



United Nations
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Education
Sector

EDUCATION FOR PEACE: PLANNING FOR CURRICULUM REFORM

A UNESCO Inter-sectoral Platform Project “Promoting a culture of
peace and non-violence in Africa through education for peace and
conflict prevention”

*Guidelines for
integrating an
Education for
Peace
curriculum into
education sector
plans and
policies*

Foreword

Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention Project

Promoting a culture of peace and non-violence through education is one of UNESCO's core missions. However, with 50 per cent¹ of the world's out-of-school children living in conflict-affected countries, this remains a formidable challenge.

There is indeed a need for increased attention to ensure education systems help build peaceful and sustainable societies. This includes integrating education for peace and conflict prevention, as and when appropriate, across the entire education system. This is vital not only to support the post-2015 education agenda, but also to promote the right to education and holistic development of millions of children who are being denied access to education because of violent conflicts.

Over the past two decades, numerous programmes on peace education and life skills were implemented in countries after a conflict took place. The objective was to promote peace as an essential part of the post-conflict recovery process (e.g. the INEE Peace Education Programme, UNICEF's life skills programmes and many others as reflected in the mapping of this project). However, little consideration was given to the integration of such programmes into national education systems as part of an effort to introduce constructive attitudes, skills and behaviours for living together in order to prevent future conflict.

This Resource and Development Capacity Package was developed based on the belief that, as part of a wider social, economic and political effort, education can play a significant role in a country's peace-building efforts. Its purpose is to assist Member States in integrating or strengthening peace education programs in their national education systems to promote peace and prevent future conflict. UNESCO, IBE, and IIEP developed this resource within the framework of UNESCO's Intersectoral Project, *Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention*. The Package contains Technical Guidelines and Capacity Development training modules on policy, program design and curriculum planning to integrate peace and conflict prevention into all aspects of the education system. It is meant for curriculum developers and planners from Africa.

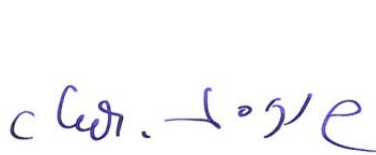
The development of the package received the support of the UNESCO Addis-Ababa Office, which assisted in the testing of materials in Addis-Ababa (Ethiopia) and Yaounde (Cameroon).

This resource will furthermore help to ensure that curricula, teaching and learning resources and teacher education are in line with the post-2015 vision of education for holistic development. This vision reconceptualises education in terms of global citizenship and responsibility by

¹ UNESCO, *EFA Global Monitoring Report 2013 Policy Paper: Children still battling to go to school*.

focusing on inclusion and social cohesion that is global in orientation. In this regard, Global Citizenship Education (GCED) seeks to empower learners with knowledge, skills, values and attitudes that are needed to forge more just and inclusive societies, capable of resolving existing conflicts and emerging global challenges.

In addition to this package, existing policies and resources on education for peace and conflict prevention in Africa, which were mapped as part of this project, are being compiled into a database. This database will be accessible to educational planners and managers.



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Introduction

These Guidelines have been developed to assist Member States in introducing or strengthening education for peace and Conflict Preventionⁱ in their education systems. One fundamental premise of the Guidelines is that this process is not just the responsibility of curriculum developers and teachers, but should be a process to which many, if not all, parts of an education system contribute. A second fundamental premise is that effective planning is critical to bringing about improved policy and practice.

The Guidelines are structured to reflect this multi-perspective approach, and contain the following sections:

1 Background, Rationale and Approach

This section describes the rationale for embedding education for peace in the education system and why it is a high priority for UNESCO. It defines some fundamental terms, provides some background to initiatives in the area, particularly in African countries, and discusses the benefits and challenges of a system-wide approach.

2 Considering Education for Peace throughout the Planning Process

It has been amply demonstrated that ‘ad hoc’ or project based efforts in the area of education for peace are difficult to sustain once project funding ends. It is critical that the principles and beliefs of education for peace are embedded in the education system as a whole, and that all education planning and policy decisions take the education for peace priority into account.

Consistent with this system-wide approach, this section describes the strategies that need to be put in place to achieve the desired education for peace planning and policy outcomes.

3 Education for Peace from a Curriculum Perspective

The key outcome of the system-wide effort to strengthen education for peace is improved and enriched learning by studentsⁱⁱ in schools. The ultimate goal of the process is to foster understandings, skills, values and behaviours in students that will lead to peaceful, sustainable and secure communities and societies.

For this reason, this section focuses on the ways in which curriculum, broadly defined as ‘everything students learn in school, intentional and unintentional, planned and unplanned’, can be strengthened in order to enhance student learning outcomes in education for peace.

4 Considering Education for Peace from a Management Perspective

Introducing education for peace as a priority across education systems will require careful management and will have implications for all functional areas. This section considers the likely impact of this system-wide approach on areas such as teacher selection and training, the appointment of school principals and head teachers, the examination system and community involvement in supporting education for peace initiatives at school level. It also

discusses management approaches to common management responsibilities, such as costing, financing and monitoring and evaluation.

How to Use these Guidelines

UNESCO recognises that countries which use these Guidelines will be at different stages of developing their approaches to Education for Peace. Many will have adopted this as a major priority for some years and will have already embedded it in their planning processes and priorities, and will have developed and implemented curriculum in their schools. Others may have developed some curriculum responses, but are yet to approach the issue from a whole-of-system perspective. Yet others may be at the beginning of the process of making Education for Peace a priority, and are looking for ideas to consider on the range of issues involved and how to approach the process.

It is hoped that these Guidelines provide food for thought for all countries, regardless of the stage they have reached. While the Guidelines are comprehensive in their coverage, users should not feel obliged to start at the beginning of the document and to adopt all its suggestions in some sequential way. Rather, each user should look carefully at the list of contents and find the parts which will most effectively inform their work.

For example,

- if a country has already incorporated Education for Peace into its curriculum, but is not satisfied with the way in which this has been done, it might want to consider sections 3.3 and 3.4 of the Guidelines which describe how a curriculum review can occur;
- if the country has Education for Peace as a curriculum priority, but has not considered fully how this impacts on the whole system, it might want to consider in particular section 4.1 which examines this issue;
- if the country has not been able to integrate Education for Peace into its planning processes, it might want to look carefully at the suggestions for sector-wide planning in Section 2.

These Guidelines are not intended to be inflexible or prescriptive. It should be remembered that they are Guidelines only and have been developed to offer suggestions and advice to countries, regardless of how effective and extensive their current Education for Peace policies, plans and programs might be. Each country will select on the advice offered here in terms of its own political, social, cultural and economic circumstances. These Guidelines focus on the areas of educational planning and curriculum review and development in relation to education for peace. They do not provide complete guidance on the development of an overall education sector plan or a full curriculum review process. Readers who are not familiar with these general processes will want to consult other resources such as the IIEP Education Sector Planning Working Papers (available online at <http://www.iiep.unesco.org/capacity-development/sector-planning-support/strategic-planning-working-papers.html>).

“Since wars begin in the minds of men [and women] it is in the minds of men [and women] that the defences of peace must be constructed.”

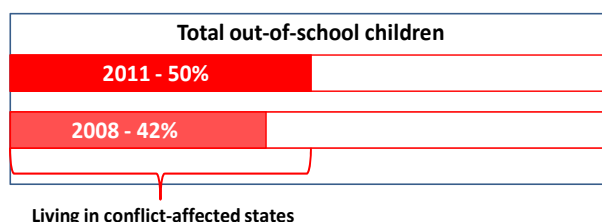
UNESCO Constitution

Section 1 Background, rationale and approach

The purpose of Section 1 is to provide a context for the production of these Guidelines. The Section provides some background on Education for Peace, the rationale for ensuring that it is a system priority and outlines the approach to Education for Peace as both a planning and curriculum initiative.

In 2008, 42% of the world’s out-of-school children lived in conflict-affected countries, and over 175 million children. Disturbingly the situation is even worse now. As shown in Figure 1, as of 2011, one half of the world’s out-of-school children lived in conflict-affected countries (UNESCO, 2013). One positive note is that eight countries that were classified as “conflict-affected” in 2008 (including five countries in Africa) were no longer considered “conflict-affected” in 2011. Over 175 million

Figure 1. World's out-of-school children living in conflict-affected states



children annually are affected by the impact of disasters, and increasingly the links are being made between conflicts and disasters (MacEwen et al, 2011). Continued efforts to build and consolidate peace, including in those countries, is essential as a recent study found that “nearly 60 percent of all countries that suffered one civil war experienced conflict again” (Walter in *World Development Report*, 2011). Africa is a priority region for UNESCO and it is also the region with the highest incidence of violent conflict globally, as can be seen in Table 1.1 below. As part of a wider social, economic and political effort, education can play a significant role in a country’s peace-building efforts. Therefore the systematic promotion of education for peace and conflict prevention is vital.

A recent mapping of initiatives in this area in Africa (UNESCO, 2013) revealed that, although education for peace is increasingly included in policy statements, translation to the practical level (for example, to realistic plans and to curriculum changes) is proving to be challenging. It has also been the case that *ad hoc* or “project based” education for peace efforts are not sustainable once external funding is withdrawn. One conclusion that has been drawn from these experiences is that full integration of education for peace into the national education system, including within the overall educational planning process, may increase the probability of successful implementation of education for peace initiatives. This project, therefore, seeks to provide guidance to Ministries of Education that are working to more fully integrate education for peace and conflict prevention throughout their education systems.

Table 1.1: List of conflict-affected countries: 2002–2011

| | |
|--|-----------------------|
| Afghanistan | Myanmar |
| Algeria | Nepal |
| Angola** | Niger*** |
| Burundi | Nigeria |
| Central African Republic | Pakistan |
| Chad | Palestine |
| Colombia | Philippines |
| Cote d'Ivoire | Russian Federation |
| Democratic Republic of the Congo | Rwanda** |
| Eritrea** | Serbia** |
| Ethiopia | Sierra Leone** |
| Georgia** | Somalia |
| Guinea** | Sri Lanka |
| India | Sudan* |
| Indonesia | Syria*** |
| Iran*** | Thailand |
| Iraq | Timor-Leste** |
| Liberia | Turkey |
| Libya*** | Uganda |
| Mali*** | Yemen |
| Notes: | |
| Countries in bold are in Sub-Saharan Africa (which also includes South Sudan). | |
| * During the time period of this chart, South Sudan was still a part of Sudan. | |
| ** These countries were on the list in 2011 but are no longer identified as conflict affected in 2013. | |
| *** These countries were identified as conflict-affected in 2013. | |

1.1 Terminology

These Guidelines use “education for peace” as an overarching term that can be applied to many initiatives designed to promote peace and non-violence throughout the education system. Originally aimed at eliminating the possibility of global extinction through nuclear war, peace education addresses the broader objective of building a culture of peace. In this global effort, progressive educators worldwide are teaching the values, standards and principles articulated in fundamental UN instruments such as the UN Charter, Human Rights documents, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Convention on the Rights of the Child (CRC), the World Declaration on Education for All, and many others.ⁱⁱⁱ As an example, the UNESCO/UNHCR/INEE Peace Education Programme teaches the skills and values associated with peaceful behaviours. The programme is designed to enable and encourage people to think constructively about issues, both physical and social and to develop constructive attitudes towards living together and solving problems

that arise in their communities through peaceful means.^{iv} It is recognized, however, that different terminology has been used in many countries and that each country will adopt the terminology that best suits its own social, cultural and political context. Examples of terms that have been adopted include those cited by Education Above All (2012).

1. **Values education and life skills education** typically include core values such as empathy for other human beings and respect for human dignity, together with core life skills, including intra-personal skills such as emotional awareness, and inter-personal skills such as communication, cooperation, problem-solving, conflict resolution and advocacy.
2. **Peace education** includes these core values and skills (described above), and an introduction to human rights, since respect for human rights is needed for “positive peace” (Galtung, 1969). “**Education for tolerance**” often has similar content (Reardon, 1997). Peace education may also include studies of the causes of conflict and its transformation, and other global issues.
3. **Human rights education** includes core skills and values such as critical thinking, empathy, avoiding stereotyping and exclusion, and the concepts associated with human rights and responsibilities. It usually introduces some elements of specific human rights instruments (e.g. the Convention on the Rights of the Child) and consideration of how human rights principles, such as participation and non-discrimination, might be reflected in the lives of students themselves.
4. **Citizenship or civic education** can include learning about local, national and international institutions, good governance, rule of law, democratic processes, civil society and participation, etc. and has moved towards including items (1) to (3) above, especially to encourage social cohesion in a divided society. A core aim is to get citizens with diverse backgrounds to cooperate peacefully to ensure that the basic human rights of all are met without discrimination and without violence.

Source: *Education for Global Citizenship*, Education Above All, 2012, page 16.

There is also a strong argument for Education for Peace not to be taught in isolation from other, related curriculum themes and topics. The organisation Teachers Without Borders, for example, argues that ‘Human Rights Education, Multicultural Education, Global Citizenship Education, and Conflict Resolution Education all fall under the scope of Peace Education and provide different approaches to the field’.^v Others argue that peace education cannot be taught and learned effectively without reference to gender equity, civics education and life skills.

The important distinction with regard to education for peace initiatives (by whatever name adopted) is that the acquired learning is not an end in itself. The eventual outcome of the learning is rather that students change or affirm their values and behaviours. The learning ‘empowers’ students to ‘end violence and injustice and to create a culture of peace’. Education for peace should enable students to ‘resolve conflict peacefully’ and to do so at an ‘interpersonal, intergroup, national or international level’. Doing this requires curricular as well as whole system efforts. Accordingly the ADEA Inter-Country

Quality Node on Peace Education (2012: 11) defines **education for peace** as “a deliberate policy and institutional response to conflict. Strategically, it implies setting up of a friendly environment within which learning can be carried out. Promoting education for peace was taken to be the use of education to achieve peace in society: as such, it brings to the fore the social purposes of Peace Education, which prepares learners to acquire peace-building competencies.”

For the purposes of these Guidelines, therefore, the term “education for peace” is adopted. It recognizes the value of the other terms mentioned above, and assumes the main goal of this priority area to be the creation of an educational environment that is based on respect for human dignity and human rights, and that promotes critical thinking and values, skills and attitudes such as empathy, participation, non-violence and peace. Ultimately each country will choose the terminology that best matches its needs based on its own historical, political and social environment.

