



***“Competencies for Living and Working in the 21st Century:
A Capacity Development Toolkit for Curriculum
Innovations in African Countries”***

International Technical Workshop on
**Curriculum Innovations, Peace Education and Poverty
Alleviation in sub-Saharan Africa**

Organized by the International Bureau of Education (UNESCO IBE), the
German Corporation for Technical Cooperation (GTZ) on behalf of the
German Federal Ministry for Economic Cooperation and Development (BMZ)
and the Ministry of Education - Kenya

Nairobi, Kenya
22 – 27 June 2009

CONCEPT PAPER

If through our wisdom we could secure elementary human needs, there would be no need for weapons of war.

Mahatma Gandhi

1. Background and rationale

The multi-phase project “*Curriculum Innovations, Peace Education and Poverty Alleviation in Sub-Saharan Africa*” was launched in 2004 in response to the urgent call to use all means available to alleviate poverty and promote sustainable economic and social development in African countries. Since the project was first conceived, the role of education has been increasingly acknowledged as “the most effective tool”¹ for achieving these overarching goals over the long term as well as for setting processes in motion immediately to empower individuals and communities to face the challenges of living and working in the 21st century successfully. However, the obstacles faced by many African countries in planning and implementing curriculum innovations that address the problem of extreme poverty have severely limited these initiatives. The relentlessly persistent problems of weak institutional capacity, teacher shortages, poor communication and insufficient resources that plague most developing countries are often compounded in Africa by the disastrous consequences of years of violent conflict, the continued scourge of the HIV/AIDS pandemic and other life-threatening diseases, and large-scale migration. More recently, the impact global economic crisis on the world’s poorest countries, particularly in terms of rising unemployment, falling wages and declining remittance flows,² threatens to hamper the significant progress made by many African countries toward achieving their poverty reduction goals.

The complex links between poverty, disease and conflict³ that continue to create untenable living conditions throughout sub-Saharan Africa have also hampered international and national efforts to reach Millennium Development and EFA goals by 2015. At a landmark meeting addressing the special needs of Africa at the UN General Assembly (September 2008), world leaders stressed that “eradicating poverty is the greatest challenge facing the world today.”⁴ To meet the challenge, Secretary-General Ban Ki-moon called in his remarks for a “strengthened commitment to change the course of history.”⁵ The world commitment to EFA Goals is critical to realization of this larger vision, but remains impeded by multiple obstacles, among them poverty itself. As documented in the 2009 *EFA Global Monitoring*

¹ As reaffirmed in the EFA Oslo Declaration (2008), education is the most effective tool for achieving sustainable economic growth and reducing poverty. The Declaration calls upon countries, international organizations, NGOs and civil society to act together to ensure that education empowers people with the knowledge, values and skills they need to shape the future. For the full text, see www.unesco.org/education/Oslo_Declaration_final_17dec08.pdf

² For a current assessment of the impact of the crisis on developing countries, see World Bank background paper for the G20 Conference (March 13-14 2009) at <http://www.worldbank.org/html/extdr/financialcrisis/>

³ For a full exploration of these links, see Draman (2003) *Poverty and Conflict in Africa: Explaining a Complex Relationship* www.parlcent.ca/povertyreduction/seminar1_e.pdf

⁴ Sixty-third UN General Assembly, High-Level Plenary on Africa (September 2008)

⁵ Idem

Report, remarkable gains have been made toward achieving EFA Goals in many of the world's poorest countries but "progress has been too slow and uneven," (p. i) particularly in reaching the key goals of providing education of quality and relevance to all learners. Referring to the connection between education and poverty reduction as "the missing link," the Report concludes that in addition to increased public investment, more and better equipped schools and an increase in the number of well-trained and motivated teachers, what is also needed is "education reforms that contribute toward poverty reduction and a reduction in social disparities" (p.185).

