



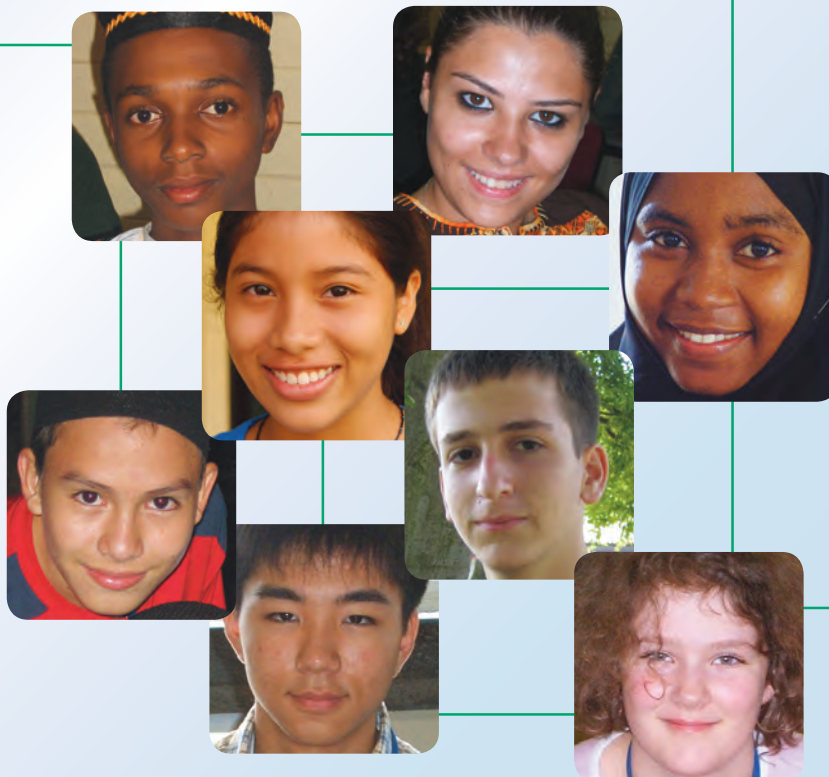
Arigatou Foundation  
G N R C



# Learning to Live Together

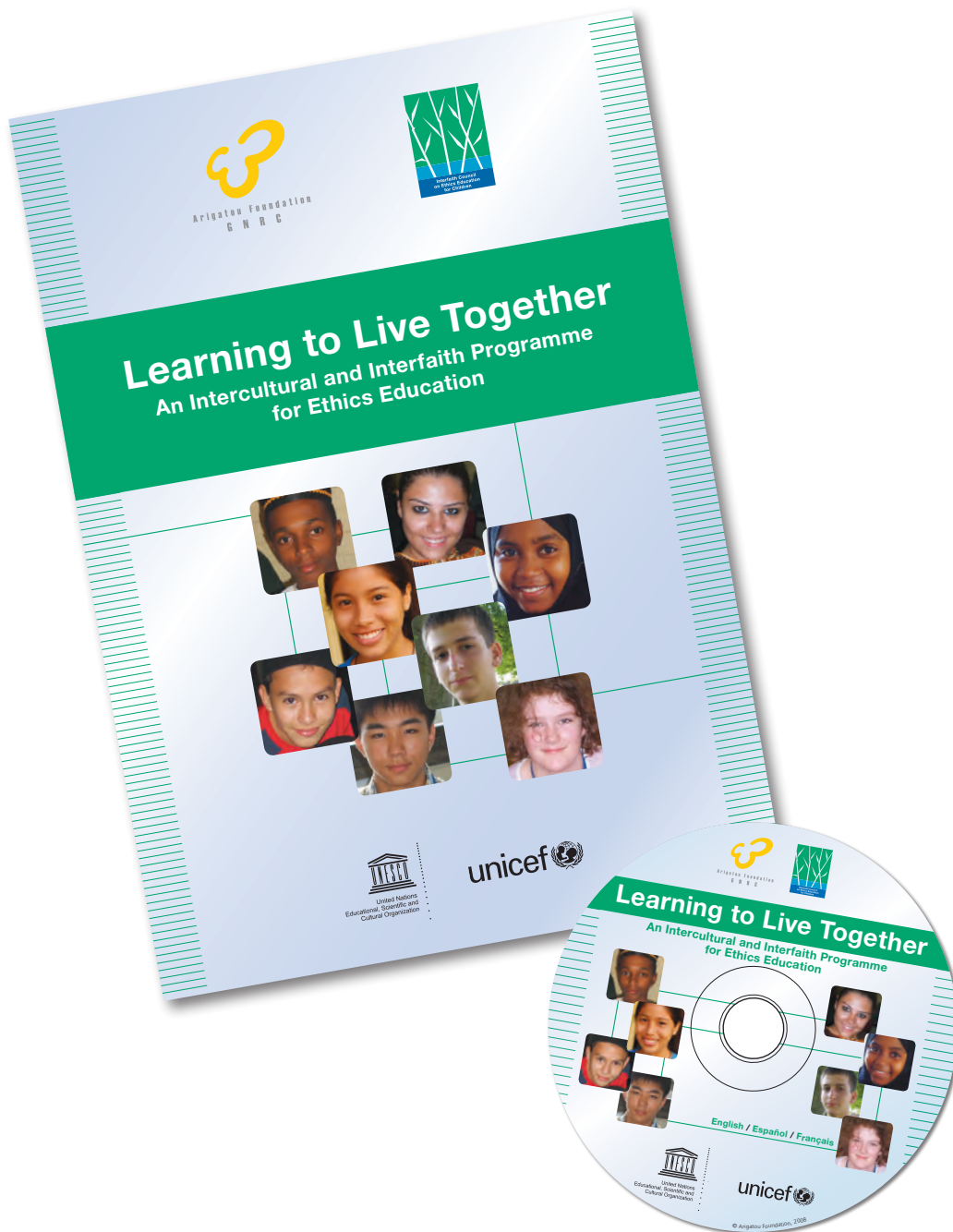
An Intercultural and Interfaith Programme  
for Ethics Education