1.2 Education for peace: a holistic, system-wide approach

These Guidelines are based on a **system-wide and rights-based approach** to promoting education for peace. The rights-based approach is where the principles of human rights are reflected throughout the education system. The Guidelines recognise that it is not enough to have peace education in the formal school curriculum, but that the entire system conveys messages (directly or indirectly) about peace and non-violence. This approach recognizes that all the different parts of a country’s education system exist for the purpose of supporting the learner, and have an impact, either direct or indirect, on the quality of learning.

Accordingly Figure 2 shows the **learner at the centre** of the system surrounded first by the **teaching and learning** circle which represents the “school” level or any other place where learning occurs, such as a non-formal education centre, a university or a vocational training institute. The teaching and learning circle includes everything that most closely interacts with the learner’s day-to-day learning experience, e.g. teachers, school principals and administrators, the curriculum in use, schools and classrooms, textbooks and other

educational teaching and learning materials. The circle labelled “**education administration and support**” represents the rest of the education system and includes areas such as policy, inspection and supervision, educational planning, research, teacher training, teachers’ unions and anything else that is needed to support the teaching and learning process.

Figure 2. The learning system

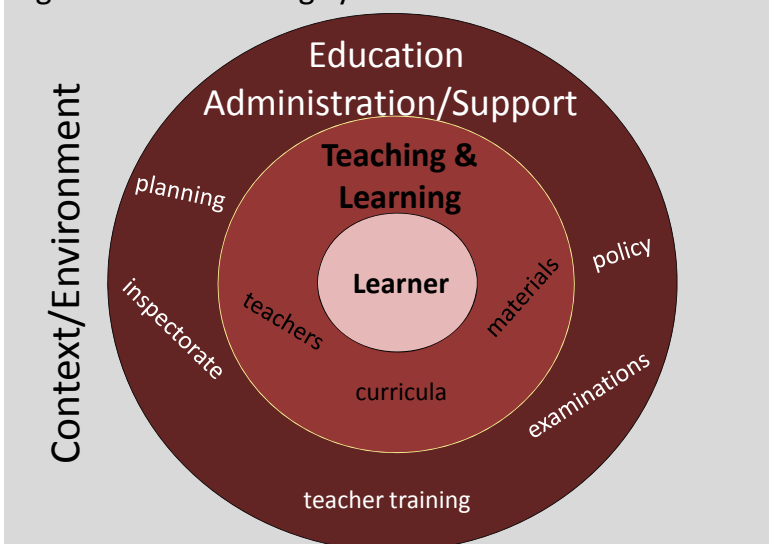


Figure 2 also recognizes that education systems exist within the **overall context or environment** of a country and local areas. The environment includes the social, political and economic environment of the country or area but also includes governance structures, labour markets, peer and parental influences on learners, public resources available for education and other external factors which, while outside the direct control of the education system, have the ability to influence learners and the quality of learning outcomes.

This system-wide approach recognises that education does not occur in a vacuum and that key messages about **peace** are transmitted to the learner via all parts of the system as well as through the broader, social environment. It also recognizes that learners convey these messages to others in the education system, especially their peers, as well as back to their environment through their involvement and behaviours in their local communities.

This system-wide perspective is a key aspect of these guidelines as is the incorporation of a **“conflict sensitive” approach** to planning for education for peace and conflict prevention. A conflict sensitive approach recognises that education systems have the potential to either contribute to conflict (e.g. through curricula that convey negative stereotypes of certain social or ethnic groups or through inequitable allocation of resources that favours one societal group at the expense of others) and just as importantly that education can contribute to peace building through incorporating areas such as learning respect for diversity, and local, national and global citizenship into the curriculum; adopting education policies designed to redress historical inequities in access to education; and proactively providing education resources (human, financial and capital) in an equitable manner (Sigsgaard, 2012: 8). A conflict sensitive approach therefore encourages education planners and managers to conduct analyses and make decisions in order to support or build peace and also to view decisions through a “do no harm” perspective which asks the question of whether actions might add to tensions or inadvertently contribute to conflict. For example, the use of corporal punishment in schools is physically and mentally harmful to students and also conveys a message that physical violence is an acceptable means of resolving an issue, both of which are inconsistent with the “do no harm” philosophy.

In keeping with this system-wide approach to education for peace and conflict prevention, the next section of the Guidelines will look at the issue of how to incorporate education for peace into the educational planning process. Following that, Section 3 will look in-depth at issues associated with developing and implementing curricula for peace education or other education for peace initiatives.

Section 2 Considering *Education for Peace* in planning processes

The purpose of this section is to provide an overview of the planning process with an emphasis on how to include education for peace throughout all stages of the process. After a short introduction that describes the educational planning process in general, the remaining parts of this section will examine the individual stages of the process from the viewpoint of education for peace.

2.1 Overview of the educational planning process

Education plans serve a variety of purposes and can be developed at multiple levels of the system and with varying time frames. A national education plan is often developed to cover a “medium-term” five-year time frame (though in some countries the planning period might be longer). Such medium-term plans serve a **strategic purpose** as they guide the course of the education sector over several years. These plans are frequently accompanied by one-year **operational plans** that are more detailed and match current year availability of funds for the education system. Operational plans spell out more detailed activities for the year and also serve as a means to monitor progress towards objectives, both over the course of the annual period as well as over the longer time frame of the overall plan.

If a country is in the middle of a five-year planning cycle, it is still possible to incorporate new or changing priorities, such as education for peace, into annual planning processes. In most cases activities associated with education for peace can be associated with existing plan objectives related to access, equity or quality. In this way new initiatives for education for peace may also contribute to successful implementation of existing education sector plans.

In addition to varying time periods, education plans can be developed at multiple levels of the education system. Increasingly countries are decentralizing planning processes in order to increase “ownership” of educational plans. The theory is that when plans are developed at decentralized levels by administrators and local stakeholders then those involved in the process will be more familiar with and support the contents of the plan and the planned implementation strategies. The planning process itself then contributes to improved results throughout the system. The ideas proposed in these Guidelines for incorporating education for peace into the educational planning process can be adopted whether a country has a centralized or decentralized system. If a decentralized process is used then capacity development efforts must be extended to all levels of the system so that planners at all levels (central, regional and sub-regional) are familiar with the approaches and challenges of integrating education for peace within their plans.

The remainder of this section, therefore, looks at the process for integrating education for peace into education plans. As discussed in Section 1, there are many good examples of peace education programmes that have been initiated but that proved to be unsustainable on a national scale for reasons of funding or because of their ad hoc nature. **Integrating such programs within education sector plans** gives these programmes greater institutional acceptance and increases the likelihood that funding and required resources will be made available in order to implement successfully the various components of the education plan. Therefore the following parts in this Section look at each stage of the typical education planning process from the stand point of what is needed to integrate education for

peace and conflict prevention. Box 1 provides a general overview of the planning process on which the following discussion is based.

Box 1: Overview of the Educational Planning Process

Phase 1: Situation analysis/sector diagnosis: In this stage of the process, an examination of the education sector and overall development context of the country is conducted. The sector diagnosis is a broad look at the education sector and its performance. Results are frequently broken down into categories such as access, quality, equity and management. The sector diagnosis looks in depth at the education sector but also looks at other national and international strategies that may have an effect on the education sector. For example, international agreements such as Education for All have contributed to increased efforts to enrol all children in basic education and to efforts to reduce gender disparities in access to education. In addition, the sector diagnosis should also incorporate a conflict and vulnerability analysis that assesses the conflict or disaster risks facing the education system. This latter component is especially important with regard to the issue of integrating education for peace and conflict prevention in the planning process as it helps to identify areas of the system that may have the potential to inadvertently contribute to conflict or areas that need to be strengthened to better support peace building efforts.

Phase 2: Policy formulation/review: The results of the education sector diagnosis may indicate that there is a gap in educational policies. For example, if children from one part of the country have limited access to schooling an analysis may indicate that certain language or ethnic groups do not have equal opportunities to access education. Therefore policies might be adopted such as an inclusive language policy or a social inclusion policy that will help increase access to education for children from neglected areas. (Refer to sections 2.3 and 3.2 for a discussion of policy formulation/review in relation to education for peace.)

Phase 3: Identification of objectives and design of priority programmes: The sector diagnosis also helps education ministries to decide on their priorities with regard to educational programming. In a medium-term planning process key objectives for the education sector are discussed and agreed during this phase based on the results of the sector diagnosis. For example, access problems that are identified may lead to an objective to increase access – overall and/or for particular groups or areas. Once the key objectives have been identified, specific priority programmes for achieving them, including with key activities, targets and timelines will be designed. For example, one strategy may be to design an initiative to recruit and train more teachers from particular regions if one of the reasons for lack of access is a shortage of qualified teachers in certain areas of the country.

Phase 4: Costing and financing frameworks: A sound educational plan requires an accurate and realistic estimate of costs. The largest component of an education budget is staff salaries (including teachers and all other education personnel). Salaries must be projected including with planned increases in salaries as well as based on teacher requirements over the planning period. In addition to salaries, all other costs of the education system from construction of classrooms to the printing and distribution of textbooks to costs associated with any special education initiatives must be estimated and included in costing scenarios for the planning period. In the case of education for peace, this might also include estimating

the cost to revise teacher training programmes, for example, in order to make sure that teachers are fully trained on the new materials. Once the costing has been developed the education budget is compared to the financing envelope that is anticipated from the Ministry of Finance. Any shortfalls in financing are then identified and additional sources of financing are sought – e.g. additional financing from the national or regional governments, financing from international donors (both development as well as humanitarian donors) or possibly even from the private sector, local communities or families. (Costing and financing frameworks are discussed in more detail in section 4.2 of these Guidelines.)

Phase 5: Monitoring and evaluation: A key part of the educational planning process is also the development of a monitoring and evaluation framework. This framework is developed in conjunction with the education plan and provides the basis for monitoring implementation over the planning period. Monitoring and evaluation results are critical as they help education managers determine whether the system is achieving its objectives and they also are critical for future planning processes as data collected are fed into subsequent sector diagnoses and annual operational plans. (Monitoring and evaluation are discussed in more detail in section 4.3.)

2.2 Phase 1: Situation analysis/sector diagnosis

When integrating education for peace into education plans, the first step is to conduct a situation analysis. This analysis may either be a component of the full education sector diagnosis if a new medium-term plan is under development or it may be part of an annual education sector review. This part includes suggestions for key components of a situation analysis to consider with regard to education for peace. Not all of these suggestions need to be acted upon in every situation. Planners should identify the ones that are most relevant to their own context and incorporate those into their analysis.

- ✓ **Review existing national development strategies.** Do they specifically address issues of conflict, peace-building or related topics such as peace, equality and justice? What is or could be the potential role of the education system, if any, in helping to achieve these national strategies?

Box 2: Example – South Sudan

The South Sudan Development Plan 2011-2013 is based upon the theme of '*Realising freedom, equality, justice, peace and prosperity for all*'. ...

Overall South Sudan Development Plan (SSDP objective): To ensure that by 2014 South Sudan is a united and peaceful new nation, building strong foundations for good governance, economic prosperity and enhanced quality of life for all. Efforts to achieve this are broken into four core building blocks for SSDP in this period:

- Improving governance;
- Achieving rapid rural transformation to improve livelihoods and expand employment opportunities;
- Improving and expanding education and health services; and

- Deepening peace building and improving security

Source: South Sudan Development Plan, 2011: xiii-xiv.

Box 3: Example – Côte d'Ivoire

The Côte d'Ivoire Poverty Reduction Strategy Paper (PRSP) 2009-2015 was developed in the framework of the ***consolidation of peace and restoration of social cohesion***, recovery of the Ivorian economy and sustainable improvement of the welfare of the population who has suffered several years of socio-political and military crises. ...

The diagnosis of poverty helped to define for Côte d'Ivoire a **clear vision** that could be summarized in five main points, around which government actions should be concentrated. The aim is to make Côte d'Ivoire: (i) a ***haven of peace, security, social cohesion and well-being***; (ii) an ***emerging country*** and an economic power in the Sub-region; (iii) a country where ***people work in discipline and the respect of moral values***; (iv) a country with a ***culture of excellence and promotion of merit in equity***, and (v) a modern country, respectful of environmental values.

Source: Côte d'Ivoire: Poverty Reduction Strategy Paper, 2009: i-iii.

- ✓ **Conduct a vulnerability and conflict analysis.** A vulnerability and conflict analysis assesses the vulnerabilities (weaknesses) and capacities (**strengths and resources**) of the education system against identified risks, which can be related to conflict or other hazards such as floods or drought. In terms of conflict it examines the impact, or potential impact, of conflict on the education system and also looks at how the system works to reduce the risk of conflict, for example by school plans that seek to keep children and education staff safe in the event of a physical attack on a school or through incorporating education for peace into the curriculum (or conversely how the system might inadvertently increase the risk through systematic discrimination against a particular segment of society, for example). As part of the situation analysis, it can help to identify areas that need attention for future implementation efforts. An example of how to structure a vulnerability and conflict analysis in order to examine key aspects of the education system in terms of whether they support the objectives of education for peace and conflict prevention is included in Annex 1.
- ✓ **Analyse existing educational data from a conflict sensitive perspective.** Incorporating education for peace and conflict prevention into the education planning process does not necessarily require an intensive effort to gather new data. Many EMIS databases will already gather information that can be analysed for this purpose. One reason that education may contribute to conflict or towards continued tensions among different cultural, ethnic or religious groups is a perception (or reality) that some groups are more advantaged than others in terms of access to educational resources (such as qualified teachers, well-built schools and classrooms and supply of educational learning

materials). As part of the situation analysis, therefore, educational data can be analysed to determine whether such inequities exist. The examples in the table below are illustrative only. The ones chosen for analysis should be those that best match the context of the country.

| <i>Consider an analysis of ...</i> | |
|------------------------------------|---|
| Access | <p>✓ <i>Disaggregated enrolment and intake ratios</i> (gross and net, if possible): enrolment and intake ratios should be disaggregated to the smallest unit possible. For example Liberia is divided into counties, districts and clans. The first step is to analyse how county GERs compare to the national GER. This may point to disparities in some parts of the country if there is a significantly disadvantaged county. It will be important to go at least one level deeper (i.e. to the district level) to see whether disparities within counties also exist. It is often the case that provincial or county capitals have greater access to education than remote rural areas. Without analysing standard educational data in more detailed ways, it will be impossible to know whether and where inequities exist within the system.</p> <p>Enrolment and intake ratios can also be disaggregated by:</p> <ul style="list-style-type: none"> • Gender to determine whether boys or girls are more advantaged within the system. • Level of the system (e.g. primary, lower secondary and upper secondary) to determine whether groups from different parts of the country are accessing different levels of the system at the same rate. <p>This same type of analysis could also be conducted for people from different tribal, ethnic or religious groups, if the data are available and if the issue is not too politically sensitive. This issue must be handled with great care depending on the specific context. If, for example, analysing data by ethnicity or religion has the potential to increase conflict or tension then such efforts should be foregone. Instead it may be more politically neutral and acceptable to analyse the data using proxy indicators such as language of instruction or geographic locations within the country.</p> <p>✓ <i>Availability of schools</i> (or other education institutions) by type (i.e. primary, lower and upper secondary, technical, universities) and by geographic region. If detailed school mapping data are available, these data can be analysed to see whether children living in different parts of the country have more or less access to educational facilities. This may give an indication of whether children in all parts of the country have equal access to education facilities. The absence of secondary schools or tertiary institutions in some parts of the country, for example, may indicate that long-standing educational disparities with regard to access to post-primary education are continuing. In Sierra Leone, for example, it is believed that one of the drivers of conflict during that country's civil war was widespread inequality in the education system. Youth from rural areas were particularly disadvantaged with regard to their access to education, and were therefore more susceptible to engaging in violence and joining the conflict (Keen, 2005 cited in UNICEF, 2012).</p> |

Consider an analysis of ...

