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**Promoting critical knowledge, skills and qualifications for  
sustainable development in Africa: How to design and  
implement an effective response  
through education and training systems**

**Sub-Theme 1**

**Common Core skills  
for Lifelong Learning and Sustainable  
Development in Africa**

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**Transnational Study on  
Core Social Competencies - a Sustainable Contribution to  
Quality in Education and Social Cohesion in Society**

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## ACRONYMS AND ABBREVIATIONS

ADEA.....	Association for the Development of Education in Africa
AERA.....	American Educational Research Association
BMZ.....	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (Federal Ministry for Economic Cooperation and Development)
CIE.....	Centre for International Education
DeSeCo.....	Definitions and Selection of Competencies
DFID.....	Department For International Development
DYFOP.....	Dynamisation fonctionnelle de la pédagogie (Functional Revitalization of Teaching)
EEC.....	Eglise Evangelique du Cameroon, Protestant Church of Cameroon
EFA.....	Education For All
ERIC.....	Education Resources Information Center
FHAO.....	Facing History and Ourselves
FIS-Bildung.....	Fachinformationssystem-Bildung (Informationssystem Education)
GIE.....	Georg-Eckert Institut für Schulbuchforschung (Georg-Eckert Institute for International Textbook)
GIZ.....	Deutsche Gesellschaft für Internationale Zusammenarbeit
ICQN.....	Inter Countries Quality Node for Peace Education
MESA.....	Mainstreaming Environment and Sustainability in Africa
NCDC.....	National Curriculum Development Centre, Kigali, Rwanda
NGO.....	Non Governmental Organization
OECD DAC.....	OECD Development Assistance Committee
OECD.....	Organization for Economic Co-operation and Development
PAP.....	Participatory and Active Pedagogy
PIRLS.....	Progress in International Reading Literacy Study -
PISA.....	Program for International Student Assessment
TIMSS.....	Third International Mathematic and Science Study
UKFIT.....	United Kingdom Forum for International Education and Training
UN.....	United Nations
UNESCO.....	United Nations Educational, Scientific and Cultural Organization
UNESCO/IIEP.....	UNESCO/International Institute for Educational Planning
UNICEF.....	United Nations Children's Fund
USA.....	United States of America
ZEP.....	Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik (Journal for International Educational Research and Development Education)

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Annette Scheunpflug  
Mark Wenz

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## 1. ABSTRACT

**1** In this study we discuss the psychological mechanisms which favour social behaviour of individuals in society and its importance for social cohesion. We ask for the meaning of core social competencies as a sustainable contribution to quality in education and social cohesion in society.

**2** The mechanisms leading to showed social competencies are described as interplay of cognitive aspects of language competencies, the ability to change perspective, emotional and motivational aspects as self-regulation, respect, empathy, self-concept, self-esteem, and value attitudes as, for example, attitudes toward violence, diversity and participation. These personal competences lead to social behaviour when interfacing with an environment of accountability, fairness and meritocracy. Therefore enhancing core social competencies is not only an educational task but refers to all levels of society, especially social and labour politics.

**3** The study shows that these core social competencies are linked to quality education and lead to a better academic achievement. The paper describes experiences with teacher training aiming to enhance the core social competencies of teachers and students. Hints for effective evaluations are given. The study highlights recommendations for different stakeholders.

**4** The study is based on a mix-method-design, including literature review of related research, case studies of different approaches in the field and experts' comments. Beside case-study experiences from literature, the study is related to two field studies taken for this paper. One study describes a long-time program in Cameroon, attempting to work on the autonomy and self-responsibility of students and teachers in order to reach higher quality of education. The other study is about a program in Rwanda, working on a post-genocide pedagogy, focussing on an active and participatory education. Both programs worked with teacher training but used different methodologies (in Cameroon, teacher experts groups; in Rwanda trainings for the entire team of schools). Both had been evaluated by an out-come evaluation, including tests.

## 2. EXECUTIVE SUMMARY

**5** This paper looks at core social competencies as a sustainable contribution to quality in education and social cohesion in society. The paper aims to contribute to the Triennale 2012

- By underscoring how enhancing core social competencies contributes to the promotion of critical knowledge, skills and qualifications for sustainable development in Africa.
- By focusing on core social competencies as “critical basic skills for lifelong learning”, discussed under subtheme 1 (ADEA 30/08/2010).

The study shows *the importance* of core social competencies for *educational quality* and *social cohesion*, and describes how social competencies can be achieved.

**6** The study is based on a mixed-methods-design:

- (1)*Literature Review*: The primary basis of the study is a worldwide literature review on the debate in psychology and education on core social competencies and social cohesion.
- (2)*Case studies*: The knowledge and experiences of two case-studies – one from Cameroon and one from Rwanda – in improving core social competences in schools by capacity development of teachers contributes in an important perspective to the findings of the study. The case studies are based on field surveys and empirical findings from evaluations. Both case studies are printed in full length at the second part of the study.
- (3)*Expert’s meeting and review process*: Thirdly, this study also embraces expert debates with colleagues of the Inter Countries Quality Node (ICQN) on Peace Education of ADEA conducted in August 2011 in Nairobi.

### Argumentation of the Paper

**7** *The study outlines an understanding of core social competencies as universal psychological mechanisms.*

Core social competencies can be understood as the social, emotional, and cognitive skills and behaviours that human beings need for successful social adaptation and integration in groups. Core social competencies are related to universal psychological mechanisms which are expressed culturally, resulting in different expressions in different cultural settings. The psychological mechanisms behind social competencies are described as interplay between the cognitive aspects of language competencies, emotional and motivational aspects and value attitudes. Emotional and motivational aspects are explained as self-regulation, respect, empathy, self-concept, self-esteem. Values are understood as attitudes toward violence, diversity and participation.

**8** *The psychological perspective on social competencies suggested in this paper avoids common misunderstandings about core social competencies.*

This suggestion of a psychological description on core social competencies allows avoiding some common misunderstandings:

- Core social competencies are not merely a question of personal attitudes but an expression of the interface between individual perspectives and a special environment. Therefore enhancing core social competencies is not only an educational task but one that is relevant to all levels of society, especially social and labour politics. They require not only education but an environment of accountability, fairness and meritocracy. Even if schooling provides an intensive education on social competences, these attitudes will not come into every day practice if the societal environment is built on violence, corruption and struggle for life.
- Core social competencies are not always associated with lasting harmony in society. It may be an expression of high social competencies to protest against something or organize positive actions. Social competencies are the base for dealing with divergent perspectives and negotiating of different positions. Social learning is therefore strongly linked to a “pedagogy of conflicts” and not with striving for conformity.

**9** *This understanding of core social competencies is seen as the base of peace education, education for social cohesion in society and education for sustainable development as well as for quality education.*

Peace education, social learning, education for social cohesion and education for sustainable development are concepts of learning which all built on core social competencies. Strengthen core social competencies contributes to the mentioned concepts. As learning is in all dimensions situated in social contexts, addressing core social competencies is a contribution to quality instruction. Empirical research has shown that working on core social competencies is related to better academic outcome as the relationship plays a crucial role in the learning process.

**10** *The study outlines the relation between core social competencies and education.*

Schooling may exert an influence on core social competencies in different ways:

- Some of the psychological mechanisms behind core social competencies are directly linked to educational content, such as language competencies and the ability to change perspective. To train language and to work on precise expressions, lead to broader language competences. Knowledge in different areas enables for change of perspectives.
- Other psychological mechanisms behind core social competencies are linked directly to the way education is addressed, such as the self-concepts, self-efficacy and the self-esteem of an individual. Classroom-climate or the relation between teacher and student or the way of feedback from teachers influences the self-concept and self-esteem. A better self-concept and self-esteem is related to core social competencies.
- Others are linked to long lasting interface processes between individuals and society, for example the expression of tolerance as a value. These aspects of core social competencies are related to examples in society and to experiences with constructive conflict solving in families and communities.

**11** *This understanding of core social competencies is strongly related to the competence discourse of the UNESCO (Delors Report) and OECD (DeSeCo).*

- The debate on core social competences builds on the Delors Report to the UNESCO (1996) with respect to “learning to live together”. The Delors Report underlines the necessity of mutual understanding and respect for the values of pluralism. This dimension of social life is seen as inseparably interlinked with the dimension of “learning to be” in the sense of developing one’s personality in regard to autonomy, judgement and personal responsibility.
- The OECD has referred to these general necessities of learning in the context of the “Definitions and Selection of Competencies” Program (DeSeCo) in highlighting these competences, necessary for a successful life and a well functioning society. The DeSeCo study identifies three key competencies: using tools interactively, interacting in heterogeneous groups, and acting autonomously. All of them are related to core social competences.

**12** *The paper outlines the contribution of education to social cohesion in society and the danger if the contribution of education to social cohesion is underestimated.*

In the context of strengthening social cohesion, education plays a crucial role:

- A useful policy on education should guarantee fair access to educational institutions on the basis of equal rights.
- Social cohesion will be strengthened if education can ensure the vision that learning will improve the individual conditions of life.
- Education, by conveying social competencies, is the key to learning to deal with cultural plurality, migration and diversity in a peaceful way.
- Moreover taking part in education enables participation in knowledge about society and societal organizations; this again is essential for societal cohesion.

However, as case-studies have shown, education may contribute to weakening social cohesion if the promises, linked to education, of a better life are not fulfilled. Under certain circumstances, education may even contribute to conflicts, those include among others:

- if groups are excluded from education
- if social groups are accused in school-life or textbooks
- if cases of violence are glorified

- if heavy corporal punishment, harassment and violence are used in educational institutions.

**13** *The study shows theories and practical examples on achieving core social competencies at the classroom-level.*

Core social competencies require a pedagogy which strengthens the self-esteem and the self-concept of the learner and a participatory and learner centred approach to teaching and learning (emphasis on collaborative learning, project planning, competence oriented learning, situated learning). Curriculum and learning support materials (including textbooks) should demonstrate diversity and perspective change with regard to content and methodology in order to improve core social competencies. Where this is difficult, a shared commission of different stakeholders in society should work on a revision of these texts and learning resources.

**14** *The study provides a framework and examples from the field on capacity development contributing to enhance core social competencies.*

Capacity development for teachers and other persons charged in education should be geared toward improving the self-development of the individual's emotional and moral compass while enhancing their self-efficacy and self-esteem. Capacity building should be geared towards the management of social situations which enable learners to show respect, acknowledgment, and participation. The effectiveness of capacity development will be enhanced by:

- Being organized as part of a lifelong learning process
- Allowing for the improvement of self-esteem and self-efficacy of the teacher
- Recognizing the competences acquired by the learners in both formal and informal settings
- Reflecting the individual learning biographies of learners and their communities
- Organizing the learning environment as a participatory space
- Using learner centred approaches to teaching and learning.

**15** *Programs on core social competencies in education should be open for assessment.*

Initiatives in this field should be conscious of responsibility and the need for accountability; they should therefore all be open to assessment. Assessment should be outcome oriented and assessed on both the micro as well as macro levels, in order to determine the extent to which the desired results are being achieved. Evaluation approaches and strategies must take into account the fact that the development of core social competencies is a long-term process.

**16** The study has the *following structure*: The discussion concerning core social competencies will be presented in the next chapter (chapter 3) with regard to the debates on competences and the social coherence of societies. Chapter 4 deals with the question of how these social competences come into being and, secondly, how they can be supported in the context of lessons and school, and incorporated into the greater framework of societies. Furthermore, the notions of curricula and textbooks, of teacher training and capacity development as well as quality assessment will be outlined (chapter 6). Against the setting of these findings some recommendations are given (chapter 7).

## Key Findings and Recommendations

**17** *The study leads to the following key findings and recommendations:*

(1) Peace education and education for sustainable development are cross-cutting themes and should be integral parts of all educational efforts:

- Communication in schools should be respectful of every individual and of all members of society, including minorities, women, different races, lifestyles and sexual orientations.
- Change of perspective should be an integral part of daily school activities.
- Corporal punishment should be ostracized.
- Corruption in school should be prosecuted consequently.

- Democratic access, that means access by achievement (= meritocratic access), should be a matter of course.

(2) Enhancing core social competencies contributes not only to social cohesion in society, but to quality education.

- The issue of social competencies should be part of the quality debate.
- Awareness that learning is socially situated and therefore core social competencies of teachers' play an important role should be raised at all levels in school administration.
- High repetition-rates should be interpreted as a problem of and for core social competencies.
- Teachers should learn about the importance of self-esteem and self-concept for learning.

(3) Learner centred education (or active and participatory education) can be seen as an important contribution to core social competencies and social cohesion.

- Learner centred education should be enhanced at all levels including early childhood-education.
- Teacher education should built on participatory education and strengthen their self-esteem.

(4) Textbooks and curricula are important normative type of texts contributing to social cohesion in society or manifesting social division. Textbooks in school and curricula should provide access to plurality in both form and content.

- Textbooks and curricula should offer plurality. In controversial issues, at both the political and societal levels, the controversy should be described.
- In case of controversy, textbooks and curricula should be produced by committees including representatives from all sides.
- Textbooks and curricula should have a peer-review-process from professionals, coming from other countries, including multi-perspectivity.

(5) Meritocratic education contributes to social cohesion; this is one reason why education should be strictly organized in a just, social, meritocratic way.

- The consequent I condemnation of fraud, corruption, despotism, violence is a central condition for the promotion of core social competencies.
- Positive role-models have to be strengthened; local elites play a very important role.
- The educational system has to be understood as a systemic part of the society.

(6) Core social competencies are enhanced by cooperation with the civil society. Cooperation between schools and civil society should be supported.

- The cooperation between state and the civil society in low fee private schools strengthen the social cohesion of society and should be seen as a chance.
- Participation in school by parents is very important and may include achievement of self-esteem and self-regulation.

(7) A plurality of school bodies and cooperation between the state sector and private schooling, above all with low fee private schooling, may enhance social cohesion.

- As education is a foremost task in society, it is important for a state to guarantee inclusion by subsidiary and by this to avoid social division by school fees.
- A plurality of school bodies may contribute to social cohesion if school quality is guaranteed and social exclusion is prevented.

(8) Core social competencies are enhanced if schooling offers social connectivity to post-school life. Therefore transition to employment and the informal sector are contributions to social cohesion in society.

- It has to be taken into consideration that school offers competencies for the informal sector and relies on the life realities of the students.
- Education may contribute by entrepreneurship-education, the strengthening of self-responsibility and autonomy but at the same time claiming social solidarity.

(9) In order to contribute to core social competencies, teachers need competencies in how to offer learner centred education and enhance self-esteem among their students. Capacity development is necessary at all levels.

- Capacity development should be given to teachers, principals and school inspection on core social competencies.
- Capacity development should include theory of core social competencies and a wide range of insights of practice at the classroom level.

(10) Capacity development for social cohesion needs to be congruent in regard to content and form.

- Training needs to allow for personal involvement. It requires methods of participation and an adequate long lasting time frame.
- The training should include theoretical knowledge about social cohesion and core social competencies as well as an understanding of conflicts and constructive conflict-solving approaches.
- Methods of participatory pedagogic should be trained.
- Capacity development should be organized in a way contributing itself to self-esteem and a better self-concept on teaching.
- Professionals themselves need opportunities for participation.

(11) In order to demonstrate that core social competencies is not merely a question of personal attitudes but one which also relies on environmental conditions, education on core social competencies should be embedded in coherent social and labor politics.

- Education for core social competencies leads to effective outcome when organized in a societal context which focuses on social conciliation and democracy.
- Corruption and violence in society should be prosecuted.

(12) Core social competencies develop over the course of one's life in formal, non-formal and informal learning settings. Therefore, the coherence of systemic approaches integrating the formal, non-formal and informal sectors as well as all stages of life needs to be taken into consideration.

- Educational programs in this field should foresee a set of aspects in long term programs.
- Civil actors should be included with their specific forms of engagement.
- Offering education on core social competencies and participation in the informal sector is a crucial issue and should be taken into deeper consideration.

## 3. INTRODUCTION

### 3.1 Purpose and Objective of this Study

**20** The following study is focussed on core social competencies. It intends to provide an overview about

- The related international debate in educational sciences,
- Insights from case studies and draws conclusions for strategic work in African countries.

**21** This study was drawn up for the ADEA Triennale in February 2012. It is related to the framework of the conference in the following ways:

- The study highlights the relation between core social competencies and sustainable quality in education on the one hand and social cohesion in society on the other hand.
- The study contributes to the sub-theme 1 “critical basic skills for lifelong learning” in regard to personal development and life skills as one aspect of critical basic skills, mentioned in the background paper by ADEA (ADEA 30/08/2010, 2).
- The study allows insights as a cross cutting issue. It covers the aspects of curricula, capacity development, monitoring and evaluation, possible partnerships, and the imperative of equity (ADEA 2010, Sub-themes Selected in Preparation, 2-3).

**22** The study intends

- To elaborate the importance of core social competencies for educational quality and social cohesion;
- To show how these competencies can be achieved on the teacher level as well as on students level and in capacity development;
- To discuss the educational outcome and the related students performance and
- To exemplify patterns of monitoring and evaluation.

**23** The partners having developed this study with their own specific experiences in this field. The study was initiated by the German GIZ, charging a team from University of Erlangen-Nuremberg in Germany (Prof. Dr. Annette Scheunpflug, Mark Wenz MA) in cooperation with two partners for case studies from Cameroon (Claude-Ernest Njoya) and Rwanda (Francois Rwambonera). The German development cooperation supports a variety of related initiatives in Cameroon, Rwanda, Mozambique, South Africa and other countries.

**24** The case study from Cameroon describes efforts to enhance social competencies concerning the self-responsibility and personal autonomy of teachers and pupils in the sector of low-fee-private schools. The objective of this program is the improvement of the quality of mathematic and science lessons. In the case study from Rwanda reflects several educational programs which aim to strengthen social competencies after the genocide and to improve the quality of lessons at the same time. The case-studies, serving as important insights from the field, are provided in the second part of this study.

**25** This paper has been developed in cooperation with the Inter Countries Quality Node for Peace Education in Kenya.

### 3.2 Related Discourses

**26** The study presented here is placed in different fields of discourse. Therefore the stage of research varies; studies dealing explicitly with the topic in question are scarce so far. The main intention of this study is focused on bringing together the different thematic aspects.

- (1) *Social leaning and social competencies* :According to international large-scale assessments such as PISA, TIMSS and PIRLS, this topic is addressed notably in the field of empirical educational research, when considering which competencies young adolescences need to cope with the challenges of tomorrow (cf. OECD 2008) and what measures can contribute the improvement of quality in the educational sector. In particular from the perspective of educational psychology some results can be expected, but this discourse is more or less limited to industrialized countries.
- (2) *The discourse on the coherence of societies*: The issue on the contribution of education to social coherence in societies is addressed particularly in the field of political science (cf. Heynemann 2000). Quite often this discourse is conducted *ex negativo*, i.e. related to fragility and emergencies.
- (3) *Education in emergencies and conflict*: The discourse concerning social coherence refers to the debate on education in emergencies and relates, as a rule, to experiences from Africa and Asia when the issue of how education and emergencies may be related is touched upon (cf. Smith 2010; Nicolai 2010; Paulson 2011; Brock 2011). This research is connected to the fact that many regions of Africa had been involved in recent years in armed conflicts and other situations of violence, implicating State and non-State actors and having enormous impact on children (Machel 1996). At the latest, since the 2011 EFA Global Monitoring Report, the potential role of education in mitigating the impact of conflicts and fragility on societies while contributing to reconstruction and development has become crucial. The report emphasizes that “conflict-sensitive planning in education is about recognizing that any policy decision will have consequences for peace building and for the prospect of averting a return to violence.” (EFA 2011, 14; cf. UNESCO 2011b) The report describes a variety of methods on how to develop appropriate skills, which are built on the capacities of young people, for peace keeping, peace-making and peace building.
- (4) *Peace education and reconciliation*: Since the 16th century a debate has been raging on the contribution of education to peace building and social coherence, it is currently labeled “peace education“(cf. Nipkow 2007). Peace building education, peace education, education for reconstruction and prevention are concepts to be taken into consideration (cf. Arnold et al. 1998; Bush & Salterelli 2000; Leach & Dunne 2007, for conceptual challenges Frieters 2010; for research problems Karimi 2010) as well as for human rights education (cf. Huhle 2010).