For education systems throughout the world, changing the course of history involves nothing less than major systemic change in the way learning content is conceived, structured and delivered.⁶ In the countries of sub-Saharan Africa, such reforms hold the special promise of building stable, cohesive societies in which the cycle of poverty, disease and conflict is forever broken. Indeed, these are the common goals of curriculum reforms aimed at preparing learners for life and work, Learning to Live Together (LTLT) and peace education in both formal and non-formal settings. While many programmes and interventions have already been put into place in support of these goals, it has become clear that isolated activities, however laudable, are not enough. Large scale, coordinated and sustained action is urgently needed to transform schools and other learning spaces throughout Africa into safe, inclusive, learning-friendly environments in which competencies relevant to learners' lives, responsive to local community needs and supportive of national reconstruction and poverty reduction strategies are consistently valued and taught.

Jointly coordinated by UNESCO IBE and GTZ/BMZ, the current phase of the project "*Curriculum Innovations, Peace Education and Poverty Alleviation*" is responding to this call by sharpening its focus on curriculum innovations that incorporate the LTLT dimension into its ongoing work on curriculum innovations for poverty alleviation in African countries. Conceived as the fourth pillar of education by the UNESCO Commission on Education for the 21st Century⁷, this dimension is now broadly understood in practice as "a synthesis of many related goals, such as education for peace, human rights, citizenship and health-preserving behaviors" which, rather than concentrating exclusively on knowledge objectives, focuses specifically on "the skills, values attitudes and concepts need for learning to live together."⁸ Inclusion of the LTLT dimension has led to the concrete objective of collaboratively developing a comprehensive yet accessible Toolkit for the integration of competencies for life and work into the (formal and non-formal) basic education curriculum.

⁶ As reaffirmed in the EFA Oslo Declaration (2008), education is the most effective tool for achieving sustainable economic growth and reducing poverty. The Declaration calls upon countries, international organizations, NGOs and civil society to act together to ensure that education empowers people with the knowledge, values and skills they need to shape the future. For the full text, see www.unesco.org/education/Oslo_Declaration_final_17dec08.pdf

⁷ The four pillars of education – Learning to Know, Learning to Do, Learning to Be, and Learning to Live Together are fully elaborated in Delors et al (1996) *Learning: The Treasure Within: Report to UNESCO of the International Commission on Education for the Twenty-first Century* known informally as "The Delors Report," accessible at <http://www.unesco.org/delors/>

⁸ Sinclair (2004), p. 8

1.1 First phase

During the first phase of the project (2004 to 2008), UNESCO IBE and nine African sub-Saharan countries (Angola, Burkina Faso, Burundi, Congo, Mali, Mauritius, Mozambique, Niger and Rwanda) aimed to explore the role innovative teaching and learning content and methods (especially in basic education) can play for personal and community development. The project was supported by the Spanish Government (Ministry of Education and Science), the Swiss Department for Cooperation (DSC) and UNESCO (UNESCO HQ, UNESCO IBE and UNESCO Offices such as UNESCO Windhoek and UNESCO Bamako). It involved decision makers, curriculum specialists, researchers and university professors from the nine African countries mentioned above, as well as from other countries such as Switzerland, Brazil, South Africa, Romania and Belgium.

During this phase, a series of international seminars were convened, during which participants cooperatively developed and implemented several curriculum analysis tools focusing on exploring curriculum aspects that can be linked with poverty alleviation. The results of such curriculum analyses were presented in the context of comprehensive country reports, including contextual scanning, the discussion of several “good practices”, as well as lessons learned in terms of obstacles to overcome and needs for capacity development at local, national and regional level. The project also encouraged inter-regional and South-South-North cooperation, as well as the dissemination of the project scope, activities and outcomes at national and local levels. Several publications were issued documenting the project approaches and outcomes, including the issue no. 146 of *PROSPECTS* (“Poverty Alleviation and Inclusive Education: Transforming Schools in Sub-Saharan Africa”, June 2008).