Quality

- ✓ **Examination results** disaggregated by regional level and gender. Such data may indicate disparities in the quality of educational results as well as disparities in equality of opportunities for learners from different areas. Such data can be further analysed as to the likely cause of differences, such as poor quality teaching environments or less qualified teachers in areas with poor results.
- ✓ **Student tracking information** (if existing). Transition rates from one level of education to the next should be analysed (by gender and by region) to determine whether disparities exist. In addition if data exist related to employment of students who have successfully completed specified levels of education, these should also be analysed to determine whether students from all parts of the country have access to quality and relevant education. If education does not prepare young people well enough to get jobs, there is the potential that this could lead to frustration and violence.
- ✓ **Distribution of qualified teachers** throughout the country and at different levels of the system. If the “best” or most qualified teachers are all located in urban areas or particular regions of the country, then this may continue to perpetuate educational inequality.
- ✓ **Availability of educational infrastructure and resources**. It may be possible to determine from existing educational data (at least at a general level) whether there are disparities with regard to infrastructure and resources such as classrooms, furniture, science labs, computer labs, textbooks, and other educational teaching and learning materials.
- ✓ **Language of instruction** in different parts of the country. Language policies that are inclusive and allow for mother tongue instruction in early primary grades can improve educational outcomes and can foster a sense of cohesion. This may necessitate hiring trained teachers from the area and the need for textbooks or other teacher and learning materials in the local languages.
- ✓ **Student-classroom ratios** and **student-teacher ratios** analysed by different geographic regions can indicate whether schools are over-crowded in some places which may contribute to educational disparities. Note that a low student-teacher ratio by itself is not necessarily an indicator of “good” quality as schools in rural areas may have low student-teacher ratios due to smaller population sizes or because not all children are enrolled in school (for reasons of poor quality or because families do not enrol their children in school).
- ✓ **Existing education for peace programme (if any)**. Has the programme been implemented throughout the country? Have all teachers been trained? Are there measures in place to evaluate the outcomes of the programme, including changes in pedagogy and school ethos? (See also section 3 for discussion of

Consider an analysis of ...

| | |
|--------------------------------------|---|
| | curriculum issues.) |
| Management and Administration | <ul style="list-style-type: none"> ✓ Characteristics of school principals (or head teachers) and education managers at different geographic levels of the system. Depending on the context in a particular country it may be useful to analyse the qualifications and experience of education managers, though this type of analysis requires care. In situations where certain cultural, ethnic or religious groups have historically suffered discrimination the more relevant unit of analysis might be ethnic group, for example, to see whether past inequities are being addressed. If there is a Human Resource Management Information System (HRMIS) these types of data may be available, though in some situations, it may be too sensitive to collect such data. For example, in post-genocide Rwanda as well as in Burundi data are no longer collected regarding ethnic origin. ✓ Education expenditures per pupil/student in different parts of the country (disaggregated by primary and post-primary levels). Analysing the distribution of education expenditures can also be a useful means to determine inequities within the system. On the other hand, if a government has enacted a conscious policy to redress previous imbalances in education spending then previously disadvantaged regions may receive more funding. The specific context of the country will determine how to analyse this type of information. ✓ School safety issues: In situations of insecurity it is possible that an education ministry will have a school safety office that routinely collects information related to attacks on education (such as direct attacks on schools or attacks on teachers or students at school or <i>en route</i> to or from school). If such data exist they should be analysed to look for trends – increasing or decreasing numbers of attacks, locations of attacks, targets of the attacks, etc. ✓ Accountability and transparency in system management: Are there clear and transparent processes for promotion and/or placement of education personnel? Are education resources distributed transparently and equitably throughout the country? Do decentralized levels of the system have any autonomy with regard to the use and distribution of resources? |

In addition to the analysis of the current status of the education sector as outlined above, it is important to review all other available and relevant information. When there are gaps in the information available, it may be necessary to collect additional data.

- ✓ **Review education reports written by researchers or external actors.** If the Ministry of Education has a research and evaluation unit, any relevant reports should be reviewed as part of the situation analysis. It may also be useful for education officials to review reports written by external actors in

order to see an outside perspective on how the education system is operating and how others see the education system contributing to peace and/or conflict. Possible reports to review are those written by multilateral finance institutions such as the World Bank or the African Development Bank; bilateral donors that fund or are considering funding education in the country; United Nations organisations such as UNICEF, UNESCO, UNHCR (when refugees are present in the country) and WFP (when school feeding programmes exist in the country); the Global Partnership for Education (GPE) if a sector review or fragility analysis has been conducted in order to become a GPE country; NGOs that work and are providing services in the country; advocacy organizations (such as Amnesty International or Human Rights Watch) that may have analysed the situation; or other groups such as the Inter-agency Network for Education in Emergencies (INEE) that have an interest in conflict sensitive education or education in situations of fragility or emergency. These reports can be requested from the organizations working in the country or, increasingly, they can also be accessed via the internet.

- ✓ **Collect additional or supplementary data.** If the EMIS does not routinely collect data that can be used to analyse disparities in access to and quality of education (as discussed in the table above and including other issues, such as the transition from education to employment), then new data may need to be collected. This could be done using purposive sampling to focus on specific areas of the country that have historically been neglected or prone to conflict, that have the potential for conflict or where there is active, on-going conflict. The data collected depends on the country's context and those variables that are most significant in terms of analysing the education sector's role in contributing to peace or conversely to conflict.

If there is recently ended or on-going conflict in the country, then it may also be necessary to collect information related to school safety and security such as attacks on schools, teachers, other education personnel or learners (if this is not already done). Similarly it will be useful to analyse the effects of the violent conflict on the education sector, for example, by collecting and analysing information related to displacement (of education personnel and learners); constraints on human and financial resources; destruction and neglect of classrooms, school facilities and education equipment and supplies; and numbers of children and youth who may have dropped out of school or not entered school due to the conflict. Such data will provide a baseline for future analyses and will also help with the identification of priorities (discussed below).

- ✓ **Conduct a review of existing education for peace programmes^{vi}** (if any and if this has not already been done). In instances where an education for peace (or similar) programme has already been developed, the situation analysis should include information related to implementation to-date as well as outcomes of the programme if known. Supplementary surveys may be needed to determine implementation rates as well as to collect more qualitative data related to the results of such programmes (e.g. abilities of teachers to convey the materials; changes in values, skills and attitudes of learners and education personnel). The situation analysis should also include information about the coverage of the programme (national, in certain regions only, in certain schools only), future

plans for the programme in terms of implementation or revision and challenges that have been encountered with regard to implementation and/or sustainability.

- ✓ **Use a SWOT analysis to help analyse the potential role of the education sector in peace-building.** A SWOT analysis (see Annex 2 for a description and an example) can be a useful tool for analysing whether a system's strengths and potential opportunities with regard to peace-building and conflict prevention outweigh its weaknesses and potential threats. The analysis can be used to formulate relevant education responses that build on strengths and opportunities while minimising weakness and threats.

2.3 Phase 2: Policy formulation/review

As stated earlier, part of the educational planning process is the review of existing policies to determine whether revisions are needed or whether new policies are needed due to gaps in existing policies. While there are many different definitions for policy, in these guidelines we define policy as the “explicit or implicit decision(s) that guide future decisions, initiate or retard action or guide implementation” (Haddad, 1995). “Some examples of what generally is referred to as a policy are: introduction of national languages in the curriculum, free access to education, decentralization of teacher management. The decision to develop a new policy can be made as a result of a variety of factors: the failure of an existing policy; a particular situation outside the education system that requires a change in the present policy; the ministry of education's willingness to either conform to or experiment with innovative ideas coming from other countries; the arrival of a new government or a new minister” (IIEP, 2012: 6).

As stated in Section 1, the UNESCO mapping exercise (2013) found that 84% of the 45 sub-Saharan African countries analyzed had in place national education policies that included culture of peace values. Some examples are listed below.

Box 4: Ethiopia Education and Training Policy, 1994

The Ethiopia Education and Training Policy of 1994 recognises the role that education plays in terms of the development of society. With regard to education for peace and conflict prevention, one of the general objectives of the policy is to, ***“Bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline”*** (emphasis added).

Note that implementation of this policy was reviewed in 2002 by the Ministry of Education and Training.

Box 5: The Gambia Education Policy 2004-2015

The Gambian education policy identifies its guiding principles as “The Gambia as a Nation remains highly committed to developing its human resource base with priority given to free basic education for all. It is for this reason that this policy will be used as a means for the attainment of a high level of economic growth to alleviate poverty with emphasis on the critical areas for the realisation of the MDGs, EFA and

NEPAD. Hence, the guiding principle for education is premised on (emphasis added to the premises related to education for peace):

- i. ***Non-discriminatory and all-inclusive provision of education underlining in particular, gender equity and targeting of the poor and the disadvantaged groups;***
- ii. ***Respect for the rights of the individual, cultural diversity, indigenous languages and knowledge;***
- iii. ***Promotion of ethical norms and values and a culture of peace;***
- iv. Development of science and technology competencies for the desired quantum leap.”

Since broad policies related to education for peace are largely in place in sub-Saharan Africa, the key challenge in this area is to review existing policies and their implementation in order to determine whether they are functioning as planned or whether any revisions are needed. In addition, the review of existing policies will also help educational planners and curriculum developers to focus their efforts with regard to priorities for education for peace and conflict prevention. The existence of generic policies related to education for peace provides a firm foundation for carrying out curriculum reform or revision e.g. policies related to assessment of learning or patterns of study that indicate which subjects (including education for peace) are to be studied in various grades (see Part 3.2 for more discussion on curriculum-related policies).

In general policies that are conflict sensitive and/or promote a culture of peace revolve around notions of equal opportunities, respect and equity. Consequently analyses focused on disparities in access to or quality of education (as discussed in Section 2.2) will form the main evidence base for a policy review. These data can also be supplemented by qualitative data (from surveys or focus groups) that are conducted to determine people’s perceptions of the fairness and inclusiveness of the system in different parts of the country.

Some education systems may have a specific policy related to education for peace and conflict prevention. For example in 2008 the National Education Commission in Sri Lanka approved the “National Policy and a Comprehensive Framework of Actions on Education for Social Cohesion and Peace”. This policy incorporates the key strategic areas of curriculum, teacher education, second national language, co-curriculum, school culture and models of integrated schools that were identified by multiple stakeholders from differing ethnic and religious communities as critical in the Sri Lankan context. The aim of the policy was to “bring together disparate peace-promoting activities into a coherent framework” (Education Above All, 2012: 255). A recent review noted that one of the key achievements of the policy is that it provides “sustained legitimation for continued work in this area” (i.e. social cohesion and peace, Davies, 2012: 258). If a separate policy related to education for peace is developed, it is also necessary to allocate dedicated resources to its implementation and to review whether the policy is being implemented as planned or whether it requires revision based on new realities within the country.

Examples of education policies that apply and could be reviewed from the perspective of education for peace and conflict prevention include the following (see also Section 3.2.1 for a discussion of policies particularly related to curriculum).

- Inclusive education policy to ensure all children have access to education.
- Policy for the provision of education for refugees and IDPs.
- Language policy, especially in multi-lingual states. This type of policy should be reviewed to make sure that it does not favour one group over another.
- School management policy that forbids corporal punishment and is centred on child friendly, constructive classroom management techniques.
- Teacher training policy to ensure teachers use child-friendly methods and have sufficient skills in education for peace and conflict prevention.
- Teacher deployment policy that provides for the equitable deployment of teachers in an open and transparent manner.
- Capacity development policy to train authorities (including inspectors and district education officers) on education for peace and conflict prevention.
- Decentralization policy that devolves responsibilities and decision making to local education authorities. In some situations decentralization policies can contribute toward peace-building efforts if local areas have more autonomy and the capacity to implement objectives related to access and quality of education. Sometimes, though, entrenched values that perpetuate conflict among different groups may exist in certain regions of a country. In that type of situation a centralized approach may, at least in the medium-term, be more effective with regard to achieving national objectives related to peace, conflict prevention and reconciliation.
- Resource allocation policies. These policies may take different forms, and relate to how education finances and investments are distributed throughout the country (including provision for teaching positions, schools, classrooms, water and sanitation facilities). They may be an effective means to contributing to overall peace-building efforts by the government in terms of providing quality services to all areas of the country. On the other hand if resources are distributed in a manner that benefits one group over another, this has the potential to contribute to conflict.

The policy formulation process itself is also an indicator of whether the principles of education for peace and conflict prevention are being implemented. For example, if policies are developed in isolation in the capital city and the only stakeholders involved in the process are well-educated urbanites such as university professors, legislators and school representatives from capital city schools, then the policy formulation process is not inclusive and will likely not reflect the needs of learners and constituents from rural areas. Therefore it is imperative that the policy formulation process is also inclusive and obtains input from a wide range of stakeholders, including people from different cultural, ethnic or religious groups as well as educators, learners (older children, youth and adult learners), parents and community members, both women and men.