### 3.4 Method of Research

27 The study is based on a mix-method-design:

- (1) *Literature Review*: The primaries basis of the study is a worldwide literature review using data sources such as ERIC, the World-Bank, UNESCO, “FIS Bildung” and the Internet.
- (2) *Case studies*: A secondary basis for the study consists of case studies. Both case studies were conducted by local experts involved in the program. Both case studies are depicted in the second part of this study. The case studies are based on field surveys, empirical findings from field studies and focus groups research. The field research in Cameroon is based on qualitative focus group interviews, field research, the results of a quantitative survey in 2005 (Bergmüller et al. 2005), and research on statistical data of school achievement in 2009 (Njoya 2009). The field research in Rwanda is based on a quantitative conducted survey in 2010 (Krogull & Scheunpflug 2011). This survey was subjected to an international peer review for inclusion in the Annual Meeting of the American Educational Research Association (AERA) in 2011 and the 55th Annual conference of the Comparative and International Education Society in Montréal 2011.
- (3) *Expert meeting and review process*: A tertiary basis for this study comprises expert debates and a review process. It was discussed with colleagues of the ICQN in August 2011 in Nairobi and coordinated in terms of its content with other studies presented at the Triennale.
- (4) *Peer review in the international academic debate*: This study was reviewed by the peer review process for the conference of the UK Forum for International Education and Training (UKFIET) in September 2011 and benefited from comments of colleagues after the presentation in Oxford.

## 4. CORE SOCIAL COMPETENCIES – WHAT DOES IT MEAN?

**28** What is understood by social competences in the following chapter? This will be explained and clarified into two directions. On the one hand, the question as to what makes up the »social« in »social learning« and what »core social competencies« means against this background will be answered (chapter 4.1). On the other hand, we need to question how these aspects can be categorized into the discourse on »competences« (chapter 4.2). In a third approach the relation between core social competencies and society in regard to social cohesion will be discussed (4.3).

### 4.1 Social Competencies

**29** Social learning is highly valued – but at the same time the concept behind this term is quite often underdetermined.

**30** In a very common approach social competencies can be described as competencies which enable in the words of Hannah Arendt “in der Welt zusammenzuleben“, [“to live together in the world”] (Arendt 1958). A quite simple and wide-spread definition is presented by Welsh & Biermann: “Social competence refers to the social, emotional, and cognitive skills and behaviours that children need for successful social adaptation” (Welsh & Biermann 2001). Argyle (1972) defines social competencies as “the knowledge and application of an appropriate behaviour in interactions in social situations“ (Argyle 1972). But what is meant by “successful social adaptation”, and what is “appropriate behaviour in interactions”? Often, this is defined as the competence of a person to act as a fully operative member of a given society (Runde 2001) as well as the ability to constructively balance the tension between asserting one’s own interests and the adaptation of the interests of others. This refers to the demands of different social situations, of different ages and different facets of social competences. “Social competencies reflect adjustment in the family, school, work, in society at large, and in old age, requiring more context specific definitions of the construct, as well as a focus on particular facets of social competence, such as empathy, self control, trust, respect for other people, or civic engagement.” (Schoon 2009, 4)

**31** The following facts can be taken note of:

- *Social Competencies refer to individuals, but are not independent from situations:*  
Social competencies refer to an individual person – and have to be determined in reference to an individual – and are tied to situations of behaviour. This tension shows that social learning becomes visible in social situations and cannot be put down to its cause in the individual. People act differently in different situations – in distinction, for example, to the competence of reading which is relatively independent from the situations in which people read. The shaping of social environments makes up an important dimension for social behaviour and for the acquisition of social competencies.
- *Social competencies are value related:*  
Also despots show social competencies when, for example, manipulating crowds or bosses of criminals when managing a gang successfully. These types of manipulating competencies do not belong to the setting of social learning in our understanding, even if despots and criminals often show competencies which can be interpreted as a specific balance between asserting their own interests and adaptation to the interests of others. Social competencies have to refer to those competencies which are bound and committed to the public welfare and democratic and humane values.
- *Social competencies reflect the situation of a (world) society:*  
Social competencies are related to cultural standards, due to their bases in values. In relation to the global development towards a world society, these values are however often changing (cf. Schoon 2009, 2). In many societies, the predominant orientations of social competencies have, for a long

period of time, referred to authorities and cultural group patterns which are now subject to deep-rooted change in a world society dominated by individualism and individual performance.

- *Social competencies reflect individualism:*

Quite often social competencies are misunderstood as subjugation under the constraint of social groups if persons are excluded from social groups by the argument that their particular view disturbs a certain order or if, vice versa, social competencies are misunderstood as subjugation under the rules of a certain group. In particular, concerning the social coherence of societies, the situation can occur, for example in schools, that social competencies are misunderstood as conformity. Social competencies prove themselves just in dealing with divergent perspectives and when negotiating with different positions. Social learning is therefore, among other things strongly linked to “pedagogy of conflicts”. Keeping this in mind, socially competent behaviour is also understood as “behaviour of a person which in a specific situation contributes to the objective to put own objectives into practice but at the same time keeping the social acceptance of the behaviour” (Kanning 2003, 15).

**Example: Transformation of social competencies due to change in society**

The Psychologists Chen and French (2008) could prove that in China, due to dramatic economic opportunities, highly recognized social competencies, such as for example subjugation under authorities, are diminishing in the educational behavior of parents as well as in the esteem of youth. In contrast to this, social competencies such as assertiveness and autonomy, as well as the distinctiveness of individuality, are gaining in importance. This development can be demonstrated world-wide. In a globalized world society, competencies such as self regulation, self confidence and autonomy gain greater importance. This signifies a particular challenge for societies in the African context. But also for industrialized countries such challenges should not be underestimated. The Ministry of Education in Bavaria/Germany, for example, has recently started a school experiment in a rural area with a high number of middle size chemical factories to help pupils to improve their inner autonomy and self-responsibility in order to cope with the higher demands for self-responsibility at their work places (cf. Zeinz et al. 2009; Zeinz & Scheunpflug 2010).

**32** What sort of knowledge and skills are necessary to insure that people behave socially? Psychological research emphasizes that these competences are made up by a setting of single abilities. Core social competencies are composed of a multitude of motivating factors, attitudes, values, skills and knowledge structures. A simple definition of what makes up social learning cannot be given; therefore also a uniform, binding and reliable definition of this issue cannot be found in the respective academic literature (cf. Erpenbeck & v. Rosenstiel 2003; Reißig 2007). Research here names multiple and, depending on the respective groups of scholars, different factors and groupings (cf. Sarason 1981; Rose-Krasnor 1997; Silbereisen 1995; Welsh & Biermann 2001, Schoon 2009). There is a predominantly unanimous opinion that social competencies are related to the individual, or to other people, and that social competencies deal with communication and co-operation among people. You can also find the unanimous opinion that there are cognitive, emotional and motivational aspects as well as value attitudes. As communication and co-operation are linked to cognitive, emotional and motivational aspects as well, we suggest focusing on these issues. Therefore social competencies can be defined (referring to and taking up a proposal of Stanat & Kunter 2001):

- By an assembly of *cognitive abilities* such as taking up the perspective of others and self-confidence (respectively self-effectiveness),
- By the *emotional and motivational factors* such as self-regulation, respect, appreciation, empathy, social orientation and social aim, for instance the support of others,
- The observation of *norms* or the keeping of promises and given assurances as well as
- By *value oriented attitudes* like assuming responsibility, attitudes towards violence, tolerance, participation, convictions related to justice and attitudes towards minorities (cf. the overview in Tab. 1).

Tab. 1: Aspects of core social competencies

	<b>cognitive aspects</b>	<b>emotional and motivational aspects</b>	<b>value attitudes</b>
<b>in relation to the own person</b>	- attitudes concerning social self-effectiveness - language competencies	- self-regulation competencies - respect and appreciation	- taking over responsibility for myself - attitudes towards violence - tolerance
<b>in relation to others</b>	- taking up different perspectives - competencies in decoding languages and emotions	- empathy - social orientations - objectives of social behavior - respect and appreciation	- taking over responsibility for others - attitudes towards violence - tolerance - attitudes towards participation and democracy - attitudes towards minorities

Source: Inspired by Stanat & Kunter 2001

### *Deepening the understanding: Social or emotional intelligence?*

Since the 1970s attempts have been undertaken to describe and measure social intelligence as a provable quantity. In the middle of the 1990s the concept of »emotional intelligence« became well-known through the research of Golemann (1996). Both approaches try to describe the notion of “intelligent“ social attitudes as a separable and distinguishing feature of individuals on what they can or cannot “have”. Research showed that attempts to describe and measure social and emotional intelligence did not succeed in a satisfying way (cf. O’Sullivan & Guilford 1975, Schmidt 1995). But, and this is the most decisive point, the application of those psychological constructs of social and emotional intelligence are not of great help in educational contexts (cf. Cobb & Mayer 2000). This can be shown by an example taken from mathematics lessons. We know, from the debate of mathematics lessons, that the perception of a specific rotation forms an indicator for the measurement of intelligence. Concerning the discussion on lessons and education in geometry, i.e. the question what sort of attitudes are needed in order to solve a geometry problem, pupil intelligence is of importance, but differences in self-esteem, academic self-concept by the students or in class-room management by teachers play very important roles in solving problems in the field of geometry, too. Therefore these aspects should be taken into account, particularly as these aspects are elements which can be changed and influenced by education.

## **4.2 Social Competencies in the Context of the Discourse of Competencies: Delors Report, DeSeCo and Education for Sustainable Development**

**33** This concept of social competencies, described in chapter 4.1., is strongly related to the discussion of the *Delors Report*. In recent years the importance of broader requirements has become more and more evident for those competencies which, as social competencies, can meet the challenges of accelerated global social change. The importance of skills with broader development of personal and social potential becomes more and more significant if the future seems to be uncertain. According to the Delors Report to the UNESCO (1996) the further development of progress is related to an increase in a broader personal development and empowerment of people. Two of the “four pillars of education”, as Jacques Delors argues, should be dedicated to the social dimension of education: “learning to live together”, “by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conflicts -in a spirit of respect for the values of pluralism, mutual understanding and peace.” (Delors 1996, 35) This dimension of social life is inseparably interlinked with the second dimension of one’s own existence, as “learning to be”,

“so as better to develop one’s personality and be able to act with ever greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person’s potential: memory, reasoning, aesthetic sense, physical capacities and communication skills” (ibd.).

**34** Some years later, the OECD referred these general necessities of learning in the ongoing discussion about competencies in the context of the “*Definitions and Selection of Competencies Program (DeSeCo)*” (Rychen and Salganik 2001). This project put forward the question “What competences do we need for a successful life and a well functioning society?” (ibd.) Having this in mind the balance between conflicting requirements in an increasingly globalized world society is basic: „Globalisation and modernisation are creating an increasingly diverse and interconnected world. To make sense of and function well in this world, individuals need to master changing technologies and to make sense of large amounts of available information. They also face collective challenges as societies – such as balancing economic growth with environmental sustainability, and prosperity with social equity. In these contexts, the competencies that individuals need to meet their goals have become more complex, requiring more than the mastery of certain narrowly defined skills.” (ibd., 4). The DeSeCo study identifies three key competencies: using tools interactively, interacting in heterogeneous groups, and acting autonomously.

**35** The last two do remind of the conceptual framework by Delors in regard to social learning. “Interacting in heterogeneous groups” is characterised as “the ability to relate well to others” (including the competences of empathy and effective management of emotions), “the ability to cooperate” (including the competences of listening, negotiating constructively and come to decisions) and the “ability to manage and resolve conflicts” (relating to the competences of reframing conflicts and prioritising needs and goals).

**36** Education has to face these competencies intentionally, especially in difficult social situations. Often these aspects are described as “social learning”, “democratic education” or “peace education”. We will use this terminology too, but wish to understand these terms in the broader meaning as used by the OECD as competence oriented dimensions. Expectations concerning self efficacy, independence, expectation concerning the ability to co-operate and the skills for self regulation signify core attitudes and psychological patterns that need to be promoted (Wang et al 1993). These attitudes are not only supported by the content, but in particular by the mode of communication itself and the way learning allows participation and empowerment (cf. Gillies 2007). By the way the social climate of learning is organised, expectations towards societal demanded behaviour are implicitly communicated and passed on. Therefore, these social competencies are essential and tightly linked to the behaviour of teachers. Quality of education is highly bound to the dimension of social interaction in learning processes.

*Deepening the understanding:*

*The relation between social competencies and education for sustainable development*

The link between core social competencies and education for sustainable development should be elaborated explicitly.

Education for sustainable development can be understood as a concept of education that aims to achieve sustainability: a development which “meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland World Commission 1987, 24). The notion of sustainable development was taken up and connected with concrete measures in the AGENDA 21 from June 1992. In this document, sustainable development is defined and put forward as an issue for all areas of society. The idea of sustainable development intends to promote a balanced and integrative approach in the fields of environmental and development policies, in order to cope with the current and future challenges of the world society (cf. Agenda 21 1992, 1). In particular, the demands of the generation now growing up have to be taken into account.

When promoting the sustainability of a society, it is crucial that the objective of sustainability is shared, supported and backed by a wide range of the population. Education for sustainability doesn’t mean a rigid concept, but rather a guiding idea which can be fulfilled and adjusted in accordance with

the ecological, economical and cultural backgrounds of a given situation. Widespread societal processes are of great importance in supporting the respective topics politically. Sustainability is also dependent on the co-operation and support of all citizens, and therefore has to be shaped in a participatory manner. Sustainability itself is a social value in terms of balancing the individual interests, those of coming generations, and global public welfare. Against this background, core social competencies must be understood as an indispensable basis of an education for sustainable development. Empirical research shows that education for sustainable development is essential for social learning processes and the experience of participation. Conversely an effective education for sustainable development contributes to social learning (cf. Rode 2005; de Haan 2010).

The notion of sustainable development expresses also the wish for a durable and stable development. In the field of education this term is sometimes also used to emphasize efficient and continuing learning, i.e. learning that contributes to a sustainability of desired learning competencies. Humans are social beings, and learning is indispensably linked to social settings. In the following we will demonstrate this, as well as how social learning contributes to sustainable academic outcome.

## 4.3 Social Competencies and Social Cohesion

### 4.3.1 Social Cohesion

**37** The concept of social learning is often in discussion when the effects of learning on social cohesion, peace attitudes and the reduction of societal social conflicts are expected or hoped for. In other words: Core social competencies are expected to contribute to an increase in social cohesion and a minimization of social conflicts. What does “social cohesion” resp. “social conflict” mean? This will be explained first, followed by some considerations of how social competencies impact social cohesion.

**38** Social communities become social if they achieve an internal cohesion. In families, genetic relations insure cohesion among the individual members of the family. In (democratic) societies, the societal contract and the respective legitimized relationship among the individual members of a society assume this role. The agreement to hand over the monopoly on force to the state, and to authorize it to control violence, is part of this contract. Beyond the abstract relationship between state and citizens, the contract must come into practice in the following fields:

- In terms of an appropriate state of welfare and success of development,
- In terms of security, and
- In mutual solidarity, mainly in the areas of health care, care for the old age, and investment in education and public goods.

**39** In the UK, the concept of social cohesion is often used to refer to situations “in which individuals are bound to one another by common social and cultural commitments” in regard to “common norms and values, interdependence arising from shared interests and individual identification with the group” (Lynch 2001, 70 citing Ferlander & Timms 1999, 7). In its “Revised Strategy for Social Cohesion”, the Council of Europe defines social cohesion as “an integral part of human rights” (Council of Europe 2005, 15). “Social cohesion is the capacity of a society to ensure the well-being of all its members, minimising disparities and avoiding marginalisation and society’s capacity to manage differences and divisions and ensure the means of achieving welfare for all members.” (Council of Europe 2008, 14) The Council of Europe emphasises “that the achievement of social cohesion also has to centre on actively managing differences and divisions in a context of democratic citizenship. This is the bridge-building element. Both, material or objective resources (e.g. economic situation, social protection) as well as more subjective dimensions (such as feelings of belonging, security and recognition) have to be managed. This highlights a policy approach that seeks actively to prevent, negotiate and manage tensions, divisions and conflicts (relating to resource distribution as well as identity).” (Council of Europe 2008, 14; cf. Gaventa & Barrett 2010, 44).

**40** This consideration underscores an important normative element. The cohesion of a society is not only constituted by prosperity, but also by that fact that this prosperity is posed in a democratic context which potentially allows all citizens to participate in the approach to these goods and to negotiation of conflicts. The policy of the Council of Europe highlights the fact that societal social coherence doesn't exist as a natural state – in contrast to the cohesion of a family. Societal cohesion can be influenced, i.e. strengthened or weakened by political frame conditions.

**41** In the context of strengthening social cohesion, education plays a crucial role:

- A useful policy on education should guarantee fair access to educational institutions on the basis of equal rights.
- Social cohesion will be strengthened if education can ensure the vision that learning will improve the individual conditions of life. If development programs in the field of professional training and an understanding of education that includes professional training and the informal sector opens opportunities for people to care for his/her own subsistence, social cohesion will be improved.
- Education is the key to learning – by conveying social competencies - to deal with cultural plurality, migration and diversity in a peaceful way.
- Moreover – and this is an aspect which is often underestimated – taking part in education enables participation in knowledge about society and societal organizations; this again is essential for societal cohesion. By this, education can explain the functioning of a society. A school curriculum on political education is of great importance if it avoids political indoctrination. Education in school can provide important impulses in this field.
- In schools a behavior can be learned in an exemplary manner which serves society in societal institutions. Here one can observe what happens in the case of a break-down or disruption in societal organizations (White 1998, 4). The problem extends beyond a direct disruption of school life if corruption reigns in schools, if examinations are not conducted in a reliable way or if certain societal groups are excluded from education.

**42** The question of how the relationship between society and education can be seen in regard to social cohesion can be answered differently. The 'integrationist' discourse focuses on promoting social inclusion by getting young people to work through schooling and other forms of education (cf. Münch 2000). The 'penetration' discourse strengthens the idea that social inequalities and exclusion may not be overcome only by education, but by changes in other societal areas too. (cf. Luhmann 1984/1995). This leads to questions about the foundation of education in society and the resultant relation to social and political changes. This would suggest that the development of social competencies is linked to a wider agenda, including i.e. the acceptance of informal markets as an attachment to education, questions of access to health prevention or learning in the biographical development of one's self (cf. Levitas, 2000).