1.2 Second phase

In 2008, a new project phase was launched which broadened the scope of the foundational phase by linking innovations for poverty reduction with concepts and practices associated with peace education and merging both of these overlapping areas of focus into the broad cluster of knowledge and skills for Learning to Live Together. While education for poverty alleviation has remained at the top of the agenda as the overall long-term project goal, it is now joined in the second phase by concepts and practices associated specifically preparation for life and work, LTLT and peace education⁹. Since the three themes are overlapping and in many ways inseparable from one another, they naturally merge to form a strong foundation for a more comprehensive approach to fostering the development of competencies for life and work that can enable learners to “shape the future” in the direction of more prosperous, peaceful and equitable societies throughout Africa.

⁹ Peace education is often referred to as a component of LTLT, but from a different perspective is also considered by many as a broadly defined set of knowledge, practices and skills with its own history and orientation.

The new project phase was officially launched in Kigali (Rwanda) in October 2008 where, in addition to the nine initial project countries, other five country teams participated for the first time with the support of GTZ/BMZ (Botswana, Guinea Conakry, Kenya, Malawi and Senegal). The Kigali international workshop aimed at taking stock of previous developments as well as exploring conceptual and methodological aspects related to the integration of peace education and poverty alleviation in the formal and non-formal curriculum. The Study “*Preparation for Life and Work: Comparative Study with a Focus on Basic (Primary and Lower Secondary) Education in Developing African Countries*” (Georgescu et al., 2008), as well as the no. 146 issue of PROSPECTS were used as important reference materials for the discussion of how meaningful curriculum innovations can contribute to enhancing the preparation for life and work of children and young in developing sub-Saharan African countries, as well as in other countries and regions of the world.

At the Kigali seminar it was decided that throughout 2009 the participating countries and their international colleagues would be involved in the collaborative development of a capacity building Toolkit (tentatively entitled “*Competencies for Living and Working in the 21st Century: A Capacity Development Toolkit for Curriculum Innovations in African Countries*”) for use by decision makers, curriculum specialists and teachers as well as other stakeholders such as community facilitators). Its stated aim would be to address real needs in terms of experience sharing and capacity development for integrating competencies for life and work into the formal and non-formal basic education curriculum. The Toolkit will also provide users with context-relevant examples of effective practices of integrating the development of competencies for life and work and the LTLT dimension through basic education curricula and learner-centered teaching and learning strategies.

It was foreseen that the planning and development of the Toolkit would be facilitated through three major events and related follow-up activities to take place during 2009, and a Tool Writing Committee (TWC) was established, consisting of representatives of each of the 11 participating countries.¹⁰

| Event | Time and Place | Follow-Up Activities |
|--|--|--|
| 1. Project Seminar: “Enhancing Life-Relevant Competencies in the Curriculum” | 30 March – 3 April 2009 Geneva, Switzerland | Finalization of the preliminary structure and content outline Sharing of good practices |
| 2. Technical Workshop: “Competencies for Living and Working in the 21 st Century: A Capacity Development Toolkit for Curriculum Innovations in African Countries” | 22-26 June 2009 Nairobi, Kenya | Preparation of the final draft Field testing, review and finalization |
| 3. Validation Seminar | (tentatively) October 2009 Frankfurt am Main, Germany | Publication and dissemination of the Toolkit |

¹⁰ A twelfth member of the TWC from Niger was added in May 2009 and will be participating in the Kenya workshop

The Geneva seminar, which took place in March-April 2009, was jointly organized by UNESCO IBE and GTZ/BMZ with the support of the Spanish Government (Ministry of Education and Science), the Swiss Department for Cooperation (SDC) and the UNESCO Offices Windhoek and Bamako. Over the five-day period, more than 30 participants from 11 countries (Angola, Burundi, Burkina Faso, Congo, Kenya, Mali, Mauritius, Mozambique, Rwanda, Senegal, South Africa) presented reports of the situations in their countries and interacted with colleagues from UNESCO IBE and other international resource persons (Jean Bernard, USA; Lynn van der Elst, South Africa; Ann Le Diraison, International Baccalaureate Organization/IBE and Saâd Zian, World Scout Bureau).