2.4 Phase 3: Identification of objectives and priority programmes

Clearly the curricula in place throughout a country are major priorities with regard to integrating education for peace into the national education system. As such, curriculum issues are discussed extensively in Section 3. In addition to curricula, it is critical to consider how the entire education system transmits the values and attitudes associated with peace and conflict prevention. From the discussion of

the situation analysis (section 2.2 above) and from educational research related to education and conflict that has been conducted (see e.g. Bird, 2003; Bush and Saltarelli, 2000; Obura, 2003; UNICEF 2012), there are a number of areas to be considered when identifying objectives and designing priority programmes for national education plans.

For example, non-curricular priorities may revolve around issues of equitable distribution of educational resources – whether these are teachers, teacher training, classrooms or teaching and learning materials – and issues related to decentralization and autonomy at various levels of the system. These are generally priorities that are already identified in education sector plans in terms of their ability to help achieve broad goals related to access to and quality of education in line with national goals and international commitments such as Education for All and the Millennium Development Goals. In the case of education for peace, the priorities are not necessarily different but should be viewed in terms of whether they contribute to peacebuilding and do not exacerbate or inflame tensions in any parts of the country. When communities do not have access to basic services such as education and when the education system does not provide opportunities for all citizens of a country, the potential for violent conflict increases. Where inequities exist, key areas should be examined to help with the identification of priorities so that achieving the objectives of education for peace will be possible. Table 2.1 suggests some key areas from which to develop relevant objectives as well as some key strategic activities that might be considered for each area.

Table 2.1 Objectives and strategies related to education for peace

(Note that this table does not address possible objectives and strategies related to curriculum issues as these are discussed separately in Section 3.)

| Identify objectives related to: | Possible strategies (or activities) to consider: |
|---|--|
| Enrolment by region, ethnic, religious or other relevant group for each level of education with consideration of transition rates from one level to the next, for example, from the primary level to the lower secondary level. This can be facilitated by using a simulation model such as the UNESCO ANPRO (ANalysis and PROjection) Model (available online at http://www2.unescobkk.org/elib/publications/EFAHandbook/index.htm). | <ul style="list-style-type: none"> • Abolition of school fees • Incentives, scholarships or material assistance to under-represented groups, including for secondary and post-secondary education • Use of mother tongue as language of instruction in early primary grades • Abolishment of other obstacles to entering the education system • Provision of accelerated learning programmes or other relevant alternative education for over-aged learners |
| Teacher deployment and training by region. These objectives should also take into consideration the qualification levels of teachers within the system. Teacher deployment issues must be approached with careful consideration | <ul style="list-style-type: none"> • Hiring preferences to teachers from regions with high pupil-teacher ratios • Remote area teaching allowances (though this strategy should be used with care in situations where culture or language can present obstacles |

| Identify objectives related to: | Possible strategies (or activities) to consider: |
|--|---|
| <p>as there are many variables affecting how many and the quality of teachers available in different parts of the country. For example, it will not be easy to attract qualified teachers to areas that lack basic services such as electricity, water and sanitation, which therefore makes it difficult to redress disparities in teacher quality throughout the country and especially in rural areas in the short-term. In addition there may be cultural or language issues that prevent teachers from easily moving to new positions within the country, for example, women teachers frequently cannot move without their families.</p> <p>Teacher training initiatives must also be designed to incorporate the attitudes and values associated with education for peace and consideration given to how all teachers will be trained or updated on any new curriculum issues. (See Section 3 for a more thorough discussion.)</p> | <p>to quality education and may affect a teacher's acceptance by the local community)</p> <ul style="list-style-type: none"> • Teacher training strategies that give priority to prospective teachers from communities with high pupil-teacher ratios and to teachers who speak the local language (if applicable). • Consideration of non-traditional forms of teacher training, such as distance education and mentor systems or study circles might also be needed, especially when costs associated with teacher training are high. • Flexible teacher certification system that allows untrained or unqualified teachers to remain within the system while upgrading their qualifications • Recognition of teacher qualifications for returnee teachers who may have been trained as teachers while refugees in another country • Development of a quota system for teachers (and other education personnel) from certain areas or, if not too politically sensitive, from different cultural, ethnic or religious groups. • Teacher supervision and mentoring systems to improve quality. |
| <p>School/classroom and other infrastructure construction by region. These targets might be based on student-classroom ratios and also consider types of construction available in each region. School designs should be child-friendly and ensure that children are less likely to suffer from abuse or sexual exploitation, for example by having separate water and sanitation facilities for boys and girls and by incorporating windows and open areas rather than hidden spaces or dark corridors. In areas prone to conflict (or in active conflict areas) schools should also be designed to be safe from attack which might include additional infrastructure requirements</p> | <ul style="list-style-type: none"> • Use of locally appropriate and safe building techniques in different parts of the country. This may speed up the construction of classrooms as well as be more cost-effective than centrally planned "one size fits all" designs. • Distribution of block grants to districts or sub-districts in order to help with the construction of semi-permanent classrooms using locally available resources and labour. This approach will speed up construction of classrooms which should help increase access (if coordinated with availability of teachers) and may potentially be cost-effective. On the other hand more extensive assistance and monitoring will be required to ensure that semi-permanent classrooms are |

| Identify objectives related to: | Possible strategies (or activities) to consider: |
|--|--|
| <p>such as boundary walls or safe areas.</p> <p>Consideration should also be given to the types of school by educational level that are available in different parts of the country. For example if areas of the country have historically been deprived of access to secondary or tertiary education then targets to construct at least one tertiary institution per province (or other relevant geographic unit) might be important from an education for peace perspective. In addition to construction of classrooms, targets are also appropriate for other educational infrastructure, such as science and computer labs and water and sanitation facilities. Targets for the distribution of textbooks and other teaching and learning materials should also be considered.</p> | <p>constructed according to an agreed standard to ensure safe school construction. Black grants can also be used for school improvements such as boundary walls if these are needed for safety or for cultural reasons.</p> <ul style="list-style-type: none"> • Enlist donor and NGO support to construct classrooms and schools in priority districts based on agreed standards. This will require strong coordination efforts to make sure that schools are constructed in areas of greatest needs and not only in places that are easiest to access. • Ensuring at least one well-equipped, good secondary school per sub-district • Provision for at least one technical institute and/or teacher training college per region. |
| <p>System management and administrative reform. This is a broad area and can encompass many aspects of a system. From a conflict sensitive perspective, key areas to consider are equitable hiring and deployment of education personnel (men and women) from different regions or cultural, ethnic or religious groups; transparent employment procedures, codes of conduct for all education personnel (including teachers); transparency and equity in budgeting and financial reporting; anti-corruption initiatives; emphasis on sound and accurate data collection and reporting procedures; decentralization and school governance issues along with needed capacity development initiatives.</p> | <ul style="list-style-type: none"> • Allocations (of human, financial and capital resources) based on objective criteria and in accordance with priorities to redress inequities within the system (e.g. targeted student-classroom or student-teacher ratios or ensuring at least one good secondary school per district or other relevant criteria). • Capacity development plans to strengthen decentralization efforts. • Multi-stakeholder consultations throughout the planning cycle, including during plan formulation as well as during periodic reviews. • Strengthen accountability measures to check that resources are reaching the intended destinations and groups. |

Table 2.1 outlines several areas to consider when identifying objectives and priorities related to education for peace. The ultimate decision on which objectives are relevant will be based on the country context. During the situation analysis, planners and decision makers will have identified a number of

strengths and challenges related to education for peace within their own system. This analysis will help guide reflection on the priorities but ultimately the identification of objectives and priority programmes is best done through a consultative process and an open, transparent discussion with a range of stakeholders. Transparency in this process will ensure buy-in from various stakeholders and is itself more aligned with the values of education for peace as more people will have the opportunity to provide input to the process.

2.4.1 Identifying priority objectives, targets and strategies^{vii}

Priority objectives should be formulated taking into consideration what the country has already agreed to in national policy documents or through international agreements. Selecting priorities is not an easy task as it demands that some issues are given more attention than others and that therefore some interest groups may feel neglected. Not all important objectives can be attained at the same time. Therefore arguments for objectives related to education for peace should be backed up by a strong analysis of the existing situation especially with regard to the vulnerability of the system to conflict or to contribute to the potential for conflict.

Each priority objective identified should have a few **targets** to be reached. In principle, targets should be measurable and have a deadline. Defining targets for some objectives related in particular to the expansion of the system is quite straightforward. It becomes much more complex for other objectives, such as improving the school “ethos” or changing the attitudes and values of education personnel towards education for peace. (See also Section 3.)

Once the plan targets are set, the question is what **strategies** need to be adopted to ensure that they are reached? Various strategies can be adopted to attain a specific target, e.g. “20% increase in primary enrolment within the next 3 years in historically underserved areas” could be addressed through the expansion of existing schools; construction of new schools; provision of school transport; development of alternative education models; provision of scholarships and free lunches, and so on. In practice, however, the possible choices of strategies are limited by a number of factors, in particular:

1. *Not all strategies are equally relevant or ‘effective’ to overcome a specific problem.* Various strategies to improve equity and quality may be more or less relevant and effective (depending upon the context). For example in the list of strategies mentioned above, expansion of existing schools might not be relevant in a particular context if existing schools are located too far from the homes of the out-of-school children and are considered unsafe for children to travel the long distances to existing schools.
2. *Strategies may have unintended consequences* which could, in turn, create new problems. Such consequences are difficult to foresee at the moment when the strategies are decided upon but considering experiences of other countries can be useful. For example providing special incentives for girls to attend school can lead to increased violence against or exploitation of girls if the programme is not widely accepted.
3. Even if a strategy may seem to be very effective to address a certain education challenge, there may be specific *political reasons and social or cultural resistance* which make it extremely difficult to choose a particular option.

4. The envisaged education development targets and strategies can only be implemented if the *necessary (financial, human, physical etc) resources* are available and if the necessary management and implementation capacities exist.

2.4.2 Criteria to help assess the choice of strategies^{viii}

The list of strategies suggested in Table 2.1 is not all-inclusive. Different strategies will be selected based on the specific needs and history of each country. It is also likely that it will be impossible to implement fully (at least in the short-term) all of the priorities that are identified. As discussed the selection of priorities will be a negotiated process among stakeholder groups and will have strong political as well as financial implications. For this reason consultation with a broad range of stakeholders is an essential part of integrating education for peace and conflict prevention within an education sector plan.

Before deciding on a strategy, alternative scenarios can be developed and discussed based on a number of criteria that help to assess the implications of the different strategies. The criteria that are most commonly used by educational planners and decisions-makers to assess strategies are as follows.

- ❑ **Affordability:** a strategy is evaluated not only on the basis of its fiscal cost but also against its possible social or political cost. Educational expenditures are more vulnerable to changes in economic situations and political objectives than other kinds of public expenditure, making it important to reflect upon and discuss alternative economic scenarios. It is also necessary to decide if there will be *private costs* associated with a particular education strategy (e.g. will a reform require families and community members to share the costs, and if so what happens to the poorer groups?). Discussion should also focus on *opportunity costs* (e.g. are there other strategies which might be beneficial, but that cannot be implemented due to the cost of the proposed strategy?). Finally it is important to consider any *political costs* for a given strategy (e.g. if a strategy favours one group over another, is the government willing to pay the political cost?)^{ix}
- ❑ **Desirability:** this criterion involves two dimensions:
 - The impact of the strategy on various interest groups and stakeholders. For example, there is often zeal among planners to bring about a radical change, which might not always be viewed favorably by certain interest groups like teacher unions. It is more efficient in such cases to weigh the interests of stakeholder groups and to bring about a policy change or new initiative with their participation.
 - The compatibility with national and/or international development strategies and the society at large. For example, the choice of strategy should be in line with the Poverty Reduction Strategy Paper, etc.
- ❑ **Feasibility:** another important condition for a strategy option to be retained is the availability of the necessary resources for its implementation (human, financial, physical, time for implementation, etc.). Hence the importance of carefully estimating the different requirements and testing the financial, institutional and technical feasibility of the strategy. What must not be overlooked, when assessing the feasibility of an initiative and a sector plan, are the human and institutional capacities to implement them.

- ❑ **Sustainability:** the sustainability of a strategy can be equated to its feasibility over the long term. The impact of educational reforms is normally observed over long periods of time and can be affected by an unstable political and social environment and by a lack of sustained resources. Hence the importance of taking into consideration not only the immediate implications of a strategy when it is being developed but also the long-term requirements in terms of political support, financing, etc.

Therefore, while formulating a strategy, it can be useful to ask the following questions:

- ✓ Were the educational issues addressed by the strategy properly diagnosed and analyzed within the existing socio-economic and political context?
- ✓ Were the assessment criteria (outlined above) utilized to verify the choice of strategy?
- ✓ Were the various stakeholder groups involved in the process of strategy formulation?
- ✓ Do the strategies identified contribute to the achievement of the overarching national and international priorities in the field of education?

2.4.3 Programme Design and the Logical Framework Approach^x

An education for peace programme incorporates multiple strategies and activities such as curriculum revision, changes to school management practices, teacher training to upgrade skills of less qualified teachers to attract more teachers from disadvantaged areas, etc. Therefore, once specific objectives related to education for peace have been decided upon, the next step in the process is to design a programme for incorporation into the sector plan. The Logical Framework Approach (LFA) is one of the most commonly used methods for programme or project design. It is a highly structured and systematic method of selecting and organizing relevant activities for reaching objectives, following a strict logical order. For each programme or project, the LFA should normally result in the production of a Logical Framework Matrix also called Logframe, which summarizes the programme or project and its activities, targets and objectives in a limited number of columns and rows and can further be accompanied by a narrative description of the programme, more detailed work plans or activity schedules.

Once consensus has been reached on the programme's overall objective, specific objective, outputs and activities^{xi} (see definitions in Table 2.2 below), working groups (which should have been formed to support the drafting of the education sector plan and its different components) should define the precise targets to be achieved, the sources of information that will allow for the verification of these outputs, and the assumptions surrounding activity implementation.

The idea is to start from the purpose statement and work downwards following a "means-end logic" asking two questions:

1. If we achieve the specific objective of the programme, what are the different results to be achieved?
2. What activities need to be implemented in order to deliver on each of the specific results?

Considerable discussion and brainstorming will be needed to provide sufficient details on the expected results and the activities required to reach the specific objective. A sample Logframe, together with a

brief explanation of each of its elements is provided in Table 2.2 below. An example related to education for peace is included in *italics* for each element.