Training Guides Series N°1 | International Train the Trainers Course  
A Report



United Nations  
Educational, Scientific and  
Cultural Organization





The Training Guides Series provides good examples and practices from training on *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education*.

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Authored by: Mahal Da Costa, Arigatou International & Rory Ewins, University of Edinburgh.

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



# **Learning to Live Together**

An Intercultural and Interfaith Programme  
for Ethics Education

Training Guides Series N°1 | International Train the Trainers Course

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## Foreword

The *Learning to Live Together* manual is the key resource material developed by Arigatou International to advance its ethics education initiative for children. It has been developed as a resource for promoting ethics and values for children, both in religious and secular educational contexts.

Since its launch in 2008, the manual has been disseminated and promoted through regional training workshops organised by the Global Network of Religions for Children (GNRC), and through promotional events arranged in cooperation with UNICEF and UNESCO. Educators, teachers, parents, youth leaders, religious and community leaders, NGO and UN staff have learned about the manual's intercultural and interfaith programme for ethics education, and begun using this resource in their work.

In 2010, Arigatou International offered an International *Train the Trainers* course designed to help those providing training programmes on the use of *Learning to Live Together*. In designing the course, Arigatou International drew on experiences gained from earlier training workshops and on the contributions of other professionals involved with the same concerns. The *Train the Trainers* event emerged from an evolutionary process over several years, which included several pilot training workshops on how to apply the *Learning to Live Together* manual with adults, a meeting with educators who have been involved in previous workshops, and discussions with users of the manual.

In September 2010, the University of Edinburgh became involved in discussions on areas of mutual interest and potential synergies with the work of Arigatou International. These discussions led to the development of a 'Prospectus for Partnership', which would draw on the experience and competences of the two partners for the benefit of both. From this came the decision to consider the *Train the Trainers* a pilot project, which the University of Edinburgh would help develop and evaluate. This became the focus for collaboration between Arigatou International and the University of Edinburgh between 2010 and 2012.

The overall goal of this international *Train the Trainers* course was to strengthen the capacity of individuals to develop and conduct training programmes on the use of the *Learning to Live Together* manual in various contexts.

We hope that this training experience will help participants to design training workshops and will encourage the creation of new and creative ways of spreading the *Learning to Live Together* pedagogical approach. All courses are based on a set of institutional components, but the success of a workshop like this is based largely on the individual skills and approaches of the facilitators, combined in a potent mix with the experience, needs and personalities of the participants of the course. What may be an asset in the realization of a workshop can also be a limitation when developing recommendations: not everything can be universalized. That is why this is a report but not a manual, even though many aspects will offer practical ideas and guidance to *Train the Trainers* facilitators in this and other contexts.

Geneva and Edinburgh, June 2012



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# Learning to Live Together

## International Train the Trainers Course

### A Report

#### Introduction and background

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##### *The Train the Trainers pilot as part of the Learning to Live Together training strategy*

The idea of conducting a *Train the Trainers* (TTT) course emerged from the experience of several workshops aimed at training facilitators in the use of the *Learning to Live Together* manual with children. In the final evaluations of these workshops there was persistent demand for further training on training methods themselves, with professional input from people experienced in this area. Several ideas were discussed, including the development of a self-guided training resource.

