



School Debate Project

The Ecolint International Learner Passport

Main school subjects involved

Social Sciences / Global Perspectives / Civic Education / Communication Skills

Aimed for

students between 10 and 18 years old

Participant Schools

School Logo 1	School Logo 2	School Logo 3	School Logo 4
School name 1	School name 2	School name 3	School name 4

Supporting Organizations

Organizational
Endowment



INTERNATIONAL SCHOOLS ASSOCIATION

International Schools Association - ISA
(Switzerland)

Academic
Advisor



Ecole Internationale de Genève
(Switzerland)

School term:

October 2025 - November 2026

Introduction

Assessment in schools is often dominated by traditional examinations and grades. Yet new approaches - such as the Ecolint Learner Passport (ELP, <https://www.ecolint.ch/en/learner-passport>) - are opening fresh perspectives on how student learning and competencies can be recognised.

This project will bring together teams of students (aged 10–18) from schools in different parts of the world to engage in structured Model United Nations (MUN)-style debates on the Ecolint Learner Passport. The ELP will remain the central theme throughout the project. Students will analyse its strengths, identify possible weaknesses, and debate its potential for wider application in global education.

Each debate will be framed around a motion (a formal statement to be argued for or against). Motions will focus on key questions such as:

- ✓ Does the Learner Passport recognize competencies better than traditional exams?
- ✓ Does it fully capture the skills needed for the 21st century?
- ✓ Can it be applied internationally across different education systems?

By defending positions both in favour and against these motions, students will sharpen their skills in research, evidence, argumentation, and rebuttal.

At a later stage in the project, each school team will also have the opportunity to formulate and defend its own improvement or adaptation of the ELP. These proposals will not be exchanged informally but will be framed as motions themselves, so that other teams can test their value through debate.


Through this format, students will not only weigh the merits and limits of the ELP but also contribute with creative ideas for its development. The international dimension of the debates will allow them to compare perspectives across cultures and contexts.

The project may culminate in a final global debate—potentially hosted at a UN facility—where teams present and defend their visions for the future of assessment, with the Ecolint Learner Passport as the reference point.

Step	Description
1. Team Formation	Each participating school forms a team of secondary students (aged 10–18), guided by a teacher who serves as mentor and coordinator.
2. Exploration of the ELP	Teams study the Ecolint Learner Passport in depth, analysing its structure, aims, and potential impact on student learning. They reflect on how it compares with existing assessment practices.
3. Structured Inter-School Debates	Using the Model United Nations (MUN) format, teams debate key questions about the ELP, its strengths, its limitations, and its applicability across different contexts. Students defend positions with evidence, argumentation, and rebuttal.
4. Development of Improvement Proposals	Based on insights gained during debates, each team formulates specific suggestions for improving or adapting the ELP. These proposals are prepared as formal cases to be tested in subsequent debates.
5. Refinement Through Feedback	After presenting and debating their proposals, teams revise and strengthen them, integrating feedback from peers and mentors to make their ideas more comprehensive and persuasive.