**43** In particular in African countries, facing increasing demographic development and a great number of young people, an enormous dynamic will be set free by strengthening the social cohesion of a society with education. In contrast, potential tension might arise if the young generation were to be blocked or the perspective of participation in development processes denied.

*Deepening the understandings: The influence of societal cohesion organized by the school system toward economic growth*

In a study from 2000, Stephen P. Heynemann argued, by comparing the university system of the successor states of the Soviet Union with those in the USA, that “social cohesion has significant economic benefits; that since its invention in the 17th century, public education has been one of the main contributions to social cohesion in the west” (Heynemann 2000, 173). The educational system has a particular impact on the social cohesion of a society as it constitutes the public knowledge about the functioning and the necessity of societal contracts, as it organizes discussions about the social behavior which is required for a societal living together and as it shows the consequences of a violation or offense against the social treaty (cf. Heynemann 2000, 175). By providing equal access to the educational system, by care for a consensus about the meaning of citizenship and common history, by organizing schools in a democratic and non discriminatory way, and by providing assistance in the

case that differences of opinion concerning the three mentioned mechanism occur, the social capital that makes up social cohesion will be secured (cf. Heynemann 2000, 177). All these “make government, the economy and the national community work better“ (ibd.).

### 4.3.2 Conflicts and Social Cohesion

**44** The promotion of social cohesion doesn't mean that conflicts do not occur or are not allowed. Societal life is, by its nature, structured by conflicting interests and therefore conflicts are inevitable. Rather the promotion of social cohesion includes learning to deal with conflict situations and to cultivate them. Social cohesion will be strengthened when conflict is understood as an opportunity to learn how the respective society can be developed further.

#### *Deepening the understanding: What is the meaning of conflict?*

In everyday use of language the term “conflict” may have a negative connotation. Conflict means that something is happening which disrupt cohabitation among a group of people (cf. Bonacker & Imbusch 2006, 67). Conflict can be found on all levels of human co-operation as intra-personal, inter-personal, intra-societal and international conflicts (cf. Bonacker & Imbusch 2006, 69; Pfetsch 1994, 213). They vary by different conflicting parties and different forms of appearance, as well as differences in dealing with it and settling it.

Generally spoken, conflicts can be defined as a “communicated disagreement“ (Luhmann 1984, 530). A conflict exists “if expectations are communicated and the non acceptance of the communication has been fed back” (Luhmann 1984, 530; translation A.S.). According to this definition conflicts can be seen as a sort of communication – there can be no doubt that conflicts exist, the question is by which measures they are dealt with and settled. In this understanding expectations are not only psychological expectations, but they point to a structure that signifies what sort of prospect a given situation offers (cf. Luhmann 1984, 139), respectively what horizons of possibilities occur. Expectations are in this understanding an important driving force of societal differentiation; they produce complexity and at the same time they offer an answer on how to handle the surrounding complexity. Conflicts can be understood as a mode of dealing with complexity. Complexity can be taken up or reduced. The most brutal form of reducing complexity is the phenomenon of death (for example by murder, civil war or war between peoples); by this the communication with an opponent will be cut off in a final way. The most constructive way of taking up complexity is learning as the internal complexity can be structurally adjusted according to external complexity.

**45** Conflicts can be expected. Therefore the challenge is how can people, groups, societies and states organize their communication in a way that permits conflicts to be worked on, and contributes to a productive further development of society. Moreover, mechanisms need to be developed to end violent conflicts, respectively to prevent the emergence of violence. In this respect the school plays a predominant role as it can show and train by example how to solve conflicts through language and inclusion, with symbolic acts and by functioning as a social organisation.

**46** Quite often schools are expected to contribute to reconciliation after violent conflicts, to create peace among conflicting parties and to open a perspective for successful life contexts (cf. Singh 2003; Lange 2003). The philosopher Theodor W. Adorno has explained this expectation as a normative demand in his work „Education After Auschwitz“ (1966) and substantiated with the following insight: „The premier demand upon all education is that Auschwitz not happen again. Its priority before any other requirement is such that I believe I need not and should not justify it. I cannot understand why it has been given so little concern until now. To justify it would be monstrous in the face of the monstrosity that took place. [...] Every debate about the ideals of education is trivial and inconsequential compared to this single ideal: never again Auschwitz.“ (Adorno 1966, 92)

**47** With regard to the prospects of implementing this demand of *reconciliation* into school life in a thought-out way, the following different, but complimentary, *objectives* can be noted (cf. on

conceptual questions for an overview Harries & Morrison 2003; Haußmann et al. 2006; Schröder et al. 2008; Bajaj 2008; in historical-conceptual perspective Nipkow 2007)

- School education can contribute to dealing with tragic conflicts, and to working on them as a society. A vivid culture of commemoration can name conflicts and educate pupils on conflict history in multiple dimensions.
- School education can contribute by offering people insights and perspectives by which violence and exclusion are not attractive options. The resolute condemnation of violence and the offensive integration of race, ethnic and gender issues are important aspects of learning.
- School education can contribute to the education of young people towards becoming responsible beings in a way that authoritarian attitudes and demagoguery lose their fascination. Instead, education must be focused on expanding participation and on strengthening self-esteem and self-efficacy.
- School education can contribute to training democratic forms of conflict resolution when focusing on democratic rules in school life, avoiding from bodily punishment and practicing forms of democratic decision-making and participatory education.

(cf. concerning the today's tasks and issues of school education in societal fields of conflict Retamal & Aedo-Richmond 1998; Arnold et al 1998; Bush & Saltarelli 2000; Schell-Faucon 2002; Smith & Vaux 2003; Tawil & Harley 2004; Seitz 2004; Lenhart 2010).

**48** On the other hand the school can run the risk of *contributing to violence*.

- One risk that has to be acknowledged is that the aspiration connected with the access to education can lead to disappointments and potential frustration for instance as “white collar unemployment” if education is not linked to labour market opportunities (cf. Anderson 1999; Seitz 2004; 2006; Sommers 2010).
- The school can also become a place of misuse and bodily violence and cultivate a culture of punishment as revenge (cf. for Europe and USA Harber 2004; 2009; CIE 2006; Leach & Michell 2006; for the current German debate Bergmann 2011; for Africa Davies 2010; Hunt 2007; Kruss 2001). In many schools and school systems bodily punishment is on the daily agenda. Despite that fact that this punishment is no longer allowed in most of the school systems on the African continent, it seems to be difficult to ban this from the school life.

#### *Example: Corporal Punishment in Schools*

Hunt (2006; 2007) could show in his empirical research in schools in South Africa that teachers feel the ban of corporal punishment in schools as a weakening of their position: „Staff as a result of the ban felt less secure in their approaches to discipline students“ (Hunt 2007, 161) and therefore corporal punishment continued to be practiced (ibid., 163.f). In order to push through the ban of bodily punishment in school, it is essential to simultaneously offer teachers training on complex classroom-management and learner centered didactics in order to strengthen their role with new forms of security. This finding is giving emphasis to the argumentation in this study, that strengthening core social competences as self-esteem and a positive self-concept of teachers as well as their competences in class-room management are key concepts in regard to peaceful schools (cf. the case studies in the second part of this paper).

- Schools can glorify violence in curricula and school books (see chapter 4.1)
- Schools can show violence as an element of normal life if the root causes of societal violence are not openly discussed during lessons and, in contrast, if teachers keep quiet about these issues due to political fear. (cf. for Asia Davies et al 2009; for Europe Donnelly 2004).
- Schools can advocate violence by allowing or promoting repressive or structural violence, for example by showing up children and young people, by bullying, by setting up taboos and prohibiting talking as well as excluding groups of the population (for example poor people by instating high school fees, compulsory school uniforms, the exclusion of certain ethnic or religious groups or girls and young women) (cf. Davies 2004, 2010; Salmi 2006).
- Schools can be a place of sexual abuse and sexual violence. School books can contribute to harden sex stereotypes and the discrimination of homosexuals. Kent's study of a South African township school could show how masculinity and femininity are constructed by the attending boys and girls, and how this contributes to inequality (cf. Kent 2004). Leach & Dunne described research conducted in twelve schools in Botswana and Ghana whereby “boys actively constructed a

masculinity in which they marked out their physical and verbal space to distinguish themselves from, and claim superiority over, girls“ (Leach & Dunne 2007; 199). Murphy et al. (2011) could show, with their study on school attendance of girls in Northern Uganda, that attending school was hindered by a number of items, including financial constraints and cultural barriers. This study showed also that “girls faced self-doubt and a lack of self-efficacy about their ability to achieve in schools, which was compound by bullying from peers and stigma from the community.” (Murphy et al. 2011, 167) In particular girls who had survived sexual violence experienced this extensively (cf. for Malawi Bisika et al. 2009).

*Examples: Approach to social cohesion and peace education in the case studies*

Case study 1, the program DYFOP (Dynamisation fonctionelle de la pédagogie [Functional Revitalization of Teaching] in Cameroon, aims to strengthen the quality of instruction by enabling teachers to organize their lessons in a way that pupils gain opportunities for more self-responsible learning. By this the social competencies of pupils should be developed and the inclusion of parents improved in order to enhance the success of competencies in school education and the quality of teaching.

Case study 2, the program PAP (Participatory and Active Pedagogy) in Rwanda, describes a peace educational approach which reacts to the horrors of the genocide in Rwanda.<sup>1</sup> With this long-standing program, training for teachers is being offered which should enable them to practice subject-oriented and learner-centered education in the classroom, i.e. an education based on the needs of the students. Thereby, not only effective learning but also peace educational measures should be implemented in the lessons and the school practice. This educational approach uses student activating methods to improve the participation of the students in class, therewith strengthening their self-esteem and self-confidence. In addition, peaceful ways of resolving problems are trained.

Both case studies are presented in the second part of this study.

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<sup>1</sup> The genocide itself in its causes and effects has become the object of a wide range of international research cf. concerning its historic roots (Mamdani 2001; Prunier 2008); its consequences (Clark & Kaufman 2001); the role of the church (Gatwa 1999; 2005) and the contribution of education for reconstruction (Arnhold et al. 1998).



## CONDITIONS OF ACHIEVING

**49** The following paragraph is about how to support and achieve social competencies. As mentioned above, the individual approach to competencies is necessary, but on the other hand social learning depends on social situations. That means that social learning should be conceptualized as situated learning. Therefore, the following chapter on conditions of achieving social competencies will be conceptualised in concentric circles, first starting with the individual (chapter 5.1) and then expanding to the school (chapter 5.3) and the societal environment (chapter 5.3) in order to reflect both aspects of situated learning – the learner and the learning situation.

### 5.1 Individual Social Learning

**50** How do people learn social behaviour? This is the main question we will try to answer in the following paragraph.

#### **51** *(1) Cognitive aspects of social cohesion*

It was already explained above that social learning is characterized by cognate aspects with regard to oneself as well as other individuals (cf. chap. 4.1).

**52** For social learning it is of particular importance to believe in the conviction that one can be socially effective as a human being. The conviction of social self-effectiveness is, as explained above, a central aspect of core social competencies. They can be achieved when people experience themselves as socially effective and when the chances are offered to make respective experiences and to assign the result of these experiences to their behaviour. This isn't a matter of fact in societies which have a strong hierarchical organization, or for those who have to cope with intense experiences of violence.

**53** The American psychologist Bandura (Bandura 1997; cf. Fuchs 2005) identified four different sources that can mark self-efficacy:

- **Mastery-experience:** The success in handling a difficult situation strengthens the trust in the own abilities. These people do trust in themselves in future situations. Failure leads to doubts in my own skills and tends to push one to avoid difficult situations. People with a high self-effectiveness continue despite setbacks.
- **Vicarious experience:** If individuals with abilities similar to mine can overcome difficulties I trust that I can master them as well. But failure among those persons will also demotivate me. That means: the more similarity I find in observed persons, the more their experiences will influence me.
- **Verbal persuasion:** Individuals who receive support and words of encouragement that they will master certain situations will make greater efforts. They believe more strongly in themselves in comparison to those who doubt their abilities. At the same time, it is important not to make too high demands on somebody, as this would demotivate the person in the case of failure.
- **Reduction of stress:** With high demands many people feel stress, strain, tiredness or fear. These negative feelings can easily be interpreted as weakness and can stimulate self-doubts. The reduction of stress can help people to cope with challenges in a more relaxed way and to master them.

**54** Communication in school and in educational settings outside of school, can contribute to an increase in self-efficacy, as well as weaken the trust in self-efficacy of adults systematically. Poorly trained teachers who themselves have weak self-esteem, high social selectivity in the school system, a lack of positive examples of pleasant social settings (for example a style of communication which is more like a barrack square than a school lesson) or violations of human rights in schools (for example public humiliations or bodily punishment) contribute to a reduction of self-esteem. A style of communication that makes demands on pupils but supports them as well, teachers who interact themselves as positive examples, a style of communication focused on the subject of the lesson and

pointing precisely to the items to be learned all contribute to an improvement in the feeling of self-efficacy.

**55** When lessons aim to strengthen the self-efficacy of pupils, the role of the teachers has to be changed (see Fuchs 2005):

- The learning process is no longer organized as a methodology for all pupils in one pattern but in a way that challenges all pupils by integrating the different learning stages. This serves the diversity of the pupils.
- The teacher's role is no longer only one of an agent for selection on the basis of results, but it supports pupils socially and organizes support by others.
- The teacher's role becomes a positive example for behavior and organizes, by individual care, classmates as positive examples.
- The teacher's role is no longer the source of stress but organizes learning processes in a way that learning without stress, but rather with concentration, becomes possible.

**56** Another area of dealing with core social competencies is the expansion of language competence and the ability to decode language and emotions, or to put them into language. The decoding of emotions and in particular the working on language – and less by acting – plays a major role in learning to deal with negative emotions by discursive negotiations and using positive emotions as incentive for oneself and others. The translation of emotions into language is a challenge; on the one hand a sufficient detailed knowledge on language has to be learned, and, on the other hand, there is a challenge in many countries due to the fact that the mother tongue and language of communication (lingua franca) are not identical. In these cases, the expenditure is much higher and the social aspect of language is in danger of falling into the background due to the importance of the linguistic expression of facts.

**57** The experience that the own world view is not universal, and that other people can perceive the same facts in a quite different way, is one of the main elements of social competence. This is rooted in the insight that the consciousness is constructed as an autopoietical system (cf. Glaserfeld 1989; Meyer 2009; Taylor 1998). Considering the perspectivity of the own reflection, the perspective of others and practicing a change of perspectives are therefore central aspects of social education. Assuming the perspectives of others can be included in the micro-organism of lessons if the management of lessons cares for sufficient space that the perspective of other can be assumed, or that they can, in general, be expressed without any sanctions.

**58** Multiperspectivity is a crucial aspect of presenting subjects in school. This is quite important, with regard to social sciences, in presenting the concerns of groups of population, of historical and contemporary events and of politics. This also becomes relevant with regard to different possible solutions for mathematical problems, different chains of evidence for natural science phenomena or different interpretations of works of art. The issue of the significance of curricula and textbooks in this context will be dealt with in chapter 6.1.

**59** *(2) Emotional and motivational suggestions to social competencies*

How can educational offers contribute to achieve competence in self-regulation? Dealing with my own emotions in a reflective way, restructuring my everyday life and organizing my tasks in a pertinent way are aspects of self-regulation. These are highly important for living in complex societies. School education can strengthen self-regulation if pupils are challenged to take over responsibility for their acting gradually, and if their self-responsibility is supervised pedagogically.

**60** Another important aspect of the emotional components of social competencies are the experiences of respect and recognition. This can be expressed in the following aspects:

- The recognition of the dignity of pupils, for example by the staying away from bodily punishment or degrading treatment;
- The positive strengthening of pupils by recognition of his/her personality, positive feed backs and individual encouragement;

- A school culture that emphasizes positive performance;
- The perception of pupils in their living context.

### **61** (3) *Value attitudes with regard to social competencies*

Social competencies are also passed on by the value attitudes of a school.

- A crucial point is the issue of taking over responsibility: Do teachers take over responsibility? Are they positive examples who care?
- Does the school, and its teachers, reflect the main societal values with regard to good governance? Is corruption ostracized? Are examinations conducted properly?
- What sort of attitudes vis-à-vis violence is visible in daily school life? Do teachers succeed in minimizing and ostracizing violence in daily school life? Does discipline in school evolve on the basis of agreements and rules that resemble formal contracts – similar to those in modern societies?
- What attitudes towards tolerance are passed on in the school? How minorities are treated and how do people speak about them? What sort of attitudes becomes visible in this area of concern? What is tolerated in school lessons and what is not accepted?
- What attitudes towards democracy are visible in lessons? How are aspects of democracy taught? Are microforms of democracy practiced in lessons? This includes providing space to discuss conflicts in the classroom and working on them in an argumentative manner?

#### *Deepening the understanding: Traumatization cannot be overcome by social learning alone*

Traumatization cannot – or only in a very limited extent – be treated by educational measures. But also in psychological concepts of working on traumatization emphasize the importance of participation and strengthening the feeling of self-esteem (cf. Fleischhauer 2008; Scherg 2003; Mehreteab 2002). This can be an important contribution by schools with regard to students with traumatic experiences, but at the same time it is the obligation of the school to look for support outside the school, to encourage psychological experts to work with traumatic pupils individually.

## **5.2 Social Learning in School**

**62** The school, as an institution, is crucial for the development of social learning. It is likely that the inclusion in a class as a group, the necessity of solving conflicts by communication, the permanent feedback on behavior, the necessity of self-reflection and forced social contact with a group of people you haven't chosen by yourself, contributes largely to the development of complex social competences (cf. Stanat & Kunter 2001, 300). Research among children who go to school and those who do not, could show the important role of school in this concern, unfortunately it doesn't exist; yet the opinion is widely shared that social education at school has a strong impact on social behavior – in a negative dimension and a positive as well. Research in industrialized countries shows that a “good relationship between young people and teachers goes hand in hand with positive tendencies in the social sector” (Stanat & Kunter 2001, 320, translation A.S.). They contribute at the same time to a higher quality of learning output.

**63** Against this background strengthening social competence is always a contribution to enhancing performance at school. After the successful improvement of the access to education by “Education for All”, improving educational quality will take a key position in the debates on education in Africa in the years to come (e.g. Avalos 2003; Riddell 2008; Verspoor 2008). Educational quality in politically fragile situations remains an issue (e.g. Retamal & Aedo-Richmond 1998; Tawil & Harley 2004; Davies 2004; Smith & Vaux 2003). Because of this, the promotion of social competencies is quite important. Quality in education cannot be achieved without quality of social interactions. To improve social competencies one must improve the quality of education by a leverage of knowledge gains, supporting resilience, and achieving self regulation and self management of further learning. The impact of participating methods of teaching is – as research recently has shown – much more important for the outcome of learning and the sustainability of the issues to be learned than the

charisma and personality of the teaching method (cf. for higher education Deslauriers et al. 2011; Seale 2010).