The idea for a TTT course began to germinate after a 2009 meeting in Geneva where several workshop participants were invited to share their evaluations, needs and ideas with Arigatou International. Given the increase in demand for national and regional training workshops on the *Learning to Live Together* and the limited capacity of the Geneva office to continue responding to them as it had previously been able to, a TTT course was identified as an efficient way of widely disseminating the *Learning to Live Together* programme through a cascade model.

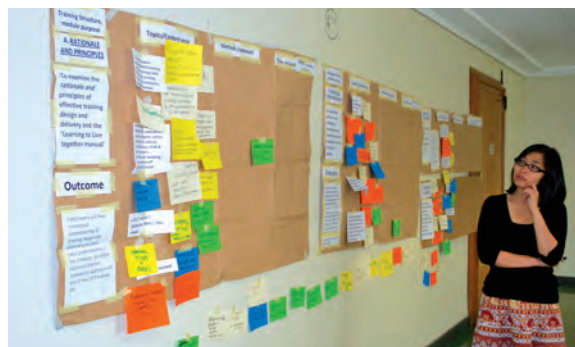
In April 2010 the decision was made to conduct a TTT event as part of the *Learning to Live Together* training strategy of Arigatou International. In May 2010, the Geneva office started this process and began to explore possible venues. At the end of May, the office reserved the Caux International Conference Centre's Mountain House in Switzerland for December, the month in which it was decided to run the course.

In order to support the Arigatou International staff responsible for the organisation of the event, two additional external trainers were invited to participate in this process and join the Arigatou International training team. These were Rory Ewins and Monette Pacia O'Hara of the University of Edinburgh. These two groups became the *Train the Trainers* team.

Skype meetings were planned, along with face-to-face meetings, to discuss and finalise preparatory documents and start designing the course. The selection process and related logistical arrangements were managed from the Arigatou International office team.

For the TTT programme, the team started with a design based on experience gained in the *Learning to Live Together* workshops and the knowledge and experience provided by the members of the training team. The team began work on the approach and philosophy of the training, initially working from a competency-based approach.

The expanded project team then started work on the design, implementation and evaluation of the TTT, with the programme design completed in October 2010, the content finalised in November 2010, and the pilot training course delivered in December 2010.



## About this report

This report has three main objectives:

1. To share the experience gained in the realization of an International *Train the Trainers* Course on *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education*.
2. To explain the philosophy behind the December 2010 TTT event and to provide guidance for future strategies in *Learning to Live Together*-related trainings.
3. To inform and nurture the realization of other *Train the Trainers* events, related *Learning to Live Together* training programmes and future processes of institutionalization of the *Learning to Live Together* training programme. As a complementary objective, it is also aimed at those who want to create a *Train the Trainers* event to suit their own style and the needs of participants.

The report is structured around three sections:

1. Philosophy and approach
2. Content development and delivery
3. Evaluation process

The report was prepared by *Mahal Da Costa* from Arigatou International, by *Monette O'Hara* of the University of Edinburgh and by *Rory Ewins*, also from the University of Edinburgh.



## 1. Philosophy and approach

The overall goal of this International *Train the Trainers* course was to strengthen the capacity of individuals to develop and conduct training programmes on the use of the *Learning to Live Together* manual in various contexts. Following this logic, the course was intended primarily for current trainers on the use of the *Learning to Live Together* manual in their organizations, who would like to develop and strengthen their ability to train others to use and work with the manual. The TTT course was mainly aimed at people who had demonstrated their experience in applying the *Learning to Live Together* manual.

The International *Train the Trainers* Course on *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education* was a residential course run over 8 days, a length determined by the amount of material which needed to be covered. All participants were accommodated at the venue, including those who lived in the area, in order to provide the appropriate learning environment and maximize the learning community experience.

Practical arrangements for the venue, hotel accommodation and meals were made by the Arigatou International office in Geneva. Participants had to arrange and pay for their own travel, although six participants were supported by Arigatou International and the GNRC regional offices in Latin America and the Caribbean (LAC).

### Objectives of the course

The learning objectives of the course were defined in terms of participants' competences to:

- > ***Develop and conduct a training programme on the use of the Learning to Live Together manual.*** Participants should be familiar with adult learning principles and have an enhanced ability to develop a learning process to promote ethics education in various contexts;
- > ***Integrate an intercultural and interfaith learning approach into the training programme.*** Participants should have a clear understanding of the concepts and the systematic approach set out in the manual, the objectives and principles that guide intercultural and interfaith learning, the four proposed values and their relation to the Convention on the Rights of the Child;
- > ***Apply the learning process to bring about self-reflection and critical thinking.*** Participants should learn how to use the process to encourage interfaith and intercultural learning;
- > ***Interpret and adapt creatively the training material to specific settings.*** Participants should be able to generate new ideas and incorporate them in the experiential learning process;
- > ***Be a positive role model in line with the values expressed in the Learning to Live Together manual.*** Participants should be able to work with integrity and commitment towards the values emphasised in the *Learning to Live Together* manual.