Table 2.2 Logframe structure and elements

| Programme description | Targets | Source of verification | Assumptions |
|--|---|---|--|
| Overall goal The broad development <u>impact</u> to which the programme contributes at a national or sectoral level (provides the link to the policy and/or sector programme context) <i>e.g. Increased access to quality, inclusive education</i> | Measures the extent to which a contribution to the overall objective has been made. | Sources of information and methods used to collect and report it (including who and when/how frequently). | |
| Specific objective The development <u>outcome</u> at the end of the programme, more specifically the expected benefits to the target group(s) <i>e.g. Teachers demonstrate principles and values of education for peace in all pilot schools.</i> | Helps answer the question: ‘How will we know if the specific objective has been achieved’? Should include appropriate details of quantity, quality and time. | Sources of information and methods used to collect and report it (including who and when/how frequently) | Assumptions (factors outside the programme management’s control) that may impact on the specific-overall objective linkage |
| Results The direct <u>outputs</u> (goods and services) that the programme delivers, and which are largely under programme management’s control <i>e.g. Train 1,000 teachers</i> | Helps answer the question: ‘How will we know if the results have been delivered’? Should include appropriate details of quantity, quality and time. | Sources of information and methods used to collect and report it (including who and when/how frequently) | Assumptions (factors outside the programme management’s control) that may impact on the result-specific objective linkage |

| Programme description | Targets | Source of verification | Assumptions |
|---|--|---|---|
| <i>and 500 head teachers/ principals in principles of peace education and the use of child-centred teaching techniques.</i> | | | |
| Activities The tasks that need to be carried out to deliver the planned results <i>e.g. Identify schools Design training Train educators Supervise and monitor teachers after training</i> | Sometimes a summary of resources/means is provided in this box | Sometimes a summary of costs/budget is provided in this box | Assumptions (factors outside the programme management's control) that may impact on the activity-result linkage |

The LogFrame is a useful tool for programme design as it shows in a concise manner the logical sequence of what a programme is expected to achieve. It also serves as the basis for the monitoring and evaluation framework, which is discussed below.

2.5 Phase 4: Costing and Financing

Especially when external donor support is needed to help finance a country's education sector plan, the need for a credible plan is paramount. In this regard, while the specifics related to costing and financing are different, the two must be discussed in parallel since accurate costing is needed in order to determine any gaps in financing. In addition external financing decisions will be affected by the perception of whether the overall plan is credible, including its costing. Available financing will also play a critical role in determining which plan priorities can move ahead and will affect decisions related to, for example, the number of teachers in the system (and the resulting student-teacher ratios throughout the country) as well as whether other initiatives such as education for peace programmes can be rolled out country-wide. In this part, therefore, we will look at issues related to costing and financing of education plans. This phase is discussed in more detail in Section 4.2 of these Guidelines.

DEFINITIONS

Costing: establishing the unit costs for all education expenditure items such as teachers and construction of classrooms.

Financing: the financial resources provided to support plan implementation. Financing deals with the distribution of funds *inter-sectorally* (for education in comparison with health, defense, etc.) and *intra-sectorally* (for primary, secondary, tertiary, etc.)

2.6 Phase 5: Monitoring and Evaluation

As discussed in section 2.4 the LogFrame is a useful tool for both programme design and for monitoring and evaluation purposes. As the LogFrame spells out the expected results chain, it can be transferred into the Monitoring and Evaluation framework with relative ease.

The M&E framework can incorporate traditional education indicators such as completion rates and student-teacher ratios to the extent that they relate to objectives for education for peace. (See also the discussion in part 2.2 above.) For non-traditional objectives, however, new indicators will be needed, for example to monitor implementation of new curricula or to monitor the school ethos for changes in values, attitudes and behaviours of learners as well as school staff in line with the values of education for peace.

DEFINITION

Monitoring and evaluation are means of measuring actual performance and comparing this with planned inputs, outputs and impact. **Monitoring** tends to be an on-going, routine activity focused on operational goals while **evaluation** is a broader process that takes into account systemic, structural and longer-term considerations affecting strategic goals.

Source: Guidance notes for Integrating Conflict and Disaster Risk Reduction into Education Sector Planning.

This phase is discussed in detail in Section 4.3 of these Guidelines.

2.7 Summary

This section reviewed the process of integrating education for peace into the education sector planning process. The purpose of this integration is to align education for peace initiatives with other broad goals of the education sector and to move away from an ad hoc approach. As indicated in the UNESCO mapping, many peace education initiatives falter due to lack of funding to enable expansion of programmes to a national level after the pilot phase. In addition, peace education principles, values and attitudes are often not included in formal examinations, which may mean that teachers concentrate their efforts on examinable subjects and may neglect issues related to education for peace. Integration of education for peace into national education plans, including with full costing, will help to institutionalize these efforts and will also provide a framework within which development partners can align their activities in order to meet government priorities.

In addition to integrating education for peace into the planning process, this section also recommends that a careful analysis of the education system's role with regard to conflict and peace is needed. In the worst case inequitable access to education – at all levels from primary to secondary to tertiary – can create resentments and divisions in a society that can foster an environment conducive to conflict. Similarly curriculum and textbooks can convey messages that are not consistent with the values, attitudes and behaviours of peace or may even imply that violence is an acceptable way to resolve disputes. On the other hand, however, education can also play a positive role in providing a place for psychosocial support during and after conflict, as well as potentially reducing the risk of future conflict. For example education for peace initiatives that include an emphasis on equitable access to education for all groups within society can contribute to broader peace-building strategies and processes. Because

the education system is one of the greatest influences on a society, a careful analysis and integration of education for peace throughout the planning process is imperative.

Section 3 Education for Peace and Conflict Prevention from a Curriculum Perspective

The purpose of this section of the Guidelines is to provide technical advice about some fundamental curriculum-related concepts and how they relate to Education for Peace, and about methodologies for reviewing curriculum and curriculum-related policies as part of an overall effort to integrate education for peace into national education plans.

The term ‘curriculum’ can be defined in many ways. Most commonly, the term refers to the **formal** documents which an education system develops and publishes to describe **what** students should learn at school. Sometimes these documents include **why**, **when** and **how** this content should be taught and learned^{xii}. In some circumstances, the term ‘curriculum’ is defined much more broadly, acknowledging that students learn more at school than just what is prescribed in formal documents. This broader definition is particularly important when considering areas of learning, such as Education for Peace, that focus on developing **values** and **behaviours**. As discussed in Section 1, the overall goal of Education for Peace is to develop in students an understanding of and commitment to peace rather than violence, and to provide them with the relevant skills, knowledge, personal values^{xiii} and behaviours to apply this commitment in all aspects of their lives.

A significant proportion of students’ learning in these areas will occur outside the confines of classrooms and textbooks. Students learn from the ethos of the school, from the ways in which they are treated, intentionally or unintentionally, by their teachers and peers. This learning is often referred to as the **‘hidden’ curriculum**. Because learning in education for peace and conflict prevention can be perceived as part of both the formal and ‘hidden’ curricula, it would be appropriate to define ‘curriculum’ in a broad way.

When used in these guidelines, the term ‘curriculum’ therefore means

Everything that students learn at school, whether

- ***Intended or unintended,***
- ***Explicit or implicit, or***
- ***Learned inside or outside the classroom.***

This definition is also consistent with a major principle of these Guidelines – that Education for Peace happens most effectively (that is, students learn best) when there is a co-ordinated, system-wide approach to planning and implementation. Defining curriculum in a broad way enables us to consider also such areas as:

- Education system **policies and procedures** that can have an impact on students learning in Education for Peace (including, for example, planning processes, resource provision and teacher and school principal recruitment and employment policies);

- **Leadership and management** styles and practices applied in schools and the types of relationships between teachers and students that are encouraged in and beyond classrooms;
- The **school ‘culture’**, including its behaviour reward and discipline strategies, and how it can be made consistent with the principles of Education for Peace;
- The **training and support** teachers, school leaders and inspectors receive so that they understand and can implement and monitor Education for Peace programs; and
- How parents and other local stakeholders can be mobilised to support Education for Peace initiatives in schools and can transfer the key elements of those initiatives to the broader community.

Although there may be some broadly agreed principles and goals for Education for Peace, it is a curriculum issue that must be considered and acted upon within the specific social, cultural and moral traditions of each country. There is no ‘one size fits all’ way to address this curriculum priority. Each country must articulate its own goals and objectives for Education for Peace, and then consider its own circumstances, including the nature of its curriculum model and the capacity of its teachers, in order to construct the approach that will work best. In the remainder of this Section we will consider the curricular aspects of education for peace within the framework of the standard educational planning cycle outlined in Part 2.

3.1 How can the formal curriculum be reviewed in the context of Education for Peace?

Although they are both important stages in changing or improving the curriculum (including integrating a new priority area such as Education for Peace), there are important distinctions between a ‘**review**’ and a ‘**revision**’ of the curriculum.

- A **curriculum review** aims to evaluate the current curriculum using data and evidence, which can also be thought of as a part of the sector diagnosis or situation analysis of the overall education sector (see section 2.2) but in this case the review and analysis is specifically targeted to the curriculum. A curriculum review is intended to guide and inform future revision of the curriculum, and normally involves developing and applying a set of criteria, standards or specific needs against which the curriculum can be judged. In the case of a limited review (such as to establish how effectively Education for Peace is included in the curriculum), these criteria, standards or needs should reflect the nature of the priority area to be integrated. The starting point with a curriculum review is the identification of learning outcomes that students should achieve, which is discussed in more detail in section 3.1.1 below.
- A **curriculum revision** changes and, hopefully, improves the curriculum in certain desired ways, and is normally carried out as a result of and based on the findings of a review.

It is essential that the processes of curriculum review and revision be systematic and planned, and carried out by people with appropriate expertise and experience. Political or other outside influence should be minimised so that practical proposals and recommendations can be formulated solely on educational grounds. Political influence should be exercised in the

establishment of the terms of reference for the review, and, of course, in whether or not the recommendations are accepted and how they are put into practice.

It is important to remember that any review or revision of the formal curriculum be conceived as part of a process of continuous ‘improvement’. For this reason, curriculum review should be carried out in a planned and systematic way that respects the underlying philosophies and values of the curriculum. Sometimes the review and revision need to be of a relatively small scale, such as in response to a particular event or the emergence of a new priority for learning (for example, Education for Peace). Even in these circumstances, the review and revision should not be rushed and should follow a plan and systematic process.

3.1.1 How can we define Student Learning Outcomes in Education for Peace?

The articulation of **student learning outcomes** is a critical step in any curriculum development process as they summarise what students are expected to learn. An approach based on learning outcomes, rather than on teacher inputs, is part of an important contemporary shift from teaching to learning – from describing what the teacher will do in the classroom (inputs) to what the students will do and learn (outputs).

Learning outcomes are clear and explicit statements of what a student is expected to know, understand, be able to do, and (especially in areas of study like Education for Peace) the values they are expected to develop, as a result of a program of study.

The over-riding question for users of these Guidelines is ‘what should students learn through the Education for Peace program?’

The intended outcomes of any Education for Peace program or initiative should be to have students know about and understand peace and conflict prevention, and to develop, adapt or affirm appropriate values, beliefs and behaviours. The learning outcomes must therefore include those in both the cognitive and affective domains.

Sample Student Learning Outcomes

One of the most important steps in defining learning outcomes is to use a verb which accurately describes what students are expected to be able to do. Bloom’s original taxonomy of learning included a number of such verbs appropriate to each of the levels of cognitive development. These are listed in Table 3.3.^{xiv}

Table 3.3 Verbs appropriate to Bloom’s levels of cognitive development^{xv}

| COGNITIVE LEVEL | | RELEVANT VERBS | |
|-----------------|----------|----------------|-----------|
| Knowledge | know | define | record |
| | identify | recall | name |
| | relate | memorize | recognize |
| | list | repeat | acquire |

| | | | |
|---------------|---|---|---|
| Comprehension | restate locate report recognize explain express | identify discuss describe review infer conclude | illustrate interpret draw represent differentiate |
| Application | apply relate develop translate use operate | organize employ restructure interpret demonstrate illustrate | practice calculate show exhibit dramatize |
| Analysis | analyse compare probe inquire examine contrast categorize | differentiate contrast investigate detect survey classify deduce | experiment scrutinize discover inspect dissect discriminate separate |
| Synthesis | compose produce design assemble create prepare predict modify tell | plan invent formulate collect set up generalize document combine relate | propose develop arrange construct organize originate derive write propose |
| Evaluation | judge assess compare evaluate conclude measure deduce | argue decide choose rate select estimate | validate consider appraise value criticize infer |

A range of sample learning outcomes for Education for Peace are outlined in Table 3.4 below. However, it should be noted that this is a sample only and the outcomes listed might not reflect accurately the context in each country, nor have they been developed with any particular grade or stage of schooling in mind.

When determining the learning outcomes for age / grade levels, the learning readiness of students should also be assessed within the framework of Kohlberg's and Maslow's hierarchies (see Annex 3). For example, students would only be 'ready' to achieve the outcomes in the 'synthesis' and 'evaluation'

levels (in Bloom's taxonomy) if they are ready to develop ethical behaviours (in Kohlberg's hierarchy of moral development) and have had the more basic levels of needs in Maslow's hierarchy already met.

Table 3.4 Sample Learning Outcomes for Education for Peace

| COGNITIVE LEVEL | SAMPLE LEARNING OUTCOME <i>On successful completion of this program / learning area / course, students should be able to:</i> |
|-----------------|---|
| Knowledge | <ul style="list-style-type: none"> • Define what is meant by 'peace' and 'conflict' • List some basic reasons for conflict at personal, social and global levels • Identify examples of global conflict and related peace initiatives |
| Comprehension | <ul style="list-style-type: none"> • Discuss the causes of conflicts at various levels • Recognise the value of conflict prevention • Differentiate between types of conflicts and types of resolutions to conflicts • Explain the basic concepts of Education for Peace to others |
| Application | <ul style="list-style-type: none"> • Dramatise through role-plays and imaginative re-creation how conflicts between individuals can arise and be resolved • Demonstrate the principles and values of Education for Peace in everyday behaviour • Relate experiences of self and others in conflict to the situations and circumstances of others |
| Analysis | <ul style="list-style-type: none"> • Compare and contrast conflicts and their resolutions at global, national and personal levels • Investigate the causes of conflict in a range of situations and scenarios • Inquire about the relationships between individuals that bring about conflict at a personal level |
| Synthesis | <ul style="list-style-type: none"> • Generalise causes of specific conflicts into other contexts and situations • Formulate personal responses to arguments about the validity or otherwise of specific conflicts • Modify personal behaviours so as to bring about creative solutions in situations of personal conflict |
| Evaluation | <ul style="list-style-type: none"> • Consider alternative responses to specific cases of conflict; i.e. consider what other courses of action might have been taken by the protagonists in real conflict situations • Argue the need for non-violent responses to provocation at personal, national and global levels • Validate the arguments put forward by protagonists to justify their actions in a conflict situation – i.e. make informed judgements as to the validity of courses of action taken in specific, real conflicts at various levels |

3.1.2 Stages and tasks in a curriculum review

Conducting a review of the curriculum is an essential component of a situation analysis. A curriculum review can be used to assess whether or not the model used to integrate Education for Peace into the curriculum, as well as the content itself and how that content is delivered by teachers, is working or not^{xvi}.