**64** One of the main challenges concerning the improvement of education is the improvement of the interaction between teachers and learners at all levels (see for Africa Yu 2007; Stanat et al 2010). As the learner has to be in the focus of all efforts, social competencies in capacity development and teaching are indispensable. Teachers – in schools or in institutions of capacity development – have to learn to pay attention to students individually; they have to learn to deal with the heterogeneity of learning situation adequately (i.e. World Bank 2006; Ginsberg & Wlodkowski 2000). Beside subject based and diagnostical competencies social competencies, in creating a comfortable learning and school climate, competencies in dealing with conflicts and in promoting the sense of self-esteem are required (cf. Leroy et al 2007; Schnebel 2003). Teachers have to learn the new role of learner oriented teaching (cf. Tschannen-Moran et al 1998). Teaching and learning are social activities which are based in the patterns of self-understanding and social roles. Social competencies can only be learned by doing, and not just by knowledge. To improve core social competencies is a systemic challenge of the education system at all levels: it affects not only students but leadership, principals and teachers, and teacher trainers, as they serve by their own social competencies as examples and determine the social climate. The motivation and the further training of teachers is therefore an important issue (see chapter 4.2).

#### *Deepening the understanding: The long road from knowledge into practice*

There are complaints that it takes too long until teachers integrate the content of the training courses into daily school life. But it should also be considered that, in particular, changes in lessons which directly address attitudes and values are strongly linked to the values and attitudes of teachers. Values are relatively stable and cannot be changed from one day to the next. Free space is necessary for re-orientation, a climate to test out new patterns and, last but not least, sufficient support. Expectations are too high, after a sometimes quite short training unit that “everything is said” and things can change. A training course must be sufficiently long, and confidence must grow in the respective group of participants, in order to change attitudes and values with regard to social cohesion. In particular in the educational sector, where a strong economical pressure exists and the situation of teachers is quite often precarious, space for change is not easy to achieve.

## 5.3 Contexts of Social Learning – Learning Conditions in Society

**65** Passing on social competencies is, of course, easier to implement if they are already practiced in the *societal environment*. But this is often not the case.

- First, education is dependant on a social environment that values education. If this is not the case, the efforts of schools are often made more difficult. One example can demonstrate this. Sommers (2010) could prove that juvenile men in the society of Rwanda are considered “adult” if they could acquire a house. Against this background these men could not understand why they should give personal priority to education. They preferred to escape as “hopeless youngsters” into cities to see whether they can obtain a little money.
- Second, passing on social competencies succeeds more easily if they need not be imposed against the societal environment. It is easier to punish corruption at school if general societal climate stands against corruption. Also, the degree of competition and pressure on groups is an essential factor. Recent research on rural reform in Ethiopia could prove that jealousy in rural areas is a central obstacle to development in that no one dares to be exposed from his group by innovation as this also causes social disintegration (cf. Cohen 2010). This example shows that social cohesion must be balanced with individuality and vice versa individuality as responsible freedom must refer to sociality and vice versa sociality to individuality.
- Third, it is easier to teach social cohesion if teachers feel they are being socially integrated. To achieve this, teachers must receive a sufficient and regularly paid salary. They have to be

recognized concerning their expertise and their work has to be appreciated. If this is not the case, the educational system will be susceptible to corruption and misuse. The moral integrity of teachers is of high importance.

**66** Social learning in *fragile situations*, as in regions with a high risk of poverty, must be contextualised outside the school. In order to cope with life and its (lack of) opportunities, young people do acquire most of their social skills outside the scope of the school. They learn positive social approaches more often with their families, on the street or in their peer groups. School, however, is often connected with experiences of social exclusion, discrimination and the experience of failure. It is an educational task to support young people, to cope in a pro-active manner with learning, by integrating their extra-curricular social experiences. It is a challenge to ensure that competencies may be used for the learning process inside and outside the school, do not depend on where they are gathered. And it is a challenge to enhance social and economic policy in order to ensure that competencies can be used constructively and offer hope for the future.

*Deepening the understanding: Fragility in society*

Accordingly to the OECD DAC, fragile states are characterized as being “unable to meet [their] population’s expectations or manage changes in expectations and capacity through the political process” (OECD 2008). There is a wide range of discussion concerning fragility (see <http://www.gsdr.org/go/fragile-states/chapter-1--understanding-fragile-states/definitions-and-typologies-of-fragile-states>; Stepputat et al. 2008; Rotberg 2004; Hagman & Hoehne 2009; Schneckener 2005; Bethge 2009; for education: Bengtsson 2011). Often the term “fragility” is used to avoid the implicit normativity of the discussion. “Fragility“ occurs among other things if the double role of the state to keep the public order which can be derived from the claim of sovereignty, i.e. to guarantee to the inside the public order and to the outside the participation in the international system and the co-responsibility for a global order, cannot be fulfilled any longer. The state is no longer capable of keeping, guaranteeing or maintaining security, welfare, legitimacy and the rule of the law for all, in the same way (cf. Schneckener 2005, 12; Haggmann & Hoehne 2009). Often the state related steering function of organizations, like schools, fades. Schools often shift to the responsibility of parents or nongovernmental organizations. This marks the challenge that, in those situations, schools are dependent on citizens who are committed to human rights. In these cases, the state run educational system can scarcely contribute to the promotion of basic values, but single schools may show specific influence. This may be one reason why the low-fee-private school sector increases (cf. Srivastava & Walford 2007).

**67** The promotion of general social competencies marks not only a task for schools, but applies to *other areas of support for youth* in general (cf. World Bank 2007, 261ff; UN 2007). In this regard it is important to overcome the often deficit oriented view on youth in favour of a view on their potentials (cf. Kurtenbach 2010): How can the competencies of young people become fruitful for the society? How can their skills be used in an appropriate way? There are many encouraging examples:

- Integrating young soldiers in Sierra Leone with work as motorcycle taxi drivers (Peters 2004; 2007; Sesay 2006; Bürge & Peters 2010);
- Integrating young people in Liberia with work as night guards (Bøås 2010; Bøås & Bjørkhaug 2010) or
- Instituting youth councils in Serbia, Bosnia-Herzegovina and Kosovo (cf. Rau & Silbernagel 2010; GTZ 2008; 2009; 2010).

**68** There is often the expectation that education can contribute easily to peace and social cohesion. Despite controversy around discussions whether a society can be improved by education or whether education in general is a product of a existing society (cf. Schleiermacher 1826/1996; ZEP 2006) one should consider that it is a big challenge to meet this expectation. In the year 2000 Bush & Salterelli characterized in a study for UNICEF this challenge in the following way: Peace building education “1. is a process rather than a product, 2. is long-term rather than short-term, 3. relies on local, rather than external, inputs and resources, 4. seeks to create opportunities rather than impose

solutions”. (Bush & Salterelli, 2000, 27) And they continue: “If these are accepted as the guiding premises of peace building education, then Southern voices must drive the process at the front end” (ibd.). This shows evidently that there are no blueprints but every situation demands a specific concept.

*Deepening the understanding: How can values be enhanced in societies?*

A state is dependent on values a state could not create on its own. Values are instated by living cultures, as part of a country. In the academic sector this insight is well-known as the »Böckenförde-theorem«: “The liberal secular state exists out of precondition which cannot be guaranteed by itself. This is the risky venture it takes for the sake of freedom. As a liberal state it can only exist if the liberty granted to its citizens is regulated from inside, from the moral substance of individuals and the homogeneity of the society. On the other hand, the state cannot try to guarantee these inner regulating forces by itself, i.e. by means of legal restrictions or authoritarian commandments without giving up its basic liberal fundament.” (Böckenförde 1976, 60; translation by A.S.). Therefore, states depend on a civil society and on its values, instated by cultures and religions. The civil forces of a society are in one way partners in promoting freedom and social coherence – as for example the media or in religions.

A study of the World Bank, focusing on examples from Timor-Leste, Liberia and Burundi, indicates rightly that the promotion of communication in the public sphere is one of the first priorities in creating social cohesion (cf. v. Kaltenborn-Stachau 2008). The study shows that “incorporating the public sphere framework into post-conflict assistance is an important step towards building sustainable peace and democratic governance” (cf. [http://www.gsdrc.org/go/display&type=Document&id=4055; 2.7.2011](http://www.gsdrc.org/go/display&type=Document&id=4055;2.7.2011)).

The notion of religions in the historical process of gaining individuality and social cohesion is manifold. A study by Heyting et al. (2002) points out the significance of Protestantism and the secular idea of progress for the notion of social cohesion in school in the Netherlands since the 17<sup>th</sup> century, but indicates also that only a dynamic view on social cohesion, focusing less on tradition but primarily on narrative reinvention, can fulfill the contemporary challenges of cohesion. In this respect, religious communities face a particular challenge. The International Ecumenical Peace Convocation conducted by the World Council of Church 17 to 25 May 2011 in Kingston/Jamaica intended to summarize the harvest of the “Decade to Overcome Violence” carried out by the Council from 2001 to 2011 worldwide. One main finding of this decade was that peace can only become sustainable if it is rooted in justice. Against this background the concept of “Just Peace” was introduced into the discussion. Avoidance of violence is an important precondition to overcoming conflicts in a sustainable way and safeguarding life. There is a similar idea in Islam. With regard to the concept of “Just Peace” the Grand mufti of Sarajewo, Mustafa Ceric, declared in 2011: “There is no longer a just war – there is only just peace. There is no holy war – only holy peace.”

## 6. ADMINISTRATING SOCIAL COMPETENCIES – CURRICULA AND TEXTBOOKS, CAPACITY DEVELOPMENT AND QUALITY ASSESSMENT

**69** Through which organizational means can core social competencies be strengthened in the educational context? This will be explained in the following with regard to the issue of evolving concepts of curriculum and textbooks (chapter 6.1.), with regard to further training for teachers (chapter 6.2) and with regard to quality assessment and evaluation (chapter 6.3).

### 6.1 Curricula and Textbooks

**70** The way in which societies, minorities, ethnic groups and historical events are depicted in school curricula and textbooks marks an important aspect for the social cohesion in a society, one which is often mentioned in the context of peace building measures. School books and curricula can be composed in an intentionally manipulative manner – for example by depreciating others or presenting historical context in a one-sided way – or as supportive action - in regard to tolerance, mutual understanding and social cohesion. They can also non-intentionally reflect the common ideas of an elite, a party or a societal group.

**71** It is well-known that in Europe, after the Second World War, UNESCO initiated talks on text books between Germany and France as well as between Germany and Poland in which the books were reviewed and revised with regard to the mutual perspective on the view of the shared history. It took until the year 2006 to publish a common history book for Germany and France, with a joint perspective on the periods of the First and the Second World Wars (Histoire/Geschichte 2006). The „Joint History Textbook Initiative of China, Japan and South Korea after Second World War” was initiated in 2001 and a textbook was published in 2005 (Wang 2009; Otsuki 2011). Against this background it is obvious that revisions of school books and joint text books of states, nations or groups with previous experiences in (armed) conflicts are lengthy processes which require persistent continuity.

**72** A wide range of studies show the importance of texts in school books for social cohesion:

- In Sri Lanka it was determined that school books are drafted in a way that contributes to social conflicts between Sinhalese and Tamils by, for example, depicting the Tamil as invaders and arch-enemies of Sinhalese against whom the supposedly “glorious Sinhalese population had to be defended again and again.” (cf. Heynemann 2000, 183)
- A survey on school books and curricula in the successor states of the former Yugoslavia stated that these books showed an overemphasis on national identity. That means that the events of the war were not reappraised; on the contrary they were justified in the sense of the national view of history or condemned atrocities by the enemy (cf. Heynemann 2000, 182; Lenhart et al. 1999). A study of the International Institute for Educational Planning (IIEP) came to similar findings (cf. UNESCO/IIEP 2011, 30).
- Different surveys by UNESCO could show that, in Liberia, a climate of mistrust and intolerance among the different ethnic groups was promoted by textbooks. Moreover, patriarchal gender ideas have been perpetuated (cf. UNESCO/IIEP 2011, 30).
- School books and Curricula in Afghanistan seem to contribute to „enhancing mistrust, intolerance and separate identities“ (UNESCO/IIEP 2011, 30). They continue in promoting existing social inequalities, social gaps and tensions between different groups of the population (UNESCO/IIEP 2011, 32).
- School books in Europe quite often present a problematic picture of Islam with regard to its organizational form as a religion, the description of Islam as a community („Umma“) (cf. Tworuschka M. 1986, Vöcking et al. 1987; Fischer 1987; Schultze 1987; Falaturi & Tworuschka 1992) and they deny the Islamic perspective of history (for example with regard to the presentation

of the crusades Tworuschka U. 1986). However, in many school books used in North Africa, a restricted image of Christianity could be found, for example with regard to the notion of the Trinity (cf. Lähnemann 2005).

- Many curricula are focused on content; methods of perception, learning how to live together in a democratic way and learning the learning are not defined as part of the curriculum. This is left to the teachers (Ogunyemi 2005, 98f; Heyneman 2000, 179).
- Although, if text books do not actively discriminate against a minority, or depict historical setting one-sidedly, they are drafted in a way that does not stimulate to reflect the own perspectivity, a change of perspectives or creative reflection. This is also a problem in text books on mathematics and natural science which present knowledge, not as man made constructs, but as an ontological truth.

**73** However, there are already tested approaches in the international arena for patterns of concepts for school books and curricula, as well as processes of school book and curricula' review. The arrangement of school books should be guided by the following criteria (cf. Heynemann 2000; Ogunyemi 2005):

- Text books should offer a learning perspective which takes into account the perspective of the individual responsibility of the learner and combines the content of the lessons with incentives toward self-responsible reflection, towards co-operation in groups, towards including the community and other methods of learner centered learning. The labeling of the learner as „receptacles for information“ (Heynemann 2000, 179) is not in line with the objective of a didactic that intends to encourage self-responsible individuals who contribute to social cohesion.

*Example: Participatory approaches in text books*

A program in Rwanda posed emphasis on participatory learning in history lessons. The government of Rwanda took part in a process of consultation jointly with Facing History and Ourselves (FHAO), the University of California Berkeley's School of Education and Human Rights Center in order to develop a History Resource book „Teaching History of Rwanda: A Participatory Approach for Secondary Schools“ (NCDC 2005) which however has not been disseminated so far (cf. Rutayisire 2007, 121; Rutayisire et al. 2004; Obura 2003; Obura & Bird 2009; for the development of the writing process Freedman et al., s.a. ; Freedmann et al. 2008). The focus on the construction of identity and the consistent learner centered educational approach are the characteristics of the concept.

- New areas of topics should be taken up in the curriculum and in text books which result from the demands of a modern globalized society and new media (cf. Heynemann 2000, 179f.).
- Units taken from civic education, social studies and history should be revised systematically concerning possibly bias in presentation, as well as a multiple perspective, and adjusted accordingly.
- Moreover, the order of the curriculum should be transparent for teachers so that they are empowered to work with it on their own.

**74** A variety of *experiences and resources* concerning the process of curriculum and school book reviews are available:

- When reviewing school books and lessons curricula in the social field, it is important, concerning the presentation of *multiple perspectives*, to include the respective groups in the work, to take up their views on the subject and to offer space for comments. In particular in the case of conflict situations it is recommended that the supervision of an external authority be included.
- It might be useful to present different perspectives by *contemporary witnesses* or other sources and to offer this as additional material. The quality of textbooks for history and citizenship education is linked to an understanding of the own society which is often related to anthropological perspectives of yesteryear, which were mainly interested in categorizing different African communities using frameworks influenced by colonial views. They magnified small insignificant differences and overlooked relations of interdependence and vibrant social networks that made the communities tolerate one another and thrive together. Knowledge about the reality of former times is still alive in oral tradition; however, the contemporary witnesses are of advanced ages. Schoolbooks should take this into consideration. For example, the objective of the “Real Stories about Real People” in

Kenya project is to collect and document the knowledge of these witnesses in order to incorporate it into school books. Thus the own history can be understood more profoundly; a stop could be put to negative ethnic labeling (cf. Nyawalo 2011).

- An important aspect of social cohesion to future generations is the question of how the *requirements of sustainability* can be implemented into curricula and text books. Single aspects of environmental protection are already disseminated (cf. Chiota 2010; see all the issues of South African Journal for Environmental Education 2003ff.). More and more, aspects of learning for sustainable development are taken into consideration, for example conflict management, issues of social justice and management competencies. This is one request of Oguneyemi (2005) in his analysis of the implementation of learning for sustainable development in Nigeria. Some aspects of environmental protection are already integrated into school curricula and text books, but there are still too few opportunities and incentives to expand the “shaping competence” [Gestaltungskompetenz] in schools to learning for sustainable development. “Shaping competence” in the framework of learning for sustainable development means, according to de Haan, “the specific capacity to act and solve problems. Those who possess this competence can help, through active participation, to modify and shape the future of society, and to guide its social, economic, technological and ecological changes along the lines of sustainable development.” (de Haan 2010, 320) In the context of the UN Decade of Education for Sustainable Development, attempts to implement education for sustainable development are being made in all school curricula, in this broader sense of only focusing on environmental education but having in mind complex problem solving (see de Haan, Bormann & Leicht 2010; Pigozzi 2010). Chiota has shown, by mean of an example of academic training in Malawi, that this broad approach to environmental education and its mainstreaming in the third sector is still a demand (Chiota 2010). The initiative „Mainstreaming Environment and Sustainability in Africa (MESA)“ in universities creates a network of African universities aiming to integrate Education for Sustainable Development into school curricula. According to Ogbuigwe (2010) these topics are the main key “in order to tailor and guide the African research and development agenda in line with human needs“ (Ogbuigwe 2010, 364).
- From the University of Peace in Addis, a “Proposed Curriculum Outline on Education for Peace for Formal Education Institutions in Africa” is available (Nyawalo et al. 2008).

*Example: Georg-Eckert Institute for International Textbook as a resource for textbook-revision*

The Georg Eckert Institute [GEI] is an accredited and internationally connected reference centre for textbook research. From 1949 to 1974 it was a UNESCO lead institute; today it is financed by German Research Foundations. Being founded as a centre for reconciliation by textbooks between Germany and countries affected by the Second World War, the Institute has led several textbook Commissions, such as the Franco-German Textbook Commission and the German-Polish Textbook Commission. In 1985, the Georg Eckert Institute was awarded the UNESCO Prize for Peace Education. Currently the work is expanded to preventive textbook research: “Its central competence lies in the application oriented research of collective patterns of interpretation, concepts of identity and representations as conveyed through national education and as such also institutionally secured. [...] International comparative analysis of the patterns of perception, knowledge structures and competency requirements in textbooks are at the core of its research. The cognition-inducing interests of the GEI’s research deal with questions of images of the self and images of the “other” as well as inclusion and exclusion through education. In this regard, textbooks prove to be particularly relevant academic, political and educational media, singular due to their condensed and canonical character: They define not only “legitimate knowledge” and desirable competencies, but also communicate nationally and socially preferred concepts of identity.” [http://www.gei.de/en/the-institute.html; 3.7.2011]. The focus of the Institute lies on textbook in social studies (history, geography and civic studies). It provides an infrastructure for international textbook research, it communicates and mediates between various players in this field and contributes to the international networking of these players.

## 6.2 Capacity Development

**75** The general importance of teacher training for quality in the educational sector is unquestionable (cf. Leu & Price-Rom 2006; Avalos 2006; Lange et al. 2010; Tatto 2007). There is also consensus about the necessity of investing in professional training and further education for teachers (cf. UNESCO 2011a). But there is little experience available on how to train teachers in the area of value-based social competencies.