Another aim of the TTT was that, after the course, participants would become part of an international community of trainers on the use of the *Learning to Live Together* manual, and participants' learning would be enhanced as

they applied their knowledge and skills in their various contexts. Participants were expected to contribute to the continued learning experience through the sharing of lessons learned, tips and new ideas for training on the *Learning to Live Together* manual. Arigatou International would make available an online platform for this purpose, along with useful resources for trainers.

## Selection of participants

### 1. Call for applications

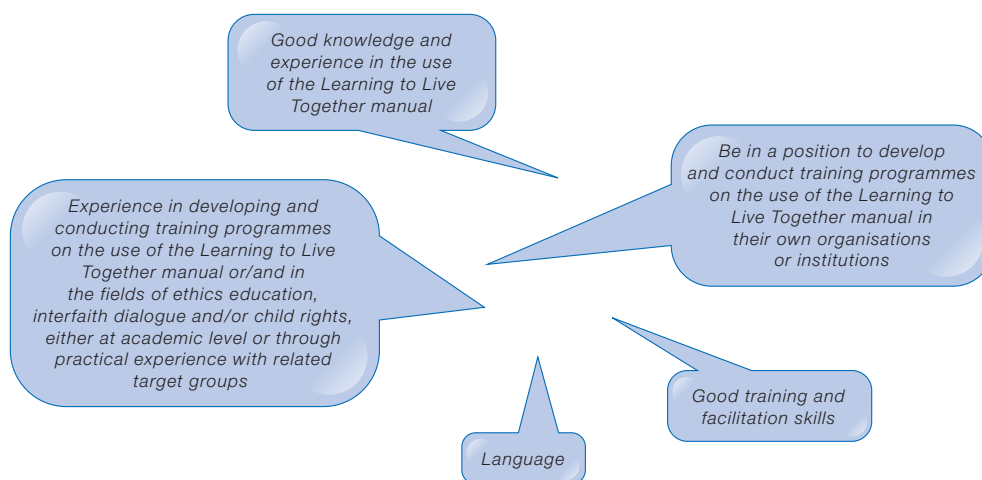
The course was officially announced on the Arigatou International websites. Information was also sent to interested centres and participants from previous workshops. The deadline for applications was initially 24 August 2010, and then extended until 3 September 2010. The selection and registration of candidates was concluded on 22 October 2010.

The GNRC regional offices contributed to the wide dissemination of the call for applications, but were not in charge of processing applications. Candidates submitted their applications directly to the Geneva office, which was in charge of responding to and tracking applications. However, the GNRC in Latin America and the Caribbean requested to nominate their own candidates to represent their region; their applications were then processed by the Arigatou International office and selected based on the criteria set.

### 2. Selection criteria

The selection criteria for participants were based largely on candidates' potential to cascade the *Learning to Live Together* manual and programme after the course, as well as the contribution that each might make to the course learning environment.

This outline of the selection criteria includes explanatory notes and a series of observations by the training team of how the selection process worked in practice. The selection criteria were:



The workshop was planned in English, with the possibility of providing individual translation support to candidates who requested it. It is important to note that in the spirit of the selection, language was not a barrier to choosing candidates. In practice, individuals' limitations in English could sometimes interfere with full participation in the workshop, causing delays when participants working through translators wanted to express their opinions and thoughts. From a social point of view, however, linguistic diversity among the participants promoted interaction with and understanding of people from other cultures.

### 3. Configuration of the group of participants

Following the initial announcement, Arigatou International received 46 formal applications from 21 countries around the world (Austria, Brazil, Canada, Chile, Egypt, El Salvador, France, Greece, India, Italy, Japan, Jordan, Panama, Portugal, Romania, South Africa, Sri Lanka, Sudan, Switzerland, Tanzania, Venezuela and the USA). Applications were carefully reviewed by the Arigatou International office based on the selection criteria. After short listing, seven candidates were asked for further important information to support their applications; four of these were accepted onto the course.

As a result of the selection process, 24 persons were invited to participate from 17 countries. All GNRC regions were represented except Israel (from which no applications were received).

Nine participants were in the age range of 20 to 30 years old. Eight were aged 31 to 40, five within the range of 41 to 50, and two were over 51. 17 participants were women and seven were men.





In terms of the religious composition, there were: three Muslims, two Buddhists, 14 Christians (divided between Orthodox, Methodist, and Roman Catholic), one from the Bahá'í faith, two Hindus and two Jews.

Participants came from various professional backgrounds. According to the classification established in the application form, 2 were from local NGOs or Community-based Organisations, 3 from National NGOs, 4 from International NGOs, 2 from Academic or Research Institutions, 2 were Freelance Consultants, 1 was from a Training Institution and 5 were from other organizations, including schools and religious organizations. The highest concentration of participants (20) had spent between 8 months and 6 years working in the same organisation, while 4 participants had worked for their organisation for over 8 years.