Among its objectives, the seminar provided an open forum for the group to explore the values, principles and concepts underlying the development of life- and work-relevant competencies, LTLT and peace education. Participants also reached general agreement on the purpose, general description, intended users and beneficiaries, and preliminary structure of the proposed Toolkit. A list of education themes, issues and skills to be taken into consideration during the further development of the tool was also generated. Based on the recommendations of the TWC, it was decided that the final publication would be in the form of a flexible, user-friendly “kit” or “box” comprising several modules and accompanying tools to aid in processes of curriculum innovation and enrichment, allowing customized entry and exit as well as an ability to review and retarget any previous stage of planning.

As part of follow-up to the Geneva seminar and the preparations for the Kenya technical workshop, the preliminary Toolkit structure and content outline was circulated among the participants and reviewed by the project coordination team (IBE, GTZ/BMZ, international consultants). The compiled comments, suggestions and additional inputs, including those of Carmel Gallagher (UK/Northern Ireland), who joined the project team in May 2009, were integrated into the revised and expanded version of the Toolkit structure and content outline. This new version, aiming to better balance content and process aspects, will serve as the roadmap for further developing the Toolkit at the Kenya technical workshop.

Following the conclusion of the technical workshop in Nairobi, the draft Toolkit will be edited and prepared for field-testing in several countries during August and September 2009. The draft will also be reviewed by participants at a number of one-day national seminars, at which countries will also be invited to contribute additional samples of good practice to be integrated into the final draft.

During the fall of 2009, results of field-testing and seminar reviews will be integrated into the final draft Toolkit in preparation for the validation and implementation workshop, tentatively planned for October in Frankfurt am Main, Germany.

2. Workshop objectives and expected outcomes

The technical workshop for drafting the Toolkit will take place in Nairobi, Kenya from 22-27 June. It is jointly organized by UNESCO IBE, GTZ/BMZ and the Ministry of Education of Kenya. Participants will include members of the Tool Writing Committee from 12 countries of Sub-Saharan Africa (Angola, Burkina Faso, Burundi, Congo, Kenya, Mali Mauritius, Mozambique, Niger, Rwanda, Senegal and South Africa). They will be joined by participants from Botswana, Guinea, and Malawi as well as by Ms. Valérie Djiozé (UNESCO Bamako), Ms. Alcina Ndjavera (UNESCO Windhoek), Ms. Florence Migeon (UNESCO Paris) and international resource persons Ms. Jean Bernard (USA) and Ms. Lynn Van der Elst (South Africa).

Workshop objectives

Over the five working days, it is expected that the participants will:

- Refine and finalize the new version of the Toolkit structure and content outline;
- Contribute to the detailed outlining of different sections of the Toolkit (i.e. conceptual issues; contexts and needs; dilemmas and sensitive/controversial aspects; implementation methodologies);
- Share good practices for integration into the Toolkit and establish quality criteria for defining such “good/effective” practices;
- Define the concept of field-testing the Toolkit in a number of selected countries;
- Identify countries in which the pilot testing will take place and a process for collection and analysis of feedback;
- Draft preliminary guidelines for field testing, review and integration of the feedback collected.

Expected outcomes

Based on their intensive work in plenary sessions and smaller working groups, as well as different inputs (i.e. resource materials, presentations and exchange of examples and good practices), it is expected that, by the end of the workshop, the following main outcomes will be achieved:

- An agreed finalized version of the Toolkit structure and outline based on the participants’ suggestions;
- More advanced versions of different parts/sections of the Toolkit developed 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);

- Follow up processes prepared (i.e. finalizing e a comprehensive version of the Toolkit with an editorial core group; preparing and carrying out the pilot testing; collecting relevant data and preparing the final project seminar in 2009).