**76** To draft training units as well as possible, it is useful to realize *how to understand professionalism among teachers*. A comprehensive debate on this topic has been conducted over the last two decades and has garnered broad empirical evidence (cf. Schoen 1987; Clandinin/Connelly 1987, 1995; Fenstermacher 1994; Cochran-Smith/Lytle 1993; Calderhead 1996; Richardson 1996; Borko/Putnam 1996; Putnam/Borko 2000; Berliner 2001; Hiebert/Gallimore/Stigler 2002; Munby/Russell/Martin 2001; Hammerness/Darling-Hammond/Bransford 2005). We follow Shulman (1986; 1987; 2006; cf. Baumert & Kunter 2006) who does not concentrate exclusively on the psychological and pedagogical aspects of professionalism, but also includes aspects of subject learning. Initially Shulman distinguished between general pedagogical knowledge, subject-matter content knowledge, pedagogical content knowledge and curriculum knowledge (ibd.). In addition he enhanced the central professional repertoire of knowledge with the “foundations of education“, i.e. knowledge in the fields of philosophy of education, theory of education, theory of schools, sociology of education and history of education. Furthermore, one needs to realize that the competence of teachers only becomes effective in visible acts. Acting competence is defined, according to the OECD, quite generally: “The theoretical construct of action competence comprehensively combines those intellectual abilities, content-specific knowledge, cognitive skills, domain-specific strategies, routines and subroutines, motivational tendencies, volitional control systems, personal value orientations, and social behaviours into a complex system. Together, this system specifies the prerequisites required to fulfill the demands of a particular professional position ...”. (Weinert 2001a, 51; cf. Weinert 2001b, 27f.)

**77** Coming from this debate, Baumert & Kunter (2006) regard the following aspects as central for the generation of professional competence: (1) teacher knowledge, (2) value commitments, epistemological beliefs and worldviews as well as (3) motivations and (4) professional self regulation. All four areas refer to the core social competencies:

**78** (1) *Teacher Knowledge:*

- *General pedagogical knowledge:* Knowledge on core social competencies is of high importance. Many teachers use learning theories which are not up to date with the current debate and claim that marking pupil performances negatively can stimulate better performances, and do not accept that fact that a negative self-esteem is an obstacle for motivation. The significance of individuality and autonomy are important issues as well.
- *Subject-matter content knowledge:* Precise knowledge on subject-matter content is indispensable for structuring the logical order of a lesson, the composition of the knowledge of pupils and their advancement. Finally it is indispensable for the self-effectiveness of pupils that they can fill gaps where necessary and master the academic demands placed on them. Moreover, considerable subject oriented competencies are required for organizing lessons in a way that insures that the pupils experience independence in learning. This requires competencies in formulating tasks that can differ from subject to subject.
- *Pedagogical content knowledge:* At the same time, knowledge of how core social competencies can be promoted systematically are also of importance, for instance methods of classroom-management. To organize group work requires general competencies with regard to the management of space, time and the people involved. The management of lessons in a way that individual stages of learning can be integrated, as well as variety of pupils, is rooted in elaborated didactic competencies.
- *Curriculum knowledge:* Furthermore, knowledge is needed to structure how the content of the curriculum can be transferred into competencies, and how to implement them over the course of a

school career. For this, the close relationship between self-esteem and self-consciousness is of great importance.

**79** (2) *Value commitments, epistemological beliefs and worldviews:*

Changes in lessons towards a fostering perspective require teaching skills concerning their own views on performance selection, learning support and social assistance. Teacher behavior becomes an example and, through individual assistance, classmates become examples as well. Attitudes towards democracy, universal respect and human rights are important components of social education. Teachers also depend on experiences that are met with respect.

**80** (3) *Motivations:*

Instruction is linked to emotion. Teachers are often the connecting link between the family environment and society. They should have a distinctive understanding of their role and be able to get adjusted emotionally. It forms a bad precondition for passing on social competencies when teachers experience fear, or if they are unsure about their own situation.

**81** (4) *Professional self regulation:*

Classroom management which focuses on individuality, autonomy and social cohesion necessitates professional self regulation with regard to dealing with complex social interaction. Teachers must be given the chance to learn how lessons can be understood and organized in a way which does not aim to produce mechanical behaviour, such as in factories.

**82** How should training courses be organized to insure their content will become relevant for acting?

- Content must be experienced by acting: Teachers must be given the chance to apply the content of the course directly, i.e. during the training. This can be best done by self-guided steps of learning. The didactic of training courses has to consider the methods of self-efficacy and self-guided learning.
- The content of the training courses should be taught in a way that explains why core social competencies are of high importance. Teachers have to reflect their own convictions and learn to refer theory and practice mutually.
- The training course should embrace the experience and the professional life story of teachers in order to enable self-reflection and personal growth.
- The subjects of the training should be linked to practice so that they may be easily implemented into daily school activities.
- At least two people from each school should attend a training course in order to be able to continue an exchange about its content after the course. Most effective are courses with an entire teaching staff.
- The content of a training course has to be communicated in advance to the principals and administrations of the schools involved. The heads of the schools should support and assist teachers who have attended a course in implementing the new insights in the school.
- The training should be accompanied by supervision and further exchange in order to keep it fresh in memory and to ensure sustainability.
- The training should be planned as a long-term sequence, and allow for implementation in a systematic way. One unit should comprise at least ten days in order to achieve a deep rooting effect, to actually reach the individual attitudes and to change them where necessary.
- Appropriate incentives to further education should be considered. This can be done by a gain in prestige, a positive note or mark in personal file or the portfolio of a teacher. In regions where the situation of teachers is precarious, cash payments and alternative incentives should be considered.
- The objectives of the training should be communicated positively on all levels in order to underscore the importance and the social desire of these offers. It is particularly important to communicate this to parents and parent associations.

## 6.3 Quality Assessment

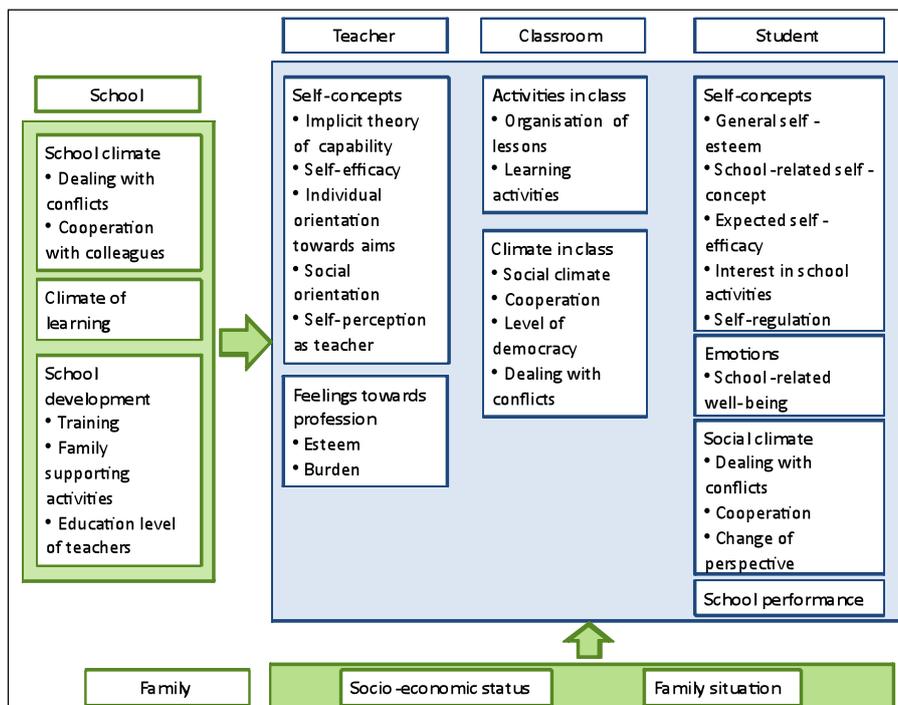
**83** As explained above the core social competencies comprise an important contribution to the quality of education and instruction. Therefore, a considerable effect on the educational performance of the pupils can be expected.

**84** Nevertheless, the success can not only be expected but has to be supervised and evaluated by quality assessment and other appropriate methods of program evaluation. How can those assessments be conducted? In general, two different types can be distinguished:

- First: one type of evaluation questions the pupils and teachers involved on their impressions for example of a training course. In this case the *quality of the process* of a measure will be tested. This quality can, if appropriate, be observed.
- Second: another type of evaluation uses quality assessments, which evaluate the outcome of a program. This can be done on the level of teachers and on the level of pupils. The objective of a program defines the outcome. Regarding the core social competencies, for example, self-concepts (including concepts of learning), feelings towards profession and the role of the teacher in the classroom (as reported by the teacher) make up those competencies on the teacher's level; on the student level, for example, self-concepts, emotions, social relations (as reported by the students) can be mentioned, and on classroom level one assesses the climate in class and the level of activities (as reported by the teachers and students). Competence tests are useful in measuring the success of education with regard to the social situation in a classroom.

**85** To compare different stages of a program a “pre-post design” or a “control group design” can be applied. In the case of a “control group design” it is vital to exclude confounding factors. The impact of instruction depends on a number of factors. Thus, the school's socio-cultural context, the family situation or the school situation in general have to be taken into consideration. A choice of possible factors is shown in fig. 2 (cf. esp. Helmke 2009).

Fig. 2: Model of the interrelations between aspects of core social learning with regard to quality assessment



Source: Scheunpflug & Krogull 2010, 14; based on Haertel, Walberg & Weinstein 1983/1993, Helmke & Weinert 1997.

**86** Assessing the outcome of a program on the level of core social competencies needs a clear perspective, which aspects of core social competencies (cf. fig. 2 above and tab. 1 in chap. 4.1) will be taken into consideration. In case, the relation to the academic outcome will be taken into consideration, related tests for measuring outcome should be chosen. The evaluation of the both case-studies in part two of the study provides a deep insight. As an outcome evaluation is costly, the decision what to evaluate should be taken carefully and the evaluation should be provided with enough resources. An assessment may be more costly but it should be applied from time to time, particularly in cases of larger programs, to evaluate their effectiveness and quality.

**87** The instruments for this type of quality assessment are available on the international academic market in English. Translation and the use of an assessment in the respective mother language are recommended (cf. case study 2 in the second part of this study). The exchange of these instruments among different programs is quite useful.

## 7. KEY FINDINGS AND RECOMMENDATIONS

**88** In the following, the key findings of the paper regarding core social competencies are highlighted, and recommendations for different areas and different options for action are suggested. Options and aspects, which are easily accessible, are mentioned first before heading to more general reflections on how to act in improving and achieving core social competences by education. What are the key-findings, what should be done and what could be done?

### 7.1 Findings and Recommendations to National Educational Policies

**89** *(1) Education on core social competencies is a cross-cutting theme and should be integral parts of all educational efforts.*

Education is a mirror of the implicit and explicit social agenda of a society. Social communication as well as a democratic access and accountable administration, support peace, social cohesion and sustainability in society. Therefore it is recommended:

- Communication in schools should be respectful of every individual and of all members of society, including minorities, women, different races, lifestyles and sexual orientations.
- Change of perspective and looking at society through the eyes of another should be an integral part of daily school activities.
- Corporal punishment should be ostracized. Corporal punishment does not contribute to social cohesion, but creates a climate of exclusion and disgrace. Instead learning should be accompanied by support, positive climate and appreciation. A positive recognition of mistakes as learning opportunities and an offer of divergent ways of learning will create positive paths towards self-efficacy and self-esteem as the basic values of core social competencies.
- Corruption in school should be prosecuted consequently.
- Democratic access, that means access by achievement (= meritocratic access), should be a matter of course.

**90** *(2) Enhancing core social competencies contributes not only to social cohesion in society but to quality education. Therefore the issue of social competencies should be part of the quality debate.*

In this paper it was shown (with empirical findings, experiences from case-studies and theoretical insights) that enhancing core social competencies contributes to quality education. In order to improve mathematics, natural sciences and language competencies at school, one should take into consideration that social aspects contribute to competence building and are a crucial contribution to the quality of education and schools. Therefore it is recommended:

- The aspect of core social competencies should be included in the debate about quality education and instructional quality.
- All representatives in school education, especially school-inspection, should be aware that learning is socially situated and therefore core social competencies of teachers play an important role.
- High repetition-rates should be interpreted not only as a lack of content knowledge on the teacher side but as a lack of core social competencies in classroom-management.
- Teachers should learn about the importance of self-esteem and self-concept for learning.

**91** *(3) Learner centred education (or active and participatory education) can be seen as an important contribution to core social competencies and social cohesion. Learner centred education should be enhanced at all levels.*

This paper has shown that humans rely on raising their self-esteem, self-efficacy and the valorisation of their self-concept. These mechanisms are universal, even if they, of course, respond to very different, culturally related environments. Learner centred education provides special attention to these mechanisms of learning. It affirms the personality and, thus contributes to core social competencies and social cohesion as well as to social cohesion in society. As the case studies have shown, there are

different conceptual approaches to educating core social competencies and social cohesion. This diversity should be acknowledged by focusing on participatory education and learner centered didactics. Therefore it is recommended:

- Learner centered and participatory education should be reinforced at all levels of schooling, including early childhood education.
- Teacher education should be built on participatory education and strengthen their capacity and self-esteem.

**92** (4) *Textbooks and curricula are important normative texts which contribute to social cohesion in society or the manifestation of social division. Textbooks in school and curricula should offer, in form and content, access to plurality.*

When drawing up schoolbooks and curricula it should be taken into account that they reflect plurality in both form and content in order to contribute to core social competencies. Therefore we recommend:

- Textbooks and curricula should offer constructive perspectives in dealing with plurality. In controversial issues, at both the political and societal levels, it is the important duty of textbooks to describe the problem in its complexity. A valuing and including elaboration of societal processes, also from the perspective of others, should be given.
- In case of controversial issues, textbooks and curricula should be produced by committees which include representatives from minority opinions or minority groups.
- Textbooks and curricula should have a peer-review-process from professionals, coming from other countries, including multi-perspectivity.

**93** (5) *Meritocratic education contributes to social cohesion; this is one reason why education should be strictly being organized in a just social meritocratic way.*

This paper showed that a just and socially adjusted merit principle facilitates core social competencies. Every form of corruption in education, the sale of examinations, and barriers in the access to education reduce the probability of building up core social competencies. With a state decreed school, the promise of meritocratic society is linked, connecting academic achievement with social advancement. If academic achievement does not lead to a better social life, the danger of an increased potential of violence in society is conferred. The promotion of meritocracy and an active labor market policy are crucial to social cohesion. Good governance is an important predictor for social behavior shown in society. Therefore it is recommended:

- The consequent societal condemnation of fraud, corruption, despotism, violence is a central condition for the promotion of core social competencies.
- Positive role-models have to be strengthened; local elites play a very important role.
- The educational system has to be understood as a systemic part of the society.

**94** (6) *Core social competencies are enhanced by cooperation with the civil society. Schools should be supported in cooperating with the civil society.*

This paper has argued that socialization in family and school may no longer, especially in increasing social complexity, guarantee a person becoming a (global) citizen. Participation in society can be learned by participating. Therefore relationships between schools and the community, the involvement of parents, cooperation with youth organisations, religious organisations, NGO's, foundations and other stakeholders in society on a local, regional, national or global level is an important issue and should be strengthened. Voluntary participation should be of great importance. By such cooperation, core social competencies may be gained. Therefore it is recommended:

- The cooperation between state and the civil society in low fee private schools strengthen the social cohesion of society and should be seen as a chance.
- Participation in school by parents is very important and may include achievement of self-esteem and self-regulation (as shown in case study 1).

**95** (7) *A plurality of school bodies and cooperation from the state sector with private schooling, above all with low fee private schooling, may enhance social cohesion.*

The case studies in the paper have shown the contribution of low fee private schools to core social competencies and social cohesion in society. There are many reasons that especially in difficult

environments, all stake holders in a society should – of course within the constitutional framework – contribute to education. Plurality in society needs its expression in a plurality of school bodies. Therefore it is recommended:

- As education is a foremost task in society, it is important for a state to guarantee inclusion by subsidiary and by this to avoid social division by school fees.
- A plurality of school bodies may contribute to social cohesion if school quality is guaranteed and social exclusion is prevented.

**96** (8) *Core social competencies are enhanced if schooling offers social connectivity to post-school life. Therefore transition to employment and the informal sector are contributions to social cohesion in society.*

The paper has argued that core social competencies are enhanced if the societal environment enhances social cohesion by the possibility of being integrated economically into society. Education may contribute by strengthening the employability of students and their entrepreneurship. Therefore it is recommended:

- It has to be taken into consideration that school offers competencies for the informal sector and relies on the life realities of their students.
- Education may contribute by entrepreneurship-education, the strengthening of self-responsibility and autonomy but at the same time claiming social solidarity.

**97** (9) *In order to contribute to core social competencies, teachers need competencies in offering learner centred education and enhancing self-esteem of their students. Capacity development is necessary at all levels.*

Learner centered education and enhancing self-esteem requires teachers to have broad understandings of their roles, not merely as personal coaches for their students. These values need time to grow as do the complex competencies of classroom-management. To strengthen social cohesion and core social competencies, capacity development on all levels – school administration, school inspection, principals and teachers – is required. Therefore it is recommended:

- Capacity development should be given to teachers, principals and school inspection on core social competencies.
- Capacity development should include theory of core social competencies and a wide range of insights of practice at the classroom level.

**98** (10) *Capacity development for social cohesion needs to be congruent between content and form.*

The paper has shown that capacity building in this field is not an easy task, as all of these issues are related to personnel values and orientations. Therefore it is recommended:

- Training needs to allow for personal involvement. It requires methods of participation and an adequate long lasting time frame.
- The training should include theoretical knowledge about social cohesion and core social competencies as well as an understanding of conflicts and constructive conflict-solving approaches.
- Methods of participatory pedagogic should be trained, and experiences in participatory education should be gained.
- Capacity development should be organized in a way that it contributing itself to higher self-esteem and a better self-concept on teaching.
- Professionals themselves need opportunities for participation. Heads of schools should master a democratically founded form of leadership.

## 7.2 General Findings and Recommendations

**99** *(11) A demonstration of core social competencies is not only a question of personal attitudes but relies on the conditions of the environment. Education for core social competencies should be embedded in coherent social and labour politics.*

Social cohesion and social behavior can be seen as a relationship between individual values and checking balances of behavior in a specific social environment. To acknowledge this interrelation leads to an understanding of core social competencies which concentrates on social learning, not only in educational contexts, but reflects social life in a society as well. Therefore it is recommended:

- Education for core social competencies leads to effective outcome when organized in a societal context which focuses on social conciliation and democracy.
- Corruption and violence in society should be prosecuted.

**100** *(12) Core social competencies require life long development in formal, non-formal and informal learning settings. Therefore the coherence of systemic approaches integrating the formal, the non-formal and the informal sector as well as all stages of life has to be taken into consideration.*

It was argued that core social competencies are not learned at one stage in life but in a set of different contexts. Supporting social competencies requires complex acting and different measures at any stage during the life cycle. They are reached in a lifelong learning process, being related to formal, non-formal and informal learning. Therefore it is recommended:

- Educational programs in this field should foresee a set of aspects in long term programs.
- Civil actors should be included with their specific forms of engagement.
- Offering education on core social competencies and participation in the informal sector is a crucial issue and should be taken into deeper consideration.