All participants had worked in education at different levels (as trainer, facilitator, religious teacher, social counsellor, or monitor). A high percentage of participants had experience as designers and developers of educational programmes and workshops in different areas.. In addition, a large percentage also had experience as coordinators of programmes at a local, national or international level.

### Pre-training assignment

A pre-training assignment was developed in order to prepare participants for the course before they arrived. This was intended to prompt participants to revisit the *Learning to Live Together* manual and work with some key sections. Questions arising from the assignment could then be addressed at relevant sessions during the course. Many expressed appreciation for the exercise, but did not think there was enough follow-up to the task, nor enough integration of the task within the course.

### Training team

The training team of seven people consisted of staff members of the Arigatou International office in Geneva, two colleagues from the University of Edinburgh and two external professional trainers with experience in the field of ethics education for children, interfaith dialogue and training and coaching. Arigatou International staffs were responsible for the overall coordination of the event, from its initial design through to planning and implementation.



## 2. Content development and delivery

### Rationale behind content and approach

This section discusses the rationale and process in developing the training design. In designing the *Train the Trainers* course, both content and approach had to be considered. Firstly, it was necessary to ask what content areas had to be covered in a *Train the Trainers* course for *Learning to Live Together* and secondly, what would be the most effective approach that would maximize learning and ownership of key approaches among participants.

A *Training the Trainers* course on any topic needs to cover two components. The first and the most essential is that participants have to gain understanding of the rationale, principles and practice of the main training topic itself – in this case the *Learning to Live Together* manual. They have to believe in and internalize the content of the manual by seeing the effects of the training as if through the experience of the participants they will eventually train. For this, they have to experience the key elements of the *Learning to Live Together* manual, especially the principles, concepts, learning process and modules.

However, having a manual is not enough; the participants have to understand the rationale behind the training approach and structure. They have to build ownership and belief in this approach, and develop the facilitation skills and knowledge of procedures for all key sessions in this training. To do this, they have to undergo ‘trainer training’ on these topics around the training manual, which should include extensive practice of delivering key aspects of the training with feedback and capacity building until they gain the confidence to deliver it.

In the first component, participants need to understand what *Learning to Live Together* is and in the second, they need to understand how to deliver this training. By including the first component, participants are able to build competencies and ownership of the training itself, while by including the second they are able to build competencies in delivering the *Learning to Live Together* training. This TTT course combined these two components and aimed to develop ownership of both among the participants. To be able to do this, an experiential learning approach was applied.

**Figure 1 – Two components of *Training the Trainers* in *Learning to Live Together***



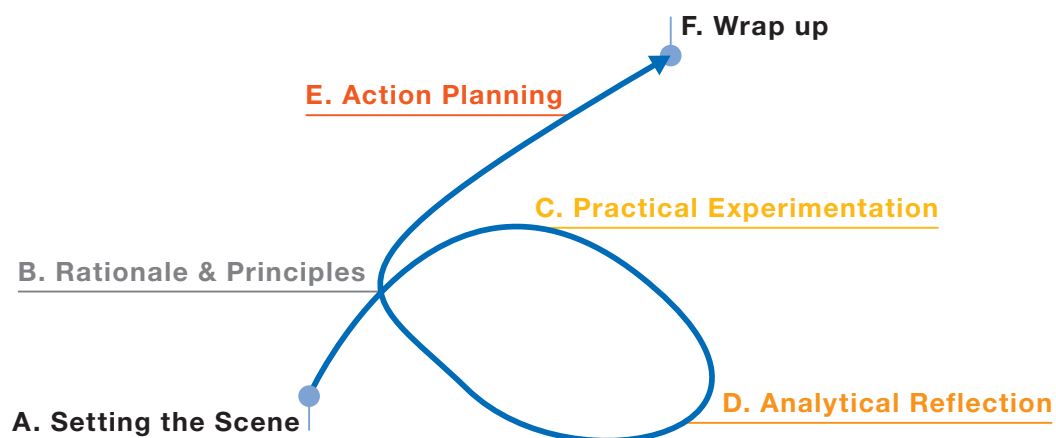
This training approach was designed on discovery and experiential learning principles as reflected in the *Learning to Live Together* manual. This fitted very well with the learning process and guidelines set out by the manual, which requires a democratic and participatory style of facilitation. Experiential learning approaches are built on the assumption that gaining knowledge is not about passively absorbing information but rather knowledge is generated through actively experimenting, reflecting on and internalising lessons from the experience.