Project Timeline & Debate Motions

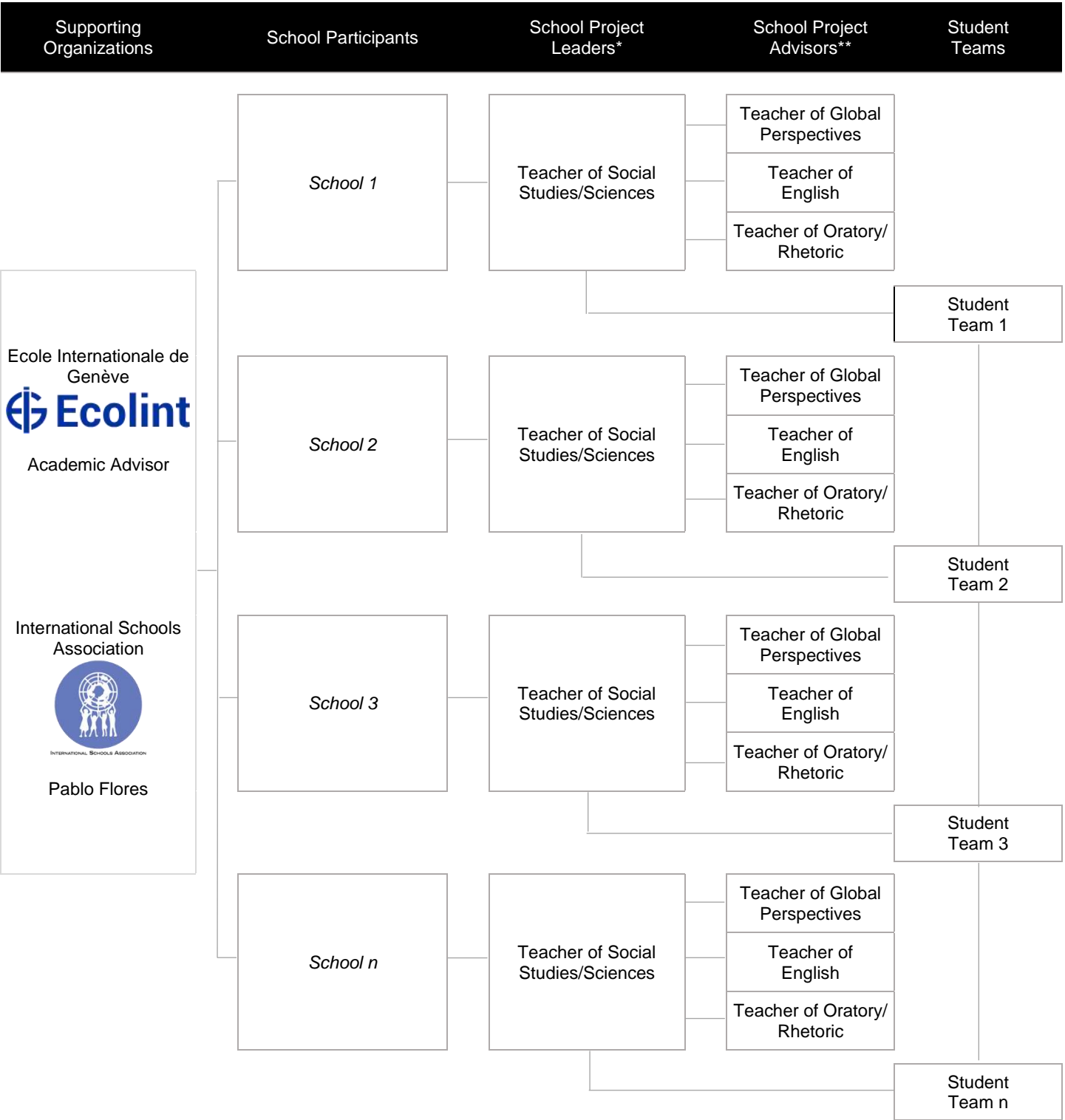
Sessions	Motions	Aim
Session 1 – Kick-off (October 2025)	Motion 1: This House believes that traditional exams are no longer an adequate form of student assessment.	Purpose: Warm-up debate, builds the context for alternative models like the ELP.
Session 2 (December 2025)	Motion 2: This House believes that the Ecolint Learner Passport provides a fairer recognition of student learning than exams.	First direct debate on the ELP.
Session 3 (February 2026)	Motion 3: This House believes that the Ecolint Learner Passport fully reflects the competencies needed for the 21st century.	Students analyse whether anything is missing.
Session 4 (April 2026)	Motion 4: This House believes that the Ecolint Learner Passport can be successfully applied across different education systems worldwide.	Tests the global applicability of the ELP.
Session 5 (June 2026)	Motion 5: This House believes that improvements proposed by student teams make the Learner Passport more effective.	Each team presents its own adaptation or improvement of the ELP, defended in debate form.
Session 6 (September 2026)	Motion 6: This House believes that the future of assessment lies in hybrid models that combine the Learner Passport, portfolios, and selective examinations.	Comparative debate, merging ideas from earlier sessions.
Final Session (November 2026)	Motion 7: This House believes that the Ecolint Learner Passport represents the future of global assessment.	Culminating international debate, ideally at a UN-affiliated venue.

 **Note:** The exact day and time of each session, commonly held on Zoom, will be coordinated in advance by teacher leaders through a dedicated WhatsApp group.