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## Part II

### CASE-STUDIES

#### Transnational Study on

#### Core Social Competencies - a Sustainable Contribution to Quality in Education and Social Cohesion in Society

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## Acronyms and Abbreviations

ADEA	Association for the Development of Education in Africa
AERA	American Educational Research Association
AIDS	Acquired Immune Deficiency Syndrome
BNEP	Bureau National de l'Education Protestante [National Office of Protestant Education]
DeSeCo	Definitions and Selection of Competencies
DFID	Department For International Development
POSF/DYFOP	Dynamisation fonctionnelle de la pédagogie (Functional Revitalization of Teaching)
EEC	Eglise Evangelique du Cameroun, Protestant Church of Cameroon
EED	Evangelischer Entwicklungsdienst (Protestant Church Development Service, Bonn, Germany)
EFA	Education For All
ERIC	Education Resources Information Center
FHAO	Facing History and Ourselves
FIS-Bildung	Fachinformationssystem-Bildung (Education Information System)
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
ICQN	Inter Countries Quality Node for Peace Education
InWent	Internationale Weiterbildung und Entwicklung gGmbH (Capacity Building International, Germany)
MESA	Mainstreaming Environment and Sustainability in Africa
NGO	Non Governmental Organization
OECD DAC	OECD Development Assistance Committee
OECD	Organization for Economic Co-operation and Development
PAP	Participatory and Active Pedagogy
PISA	Programme for International Student Assessment
POSF/DYFOP	Pondération des Objectifs Scolaires et Stratégies Optimisées de Formation/Dynamisation Fonctionnelle de la Pédagogie [Process of Assessing School Goals Using Optimized Strategies of Training]/[Functional Revitalization of Teaching]
TIMSS	Third International Mathematic and Science Study
UKFIT	United Kingdom Forum for International Education and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO/IIEP	UNESCO/International Institute for Educational Planning
UNICEF	United Nations Children`s Fund
USA	United States of America
ZEP	Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik

## Executive Summary

**1** This paper serves to provide an example, and deep insights, from the field on how the theoretical framework, described in the study “Transnational Study on Core Social Competencies - a Sustainable Contribution to Quality in Education and Social Cohesion in Society” may come into practice.

**2** In this paper, two case studies describing educational programs in Francophone Africa (Cameroon and Rwanda) are described in order to provide insights into educational programs which work on educational quality by enhancing the self-responsibility of students, social cohesion in the classroom on the one hand, and educational quality on the other.

**3** The case study 1, the program POSE/DYFOP in Cameroon, aims to strengthen the quality of instruction by enabling teachers to organize their lessons in a way that provides pupils with more self-responsible learning. By this, the social competencies of the pupils should be developed, and the inclusion of parents improved, in order to enhance the success of competencies in school education and the quality of teaching.

**4** The case study PAP covers an educational program in Rwanda. For this case study, an educational concept was chosen which tries to react to the experiences of genocide with a pedagogical program which supports the social competencies of teachers and enables them to support pupils. A further training of several weeks was developed which was implemented over the period of a number of years in church related schools with the help of the responsible church body and via the state related teachers training program for state run schools. Exclusively from the schools run by the Protestant church, 1.500 teachers have attended these training courses since 1998.

**5** Key Findings:

- (1) Training on core social competencies leads to visible results.
- (2) Core social competencies are related to school effectiveness and school quality.
- (3) The enhancement of core social competencies requires communication competence work at all different levels.
- (4) In order to enhance core social competencies, giving space to different perspectives is of great importance.
- (5) Working on the teachers’ core social competencies leads to better communication and less corporal punishment.
- (6) Strengthening self regulation among students is an important contribution to enhancing social cohesion.
- (7) Participation in class is a contribution to learner centered education, school quality and democracy.
- (8) Teacher training which takes the attitudes of teachers into account necessitates time and support for the teachers.
- (9) The low-fee private school sector contributes to social cohesion.

## 1. Objective and Framework of the Two Case Studies

**6** These case-studies intend to strengthen the “Transnational Study on Core Social Competencies - a Sustainable Contribution to Quality in Education and Social Cohesion in Society” with regard to its argumentation by providing evidence from the field and practical examples.

They demonstrate how, under difficult societal, political, financial and educational conditions in the everyday life, one can contribute to social coherence with efforts at school. Both case studies can be taken as examples on how:

- Under difficult societal conditions concepts can be developed in order to react to the demands of societal cohesion, and the quality of teaching,
- Reflecting personal autonomy contributes to social cohesion and educational quality at the same time,
- These concepts may be integrated in capacity development and teacher-training,
- These concepts can be realized in practical teaching,
- They can be evaluated and
- What sort of evaluation results they really produced.

**7** The case study 1, the program POSF/DYFOP in Cameroon, aims to strengthen the quality of instruction by enabling teachers to organize their lessons in a way that provides pupils with more self-responsible learning. The teacher worked together in stable training classes meeting regularly over some years. By this, the social competencies of the pupils developed, and the inclusion of parents was improved. Both aspects lead to enhance the competencies of students by the better quality of teaching.

**8** The case study PAP covers an educational program in Rwanda. For this case study, an educational concept was chosen which tries to react to the experiences of genocide with a pedagogical program which supports the social competencies of teachers and enables them to support pupils. A training of several weeks was developed which was implemented over the period of a number of years in church related schools with the help of the responsible church body and via the state related teachers training program for state run schools. Exclusively from the schools run by the Protestant church, 1.500 teachers have attended these training courses since 1998.

**9** The two case studies differ in three dimensions:

- They differ in regard to the *societal background* they react to. The case-study conducted in Cameroon deals with the demographic bulk and a difficult economic situation with a growing informal sector; the program conducted in Rwanda is additionally focused on overcoming the post-conflict situation precipitated by a horrific genocide.
- They differ in regard to the *content* of the educational program. The Cameroonian case is focused on competences in mathematics and natural sciences and uses this content related approach to contribute to social cohesion and quality. The Rwandan case contributes to social cohesion by focusing on the classroom-management of teachers, their social competences and a learner centered instruction.
- They differ in regard to the way *capacity development* was organized. In the Cameroonian case, capacity development was organized as a two year program of short-time trainings (one day each month) for teacher groups coming from different schools which worked together in groups over a two year implementation phase. The Rwandan example describes a capacity development program conducted as a three week intensive course for all of the teachers of one school, followed by a two year supervised implementation phase.

**10** By choosing these cases, the authors of this study want:

- To describe how the theoretical framework, described in the study “Transnational Study on Core Social Competencies - a Sustainable Contribution to Quality in Education and Social

Cohesion in Society” may be come into practice. Both programs aimed to improve the situation of the students in regard to self-esteem, self-concept and self-responsibility. In the transnational study it is argued that those competences are a crucial in regard to social cohesion and peace in society.

- To show different approaches which focus on the same objectives. Both programs focus on the teacher to reach the students as the teacher is the most important key for the learning of the student (see Hattie 2008, p. 22). It is interesting to see that the way both programs focused the teachers is quite different, related to the special situation and possibilities.
- To give voice to experiences, developed by different African experts in different local situations; as both programs had been developed by experts from the field.
- To share positive experiences in a difficult field, as both programs had been externally evaluated showing good results.

## 2. Methodology

**11** Both case studies comprised the following information (see overview in tab. 2):

- Original papers written for this purpose by two local experts and stake-holders involved in the program,
- Field visits by the research-team of this study, including lessons observations,
- Document analyses of available program papers and web-pages,
- Different project-evaluations by different researcher-teams.

The case-study follows the criteria given by the GIZ-ICQN-Meeting in Kenya August 2011 in describing case-studies.

Tab. 2: Overview about the methodology of the case studies

	POSF/DYFOP	PAP
<b>initial text of the case study</b>	<b>written by one of the coordinator of the program</b>	<b>written by the head of the program</b>
<b>background information by the authors of the study</b>	<ul style="list-style-type: none"> <li>- access to all the documents of the program</li> <li>- field visits in 2004, 2005, 2009 and 2010</li> <li>- <b>several interviews with the head of the program and three principals</b></li> </ul>	<ul style="list-style-type: none"> <li>- access to all the documents of the program</li> <li>- field visits in 2009, 2010 and 2011</li> <li>- <b>several interviews and conversation with persons from the ministry of education (including the minister), all levels of school responsibilities' and two principals</b></li> </ul>
<b>base of the evaluation results</b>	<ul style="list-style-type: none"> <li>- analysis of the developed teaching materials</li> <li>- questionnaires and interviews with teachers about their impressions of the program (24 DYFOP; 13 non-DYFOP)</li> <li>- focus group discussions with 5 groups of students (22 students DYFOP, 11 students non-DYFOP)</li> <li>- interviews with the responsible persons of the program and local experts not being involved (persons)</li> <li>- control group achievement testing with TIMSS items on mathematics and questionnaire on self-concept (in five schools, three being part of the program two not from comparable social-background; 121 tested students being involved in the program, 105 being not involved)</li> </ul>	<ul style="list-style-type: none"> <li>- analyses of the developed training</li> <li>- questionnaires for principals, teachers and student on self-esteem, classroom-climate, self-concept in a control-group-design (schools having participated in the program and those who did not); n = 116 teachers, 976 students and 11 principals</li> <li>- the questionnaire was taken from international instruments and translated into Kinyarwanda (with duple-blind-translation and a one week expert workshop)</li> <li>- observations of lessons and double-rating (two observers), ten classes in primary schools (6 PAP, 4 non-PAP) and four in secondary schools (2 PAP, 2 non-PAP)</li> <li>- interviews with responsible for the program</li> </ul>

**- observations in schools (3  
DYFOP, 2 non-DYFOP)**

**- feedback from a council for  
this evaluation, including  
ministries**

### 3. The Case POSF /DYFOP – Enhancing Social Learning and the Quality of Instruction in Cameroon

**(Author: Claude Ernest Njoya, in cooperation with  
Michel Moukouri and Anastasie Ntjam)**

#### 3.1 Objective of the Program

**12** The program POSF/DYFOP (Pondération des Objectifs Scolaires et Stratégies Optimisées de Formation [Process of Assessing School Goals Using Optimized Strategies of Training]/ Dynamisation Fonctionnelle de la Pédagogie [Functional Revitalization of Teaching]) was developed in the Protestant low-fee-private school sector in the Francophone section of Cameroon. As in the state sector, in the so called low-fee private schools the quality of education is quite often a problem and the two subjects, mathematics and natural sciences, are often crucial issues in regard to improve the quality (cf. Tooley 2007; Tooley & Dixon 2007; Srivastava & Walford 2007). In the presented program, the focus is, on the one hand, on the improvement of the mathematical and science competencies of teachers, and, on the other hand, – and this of specific interest for our study – on the improvement of the social competencies of teachers, pupils and parents, as this was considered to be the key to improving school quality.

**13** The program POSF/DYFOP was a program started in 1995 as a capacity development program to enhance student learning with teacher training. The objective of the program was to enhance student competencies by

- by aiming to implementing self-responsible learning formats such as student self-evaluation,
- trying to involve parents in the diagnostic of learning challenges,
- and focusing on offering teachers profound domain-specific knowledge in order to strengthen their competencies in teaching in heterogeneous learning situations,
- working on the administration of schools,
- and – by this – contributing to educational quality.

Through 2006, the project was located in different sub-projects sponsored by German developmental aid and reached about 500 teachers. Due to the very weak financial situation of the schools, the program could not achieve sustainability without funding. As teacher salaries were often not paid regularly, the program enhanced teacher training even encouraging some to leave to system and accept positions at state schools. The program led to a substantial, sustainable and empirically proven improvement in mathematics competencies among the pupils.

#### 3.2 Social Background of the Program

**14** To understand the program POSF/DYFOP, we want to briefly outline the social and school situation in Cameroon:

*(1) The concurrence of two subsystems of education due to colonial history:*

As a direct result of colonial heritage, two systems of education (Francophone and Anglophone) function side by side in Cameroon today, leading to different language profiles.

(2) *The national discussion on school quality: the national forum on education in Cameroon:*  
Since May 1985, starting with a symposium on the “Cultural Identity of Cameroon” an ongoing debate on the national school system and its quality has been in process. In 1995, the ministry in charge of national education founded a “National Education Forum”, which discusses educational challenges with regard to system, management, curricula, outcome, and capacity development. A new legislative framework for education in Cameroon, inspired by conclusions drawn from these debates, was instated as law in 1998. Article 5 of this law provides the framework for learner centered and quality based education, with the aim of social cohesion. This political background strengthened the initiative POSF/DYFOP.

(3) *The legal situation of low-fee-private schools:*

In terms of private education, it is crucial to understand, the state is to guarantee the right of education. Cameroon's constitution which states in its preamble: *"The State shall guarantee each child the right to education. The organization and supervision of education at all levels shall be the duty of the state."*<sup>2</sup>. Therefore, private partners, assist the Cameroon government in its duty to educate young people (cf. law 98/004 of 14 April 1998; law 2004/022 of 22 July 2004; 2008/3043/PM Decree of 15 December 2008). The state is required to finance these schools, but due to the general fiscal situation, this duty is not being sufficiently fulfilled. Since 1995 the denominational schools in Cameroon have been tottering due to a 19 million Euro debt burden owed to the National Fund of Social Security (the public treasury) and teaching personnel, as the state did not fulfill its obligations. Even though there are some faith based private schools with high school fees and an elite status, the majority of schools act as low-fee-private schools, offering education in difficult situations. The program described in this case study is offered to the latter schools, dealing with enormous problems in financing the schools, recruiting trained teachers and getting a sufficient quality of instruction. So the existence of these schools, and the way they are equipped, is in itself a problem of social cohesion in society and processes of inclusion and exclusion.

(4) *Demographic development of Cameroon and the increasing informal market:*

The demographic development of Cameroon, the poor labor market and the great importance of the informal sector are additional factors which underscore the necessity of improving the quality of school lessons and the education of pupils, to assist them in obtaining earlier independence (cf. Cogneau 1996; Pettang et al. 1987; Fomba 2009; Backyni-Yetna, P. 2010). Education at school has to contribute to the capability of youngsters in everyday life, and should pass on practical competences instead of unfamiliar knowledge (cf. Haral 1991). Furthermore, attendance at school should pay off in particular for poor parents, in the sense that high investment in school education leads to success and lower dropout rates. Gaining competences, as well as passing final examinations, depends on teachers who pay individual attention to the deficits of each pupil and provide them with target-oriented support.

(5) *Lack of competencies in teaching:*

One of the main problems facing POSF/DYFOP in Cameroon in the involved schools was the fact that the pupils perceived that teachers were shouting at them because of their lacking knowledge in mathematics and science. But there were no effective measures available to improve performance. Pupils experienced themselves as helpless and less self-efficient. At the same time, this setting was also difficult for teachers as they felt uneasy and experienced stress from being in a position where they had to punish pupils but could not offer effective support.

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<sup>2</sup> See Constitution of Cameroon, of 2 June 1972 revised in the constitutional law of 18 January 1996

**15** Against this background, the Pedagogic Department of Protestant Education (Evangelical Church of Cameroon, Douala) decided, in 1995, after a process of consultation on the national level, to aim at a long-term strategic program of securing quality in school lessons. As of 2009, The German Development Cooperation has contributed financially to this process by subsidizing means of transportation, meetings, a coordinator, teacher trainings, one car, copies and other office equipment.

## 3.3 The Process of POSF/DYFOP – What was done?

### 3.3.1 The program

**16** The program was built on different components (cf. EPMS 2002):

**17** (1) *Teacher training on the Syllabus/Curriculum and preparing lessons*

An important component of the program was that groups of teacher met regularly in order to better understand the logical framework of the curriculum. The syllabus was worked through so that the subjects were identified in their subsequent order. The teachers learned to go consequently back to the previous subject if they realised that a pupil could not yet master the respective item. By this, the students were given the possibility to return to the spot where they stepped out of the mathematics syllabus. The recognition of the methodological order of the syllabus by the teachers was a central element of the program POSF/DYFOP in Cameroon. The teachers themselves wrote overviews mapping the contents of the respective subjects and put these in context with the underlying content-concepts. By doing this it was intended, that they gained an individual liberty to present reasonable alternative learning opportunities, in case their pupils didn't understand, in order to secure the systematical perception of the lesson.

**18** After this exercise, the teacher groups started to work on material for lessons and planned exemplary lessons.

*Example: Planning exemplary lessons*

By working on the exemplary lessons, the teacher followed a sequential procedure:

- Formulation of lesson objectives
- Matching the objectives with extracts from the syllabus
- Mapping the objectives and the link to the syllabus with a sequence of knowledge which must be understood before heading to this new content.
- Production of lesson sheets for teachers and eventually materials for students
- Listing special advice for the learners
- Offering a selective bibliography

**19** Teachers for each subject chose to work in teams in order to develop lesson sheets for the same lesson or even the same topic. After finishing the lesson sheet, all teachers of the same subject met in the teacher's council room to examine its usability. The final version of the lesson sheet was then discussed by the teacher's council, where a consensual approval was needed.

**20** (2) *Self-assessment sheets*

In every participating class, an assessment sheet for student self-evaluation was introduced. This became a very important tool for the innovation process, as it enabled learners to express their individual needs. These sheets had been developed on the basis of the official syllabus for each respective subject while, at the same time, taking into consideration the cognitive and mental potential as abilities of learners. In this book, different competencies were noted for different subjects. Each pupil estimated his/her own abilities at different points in time during lesson. The self-estimation was shared with the parents.

**21** Self assessment was seen as an important contribution strengthening self-regulation and self-responsibility concerning the learning process. This sort of reflection by the students was seen as a possibility to take responsibility for their own actions and steer them accordingly. How much and what must be learned competencies are seen in the following way? What sort of support is needed from whom? Just by confronting the students' perception with the perceptions of others (for example by evaluation of school performance) the competence of self-regulation should be raised.

*Example: How to use the self-assessment sheet*

Students:

- Do the assessment-sheet for self-evaluation independently when a new concept is being introduced;
- Hand in an application form for supplementary lessons in two copies (one is kept and one is given to the teacher).

The teacher:

- Supervises all students filling out the three copies of the self-assessment sheet;
- Monitors that the identity of the student and the class are written on each copy;
- Collects all copies and screens whether each student has filled out the sheets correctly concerning the three identical sheets;
- Returns one copy to the student and his/her family in consultation with the vice-principal, who is responsible for the pedagogy in school;
- Files a sample copy in the vice-principal's office;
- Keeps a copy for personal use;
- Collects the application form for supplementary lessons, filled out by students before each lesson dealing with a new concept;
- Offers remedial teaching in order to treat/decrease the knowledge deficits and to improve the individual and collective skills of the students.

The teachers' council:

- Holds an extraordinary teachers' council meeting every time a teacher contacts the council, after analyzing the application forms for supplementary lessons for students;
- Tries to reduce knowledge deficits, identified by the analysis of the students' sheets, on the basis of the college's conception of educational goals;
- Consolidates solutions to tackle the difficulties which students face while learning.

The vice-principal:

- Supervises not only the teachers' commitments, but also those of the teachers' council;
- Develops a database on recurring concept difficulties that students mention in their application form for supplementary lessons;
- Contacts the operational unit of POSF if necessary.