In this approach a stimulating learning environment is provided throughout along with thoughtful questions – but not the ‘answers’. Through various exercises, participants are challenged to find the ‘answers’ themselves. This approach not only helps participants learn *how* to deliver the training, but more importantly *why* to deliver the training, helping them to develop an understanding of the rationale, and engendering ownership over the whole training ethos.

With regards to the structure of the TTT course, an iterative experiential learning spiral, an adaptation of Kolb’s learning cycle, provided the framework for the training. Kolb (1984) suggests that effective learning can be represented as a cycle consisting of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. With this as a framework for the training, the TTT course was divided into 4 main sections:

1. Rationale and Principles, where key concepts and theories of the topics were presented;
2. Practical Experimentation, where participants tested the concepts, theories and principles through active experimentation;
3. Analytical Reflection, where participants reflected on what they had just experienced in their experimentation and on their learning;
4. Action Planning, where participants then developed a plan of action on how they could apply and contextualize what they had learned in their own work environments.

**Figure 2 – Structure of the training – an iterative experiential learning spiral (an adaptation of Kolb’s cycle)**





This process optimizes the learning capacities of the participants and builds ownership through a discovery learning approach. This structure also ensured that all the training objectives would be met.

In addition to these four main sections, sections were added on ‘Setting the scene’ at the start of the course, where preliminaries and context were addressed, and ‘Wrapping up’ at the end of the training.

The training also had a phased approach – gradually building skills, confidence and ownership throughout the training, first through demonstration, then through participants becoming facilitators themselves. After each stage there was analytical reflection and feedback from peers – a key element in experiential learning.

## Training content

What follows describes the content in each section as originally planned:

### 1. Setting the scene

It was decided that, before the main training topics could be delivered, a conducive learning environment should first be set where everyone was put at ease and made ready to tackle new learning and challenges. In Setting the scene, introductions were made about the participants, the trainers, and the training itself. Expectations were set, as well as ground rules. This was also the opportunity to further assess training needs and analyze the participants’ contexts. However, owing to time constraints a session for sharing and analysing the participants’ context was not developed or included. Setting the scene was covered on day one.

### 2. Rationale and principles

The objective of this section was to examine the rationale and principles of the *Learning to Live Together* manual and of effective training design and delivery.

First, participants were expected to gain conceptual understanding of the concepts, principles, rationale and the systematic approach set out in the *Learning to Live Together* manual. Key concepts underlying Arigatou International’s ethics education programme, such as child rights, ethics education and core values, interfaith dialogue, child and youth participation, spirituality, peace building, and the empowerment of children were presented and discussed. Participants also were introduced to the history and background of the programme. Six sessions were designed to cover these concepts on days two and three:

- > Arigatou International and *Learning to Live Together*
- > *Learning to Live Together*: the educational approach
- > Our values: children, our core responsibility



- > Ethics and beliefs
- > Interfaith for ethics education
- > Spirituality

After learning the core elements of the *Learning to Live Together* manual, the participants should then gain a clear understanding of training design and delivery principles so as to know how to deliver *Learning the Live Together* training. Five sessions were planned. On day four, two sessions were conducted: ‘Participatory learning’ and ‘Participatory methodologies’. These sessions highlighted that to be effective trainers, there is need for some basic



ideas about what we can do to encourage learning. It provided the participants with the basic principles for designing a course. On day five, a short session on the ‘Overview of the training cycle’ gave participants a quick look at the key steps in planning and conducting a training course. The session on ‘Analyzing training needs’ that followed gave the participants understanding on how to assess the needs of their target group and thus be able to tailor their training interventions as required. A session on ‘Designing a training course’ enabled participants to explore different elements of training design, like writing learner’s objectives and selecting training strategies.

### 3. Practical experimentation

After learning about the concepts of the *Learning to Live Together* manual and the principles of training, participants had the opportunity to put both of these into practice through practical experimentation. They experimented with tools and methods in developing and conducting a short training event on the use of the *Learning to Live Together* manual. Through a training simulation exercise, the participants in groups were tasked to take turns to be trainers while the rest became ‘trainees’. Each group conducted a 45-minutes training session on selected topics based on the *Learning to Live Together* manual, followed by 15 minutes of feedback from the ‘trainees’ and the TTT trainers. The whole group tried to cover the key sections of the *Learning to Live Together* Manual – the Conceptual part, the Introduction to the manual, Methodologies and the Learning process, and Learning modules – as the aim of ‘Practical experimentation’ was for participants to gain practical experience of the key elements of the *Learning to*



*Live Together* manual as well as training others in its use. Before participants had to deliver their short sessions, they also had to design them. Feedback was given on the methodology used, their attitude and behaviour, their ability to deliver the message clearly and on the logic and flow of the session – key elements necessary for effective training delivery. This was also an opportunity for them to practice their facilitation skills, a very important skill in a participatory training exercise where the trainers help trainees effectively share and learn with each other. This exercise was held on day six.