There are a range of models and processes that could be adopted depending on the intent and scope of the review, the educational and political environment and on resources available. It is likely, however, that the process will include the following broad stages:

1. Preparation

This stage would typically involve the following tasks:

- Define what it is we want students to learn

In the case of Education for Peace, the learning outcomes for students at various age / grade levels should be defined (as discussed above). This will provide the framework of criteria within which the review will judge the quality of the current curriculum.

- Define the scope of the review

The scope of the review should be defined and establish, for example, whether

- Only the formal documentation of the curriculum is to be reviewed or, for example, teaching practices (i.e. the appropriateness of current classroom practices to the philosophy and spirit of Education for Peace), and elements of the ‘hidden curriculum’ (such as school ‘culture’) are also to be reviewed.
- All grades or levels of schooling are to be reviewed.
- Such issues as how assessment is conducted, the role of examinations, and the quality of textbooks are also to be included.

- Set clear terms of reference (TORs) for the review

It is critical that clear TORs are established at the outset of the review. Through the TORs, the Government, Ministry or curriculum authority expresses what it wants the reviewer(s) to do, how it is expected to be done, and in what timeframe.

The TORs should set the objectives for the review and provide some criteria against which the reviewer(s) can conduct an evidence-based evaluation of the quality of the curriculum. In the case of Education for Peace, such criteria could include:

- How successful and appropriate is the current model for including Education for Peace in the curriculum based primarily on assessment of student learning in the area.
- Whether (or not) the learning expected of students is clearly defined and expressed (including whether these expectations are appropriate to the age or developmental stage of students and whether they reflect a clear philosophy about Education for Peace).

- The extent to which the existing curriculum contains content that will encourage students to achieve the learning outcomes for Education for Peace.
- Whether or not the curriculum (including textbooks) implicitly or explicitly promotes hatred, enmity, violence or other values and behaviours inconsistent with Education for Peace.
- Whether what is expected of teachers in the area of Education for Peace is clear in the curriculum.
- How appropriate and helpful is the support (such as training and resources) provided to the teaching and learning of Education for Peace.

- Establish administration, management and governance arrangements

Even for a limited review, it is important that a range of systems be established to ensure that the review is efficient and effective. For example,

- Clear authority to conduct the review should be conferred and governance (including monitoring progress and evaluation of processes and results) should be defined.
- Clear accountability for the outputs of the review should be defined
- Reporting requirements (what, when and to whom) should be defined.

The establishment of these systems need not take a long time, but it is important that it be done in the interests of ensuring independent, evidence-based recommendations for improvement.

- Develop a methodology and plans

During the preparatory phase, a methodology for the review should be developed. This methodology would normally involve such tasks as

- How the evidence and data can be collected,
- Determining some processes for applying the quality criteria, and
- How recommendations can be formulated and piloted.

Some broad approaches and plans then need to be developed to put this methodology into place.

- Establish resources requirements and confirm availability of resources

Any thorough and professional review will require an allocation of resources. Resource needs should be estimated based on a clear plan and methodology for the review developed in the previous stage. Resources should include human, material and financial resources.

- Engage suitably qualified personnel

Most importantly, the review should be conducted by suitably qualified and experienced personnel, wherever possible from within the Ministry, national Universities, or education institutes, if the right expertise exists. This is a high priority and sometimes highly visible appointment, and ideally should be made as early as possible in the preparatory process.

Those conducting the review should

- Be from the country or be familiar with the country's recent history as well as with its social and educational traditions.
- Understand the current curriculum policies, priorities and structures.
- Are familiar with initiatives in the area of Education for Peace, particularly in an African context.
- Have the confidence of all stakeholders, including the Government, curriculum authorities, teachers and the community.

As a general rule, reviews should be conducted independent of the country's curriculum authority to ensure transparency and objectivity.

Appropriate personnel can often be identified in related education departments, national or universities, the curriculum authorities of neighbouring countries and in the Diaspora.

2. Data gathering

The purpose of this stage is to gather data and opinions about the current curriculum provision (this might include data about the number of subjects, curriculum materials developed for each and at what level, the languages they have been developed in etc.). In the case of education for peace, the main focus of this stage is on gathering information that indicates what and how well students are currently learning about Education for Peace. These judgements should be based on the identified student learning outcomes for Education for Peace.

Changing the curriculum is always complex and normally involves amendments to a number of related processes and policies. Even in the case of limited change (such as integrating Education for Peace more effectively into the curriculum), changes will be required to some formal curriculum documents (such as syllabuses), teachers will need to be trained and textbooks and other materials will need to be amended or developed. All this requires resources, and this might mean adjustments to the education budget.

For this reason, it is important that any proposed changes arising from a review be well-considered and based on real data and information. This evidence should be used to formulate proposals and recommendations.

After preparations have been made, the process of gathering data and information should commence as soon as practicable and in line with the agreed timeline for the curriculum review process. The data collection process could involve such tasks as:

- developing focus / research questions and identifying the sources of information; these sources might be as diverse as curriculum documents, teacher and parent opinions, school data about student attitudes and, in some cases, examination results;
- developing instruments (such as surveys and questionnaires) and identifying required datasets;

- developing or refining a set of criteria within which the data can be analysed; this is not a complex process and, in the case of Education for Peace, these criteria should focus on whether education for peace learning outcomes are adequate, how clearly they are defined and the extent to which these are currently being achieved; and
- conducting consultations and other data-gathering processes.

3. Data analysis and development of proposals for change

Once the set of data has been gathered, it needs to be analysed within the framework of criteria established during the preparation stage and in light of the focus / research questions developed in the ToR for the review. The relevant tasks would normally include

- Collating and aligning the collected data with objectives, focus questions and criteria;
- Analysing statistics; and
- Interpreting opinions and commentary gathered from stakeholders.

One responsibility of the reviewer(s) when analysing and interpreting the data is to constantly look for improved ways of addressing the core issues. Therefore, as a result of the analysis, some proposals should be developed for improving or enhancing the curriculum. In the case of Education for Peace, the proposals could include^{xvii}

- Ways in which to enrich the current curriculum by inserting additional student learning outcomes and, consequently, additional topics and requirements into existing subjects;
- Bringing related learning in, for example, peace education, civics education, human rights education and life skills into a new subject;
- Developing additional Education for Peace-related resource materials for teachers to use within existing subjects;
- A mandatory, whole-school project or similar activity (involving, for example, research assignments, debates, displays or role plays) on prescribed topics or themes; or
- Treatment of the issues through extra-curricular^{xviii} activities.

4. Piloting

Before final recommendations are made about changes to the curriculum, proposals developed during the earlier stages of the review should be tested. This involves consultations with experts in the area of Education for Peace and, in the case of proposals related directly to teaching and learning, would most likely require the development of new documents or materials.

The form of the piloting would, of course, be determined by the proposals to be piloted. However, the piloting could include

- Workshops with curriculum developers and policy officers to test proposals about changes to curriculum structure (such as the development of a new subject or changes to existing subjects);
- Classroom testing of teaching and learning materials (such as lessons or other student activities); and

- Public forums to discuss and elicit feedback on specific proposals.

5. Reporting

The review should result in a formal report to the appropriate authority which details its findings. The report's findings should be consistent with the review's TORs and should be targeted to the review's objectives. It should also be expressed in clear and unambiguous language. At a minimum, the report should include

- A summary of the data gathered and collated according to the focus / research questions; and
- Recommendations for changes to the curriculum with sound, evidence-based arguments supporting each recommendation. This evidence base should include feedback from the piloting phase, and the recommendations themselves should be achievable with reasonable resources and within a reasonable timeframe.

The stages of the curriculum review, with an indicative timeframe^{xix} for their completion, are summarised in Table 3.1 below. The indicative timeframe would suggest that a review of formal Education for Peace provision should, if the political and administrative will exists and appropriate resources are available, be achieved within a timeframe of six months.

Table 3.1 Summary of Stages, Tasks and Timeframe for a Limited Curriculum Review

| STAGE | MAIN TASKS | TIMEFRAME |
|--|---|------------|
| Preparation | <ul style="list-style-type: none"> • Set TORs and scope • Establish systems • Develop methodology and plans • Identify and secure resources • Engage personnel | 1-2 months |
| Data-gathering | <ul style="list-style-type: none"> • Clarify objectives • Develop focus / research questions and identify sources of information • Develop instruments • Develop or refine quality framework • Conduct consultations and other data-gathering activities | 2 months |
| Data analysis and development of proposals | <ul style="list-style-type: none"> • Collate and align data • Analyse statistics • Interpret commentary and opinions • Develop proposals based on data | 1 month |
| Piloting | <ul style="list-style-type: none"> • Conduct appropriate activities to field-test proposals | 1 month |
| Reporting | <ul style="list-style-type: none"> • Compile report, including evidence-based, achievable recommendations | 1 month |

3.1.3 How can the 'hidden' curriculum be reviewed?

It is also possible to review and evaluate various elements of the 'hidden curriculum' (discussed in the introduction to Section 3) and defined as the 'kinds of learnings children derive from the very nature and organizational design of the school, as well as from the behaviours and attitudes of teachers and administrators'^{xx}. This review could be included in the scope of the review process outlined above. The elements to be reviewed could include:

- **School culture**

School culture is about the 'feel' of a school as reflected in various policies, symbols, rituals and ceremonies that represent what the school stands for. To a large extent, the variation in school culture is dependent on the amount of autonomy given to the school leaders, and how each leader chooses to differentiate his or her school from others.

The use of the term 'culture' in the school context refers to the basic assumptions, beliefs and practices that are shared by the members of a school community. These assumptions, beliefs and practices mould how a school views itself and its environment. They shape its operations and how it functions. School culture affects the way people in a school think, perform and learn. Simply put, someone might describe a school's culture as 'the way we do things here'.

- *Visible, discernible components of a school's culture fall into three categories - verbal (both written and spoken), behavioural and visual.*
- *Verbal indications of a school's culture include the school's motto, its statement of purpose and its goals or underlying philosophy. Sometimes there can be differences between the stated philosophy and what actually happens. Other verbal manifestations are the stories people tell about the way the school operates, the myths of the school and the metaphors that teachers use in their conversations.*
- *Behavioural indications of a school's culture include the procedures, ceremonies, rules, regulations, rewards, sanctions, structures and the curricula of the school.*
- *Visual indications of a school's culture include things such as school symbols, the uniforms, the facilities and the icons of the school.*^{xxi}

In the context of Education for Peace, the school's culture should be consistent with and promote relevant values, such as

- non-violence,
 - compassion,
 - equality,
 - sustainability,
 - respect for individuals and for differences in appearance, beliefs and customs,
 - tolerance, and
 - respect for human rights.
- **School leadership and management**

How the school is led and managed, whether in a strategic, long-term sense or in its day-to-day operations, sends numerous messages to students as part of the 'hidden curriculum'. As part of the sector diagnosis (as defined in section 2.2) in terms of the analysis of the management of the education system, it is also important to ensure that the analysis of management style and leadership practices at school level are also included.

- Leadership and management style

Leadership and management styles can vary from extremely autocratic and authoritarian to democratic and consultative. Schools which exhibit the latter communicate clearly with the school community and stakeholders, and include teachers and students as appropriate in decision-making. These schools more closely reflect the values of Education for Peace described earlier.

- Behaviour and discipline policies and practices

Behaviour management policies and practices which are consistent with the principles and values of Education for Peace reflect the school's beliefs about non-violent resolution of conflict, respect for individuals and concern for the well-being of both students and the school community. These policies and practices are based on the best interests of students rather than on the arbitrary exercise of power and control, and include a system of both sanctions and rewards which is consistently and fairly applied.

- Student involvement in decision-making, such as student representative councils.

Many schools have developed ways of involving students in decision-making through the creation of student councils or other representative bodies. This inclusive approach promotes thoughtful and responsible decision-making and generally reflects the principles and values of Education for Peace.

- **Teacher-student relationships and pedagogy**

It is critical that classroom interactions between students and teachers reflect the principles and values of Education for Peace contained in the formal curriculum. This relationship should be based on mutual respect.

Suggestions for reviewing the 'hidden curriculum'

Although circumstances vary between countries, reviewing the 'hidden curriculum' is generally more complex than reviewing the formal curriculum. However, this should not discourage us from undertaking such a review if we genuinely believe that the hidden curriculum is important in delivering effective learning in Education for Peace.

The methodology chosen for this review needs to be tailored to the existing traditions, expectations and administrative arrangements. Nevertheless, in general terms the five stage process described above for reviewing the 'formal curriculum' (or some variation of it) might also be employed for the 'hidden curriculum'.

Some suggested approaches to this kind of review include:

- Develop a set of expectations of ‘good practice’ in establishing a school culture which reflects the principles and values of Education for Peace.
- Evaluate any relevant central policies (such as those on behaviour and discipline) in the context of the stated principles and values of Education for Peace.
- Engage a reviewer or review team and provide training in what would be expected of schools as they put the principles and values of Education for Peace into practice in everyday school operations. A panel of appropriately qualified and experienced principals would be ideal for this task.
- Survey school head teachers or principals about how they think their schools reflect the principles and values of Education for Peace
- Based on information received from the surveys, inspect and evaluate a sample of schools against the ‘good practice’ expectations, and record examples of good practice.
- Compile a report which makes clear recommendations about the characteristics of a ‘Education for Peace-friendly’ school. These recommendations should include advice about amending existing central policies or developing new ones. They should also make reference to how principals and teachers can be supported in developing appropriate school-based policies and practices.