**22** After filling out the self-assessment sheet, students have had to reflect on their own progress and decide what to next in order to enhance and deepen their learning. This procedure was seen as a contribution to important basics of social learning and social cohesion. The objective was that the students learn to:

- ask precisely what they want to know,
- persist in their argumentation/opinion,
- refuse demands that do not suit them,
- persist in their refusal,
- express what they dislikes, and

- cope with different learning environments, due to the fact that not all teachers in school will follow this methodology.

**23** By providing the students with an opportunity to participate as active learners, the program wanted them to enhance communication skills in a sense to

- be sensitive and listen to the opinions and feelings of others,
- anticipate and recognize the impact of their actions on others,
- invite and propose instead of giving orders and demanding,
- explain their reasons/motivation and share their feelings with others,
- negotiate instead of imposing,
- convey their messages without hurting others, etc.

#### **24** (3) *Involving parents*

The parents were involved as they were trained in reading these sheets and had to sign them regularly, after having talked with their children about their development. This evaluation sheet constitutes a sort of "correspondence booklet" between home and school as it enables the teacher to plan remedial lessons, placing students into groups with similar difficulties, and informs parents on a regular basis about the work of their child. Thus, they can follow the child's progress and arrange a meeting with the teacher when they feel that it is necessary.

**25** The integration of parents gave a significant push including the environment of a given school into school life. Teachers and motivated parents offered extra help on Saturdays free of charge. In the city quarter, chalkboards were hung up so that, in the afternoon and the evenings, young people could do some of their homework while including the neighborhood. In this way, social cohesion was created by linking the work of schools with city quarters.

#### **26** (4) *Support of teacher development*

The attendance in the teacher working groups was voluntary. Travel costs and expenses for the meetings were reimbursed. The teachers who showed a willingness to implement the project of self-assessment folders had smaller class sizes and received compensation for the additional work load as incentives. The additional amount of work for the project was compensated by a reduction of the size of classes to 45 pupils maximum. This was a strong incentive because the reduced work for correcting class tests couldn't compensate for the better preparation of lessons, but the higher expenditure for preparation of lessons received public recognition. When this incentive was no longer available, the folders were no longer used.

### **3.3.2 The implementation of the program**

**27** The program of POSF/DYFOP in Cameroon was announced in all schools run by the Protestant Church [Eglise Evangelique] in Cameroon. Also, those schools which didn't participate were provided with a one day introductory event. Also, the parent's councils of the participating schools and the classes which were reduced in size were informed accordingly. This was of great importance since the parents of those children who were in the reduced classes had to pay slightly higher school fees. By the remarkably reduced number of repeaters, the increase of the fees was more than compensated.

#### **28**

*Example: Implementation at the Protestant Secondary School at New Bell*

The Protestant Secondary School New Bell is a school in the suburbs of Douala, a moderately socially deprived area, reaching out to more than 4.500 students. In 2004, the so-called "Operational Unit of POSF/DYFOP" decided to implement the work of the teacher groups in their classrooms. The team started to experiment with different situations in classrooms and implemented the developed tools, including self-assessment. They started with implementation in three subjects:

- Mathematics in the classes 1, 3, 5, and upper sixth science class,
- Biology in the classes 1, 3, 5, and upper sixth science class and
- Philosophy in the upper sixth science class.

Throughout the school year 2005/2006, other subjects were added: French, English, History, Geography, and Civics.

Teachers in the subjects that were part of the implementation had four major tasks to accomplish: the identification of the starting level of all learners, the creation and production of lesson sheets, and the management of instruction in the classroom as well as working with the self-assessment folders.



### 3.4 Experiences and Outcomes

**29** The quality of the program of POSF/DYFOP in Cameroon was assessed as follows:

- Teachers have been questioned concerning their estimation of the quality of the program and focus group discussions with students (cf. Bergmüller et al. 2005).
- Pupils have been tested according to the instruments from TIMSS concerning their competencies in mathematics (cf. <http://timss.bc.edu/>). In addition the “control group design” was applied and the social background of pupils was explored (cf. Bergmüller et al. 2005).
- Moreover the rate of repeaters in the respective age groups was collected and evaluated over a number of years (Njoya 2009).

In all three parameters positive – partly significant – effects could be proved so that it is very likely that the program achieved a good quality.

#### **30** (1) *Improvement in the communication situation*

During the conception phase, the POSF/DYFOP researchers had supposed that one of the key factors that could ensure the success of the program would lie in the teachers’ acquisition of social and communicative skills, especially in terms of empathy and assertiveness (Raymond, 1999), which would improve the quality of relationships between the teachers and learners. Having this in mind, the teachers’ council seemed to be suitable for monitoring not only the evaluation of these skills, but also the evaluation of effects on groups of learners, and the encouragement of individual teachers as well as groups of learners to show creativity while a lesson is being conducted and the process of socialization is improved. It is during meetings aimed at reaching a consensus on lesson sheets that the question of teacher professionalism is discussed. Teachers are then able to verify/prove whether they themselves incorporate one of the learning components expected from the students during self-assessment: the ability to show respect for each other.

**31** All participants, those who developed the POSF/DYFOP method as well as the teachers responsible for its application/realization believed that, during its implementation the developed set of tools contributed remarkably not only to improving the quality of training, but also to establishing basic social skills, such as:

- the ability to respect others;
- assertive behavior while respecting others;
- the ability to pursue and reach personal goals;
- communication skills;
- the capability to interact in society.

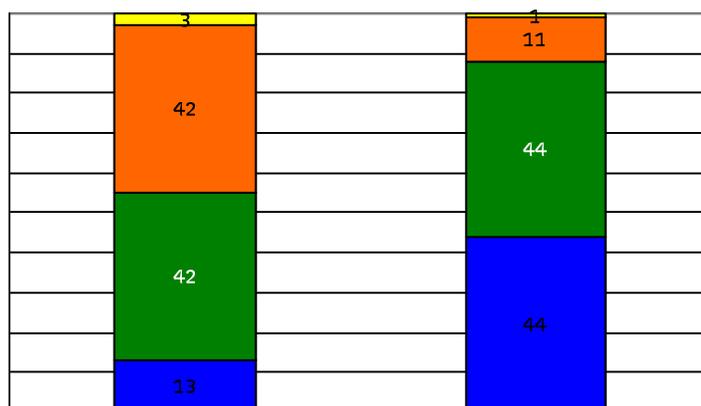
#### **32** (2) *Improvement of students’ learning results*

The evaluation by national exams showed a better outcome with POSF/DYFOP (cf. Njoya 2009). When considering the subject of Mathematics in forms one and three, the statistics obtained at the end of the school year showed success rates of 84.29% and 91.66% respectively. Since internal results do not seem to be as reliable as results of official examinations, we can notice by comparing the obtained scores that classes taught with POSF/DYFOP standards are those ranked first during the 2006 session of official examinations (for the General Certificate of Education, advanced and ordinary level). Taking into account that these students did not come from privileged backgrounds, this is an important finding.

**33** This success even had an impact on those students, which started out in a class working with POSF/DYFOP and then returned to the normal standard of teaching due to a change in teachers (cf. Njoya 2009). The conclusion can be drawn that pupils acquired the respective competencies in a long term dimension, and integrated them into their lives so that they might be available over time. This can be expected as the achieved self-regulation and positive self-concept is a competence which is an important base for achievement at school. This results show the efficiency of programs working in this area.

**34** The effect on school performance could also be proven with an outcome-evaluation that tested the performances of pupils by means of a test in mathematics, using instruments from the Third International Mathematics and Science Study (TIMSS) (cf. Baumert et al. 1998; cf. chapter 4.3). In particular, an effect could be seen on the two lower stages of competence; it is likely that in schools with intensive promotion of social competencies, the educational minimum might be achieved more easily (cf. Bergmüller et al. 2005) (see fig 1). Moreover it is obvious that girls profit in particular from this program.

**Fig. 1: Impact of POSF/DYFOP students' achievement on four levels of competencies; level 3 = appropriate level of mathematics; level 4 overachiever; level 1 and 2 underachiever (see Bergmüller et al. 2005) in comparison between schools in the program and outside the program (socio-economic background controlled).**



**35** The evaluation showed an increase in academic self-concept, general self-concept and self-efficacy. Self-concept and self-efficacy are important conditions for life-long learning (see the argumentation in the “Transnational Study on Core Social Competencies - a Sustainable Contribution to Quality in Education and Social Cohesion in Society”). The main objective of POSF/DYFOP was to strengthen at first the competence of teachers. Teachers acquired respective training instruments during the courses which could be used individually. Through such instruments, the teachers experienced a gain in self-efficacy as they felt that their lessons became more efficient. They were as t, at the same time, astonished at how often the basic knowledge needed to comply with the demands of mathematics lessons in an appropriate way was missing in their pupils. Doing so, pupils gained self-competence, as they succeeded with efforts and systematic work in getting reconnected at the required level. Furthermore, the pupils were assured that they – provided they undertook the respective effort – were able to catch up on missed mathematics learning

### 3.5 Analysis of Strength and Difficulties of the Program and Key Findings

**36** What was the strength of the program?

- The program succeeded in combining the work on content with the teaching method. In many cases, methodology and didactics are thought of separately from the content knowledge. In this case the two aspects have been integrated.
- The program succeeded in motivating teachers, in very difficult conditions, with very irregular salaries to work on their quality of teaching by providing them with strong feelings of success and professionalism. This was one of the problems of the program as qualifying teachers easily got new appointments in the state sector where the pay was

better. But even a change of teachers into another part of the system is an improvement to the overall quality and a contribution to quality education.

- The program reached its objectives as better educational quality was achieved. Even if the program was not sustainable on the system level, it achieved high sustainability on the personal level: Students, once taught in this methodology, retained a better learning outcome over the remainder of their school-life, even if they were no longer being taught by teachers who had received the training. The program reached its objectives in social cohesion as the students improved their self-concepts and self-efficacies.

**37** What were the difficulties faced by the program?

- The important problem was, and still is today, that the whole system of these low-fee private schools is so weak that they are in constant trouble. When salaries are not regularly paid, and the management of the schools is weak, a program in enhancing school quality and the social cohesion by focusing a learner-oriented didactic is difficult to achieve.
- The operational basis of the program, such as the work at the syllabus, was to some extent not easy enough, so some of the teachers who were not included were under the impression that this would be something for specialists only. This is a general problem if school quality is related to the engagement of the individual teachers.
- The success of the program is certainly, to some extent, based on its foundation in the individual engagement of the teachers.

**38** Related to the study on “core social competencies”, this case study highlights some general assumptions by practice:

- The study shows that social competencies are related to the competence achievement in school (cf. chapter 4.2 of the “core social competencies”-study). It was the special objective of the program to relate content (mathematics and natural sciences) to the social situation in which the content is learned.
- The results of the evaluation showed that this leads to better achievement and to quality instruction (cf. 5.2 of the “core social competencies”-study).
- The study shows the importance of core social competencies for a general learning-competence by the result that the students kept their better learning competence even when the teacher changed. This confirms the contribution of the program to individual social learning and its importance for the life long learning process (cf. chapter 5.1 and 5.2 of the “core social competencies”-study).
- The study made visible that the improvement of the social competencies of the students was related to the capacity development of their teachers. Capacity development is a crucial key to core social competencies in schools (cf. chapter 6.2 of the “core social competencies”-study). But the study showed as well the problems in this regard as the capacity development was organized in a way that it lead to higher work load of the teachers so that they did not continue the shared work on the curricula and lessons preparing when the additional incentive run out.
- The program was evaluated in a way that did not only ask the participants of the program for their opinion against the program but tested the achieved competencies in a control-group-design (cf. chapter 6.3 of the “core social competencies”-study). This kind of evaluation needs some knowledge on testing competencies but lead to clear knowledge in regard of achieving the objectives and the relation between social competencies and content related achievement.

## 4. Case study PAP/Rwanda, a program of active and participative education (Author: François Rwambonera)

### 4.1 Objective of the program

**39** In this case study an educational program is described which was developed after the genocide, and is still in effect today.

**40** The program of PAP (Pédagogie active et participative [active and participatory education]) in Rwanda took up the experiences of the post-genocide situation in Rwanda and tried to systematically strengthen the feeling of self-efficacy among teachers and pupils. This program is intended to contribute to social coherence and peace in society. Teachers should be instructed, through a program of advanced training, to become more aware of the social needs of pupils and to offer them more space for freedom in order to strengthen their self esteem and to achieve more self confidence. The intention of this idea is that basic physical needs build an important substructure towards an education aiming for peace and social balance. In addition, the quality of school lessons is enhanced substantially. As an education activating the learners themselves opens up learning processes much more intensively. In three week training courses, teachers learn to organize lessons in a way that didactics of speaking in chorus alternate with a talk in lessons which is focused on generating questions, instructions on the basis of a clearly structured presentation by the teacher and independent work submitted by the pupils. Moreover the anti-trauma-work which is integrated into the program contributes to a reduction of tension among the teachers.

**41** The program was developed by the Bureau National de l'Education Protestante (BNEP) [National Office of Protestant Education] of the Protestant Council of Churches in Rwanda, with support by the German Development Cooperation in protestant low-fee-private schools and institutions of early education in Rwanda on the one hand, and for the state-run sector on the other. The conceptional work conducted over the first years was implemented by the same persons. After a period of further development and expansion of the program, two different units have been created with different sponsorships, one in ownership of the Ecumenical Council of Churches at Kigali/Rwanda, the other one at the Institute of Education Kigali/Rwanda. Both sections got, and still get, funding through the German development cooperation (BMZ, InWent/GIZ and EED). The case study presented here focuses on the area of school in church ownership; the content of the advanced training is quite similar for the state related sector. The Protestant churches in Rwanda maintain about 150 nursery schools for early childhood education, 550 primary schools and 200 secondary schools with about 535,000 students, being taught by about 8,800 teachers.

### 4.2 Social Background of the program

**42** In 1994, the Rwandese society was shaken by a terrible genocide, in which the lives of hundreds of thousands of people were taken and millions were left with physical and psychological injuries. The genocide was the negative climax of a war which had started some years before. Immediately following the genocide, children, young people, adults, mainly everybody were faced with problems resulting from the genocide and war. Rwandese society in general has had problems finding itself, rebuilding itself physically, economically, socially, and morally. The social tissue was completely destroyed. The damage was so serious that the consequences remain numerous and profound, even today.

**43** In such a historical situation, there is the question about the role of schools and education. The first duty of education is to make a contribution to insure that such a tragedy can never happen again. This does not mean that education alone should deal with this question – it is certainly helpful to also realize the limits of education. But its foremost task should be to rise to this challenge (cf. concerning the tasks and problems of school education in societal fields of conflict see the “Transnational Study

on Core Social Competencies - a Sustainable Contribution to Quality in Education and Social Cohesion in Society”).

**44** At the same time, the post-genocide situation brought about a number of challenges to be faced by education. Schools were reinstated shortly after the genocide, but functioned only with multiple problems, some visible (economic, physical, and materialistic order), but the biggest ones were often hidden, silent or just suppressed (psychological, moral, psychological, psychosomatic order). It is obvious that teachers, as well as students, had been affected and marked by these problems. At the end of the genocide, everything was practically set at zero. The social tissue was disrupted, the infrastructure destroyed, the physical and psychological injuries were severe. By mid-July 1994 the political decision was taken to begin service activities again, and in September the order to re-open the schools was given. The situation was really severe. Many qualified teachers had been killed, while others had taken refuge in neighboring countries. The materialistic problems were clearly visible; the school infrastructures were destroyed or dilapidated. In addition, the social and psychological problems were without precedent.

**45** This social context was totally new. It was practically impossible to rejoin the dynamic of pedagogical innovation which had existed before the events of 1994. During the year 1995, the director of the BNEP held several reunions with the principals of schools from different regions, to exchange with them concerning the difficulties they encountered in the schools. They identified many problems on the professional, social and psychological planes. It was a severe and complex situation for both teachers and students. Some of the problems they identified included:

- Introversive disturbances: trauma, mourning, crisis of trust, refusal to eat, despair, frustration, absence of internal peace, despair, frustration, sudden fear
- Problems of social co-operation: suspicion, revolt, the rejection of others, hate, aggressiveness, insecurity, solitude,
- Problems concerning school: finding school disgusting, low concentration, refusal of authority, absence of communication skills,

**46** This situation preoccupied everybody who lived the reality of school and, in particular, in the classroom. It was obvious that they could not continue working as they had prior to the genocide, ignoring completely what had happened and what had disorganized the social, mental, emotional and psychological reference points. The whole national social context, and particularly the one at school, had completely changed. There was an extreme need to use teaching methods which would ease the acuity of these problems. They were looking for a pedagogy which would enable them to work on different dimensions of a person at the same time, especially those of the students and the teachers. This pedagogy should foster learning, support reconciliation and social harmony, reconstitution of security and internal peace, recreation of trust and self-esteem etc.

**47** The team was faced with the task of finding a teaching methodology which would help to deal with these problems and challenges. The methods used in the classroom no longer corresponded with the context in which people were living, and continue to live. There was a need to promote methods which were more active, participative, and which were actually put into practice within the classroom: A pedagogy, where the child plays an active role, takes initiatives, expresses him- or herself, looks for solutions to situations of presented or experienced problems; a pedagogy where the teacher ceases to be a «distributor of knowledge» but rather plays the role of an animator and organizer of the students' groups. In short: a learner-centered pedagogy.<sup>3</sup>

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<sup>3</sup> It is no coincidence that this program was in particular promoted by the Ecumenical Council of Churches in Rwanda as the educational approach of the PAP program takes up central concerns of Protestantism in two different perspectives:

- Firstly, Protestant education should always be a subject-oriented education in accounted freedom. From a reformation perspective the likeness and personhood of each individual person before God is being emphasized. As God's representative on earth, he is thought to be capable of and trusted with an autonomous judgment concerning theological questions as well as questions to all other dimensions of life. God's gracious and merciful devotion to men enables man to autonomy and responsibility. The commitment to God's commandment gives him the „Freedom of a Christian“ (Martin Luther), which releases him from many constraints and renders him open to turn to his neighbor and to assume

### 4.3 What was done? – The Program PAP

**48** The central part of the program is built by a training unit for teachers at schools and in preschool education as well as school management (school principals and school administrators) in order to enable them to be more aware of these innovations and to support them. The program was jointly developed and conducted by the local experts and a Swiss educator in 1997. In 1998 the periodical training course for teachers started.

**49** Between 1998 and 2010 a total of 2,500 teachers in more than 300 schools were trained (77% of all protestant nursery schools, 30% of all protestant primary schools, and 12% of all protestant secondary schools), reaching more than 100.000 students. When choosing the schools to be trained, a special emphasis was given to the participation of women. In the state sector about 300 teachers had been trained and more than 10.000 students reached.

**50** The program aims at a change in the attitudes and behavior of the teachers and students so that they adopt and incarnate the attitudes and behavior related to human and social values such as

- Conviviality and collaboration among the teachers themselves, among teachers and students, and among the students themselves,
- A positive communication with the development of a spirit of listening to each other,
- The creation of a good atmosphere and a social harmony as well as a good working climate at school,
- Respect for the other as a human being, for his/her rights, his/her opinion, his/her self-fulfillment, etc.
- The creation of a climate of professional and social solidarity between the teachers,
- The development of a spirit of responsibility and initiative in finding solutions to the problems met, and
- A culture of research and the promotion of good work, which is quality work.