#### 4. Analytical reflection

This was the moment to focus on internalising lessons, when participants were asked to match principles against their practical experiences. This section was partly integrated into the training simulation exercise during the feedback on each group's training delivery, where participants reviewed their own performance as well as each other's. Reflections were not only on methods but also on more fundamental skills, attitudes and behavioural traits. This was also done during the synthesis session that took place after all presentations were done. In Analytical reflection, participants had an opportunity to internalise lessons, comparing and contrasting what they heard in the Rationale and principles part of the training with what they practically experienced in the Practical experimentation part.



A session on Training evaluation was also included during this section to cover different ways to assess the effectiveness of training and learning. Moreover, a reflection time was provided at the end of each day when participants were given the opportunity to take stock on the lessons they had learned that day by taking the time to write in a personal learning log.

#### 5. Action planning

In Action planning the participants reflected on how to apply the *Learning to Live Together* in their own contexts and how to use the lessons learned in their training programmes by developing their own individual action plans. Their action plans were intended to adapt and enrich the *Learning to Live Together* training to make it as relevant and feasible as possible to their specific contexts.

The participants were given the time at the end of each day to think about what they would like to focus on in their action plans. On day seven they were given the opportunity to systematically develop them. In developing their action plans they first had to identify and justify their overall training goal in terms of a particular focus of the *Learning to Live Together* training they would like to conduct for an identified target group. They then reflected on comparative advantages or supporting factors available to them to help them move towards





their goals. They also identified potential limitations and risks that might hinder them from reaching their goals. Priority strategies were then identified to help them reach their goals, build on their strengths and tackle their limitations. The plans were then shared with peers from the same region for review and to seek support.

## 6. Wrapping up



This part of the training focussed on different things. It was an opportunity to present some practical follow-up support that was available to the group. It also revisited key elements of the training, assessing any transformative impact of the training on the participants and getting feedback from the participants during group discussions on how the training could be improved. It also provided an opportunity for a written evaluation. A closing ceremony wrapped up the training and provided an extra motivational push for participants to implement their plans and apply their learning after their return home.

## 7. Cross-cutting activities

Apart from allocating time each day for participants' individual action plans and learning logs, morning reflections at the start of each day followed by recaps of the previous day were planned. As spirituality was a fundamental element of this training programme, it was fitting that the sessions started with a quiet time to allow both trainers and participants to reflect on their own thoughts and ground themselves before tackling new challenges and learning for the day.

Recap sessions followed where groups were tasked to summarize the key activities of the previous day, and more importantly to remind everyone of key lessons so that successive sessions could clearly build upon them. Participants were also given the responsibility of keeping everyone stimulated by introducing energiser activities when needed. These mechanisms were designed to instil collective ownership of the training process and outputs among all the participants, while capitalizing on their own experience as facilitators and trainers.



### 3. Evaluation of *Train the Trainers*

#### Introduction and goals

Part of the *Train the Trainers* programme addressed evaluation as an activity that should be built into any training delivery process. Any training event holds lessons about what worked well or did not and about its impact on trainees in the short term and the longer term. The same was true of this *Train the Trainers* event, especially given its pilot nature, and so evaluation of the TTT itself was built into its development and delivery.

The evaluation of the *Train the Trainers* was driven by three goals:

1. To determine the success of the pilot at the time of delivery and the likely success in the longer term;
2. To learn from this event which aspects of the TTT, and even of basic training in the use of the manual, could be delivered in a more effective way;
3. To gather material that might be used in the development of alternative means of training delivery.

#### Personnel and initial stages

The evaluation was led by the University of Edinburgh and designed to include opportunities to explore the potential for future developments in disseminating the *Learning to Live Together* manual and for conducting research about these developments.

In addition to observation and recordings at the TTT event, this itself included a session on evaluation on the morning of day seven as an area that all participants would need to address when conducting their own *Learning to Live Together* training workshops, which formed a useful link to the evaluation of the TTT itself on the morning of day eight. The evaluation tools for the TTT itself were developed during the event in response to the emerging themes of the process and the goals of the TTT.

#### Evaluation tools

The formal evaluation tools consisted of three parts.

##### 1. World café

Part one was a ‘World café’ event covering three broad areas:

- > **The Process**, which covered logistical, structural and delivery issues;
- > **Content into confidence**, which asked participants to consider whether the content of the programme had given them the confidence to implement their action plan – that is, to take the *Learning to Live Together* out into their own communities by delivering their own basic training workshops;
- > **The International nature of the group**, which considered the benefits and challenges of having this diverse a participant group. Would a different approach (for example, region- or country-based) be beneficial?