3.2 Policy analysis: Which curriculum policies are relevant to Education for Peace? How can they be made more effective?

3.2.1 What do we mean by ‘curriculum policy’?

Although the term ‘curriculum policy’ is used commonly, it can address quite a broad and varied range of issues. These may include what might be considered ‘core’ curriculum policy areas, such as the policy nominating which subjects students must study at various levels of school, how and how they are evaluated, but may also include policies related to more peripheral areas such as special needs education and public examinations.

To be effective, curriculum policies (as with all policy) should be clear and unambiguous, and be readily accessible by all relevant stakeholders. For this reason, as well as to bring all curriculum policies together in a systematic way, there is a trend towards the development of a ‘framework’ approach which enables all appropriate curriculum-related policy to be articulated in a single, coherent and comprehensive document.

Each country will decide the range of policies it wishes to include under this broad term ‘curriculum policy’. However, one starting point may be to include **any policy related to what and how students learn in schools**, which could include those described in table 3.2 below.

Table 3.2 – Policies to be considered as ‘curriculum policies’

| Policy Area | Description |
|---|--|
| ‘Philosophy’ of teaching and learning | In many contexts, the understandings and beliefs about teaching and learning are decided centrally. These understandings and beliefs may be implicit or explicit. |
| The educational ‘ladder’ | The way in which schooling is arranged into grades and divisions (such as lower primary, upper primary, middle, lower secondary and upper secondary) |
| Syllabuses for subjects | Documents detailing the content and, in some cases implementation guidelines and requirements, for individual subjects |
| Patterns of study | Policies which prescribe the subjects that are to be studied in various grades, including rules about elective or optional subjects |
| Time allocation | The policy which stipulates the hours of instruction to be allocated in the school timetable to each subject (or, in the case of elective subjects, each subject group) in each grade |
| Cross-curriculum learning | Regulations and guidelines about how high priority curriculum content that is not solely the responsibility of one subject area (such as Education for Peace, sustainability, literacy and numeracy) is to be taught and learned |
| Assessment of student learning | Policies which regulate when and how students’ learning and progress are to be assessed. In many contexts, this includes the policies governing public examinations. |
| Classroom resources and support materials | Any policy which regulates the content and quality of textbooks and other learning resources. |

To be effective, curriculum policies (as with all policy) should be clear and unambiguous, and be readily accessible by all relevant stakeholders. In some situations there is also a desire for flexibility in curriculum policy, such as in allowing for varying degrees of local content. For these reasons, there is a trend towards the development of a ‘framework’ approach which enables all curriculum-related policy to be articulated in a single, coherent and comprehensive document. This approach ensures that quality standards are clear and encourages consistent implementation across the country.

Curriculum policy, and even the curriculum itself, can be highly sensitive and even contentious. This is largely because the curriculum is an expression of the country’s vision for the future, including its social and economic vision, and describes what the country wants its future population to be. For this reason, in many countries, the curriculum is submitted to and approved by the Parliament, and should therefore be documented in a clear and logical way.

3.2.2 Which curriculum policies are particularly relevant to Education for Peace?

All the ‘core’ policy areas listed in Table 3.2 above will most likely be relevant to the effective teaching and learning of Education for Peace. For example, the grade in which Education for Peace will be introduced should take account of the educational ‘ladder’ and to the regulations contained in any

policy related to ‘pattern of study’. Similarly, the model used to integrate Education for Peace into the curriculum^{xxii} will be determined by the system’s policy on ‘cross-curriculum learning’, and how outcomes in Education for Peace are assessed will need to be consistent with the system’s assessment (and examinations) policy.

In reviewing ‘curriculum policy’ in the context of Education for Peace regulations and guidelines in the following areas might need to be considered:

- **Behaviour and discipline in schools**

Any centrally developed and promoted policy in the area of behaviour management and discipline should be consistent with and reflect the values and principles of Education for Peace. For example, corporal punishment or sanctions which humiliate students would not be appropriate.

- **Recruitment, training and promotion of principals and other school leaders**

As we have seen, the creation of a Education for Peace-friendly school culture is critical to effective learning. To a large extent, school culture is created through good educational leadership and it may therefore be necessary to review the criteria and processes by which school leaders are appointed to schools. For example, where principals are selected through a transparent and merit-based process, it may be useful to include a criterion such as

‘Understands the principles of Education for Peace and can demonstrate the successful implementation of Education for Peace programs in a school setting’.

- **Recruitment and training of teachers**

Similarly, processes governing the recruitment of teachers should take understanding of and sympathy with the Education for Peace principles and values into account, and all teachers should receive training in the area.

- **Community involvement in the school**

One characteristic of inclusive and egalitarian schools is the extent to which the school seeks to be and is perceived as part of the broader community. Policies which encourage community participation in school activities and through which the school can demonstrate its Education for Peace programs to the broader community should be encouraged. This will, in the longer term, spread key messages about Education for Peace beyond the school’s boundaries.

- **School quality and related inspection criteria**

Most school systems have processes for evaluating school quality. This can be for a range of purposes (such as school registration, staff evaluation, resources allocation, identification of areas for improvement, and so on), and is usually the responsibility of an inspectorate.

Central policy should ensure that the schools' achievements in promoting Education for Peace is included as a criterion in the quality framework used to evaluate school performance.

3.2.3 How can a review of curriculum policy be conducted?

The general purpose of a curriculum policy review in the context of Education for Peace is to determine whether existing policies support the development and implementation of a new or revised Education for Peace curriculum. There is no one methodology for conducting such a review, and it is important that a process that is sensitive to and consistent with the legislative, political and social circumstances of each country be developed and implemented.

Nevertheless, it is likely that such a process will involve:

- Developing a conceptual framework of what Education for Peace means, why it is necessary and, in general terms, how it will be integrated into the existing curriculum and what the Education for Peace curriculum will contain;
 - Determining the scope of a policy review (see section 3.2.2 above for the range of policies that might be included or deemed necessary) and applying the conceptual Education for Peace framework to the included set of policies;
 - In particular,
 - considering the various models of incorporating Education for Peace into the curriculum (see section XXXX) and whether the current policy, and even legislative framework allows for the preferred model to proceed;
 - checking for anomalies and inconsistencies between policies and the new intended practice; and
 - identifying gaps – i.e. where policies on Education for Peace-specific matters simply do not exist; and
 - Developing or amending policies as appropriate to ensure that the development and implementation of an Education for Peace curriculum can proceed and is well-supported.
- 3.3 Program Design: How can Education for Peace be most effectively integrated into the curriculum?

The reviews of curriculum and of curriculum policy discussed in the previous sections will highlight any areas for improvement in the provision of Education for Peace. If it is found that the inclusion of Education for Peace needs to be strengthened in the curriculum, the following models should be considered. Each of these models describes a way in which Education for Peace content can be integrated into the current curriculum structure. It should be noted that there is not a preferred model. **Each system must decide the model that will work best in its schools** given the current structure and conventions of its curriculum.

3.3.1 Model 1 – Integration across the Curriculum

- **Description**

In this model, elements of and perspectives on Education for Peace are **integrated into the content of all (appropriate) subjects**. Normally in this model, some subjects assume greater responsibility for learning in Education for Peace than others, but all subjects, even those with no apparent connection such as Mathematics and Science, are required to make significant reference to Education for Peace.

As well as making the teaching and learning of Education for Peace a requirement of all subjects, specific content could be included in the syllabuses and/or teaching resources of nominated subjects. For example,

- Major examples of conflict resolution across time could be incorporated into history;
- Various statistical data relating to global or regional conflicts could be used to teach some topics in Mathematics;
- Individual knowledge and skills required for non-violent attitudes and behaviours could be incorporated into personal development or life skills subjects;
- Examples of aggressive and provocative language and non-aggressive alternatives could be included in Languages;
- Conflict scenarios could be role-played in Drama;
- The financial cost of conflict could be studied in Economics or commerce-related subjects; and
- Social responsibility elements of Education for Peace could be included in Civics and Citizenship.

- **Advantages**

The advantages of this '**Integration**' model include that:

- No 'structural' change to the curriculum is necessary as Education for Peace is integrated into the existing curriculum model of subjects / learning areas;
- Students perceive Education for Peace as a normal and legitimate part of their learning because it is a consistently reinforced part of the curriculum; and
- Learning of various concepts and skills in Education for Peace provides a realistic context in which subject learning is applied.

- **Disadvantages**

The disadvantages of this model include that:

- Learning is often not adequately planned and specifically programmed in the various subject areas. Student learning is therefore uncoordinated and difficult to monitor because no particular subject teacher is fully responsible for achieving the outcomes of Education for Peace;

- It requires very well-trained teachers who can identify and take advantage of opportunities to link Education for Peace to their classroom activities;
- It is often difficult to monitor whether or not all aspects of the Education for Peace 'curriculum' have been given appropriate attention and time;
- The key messages about Education for Peace are not delivered consistently, and the teachers of different subjects may provide different information about various aspects of Education for Peace; and
- Assessment of student achievement in Education for Peace is often, and understandably, of secondary importance to achievement of the subject learning outcomes and objectives, or assessment of Education for Peace learning may occur at all.

3.3.2 Model 2 – Stand-alone Subject

- **Description**

In this model, Education for Peace is added to the curriculum as a separate **stand-alone subject**. It is developed as a subject using the same processes and is documented in the same way as other subjects, is allocated a specific amount of instructional time and is subject to the system's normal quality assurance processes. It may also be assessed like other subjects.

This is not to say that the subject needs to be delivered in a traditional way. Although a discrete subject, the allocated instructional time could be timetabled in a range of ways. For example, it could be timetabled in the conventional way by being allocated a certain number of hours per week. However, it could also be timetabled as a nominated week in a year when all activity (including a project- or case study-based unit of study) in the school focuses on Education for Peace learning outcomes.

It is also possible to timetable Education for Peace differently over the stages of schooling, so that, for example, in the primary and junior secondary curriculum it is timetabled as a core subject for a certain number of hours per week (variable by grade), but in upper secondary school Education for Peace is offered as an elective subject. This delivery model ensures that every student learns the essential elements of the subject, but that there is space in the curriculum for more advanced study as students mature and express particular interest in the subject.

- **Advantages**

The advantages of this 'Stand-alone subject' model include that:

- It is relatively simple to monitor implementation and progress as the teaching and assessment of Education for Peace is the responsibility of a single teacher in each grade / class;
- Assessment of Education for Peace outcomes can be conducted separately from the assessment of other subject content; and
- Learning in Education for Peace has a curriculum 'status' equivalent to other subjects.

- **Disadvantages**

The disadvantages of this model include that:

- It adds a subject to what may already be a crowded curriculum;
- Students may see Education for Peace as an additional burden in an already demanding curriculum; and
- Learning in Education for Peace does not overtly draw on the skills and knowledge acquired in more conventional subjects. In other words, Education for Peace is treated as ‘separate learning’, distinct and different from learning in, for example, History and Civics and Citizenship which can also be considered carrier subjects as indicated below.
- New teachers need to be trained for this specific new “subject” and the cost is high

3.3.3 Model 3 – Carrier Subjects

- **Description**

This model is similar in some ways to Model 1 above. Here, however, a number of specific subjects (referred to as ‘carrier subjects’) are assigned **total responsibility** for Education for Peace. The subjects need to be identified from within the current curriculum structure, but are likely to include subjects such as History, Civics and Citizenship and Life Skills.

- **Advantages**

The advantages of this ‘Carrier subjects’ model include that:

- Implementation and student achievement can be accurately monitored because, although responsibility is shared, it also clearly assigned to the selected subjects.
- Education for Peace is taught and learned in context. In other words, the carrier subjects provide a broader context of knowledge, skills

The Spiral Curriculum

The spiral curriculum is based on the belief that any subject can be taught at any age if its content and expectations are appropriate to the age / developmental stage of students, with greater depth and complexity added as students mature. In this approach, content is repeated at progressively more demanding and sophisticated levels.

In the case of Education for Peace, learning would most likely begin in primary school and focus on the development of basic values and interpersonal behaviours. As children mature, the curriculum would help them develop deeper understandings of core values and skills, and explore their application to the various relevant themes and in increasingly complex situations and scenarios.

The Spiral Model is a curriculum design model and, as such, may be applied to any of the ‘structural’ curriculum models described as Models 1 to 4 above. It could (and perhaps should) be the design model for every subject in the curriculum, but is particularly relevant to values-based learning.

The “spiral curriculum”, is important for internalization and sustainable learning of values, skills and behaviours for responsible citizenship and peace-building. (Education Above All, Education for Global Citizenship, p.23)

and attitudes so that the content of Education for Peace is more meaningful to students.

- **Disadvantages**

The disadvantages of this model include that:

- If good administrative and supervision systems are not put in place, spreading responsibility for teaching the content of Education for Peace among three or four teachers may make it difficult to track student progress, and to ensure all outcomes are achieved.
- Certain learning objectives and outcomes (particularly those in the affective domain and related to values and behaviours) might not 'sit well' with existing subject content. For example, if history is taught as an information-based subject where the main skills expected of students are knowledge retention and repetition, it will be difficult to introduce Education for Peace as a theme or topic in which students are expected to engage, debate, and respond emotionally to the issues. In extreme cases, teachers may resent changes to traditional content and to new expectations for teaching and assessment.
- Distinguishing the outcomes of Education for Peace from those of 'carrier subjects', especially for assessment purposes, might be difficult.

3.3.4 Model 4 – Extra-Curricular

- **Description**

It may be deemed appropriate model for teaching and learning Education for Peace might be through providing it outside the formal curriculum, through a range of relevant projects and other activities. In this case, the program would normally be delivered outside regular school hours, although it may be programmed to occur at the same time as other school-managed activities.

However, for the reasons outlined in 'Disadvantages' below, this model should be used as a supplementary approach rather than the only mechanism for delivery of Education for Peace.

- **Advantages**

The advantages of this 'extra-curricular' model include that:

- Education for Peace would not need to be integrated into other, existing subjects (such as Civics Education or Life Skills), thus avoiding change to those existing programs

- **Disadvantages**

The disadvantages of this model include that:

- It may be thought unnecessary or inappropriate to develop a formal program of learning for Education for Peace;
- The content may be perceived by students and teachers to be less important than that of other subjects, particularly if no formal assessment of outcomes takes place;

- It may be seen as unnecessary to develop textbooks and other support materials;
- It may be determined that teachers do not require specific training to deliver the content; and
- The resources necessary to ensure the success of the program may not be made available.