3. Conceptual and Methodological Challenges in Developing the Toolkit

Following the rich discussions and exchanges on developing operational definitions of “preparation for life and work,” “peace education,” and “Learning to Live Together” at the Geneva seminar, it is clear from an international perspective that there are multiple, often overlapping perceptions of each thematic area based on historical, cultural and philosophical views, including assumptions about the human condition and predictions about the types of competencies learners will need to succeed in tomorrow’s world of work. As noted in the concept paper prepared for the meeting in Geneva, “to navigate through such complex and very often overlapping concepts is surely not easy, also because different international organizations, as ‘trend-setters’, while promoting international values of human rights, peace, sustainable development and intercultural understanding, express nonetheless their preference for some specific foci.”¹¹ Thus the process of developing a practical Toolkit that is simultaneously comprehensive, practical, and applicable to a wide range of different contexts presents several conceptual and methodological challenges.

Recognizing that global definitions of the three major concepts explored at the Geneva seminar are constantly evolving and that distinctions among them are fluid and amorphous, the first major challenge for participants at the Kenya workshop is to maintain a shared general understanding of these concepts and approaches as a means to producing a practical set of capacity development tools that can be adapted and expanded to meet context-specific needs of African countries. To this end, a critical element of the Toolkit will be the development of a section aimed at guiding users on how to clarify and link these concepts (together with the cross-cutting themes and other elements perceived to fall within them) in their own national and local contexts as a comprehensive, integrated whole. In this way, curriculum developers, textbook authors and teachers should be able to use the Toolkit to access a broad range of connected ideas and examples for infusing curriculum content and methodologies with the knowledge, skills, values and attitudes to develop competencies for life and work as perceived in light of specific economic conditions, social norms and cultural values.

¹¹ Georgescu, Dakmara (2009) - Concept Paper for the seventh international project seminar “Enhancing Life-relevant Competencies in the Curriculum: Integrating Preparation for Life and Work, Poverty Alleviation and Peace Education” Geneva 30 March-03 April 2009.

A second major challenge faced by the developers of the Toolkit is how to build national capacities for bringing fragmented and/or isolated programmes and good practices for preparation for life and work, LTLT and peace education to scale. As frequently mentioned in the reports presented by participating countries at the Geneva seminar, there are major obstacles to be overcome in this regard. Among these are the scarcity of resource persons within the ministries to plan and implement such major innovations, lack of interaction at the different levels within the system, shortage of qualified teachers and school managers, compartmentalization of disciplines, the lack of valid and reliable assessment tools for “non-academic” competencies, closer monitoring of outcomes and a disconnect between external concepts/practices and local approaches to peace education grounded in African history, philosophy and cultural traditions. While it is impossible for the Toolkit to offer quick and simple answers to these complex and profound dilemmas, it can be oriented in a way that helps countries identify strategies for taking the first steps and planning for longer term solutions.

Participants also face the challenge of how to orient the Toolkit toward users in both the formal and non-formal sectors of the education system, which often reside in different ministries with little or no connection between them. Increasingly, and especially in areas affected by extreme poverty and conflict, huge numbers of children and out-of-school youth are missing out on formal basic education and the opportunity it can offer to acquire skills for gainful employment. Concomitantly, adults living in extreme poverty and/or victimized by conflict may have few opportunities to access literacy and practical vocational and life skills that could dramatically improve their lives. As the need to provide alternatives to formal schooling and to extend education to the concept of learning throughout life becomes more apparent, the boundaries between these two forms of learning may well disappear, with increased access to ICT and multiple use of learning spaces to serve real community needs. At both the Kigali and Geneva seminars, stress was placed on the importance of finding synergies between innovations for poverty alleviation and peace education in the formal and non-formal curricula and to address both sectors throughout the development process. The Toolkit has the potential for offering decision-makers avenues for planning and implementing such mutually connections through the sharing of existing innovative programmes and practices.