The ‘World café’ approach required three volunteers who would stay with one of the three topics throughout, seated at different tables. The remaining participants were split into three groups, and moved from table to table as a group over three rounds, with the stationary person leading the discussion, taking notes on flipcharts, and (after the first round) recapping the essence of earlier comments to newcomers. In this way a cumulative response to each theme was gathered from the entire participant group, with everyone apart from the three volunteers contributing to all three themes.



Each round lasted ten minutes, and at the end of all the rounds the three volunteers reported back to everyone about the discussion at their table using the flipcharts they had made.

## 2. Questionnaire

The ‘World café’ was followed by part two, the distribution of a paper questionnaire in English and in Spanish. This questionnaire was designed to capture in more detail the participants’ responses to the content of the programme and aspects of its delivery. Participants were asked to rate various areas from one to five (where five was the highest) under the headings of Quality (structure, delivery, comprehensiveness, suitability) and Usefulness (the value the session had for them, their learning, and their confidence to train others in the use of *Learning to Live Together*). They could also indicate whether they felt a session or activity needed more or less time than it had been allowed. The four broad areas of this questionnaire were:

- > Introductory & Background sessions
- > Training delivery sessions
- > Cross-cutting activities
- > Logistics

Each covered six to eight sub-areas. Participants were also able to leave open-ended comments on each of the four broad areas and on the programme overall.

Participants were allowed 20 minutes to complete the questionnaire. Returns were received from 22 participants, two having left Caux slightly early. Responses to the questionnaire were anonymous.

## 3. Team debrief

Part three of this final evaluation was the training team debrief at the end of the programme, after the participants had left. The team brainstormed around two areas:

- > What went well
- > More effective if...



Notes were gathered on flipcharts and photographed for later transcription (as were all flipcharts throughout the event and during the final clean-up of the venue).

Transcripts of the flipcharts from part one and part three and the open-ended answers from part two provided a set of qualitative data, and the survey ratings in part two provided quantitative data. The quantitative data were entered into Microsoft Excel sheets for analysis.

Simple statistical analysis was deemed sufficient for part two as the responses were very consistent and positive, with only a few readily-identifiable problem areas. These results were presented and discussed with the responsible persons at Arigatou International and the University of Edinburgh's School of Education and are available upon request from Arigatou International in Geneva.

### Subsequent developments and long-term impact

Measuring the long-term impact of a training event is less straightforward than assessing the immediate reactions of those involved. Time has now passed since the TTT in Caux, and its impact is currently recognized through the follow up reports from the trainers who participated in the training.

The Arigatou International Geneva office has maintained contact with Caux TTT participants and gathered information about the purposes to which they had been putting their training. Tangible outcomes have included:

- > A meeting in February 2011 of European-based TTT participants at Arigatou International's offices in Geneva to consolidate a European *Learning to Live Together* trainers network;
- > The involvement of four TTT participants in running a basic training workshop on *Learning to Live Together* for UNESCO in Paris in July 2011, on the invitation of *Mahal Da Costa*;
- > A new TTT event in August 2011, based on the Caux TTT model, organised by Caux participant *Suchith Abeyewickreme* in Sri Lanka, with the involvement of *Maria Lucia Uribe* and *Vijay Ragavan* as facilitators;
- > The commitment of key staff at the University of Edinburgh to build on the TTT evaluation process in further collaborations with Arigatou International over the coming years;
- > Additional training and promotional activities on the *Learning to Live Together* run by TTT participants, including: introductory workshops to colleagues and partners; training workshops for GNRC members; capacity-building workshops for youth leaders; presentation of the *Learning to Live Together* to facilitators team in a Council of Europe training programme, among others.

It is already clear that the TTT in Caux has had a positive impact in the longer term in spreading the *Learning to Live Together* message.

## Memorable moments



## 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.

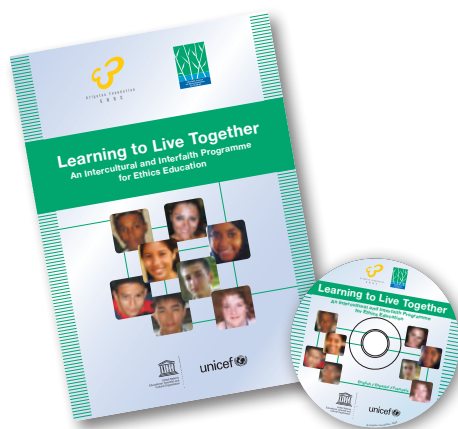
### Register with the virtual Campus

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.**





Arigatou International

## About us

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Arigatou International is an international faith-based NGO in special consultative status with ECOSOC that is committed to building a better world for children. An initiator and sustainer of partnership-based initiatives to secure child rights and foster children's well-being, Arigatou International seeks to maximize the potential of interfaith cooperation, and always strives to empower and involve children and youth.

## Contacts & information

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