Learning Objectives

- Critically examine traditional and alternative assessment models.
- Understand the structure and procedures of Model United Nations debates.
- Develop skills in argumentation, evidence-based reasoning, and rebuttal.
- Collaborate with peers internationally through digital platforms.
- Engage with innovative models such as the Ecolint Learner Passport.
- Strengthen public speaking, diplomacy, and consensus-building abilities.
- Cultivate global citizenship by presenting solutions in an international forum.

Organizational Workflow




Notes:

* School Leaders are designated by the school administration to represent and coordinate activities. Any teacher may be appointed, depending on the school's context.

**School Advisors guide the student team, focusing on areas such as social sciences, global perspectives, English, or oratory/rhetoric.

Documentation of the Activities and Means of Interschool Communications

Example of diary of activities

Team “.....” School Activity Diary		Teacher Supervisor _____			
		Team coordinator _____			
		Team members _____			
Lesson #	Activity	Working reflections	Difficulties found	Suggestions	

Keeping a diary of activities in a school project serves several important purposes. For instance, it provides a detailed record of what has been done throughout the project. Additionally, it documents the progress, milestones, and accomplishments achieved by the project team. This documentation can be valuable as a space for reflection on the project's progress. Team members can analyze what has been accomplished, what challenges have been faced, and how those challenges were overcome. This reflection is crucial for evaluating the project's effectiveness and identifying areas for improvement. Finally, the diary serves as a means of communication within the project team. Team members can refer to the diary to stay informed about the project's status, upcoming tasks, and any changes or adjustments that have been made. This helps to maintain transparency and keeps everyone on the same page.

Blogging

- Blogging in the classroom, especially throughout project work, is a great way for students to document their work and experiences.
- The blog serves as a platform upon which to post written editorials, videos, photos, how-to instructions, and more.
- This would be a great way for students to take initiative, get involved, and share their stories with others.
- Parts of this blog can be uploaded in a collaborative platform in order to share the activities with other schools participating in the project.

Collaborative Platform Engagement

- Digital Hubs for Interaction. Schools will connect through collaborative platforms such as Zoom (for live debates), WhatsApp (for teacher coordination), and potentially Discord or similar tools (for ongoing student discussions).
- Structured Virtual Meetings. Regularly scheduled online sessions will provide space for sharing insights, addressing challenges, and exchanging perspectives across schools.
- Knowledge Repository. The chosen platform will also serve as a central hub where teams can upload research materials, post-debate reflections, and access project updates.

Estimated Budget for the Project

Item	Provider	Aim	Total Cost (euros)
Specialist Lectures / Workshops (≈50 minutes each)	Invited experts in ELP, debates, assessment	To enrich the debates with external perspectives on assessment, debating skills, and global education. Themes will be proposed and agreed by teacher leaders in advance.	≈150 per lecture
Final Debate (optional in-person participation)	Venue to be determined (UN-affiliated organisation, partner school, or hybrid option)	To provide an international stage where students present and defend their final proposals on the future of assessment, with the Ecolint Learner Passport as the central reference point.	Variable, depending on travel and hosting arrangements (transportation, lodging, meals, etc.)

** Note: The number and type of lectures will be determined collectively by the teacher leaders during the project. Costs will remain minimal, shared fairly across schools, and limited to agreed activities.*

APPENDIX

Complementary Information

I. Key Resources on Assessment and the Ecolint Learner Passport

- Ecolint Learner Passport – official website and background: <https://www.ecolint.ch/en/learner-passport>.
 - OECD – Future of Education and Skills 2030: <https://www.oecd.org/education/2030-project/>
 - UNESCO – Reimagining Our Futures Together: A New Social Contract for Education (2021): <https://unesdoc.unesco.org/ark:/48223/pf0000379707>
 - Brookings Institution – Skills for a Changing World reports: <https://www.brookings.edu/topic/skills-for-a-changing-world/>
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II. Debate Skills: Guides and Training Materials

- World Schools Debating Championships – Rules & Format: <https://schoolsdebate.com/>
- International Debate Education Association (IDEA): <https://iidebate.org/>
- University of Trento: https://projects.unitn.it/nsf/DOCUMENTO_2_Dibattito_universitario.pdf
- Thimun Foundation: <https://foundation.thimun.org/wp-content/uploads/2023/08/Booklet-9-Practicing-Debate.pdf>
- United Nations: <https://www.un.org/en/page/getting-started-model-united-nations>

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