4. Working methodology

The Nairobi technical workshop relies on the previous work carried out in Kigali (October 2008) analyzing the different country contexts and needs related to the integration of peace education and poverty alleviation in the formal and non-formal curriculum as well as on the outcomes of the Geneva seminar, which offered a more in-depth analysis of the possibilities for integrating competencies for life and work, LTLT and peace education into the basic education curriculum. The different sessions at the Nairobi workshop have been designed with a view to contributing to the comprehensive conceptualization and structuring of major

sections of the Toolkit in preparation for field-testing, review and finalization during the coming months.

In order to maximize the interaction among the participants and facilitate productive exchanges, the working methodology consists of different elements, such as:

- *Interactive plenary presentations.* Members of the project team will revisit key concepts, approaches and themes in regard to their implications for curriculum design and integration of the Learning to Live Together (LTLT) dimension into Toolkit development process. Plenary sessions will also be devoted to the presentation of group work on the different sections of the Toolkit and to recommendations for decision-makers and authorities concerning the training of teachers and facilitators.
- *Hands-on group work.* The participants will have extended opportunities to work in small groups on different tasks, including elaboration of selected sections (i.e. Part A, Sections 1-4) of the Toolkit as well as the sharing and exchange of examples and good practices for integrating key concepts, themes and processes into curriculum innovations. In preparation for the workshop, detailed instructions were sent out to participants, based on which the members of the Writing Committee prepared specific country-relevant folders documenting theoretical and practical issues to be taken into account in the process of cooperatively developing the Toolkit.
- *Resource materials.* In their groups, the participants will have a variety of different resources at their disposal that should inspire their work on the capacity development Toolkit. In addition, a comprehensive list of resource materials (i.e. books, papers, videos, CDROMs, websites) will be put at their disposal.
- *Daily summaries and feedback.* As in the case of the previous international seminars, the participants are invited to give daily summaries by focusing also on suggestions for improving different aspects concerning plenary and group work, as well as access to facilities and leisure time issues.
- *Follow-up meeting* with the selected countries to plan the pilot testing of the toolkit and preparations for the national seminars.
- *Simultaneous translation.* The working languages of the seminar are English and French with simultaneous translation being provided in the plenary and consecutive/simultaneous translation in groups (depending on the location).
- *Access to working stations and Internet.* The participants will have access to different working stations provided with Internet connection.

- *Cocktail and city tour.* Evenings are generally free. The participants are invited to a Cocktail offered by GTZ/BMZ, IBE UNESCO and the Ministry of Education of Kenya on the evening of Day 2 (Tuesday 23 June, 19:00 hours). A Nairobi city tour is being organized on Wednesday 24 June (15:00 to 18:00 hours).

5. Detailed overview of the AGENDA

Day 1 (Monday, 22 June 2009)

Following opening remarks by the Ministry of Education of Kenya, IBE UNESCO and GTZ/BMZ, there will be an interactive session during which the workshop agenda will be presented. The objectives and methodology of the workshop will also be presented, and the expectations, questions and suggestions of the participants discussed.

The opening session will be followed by presentations of the project activities in the period between April and June 2009 and the presentation/discussion of the new revised Toolkit structure and content outline as well as two samples of more developed sections to serve as models for the remaining work. Participants will then be invited to contribute their suggestions for structuring the remaining plenary sessions and group work in ways that optimally facilitate achievement of the expected results of the workshop.

Day 2 (Tuesday, 23 June 2009) will provide the space for making final adjustments to the Toolkit structure and content outline based on the previous day's feedback and for re-visiting key concepts, approaches and themes regarding their implications for curriculum design. During the second morning session, group work will be introduced and tasks distributed, after which participants will break into groups and engaged in their assigned tasks, including the sharing and exchange of examples and good practices from their countries.

Group work will continue into the afternoon, followed by a plenary session in which the groups will present their inputs to the development of Part A "Content and Methodology" (Sections 1 and 2) of the Toolkit: "Fostering Learning to Live Together – basic principles, concepts and approaches" and "Developing thematic approaches."