**51** The program aims at the promotion of a dynamic and participative interaction between the school and the parents as well, in order to develop effective participation on both sides in the education of the children, and the resolution of identified or experienced challenges and/or problems like the rape of children, AIDS, reconciliation or national unity, etc.

**52** The program aims at accompanying the administrations of schools (in the case of the protestant education the Heads of Church) in rational politics,

- in the creation of schools in correspondence with the church and the state's vision on education and the needs of the local and/or national school plan,
- in the support of the students according to spiritual, moral and ethical values,
- in the healthy and efficient management of the schools,
- in the search for competitiveness and quality, and
- in the reinforcement of a holistic education for the children and young students (spirit, body and soul).

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responsibility for his fellow men and for society. The educational offers have to meet this freedom and the demand likewise. Adolescents have to be pedagogically accompanied on their way to maturity, autonomy, and responsibility. The educational offers therefore have to strengthen the student's own activities and responsibility for theological reasons.

- Secondly, the aim of all educational efforts results from this basic principle, namely to serve the well-being and the salvation of all people, or biblically speaking: the shalom. Where „mercy and truth are met together, righteousness and peace have kissed each other“(Psalm 85.11) the prophetic vision of a renewed and changed world through God's shalom can be experienced already today. Martin Luther urged the schools to make a contribution to „peace, justice and life“. This needs to have an educational effect, as young people are guided by educational offers towards a behavior which promotes peace and justice.

**53** In addition, it aims at reinforcing the necessity and the importance of the teachers' and school administratives' respect for professional ethics, and at raising and valuing their professional image in society.

**54** The program aims at improving and/or reinforcing the teachers' professional pedagogical capacities in order to increase qualitatively and quantitatively the impact of their performances/educational services.

- In addition, it aims at creating a social climate and environment which promotes better learning and blooming of the students.
- It also aims at reinforcing the teacher's role as a facilitator and organizer in the students' learning process.
- Therefore, teachers are provided with practical and tangible tools of an active, participative and creative pedagogy, of communication and animation during the different training sessions. Follow-up visits and an on-site supervision are organized and conducted in the schools on a regular basis.

**55** (1) *Content*

Content-wise it focuses on the demand to place the child closer to the center of the learning process. Therewith, the traditionally passive role of the student in class as well as the authoritarian basic structure in school should be overcome. The school should be developed regarding the learning success and as a basis for a democratic education. The training is non-specific in its domain, i.e. it addresses teachers of all subjects. The course combines activating didactic methods (group work, partner work, interviews, role plays, etc.) with units on learning theory and psychology, which normally refer to a constructivist understanding of learning and teaching. In addition, communication theories as well as practical exercises on communication (e.g. the sending of I-messages) are integrated into the program. The three-week training includes two weeks of theory and one week of application in school. Following this two-week training, what has been learned is practically applied in a local school, and then jointly analyzed (one week). The program of the course has been published and is therefore publicly accessible (cf. Rwambonera 2000; Grêt 2009; MINEDUC & INWENT 2007; 2008). The further trainings of PAP in Rwanda contained the following contents (see Rwambonera 2000; Grêt 2009; MINEDUC & INWENT 2007; 2008; the curriculum of the trainings is published there; InWent 2007; 2008):

- Pedagogical basics of a learner centered didactic: methods of learning, constructivist learning, competence orientation, criteria of good teaching;
- Psychological basics: psychological development of children, features of trauma, assisting systems in cases of trauma;
- Classroom management: partner work, group work, exploring tasks during lessons, learning and teaching methods like brainstorming, rules for group work and how to handle discipline problems;
- Communication: theories of communication, constructivist understanding and communication, self-related-messages, methods of counseling; and
- Self regulation: personality of the teacher, dealing with guilt and sorrow, burn-out prevention, professionalism of teachers.

**56** (2) *Initial training, Follow-up and implementation*

The three week courses of PAP are related to the staff of one school and run during holidays. Teachers get free lunch during the three week course of PAP. Moreover they received a small payment if they attend regularly, to compensate the equivalent amount of the fact that the teachers couldn't work in their fields (during their holidays).

**57** After the training, the teachers are professionally accompanied by regional coordinators during the implementation. They are also invited to follow-up courses. The high fluctuation of teachers from faith-based schools to public schools (due to better salaries and social security) has led to a situation that schools which have already been trained consistently need new teachers. Those teachers are then introduced to the method through training within the schools, the so called “initiation”. At the beginning, the program was accompanied by an expert on traumatic experiences and special offers for traumatized people were held in store. Furthermore, dealing with traumatic experiences was part of the content of the program.

**58** (3) *Support through the administration and integration into the system*

The principals, as well as the teachers (sometimes the whole teaching staff) are trained in a three-week course in PAP, i.e. how to give learner-centered lessons. The program PAP in Rwanda was equally – only with slightly different accents - conducted in school run by churches and those run by the state. Representatives of the Ministry served also in the advisory board of the church related schools. Through implementations in kindergartens, in the primary sector and the secondary school system, a broad communication was secured. In all provinces a coordinator was established to advise the teacher’s staffs concerning the implementation of the program. All parent councils have been informed and in addition, one place in the courses was reserved for a representative of the parent’s council. The leadership of the schools were given a short introduction in order to be informed on what happens in the course, and to support the teacher after their return accordingly. From time to time local coordinators in the different provinces paid visits to the teachers who took part in the training, and supported the implementation of the measures.

**59** (4) *The beneficiaries of the program*

There are two different target groups of the PAP-program: the direct and the indirect beneficiaries:

- The direct beneficiaries: The important final beneficiaries are the students, even though the program focuses on the teachers of nursery, primary and secondary schools. The administrative staffs of the schools, as well as the persons responsible for teaching, are trained as well. As we know from recent research (Hattie 2009, p. 22; Terhart 2011, p. 284-287) the teacher is the most important factor on the achievement of the student. Especially the way of the microteaching and relation to the student seems to be important. The program focuses on these components.
- The indirect beneficiaries of the program are the churches which own the schools, the parents of the students and the community, as the culture of peace and democracy which is induced through practicing an active, participatory, and creative pedagogy in school, also has a positive influence on the community

The intention is to train all teachers in one school so that a dynamic is established within the school.

**60** The manual of the program is published in French for all those who want to facilitate trainings themselves:

GRÊT, C. (2009): *Le système éducatif africain en crise*. Paris: L’Harmattan.

MINEDUC & INWENT (2007): *Pédagogie active pour renforcer la culture de la paix à l’école. Guide du facilitateur*. République du Rwanda, Ministère de l’éducation ; Centre National de Développement des Programmes (CNDP) & InWent, Capacity Building International, Germany, Kigali.

MINEDUC & INWENT (2008) : *Pédagogie active pour renforcer la culture de la paix à l’école. Manuel de l’enseignant du primaire*. République du Rwanda, Ministère de l’éducation ; Centre National de Développement des Programmes (CNDP) & InWent, Capacity Building International, Germany, Kigali.

## 4.4 Experiences and Outcomes

**61** Teachers report that they initially had a hard time with their new role in lessons, giving the students space for participation. But after a while they experienced this as relief and release. Many teachers report how the training courses, and the changed view on their own professionalism, help them to overcome burnout and exhaustion, to feel more delight in school activities, and to experience the greater effectiveness of their pupils as motivating.

**62** The program was thrice evaluated externally. The first evaluation by the German Federal Ministry for Economic Cooperation and Development in 2000 (cf. Cécé 2001) recommended continuing the project and suggested several minor administrative improvements. In 2005, the program was evaluated a second time by an international team, lead by Michel Moukouri-Edeme (cf. Broutier, Moukouri-Edeme & Sovoessi 2005). This time the focus was set on its approach and possible aspects of continuation. The evaluation resulted in the recommendation to expand the program, which so far had had its focus on primary schools, to secondary schools.

**63** Finally in 2010, a team from the University of Erlangen-Nuremberg, lead by Prof. Dr. Annette Scheunpflug (c.f. Krogull et al. 2010), conducted an outcome evaluation. The quality of the program PAP in Rwanda was assessed as follows (Krogull et al. 2010):

- Pupils and teachers have been questioned in a control group design between school which participated in the program and comparable schools (urban/rural, composition of the teacher's staff, financial means) with regard to self-concepts, self-efficacy, feelings towards profession (teachers) and school (students), climate in school, democracy in class, change of perspective, felt autonomy and social relations in school. The social background of pupils as well as of teachers was explored accordingly.
- Lessons had been observed by two observers and rated concerning the instructional quality in regard to (1) subject-oriented didactic structure of the lesson (structure of the lesson; noticeable subject-oriented objective of the lesson; subject-oriented correctness of the lesson), (2) communication between the teachers and students (climate in class as appreciative communication, calling the students by their names, personal address, appropriate politeness, good discipline; definite organization of the interaction as clear instructions, orientation-giving communication by the teacher; democratic climate in class as opportunity to mention one's own opinion, discursive climate), (3) participation opportunities (addressing students as self-dependent learners as enabling them to find individual ways to the solution, individual activity level, enabling them to take up responsibility; offer of learner-activating methods; students' level of activation) and (4) micro-elements of democratic education (enabling a change of perspective through diversity, variety of opinions, plural perspectives etc.; constructive coping with conflicts and problems in class; higher significance of cooperation than competition in class; constructive, positive handling of mistakes).

**64** The team was able to show that not only on the teacher-level, but also on student-level, PAP has a positive influence on the climate in class, on personality traits as well as on democratic attitudes. Significant advantages of the program classes in comparison to the control group could be shown; so it is likely that this is due to the quality and effectiveness of the program. The evaluation made visible that there was less corporal punishment in schools where teachers had attended the PAP training.

**65** Because of the success of the program, the implementation of the program in the Democratic Republic of the Congo started in 2009.

## 4.5 Analysis of Strength and Difficulties of the Program and Key Findings

**66** The strength of this program is the enormous impact on the well-being and re-professionalization of teachers. All teachers report that having the opportunity to reflect on their situations and their pedagogic values was very helpful for their own professional understanding and, in a sense, helped heal problems they felt in their professional life.

- As entire schools were involved, there was a clear change in the whole school by this training, even if this meant that it took quite a while to train every school and was – as not only working with representatives from every school – a quite expensive program.
- The training was so effective that there was a visible and measurable impact on the student's side.
- The program contributes to social cohesion in society and strengthens the self-effectiveness and self-concept of teacher and students.
- The training is related to the every day school, so that the implementation is feasible for most teachers. However, project management in Rwanda is reporting that the implementation of the training courses in the every day school practice of a teacher is sometimes slower than they would like to see it.
- The systemic approach in bringing these ideas into the public and the low fee private school sectors, gave the program its own strength even if the cooperation could have been stronger.

**67** What difficulties had to be encountered?

- As the fluctuation in the system for training teachers from low-fee-private school to the public sector or better private school is given, the training was in many cases a step to a better carrier. These negative effects in the effectiveness of the program lead to a broader dissemination in the entire school system.
- As the program is not related to the content knowledge of school subjects, and work is conducted with teachers of all range of subjects, it is not always easy for teachers to bring learner centered education in relation to the different subject areas. A reinforcement of the approach and a conceptual continuation of the program with regard to subject-specific and specialized didactic subjects could strengthen the program.

**68** Related to the study on “core social competencies”, this case study highlights some general assumptions by practice:

- The study shows the complex relation between different aspects of core social competencies and the importance of self-esteem and self-concepts for social competencies (cf. chapter 4.1 of the “core social competencies”-study). It shows that social cohesion is not a question of obedience but of social competences related in dignity and self-esteem (cf. chapter 4.1. and 4.3 of the “core social competencies”-study).
- The results of the evaluation showed that instruction makes a difference to these social competencies and schools does play a role in regard to social cohesion (cf. chapter 4.3 and 5.2 of the “core social competencies”-study). Of course, it is not only the school working on and for a post-genocide society in peace but school can make a contribution.
- The study made visible that the improvement of the social competencies of the students was related to the capacity development of their teachers. Capacity development is a crucial key to core social competencies in schools (cf. chapter 6.2 of the “core social competencies”-study). The program was related to the capacity development of the teachers and the principals of a whole school. There was emphasis given to the capacity development process as three week training and two year supervision. The program was lasting more than ten years. This gives hints that capacity building in this regards needs long lasting programs and may not be reached by short time interventions.
- The program was evaluated in a way that did not only ask the participants of the program for their opinion against the program but asked by international instruments, translated into the mother tongue Kinyarwanda for self-esteem and self-concepts (cf. chapter 6.3 of the “core social competencies”-study).



## 5. Lessons Learnt from both Case-Studies

69 The both programs are shortly summarized in tab. 1

Tab. 1: Both programs in comparison

	POSF/DYFOP	PAP
<b>Country</b>	Cameroon	Rwanda
<b>Time</b>	1995 - 2006	1996 – today
<b>Run by</b>	Protestant schools	State schools, protestant schools
<b>Objective</b>	<ul style="list-style-type: none"> <li>- Strengthening the competence of teachers</li> <li>- Enhancing the self-responsibility of students</li> </ul>	<ul style="list-style-type: none"> <li>- Strengthening the self-concept and self-esteem of teacher and students</li> <li>- overcoming the post-genocide situation</li> </ul>
<b>Target groups</b>	500 secondary school teachers being trained and included in the program	2.800 teachers of early childhood education, primary and secondary schools being trained and included in the program
<b>Program components</b>	<ul style="list-style-type: none"> <li>- teacher training on the syllabus and curriculum</li> <li>- collectively preparing lessons</li> <li>- Working on material for lessons</li> <li>- self-assessment sheets for students</li> <li>- involving parents</li> <li>- support of teacher development</li> </ul>	<ul style="list-style-type: none"> <li>- one week training of school management</li> <li>- three week training of teacher teams from one school in participatory and active education</li> </ul>
<b>Focus of the program</b>	- approach on different school subjects	- approach on general classroom-management
<b>Implementation</b>	giving incentives to teachers working in the program (smaller classes, self-assessment sheets)	- follow-up trainings, - supervision and support over two years for every school
<b>Student reached</b>	approx. 50.000 students	approx. 110.000 students
<b>Evaluation results</b>	<ul style="list-style-type: none"> <li>- improvement of communication between teachers</li> <li>- improvement of students achievement, especially fewer underachiever, better achievement of girls and sustainable achievement (students being only one year</li> </ul>	<ul style="list-style-type: none"> <li>- positive improvement of self-esteem and self-concept</li> <li>- less fear in class</li> <li>- better school and lessons climate</li> <li>- enhanced instructional quality, offering more possibilities to students to interact</li> </ul>

in a DYFOP class did perform better even if they got a new teacher because they learned to work more independently)

**70** What can be learnt from the two case-studies?

**71** *(1) Training on core social competencies leads to visible results:* In both studies it became visible that programs which enhance core social competencies lead not only to better, well-feeling teachers, but also to visibly better self-effectiveness and self-responsibility among students.

**72** *(2) Core social competencies are related to school effectiveness and school quality:* The case studies show a connection between the core social competencies and the quality of the educational success. In both programs the participating schools report visible improvements in pupil performances. In Cameroon, as well in Rwanda, the degree of retakes declined. In Cameroon this was even provable for those students which had been in classes with trained teachers some years earlier. The conclusion can be drawn that pupils as well as teachers acquired the respective competencies in a long term dimension, and could integrate them into their lives so that they might be available over the long run.

**73** *(3) To enhance core social competencies means working on communication competence at all different levels:* One of the main emphases of both programs lies in the language and communication competence of those involved. In the POSF/DYFOP program/Cameroon, teachers learned many more possibilities for subject oriented communication and the students were enhanced to reflect their learning by expressing their feelings and observations in the self-assessment folders. In the PAP program/Rwanda, teachers learn to systematically increase their variety of expression, to formulate content from different perspectives (for example by the exercise “The mirror” or by training in so called “I-statements” and exercises of active listening; cf. Grêt 2009, 67ff). Theoretical knowledge on basic aspects of communication theories have been passed on (the perspective of constructivism respectively the change in communication by the perspective of those communicating).

**74** *(4) To enhance core social competencies, giving space to different perspectives is of great importance:* A very important part of the POSF/DYFOP program/Cameroon was that teachers learned to understand the subject themes from the perspective of the learners, as well as content driven, and to be able to switch between the two views. One of the main emphases of the training program of PAP in Rwanda is to enable teachers to manage their lessons in a way that gives pupils the opportunity to insert their perspective into the lesson, for example during phases of partner and group work, or through research as home work or solving mathematical problems. This competence of changing perspectives is not easy to achieve, however it is an important component of social cohesion.

**75** *(5) Working on the teachers’ core social competencies leads to better communication and less corporal punishment:* In the program POSF/DYFOP/Cameroon as well as in the program PAP/Rwanda corporal punishment was under discussion. Both programs addressed in professional trainings, besides the debate on this punishment, the acquisition of new competencies in order to introduce a broader repertoire of educational methods. The focus of the POSF/DYFOP/Cameroon program was laid on the subject oriented competencies of teachers and the subject oriented intensive support for pupils; in the PAP/Rwanda program, the focus was on a learner centered pedagogical approach and a more complex classroom-management.

**76** *(6) Strengthening the self regulation of students is an important contribution to enhancing social cohesion:* In the program in Cameroon, special emphasis was given to the self regulation of students by involving them in constant self-reflection and self-assessment. In the teacher training in PAP/Rwanda, especial emphasis was given to group work in class. Teachers were trained to organize working in groups to insure that every student gets involved and responsibilities are shared. They learned to react to the experience that pupils often withdraw into groups, a lack of responsibility arises or the danger arises that persons will latch on to the opinion of a spokesperson out of sheer laziness. Both aspects are important when the objective is to obtain reflected and self-regulated citizens as an important aspect of social cohesion.

**77** (7) *Participation in class is a contribution to learner centered education, school quality and democracy:* In Rwanda, as well as in Cameroon, free space to talk about controversies in schools is limited. With regard to the social cohesion of society, it is therefore crucial to offer patterns of peaceful conflict solution, discursive argumentation and to use a non-violating language. A learner centered approach allows giving space to participation among the students. Against this background, these patterns of learning can be understood as an approach to shaping a democratic school.

**78** (8) *Teacher training which takes the attitudes of teachers into account needs time and support for the teachers:* In both case studies it is obvious that such far-reaching changes in the professional self-understanding of teachers cannot be achieved by a training of only some days. In the case of Cameroon, the teachers have been involved in several one day and two day trainings over a period of two years. In the case of Rwanda, the course lasted three weeks and was replenished by a follow-up offer for several one day counseling sessions over several years. In both cases the intention was not only to include single teachers but groups of teachers. In the case of POSF/DYFOP in Cameroon groups of interested teachers attended trainings within the schools; in the case of PAP in Rwanda groups of teachers from one school joined the program and, in addition, the school principals were trained in extra courses. The expenditure was the main problem in the project in Cameroon: after the running out of the subsidies it wasn't possible to continue the courses due to a lack of resources in the school system. Also in Rwanda an independence from subsidies couldn't be achieved so far; but it seems that the composition of initial training courses in combination with the following counseling section can guarantee an institutional sustainability.

**79** (9) *The low-fee private school sector contributes to social cohesion:* Both case studies showed the constructive contribution of the low fee private school sector with regard to providing social cohesion through education.

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