activities.



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## El Salvador

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, with a focus on service to others. Bimonthly interreligious activities are held with heterogeneous or homogeneous groups to promote mutual understanding, discuss issues related to human rights violations, and strengthen children's spirituality. During the last two years more than 150 children have benefited from workshops based on the manual.

## How to get involved

There are various ways you can get involved with *Learning to Live Together*.

### Visit our website

On the ethics education for children website, you can read the latest news on how and where the programme is being implemented. You can also find updates about new translations and training events. Free electronic versions of the *Learning to Live Together* manual are available for download.

### Subscribe to the newsletter

A newsletter is sent periodically with updates on the latest workshops, training events, translations of the manual, etc. You can subscribe at the website (see back cover).

### Start using the manual

Do you feel inspired by the *Learning to Live Together* programme and its approach to intercultural and interfaith learning? Explore with your colleagues and friends how you can implement it in your context. Feel free to contact Arigatou International to share and discuss your ideas.

### Call for a training

If you feel your community, school, institution or network could benefit from training on how to use *Learning to Live Together*, you can contact Arigatou International for potential trainers who could assist you.

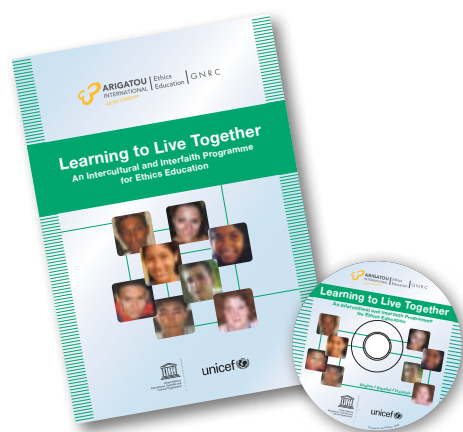
### Register with the virtual Campus

As a facilitator and/or trainer, you have access to the web-based Campus, a learning community where you can share experiences and learn from others working with *Learning to Live Together*.

### Promote the programme

Arigatou International is looking for long-term individual and institutional partners interested in promoting and implementing the *Learning to Live Together* programme within their institutions or networks.

**If you are interested in any of these activities or in getting a print copy or a CD-ROM of the manual and related materials, please contact Arigatou International.**





## About us

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Arigatou International is a non-profit organization in special consultative status with ECOSOC, which works to bring people from all walks of life together to build a better world for children. Arigatou International is “All for Children,” and draws on universal principles of common good to offer compelling new ways for people of diverse religious and cultural backgrounds to come together to address children’s issues.

Arigatou International develops and sustains unique multi-stakeholder initiatives designed to ensure that all children are treated with dignity, all children’s rights are respected, and all children have the opportunity to freely pursue their full human potential. Involving diverse partners, these initiatives emphasize both grassroots action and international advocacy.

## Contacts & information

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