Following the day's work, a cocktail will be offered by UNESCO IBE, GTZ/BMZ and the Ministry of Education of Kenya.

Day 3 (Wednesday, 24 June 2009) will continue with the presentation of examples and good practices in small groups. Participants will also be asked at this stage to determine criteria for selecting examples and good practices to be integrated into the Toolkit and to suggest an appropriate format for inclusion in the final publication. The results of the group work will be presented in the late morning, and in the afternoon participants are invited to enjoy a guided tour of the city of Nairobi.

Day 4 (Thursday, 25 June 2009)

The morning plenary session will focus on Part A “Content and Methodology” (Sections 3 and 4) of the Toolkit: “Enhancing LTLT and competency development in the curriculum,” and “Implementing the curriculum effectively.” Participants will then be asked to break up into small groups to work collaboratively on this section of the Toolkit and presents the results of their discussions in the early afternoon.

At the late afternoon plenary session, Part B of the Toolkit “Curriculum Processes (Sections 5, 6 and 7)” will be presented and discussed, together with a plan for drafting this part of the Toolkit.

Day 5 (Friday, 26 June 2009) will begin with a report on the combined results of participants’ work on the draft Toolkit followed by a session devoted to planning for the pilot testing of selected sections of the Toolkit and development of a preliminary work plan for the remainder of 2009. Identification and selection of the pilot countries and strategies for collection and reporting of feedback will also be discussed at this session.

- The closing session will consist of:
- Summary of workshop outcomes and the way forward
- Closing remarks by UNESCO IBE, GTZ/BMZ and the Ministry of Education of Kenya
- Workshop evaluation

The workshop will be formally closed at 15:30 hours, followed by a meeting with the selected countries to plan the pilot testing of the Toolkit (selected countries, UNESCO IBE, GTZ/BMZ and international consultants)

References

Delors, J., Al Mufti, I. and Amagi, I (eds.). 1996. *Learning: The Treasure Within: Report to UNESCO of the International Commission for the Twenty-first Century*. Paris, UNESCO.

Draman, Rasheed. 2003. *Poverty and Conflict in Africa: Explaining a Complex Relationship*. Paper prepared for the Experts Group Meeting on Africa-Canada Parliamentary Strengthening Program. Addis Ababa, May 19-23 2003.

Georgescu, Dakmara; Stabback, Philip; Klaus, Jahn; Ag Muphtah, Elmehdi; and Castro, de, Philippe. 2008. *Preparation for Life and Work. Comparative Study with a Focus on Basic (Primary and Secondary) Education in Developing African Countries*. GTZ/BMZ & UNESCO IBE.

Georgescu, Dakmara. 2009. Concept Paper prepared for the seventh annual project seminar on “Enhancing Life-relevant Competencies in the Curriculum: Integrating Preparation for Life and Work, Poverty Alleviation and Peace Education. Geneva, IBE UNESCO.

EFA. Eighth Meeting of the High Level Group on Education for All, 16-18 December 2008, *Oslo Declaration: “Acting Together”* Oslo, Norway.

PROSPECTS no. 146. 2008. “*Open File: Poverty Alleviation and Inclusive Education: Transforming Schools in Sub-Saharan Africa*” (Panchaud, C. and Benavente, A., guest editors). UNESCO IBE and Springer

Sinclair, Margaret. 2004. *Learning to Live Together: Building Skills, Values and Attitudes for the Twenty-first Century*. Geneva, UNESCO IBE

UNESCO. 2008. *EFA Global Monitoring Report 2009: Why Governance Matters*. Paris, UNESCO and Oxford UK, Oxford University Press.

United Nations. 2008. *The Millennium Development Goals Report*. New York, United Nations

World Bank. 2009. *Swimming Against the Tide: How Developing Countries are Coping with the Global Crisis*. Background paper prepared for the G20 Finance Ministers and Central Bank Governors Meeting, Horsham, United Kingdom, 13-14 March 2009