3.3.5 Programme Design Implications of Education for Peace for school-based staff

- **School leaders^{xxiii}**

As noted earlier, the formal learning of Education for Peace which is prescribed in curriculum documents and textbooks, and then taught in classrooms needs to be demonstrated and reinforced in all aspects of students' experience at school. School leaders therefore need to assure that the 'culture' of the school^{xxiv} – the 'way the school does business' – is consistent with the principles of Education for Peace. This means, for example, that

- all students and staff are made to feel secure, welcome and valued;
- all students and staff are treated with respect and dignity;
- the human rights of all students and staff are respected, particularly as they relate to behaviour management;
- some democratic mechanisms or structures (such as a representative committee or forum) are put in place to seek and consider the opinions of staff and students about various aspects of school life; and
- parents and other community members are welcomed in the school, and , if possible, their views and opinions about the school are sought and listened to.

- **Teachers**

Teachers must model the principles of Education for Peace in their demeanour and how they relate to their students. For some teachers, this will present a significant challenge because they have traditionally taught in a very didactic style, and in extreme cases have relied on their position of power (and even such strategies as humiliation) to manage and control students.

However, to be consistent with Education for Peace, the 'culture' of the classroom should be based on respect and tolerance, and violence (physical, emotional and psychological) must be avoided. This means, for example, that

- students are made to feel safe and secure in the classroom;
- the rights and dignity of all students, as well as that of the teacher, are respected at all times;
- any conflicts, either teacher-student or student-student, are resolved in non-violent, non-autocratic ways;
- students are made aware of the rules and boundaries for behaviour, and are expected to abide by them;

- students are made aware of the culture of peace and non-violence that exists in the school, and should be encouraged to imagine ways in which this culture could be transferred to the community and society at large.

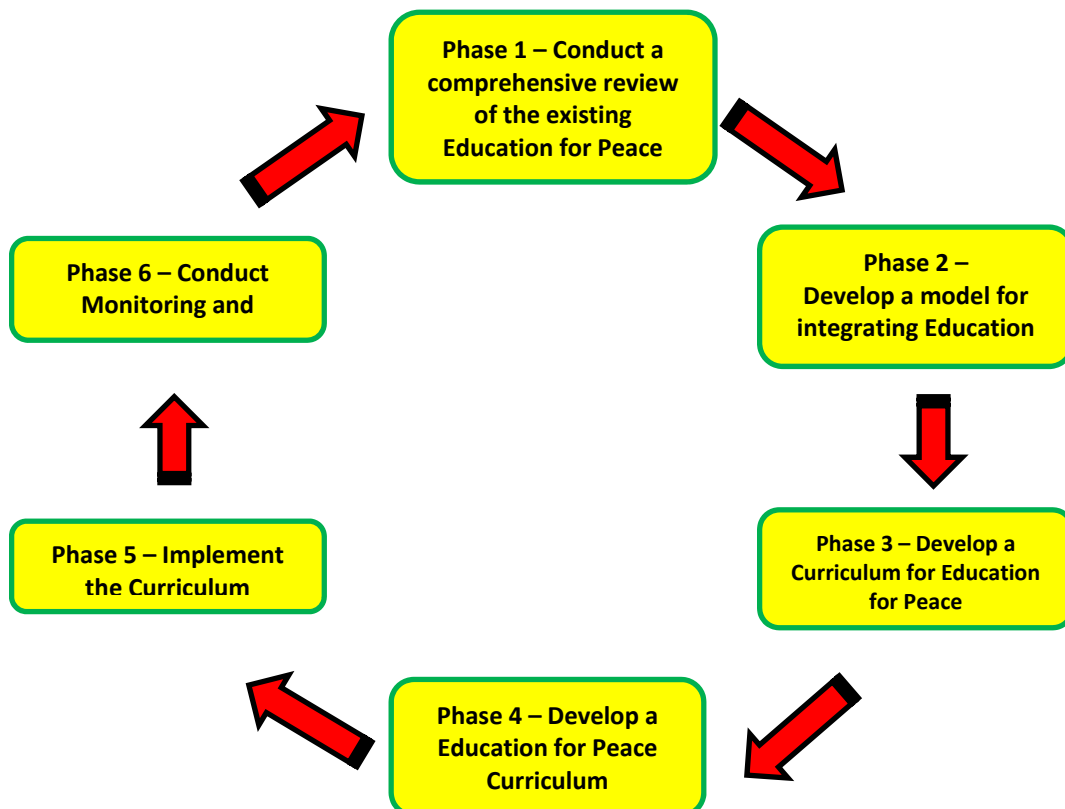
3.4 Bringing it all together – a process for ensuring that Education for Peace is integrated into the curriculum

3.4.1 Overview

To integrate Education for Peace effectively into the curriculum, a process such as that outlined in Diagram 3.1 below should be followed. This process contains steps that will put into practice the concepts and suggestions contained in sections 3.1-3.3 above and is also consistent with the general education planning process described in Section 2.

While this process has been included in the Guidelines as a general approach, the process finally adopted by each country should reflect its own traditions, systems, resources and organisational and administrative structures.

Diagram 3.1 – Overview of a process to ensure that Education for Peace is integrated into the curriculum (see Section 4 for an overview of the planning cycle, into which this model fits)



3.4.2 A suggested approach and process

Phase 1 – Conduct a comprehensive review of the existing Education for Peace curriculum and related policies

- **Description**

Focus questions:

- What requirements for teaching Education for Peace are currently in the curriculum?
- How can the teaching and learning of Education for Peace be improved?
- How well do policies support the teaching and learning of Education for Peace?

The purpose of this phase is to conduct a review of the curriculum (as described above in sections 3.1.4 and 3.1.5), and of curriculum-related policies (as described above in section 3.2). The review should seek to clarify the extent to which Education for Peace is currently included in the curriculum, and of the comprehensiveness and effectiveness of policies currently in place to support it. The review should include an assessment of how well students are learning in Education for Peace.

- **Key outcome**

The key outcome of this phase should be a formal report which evaluates the current situation and makes evidence-based recommendations designed to improve:

- The scope, sequence, comprehensiveness and relevance of the content of Education for Peace;
- The ways in which this content is integrated into the curriculum;
- The training provided to teachers;
- Resource materials to support teaching and learning in Education for Peace;
- School culture, ensuring that it is based on genuine respect for the rights of all members of the school community, and on the non-violent resolution of all disagreements;
- How Education for Peace is perceived and its principles understood by the school community, particularly by encouraging greater community involvement in Education for Peace activities; and
- The alignment of curriculum policy and practice and the ways in which curriculum policy is described, including, if appropriate, the development of a curriculum framework to ensure higher quality and greater consistency.
- The articulation with the sector analysis of the key conflict drivers identified in the education sector diagnosis (see Section 2.2.) in order to ensure that the curriculum content, pedagogy etc. contribute to peace and do not exacerbate conflict drivers.

- **Key actions**

To complete this phase, the following actions will be necessary:

- Develop clear and explicit Terms of Reference for the review, including definitions of relevant terms;
- Appoint a suitably qualified reviewer / review team;
- Conduct a review using a process similar to that described in Part 3.1 in these Guidelines.

Phase 2 – Develop a model for integrating Education for Peace into the curriculum

- **Description**

Focus questions:

- Given the current curriculum structure (particularly the ways in which cross-cutting issues are integrated), what is the best model for integrating Education for Peace into the curriculum?

During this phase, the recommendations of the review need to be considered and a model for integrating Education for Peace into the curriculum needs to be decided. Some possible models are discussed in section 3.3 above. This decision will need to take into account a number of factors, including:

- The extent to which existing policy supports the various models;
- Current models for adding similar content to the curriculum;
- The capacity and readiness of teachers and schools to accept and effectively deliver the new content;
- The availability of teaching and learning resources; and
- The funds available to implement the chosen model.

- **Key outcome**

The key outcome of this phase will be a clear decision about the model for integrating Education for Peace into the curriculum. This decision will be based on the information contained in the review (Phase 1), and the model selected must be affordable, realistic and sustainable.

- **Key actions**

To achieve this outcome, the following actions will be necessary:

- Detailed consideration of the relevant recommendation(s) of the review by competent authority (such as the curriculum unit or division) and supporting evidence;
- Estimates of financial and other resources required to implement the model in a sustainable way; and
- Documentation of the decision to adopt a model of integration; and
- Approval of the model by the relevant, competent authority (such as the director of curriculum, relevant Minister or Parliament).

Phase 3 – Develop a Curriculum for Education for Peace

- **Description**

Focus questions:

- What are the aims, objectives and student learning outcomes^{xxv} of Education for Peace?
- How do these address/mitigate the drivers of conflict identified during the education sector diagnosis conducted (see section 2.2).
- What is the content (the knowledge, understandings, skills, values and attitudes) which students must learn or acquire through Education for Peace?

- Depending on the decision about the model of integration made in Phase 2, how can this content be described or expressed so that it has status and credibility with teachers and the ministry of education?

Once the integration model has been determined, it is critical that the details of what is to be taught in Education for Peace, as well as when and how it is to be taught, are decided. This phase would typically include the setting of aims and objectives and student learning outcomes (depending on how curriculum is normally developed in the country), and would most likely be the responsibility of the curriculum division, unit or authority.

- **Key outcome**

The key outcome of this phase will be an Education for Peace curriculum that

- (a) Has all the characteristics of other components of the country's curriculum (such as a syllabus written for a mainstream subject)², and
- (b) Can be implemented or delivered under the model approved in Phase 2 above.

This Education for Peace curriculum could include

- General aim
- Course objectives
- Key concepts
- Knowledge, understanding, skills, attitudes and values
- Student learning outcomes (see section 3.1.1 above)
- A scope and sequence matrix describing the grades in which the content is to be taught and learned, as well as any specific information, case studies or examples that should be included in classroom activities;
- Sample teaching and learning activities and notes on pedagogy;
- Examples of how the activities can be extended beyond the classroom to include the whole school and the school community; and
- Requirements for assessing student progress and/or level of achievement.

There is a great deal of material already available which could be considered during this phase. The following websites might provide starting points for determining the course content:

- www.un.org/cyberschoolbus/peace/home.asp
- www.ineesite.org/en/education-fragility/resources
- www.wiscomp.org/pp-v1/Kevin_Kester.pdf (particularly for a discussion of conceptual models for Education for Peace courses)
- www.ppu.org.uk/learn/peaceed/pe_ednetcurriculum.html
- www.ineesite.org/uploads/files/resources/doc_1_48_Learning_to_Live_Together.pdf
- http://www.ineesite.org/uploads/files/resources/doc_1_48_Learning_to_Live_Together.pdf

² This assumes that the other components do not demonstrate bias or pedagogy that could exacerbate tensions

- **Key actions**

To achieve this outcome, the following actions will be necessary:

- Authorise the competent agency / division / unit to develop the curriculum consistent with the model decided in phase 2;
- Conduct normal curriculum development processes^{xxvi} to develop a Education for Peace curriculum that has the same features and characteristics of other components of the curriculum.

Phase 4 – Develop a Education for Peace Curriculum implementation plan

- **Description**

Focus questions:

- What steps will need to be taken to ensure that the Education for Peace curriculum developed in phase 3 is successfully implemented?
- What policies need to be developed or amended to support the new curriculum?
- What resources (financial, human and material) will be needed to implement the Education for Peace curriculum? From where and how will the resources be acquired?

This phase will focus on developing an implementation plan and determining and locating the source(s) of resources necessary to implement the Education for Peace curriculum in a sustainable way

- **Key outcome**

The key outcome of this phase will be a detailed implementation plan that includes such components as

- A policy framework that supports implementation;
- Appropriate teacher training and school leadership training;
- Promotion and advocacy of Education for Peace to the community;
- Development of teaching and learning resources;
- The identification, location and commitment of financial, human and material resources that will be required to implement the curriculum in a sustainable way (i.e. from recurrent budget sources);
- Timelines and responsibilities for implementation; and
- Arrangements for monitoring and evaluation.

- **Key actions**

To achieve this outcome, the following actions will be necessary:

- Develop and implement a practical and achievable Education for Peace Curriculum Implementation Plan;
- Evaluate the appropriateness of existing policies related to implementation and revise policies if required; and
- Analyse and identify funding sources to enable implementation.

This plan would normally be the responsibility of the curriculum agency or unit in the Ministry, but would be developed in cooperation with other relevant units and Ministries, such as those responsible for planning, finance and public sector communications.

Phase 5 – Implement the Curriculum

- **Description**

The purpose of this phase is to roll out the implementation plan developed in phase 4.

Phase 6 – Conduct Monitoring and Evaluation (refer also to section 4)

- **Description**

Focus questions:

- How well is the curriculum working?
- What evidence is available to evaluate the success of the curriculum?
- How can the curriculum be improved in the light of the evaluation?

This phase should focus on the extent to which the objectives of the curriculum are being achieved and on the quality of student learning outcomes being achieved. Data will need to be collected to support findings about the relative success or failure of the curriculum.

- **Key outcomes**

Monitoring implementation of the curriculum should be undertaken on an ongoing basis to ensure that adequate support is available for teachers as they put the curriculum into practice. The key outcome of this phase will be an evaluation report which should gather evidence of the success of the curriculum and the community's response to it, using such instruments as

- Surveys of teachers, students and parents;
- Student assessment data (which might be a component of the existing EMIS);
- School visits by inspectors or curriculum officers to evaluate the extent to which the school 'culture' supports the Education for Peace formal curriculum; and
- Community meetings to gauge the impact of Education for Peace on student behaviours and community responses to the curriculum initiative.

A report can be compiled periodically (such as every 6 or 12 months) or at the end of an implementation period (for example, after three years). It should make evidence-based judgements about the relative success or failure of the curriculum in meeting its stated objectives, and make recommendations about how the curriculum and its implementation can be improved.

- **Key actions**

To achieve this outcome, the following actions will be necessary:

- Establish and put in place a methodology to monitor and evaluate the curriculum implementation; and
- Appoint appropriately qualified and experienced personnel to conduct the monitoring and evaluation program.

Section 4 Implications of Promoting Education for Peace as a High Priority

The purpose of this Section is to examine the implications of making Education for Peace a high priority for the education system. The specific implications of curriculum changes are discussed in 4.1, while the broader implications for the system on finance and monitoring and evaluation processes are discussed in 4.2 and 4.3.

4.1 Implications of curriculum revisions for other parts of the system

4.1.1 Why does curriculum revision affect other parts of the system?

In many ways curriculum is at the heart of education systems. This is because the curriculum defines what the country wants young people to learn, and in many case how it wants them to learn and how it wants their achievement and progress to be assessed. The role of every other part of the education system is to support this learning process.

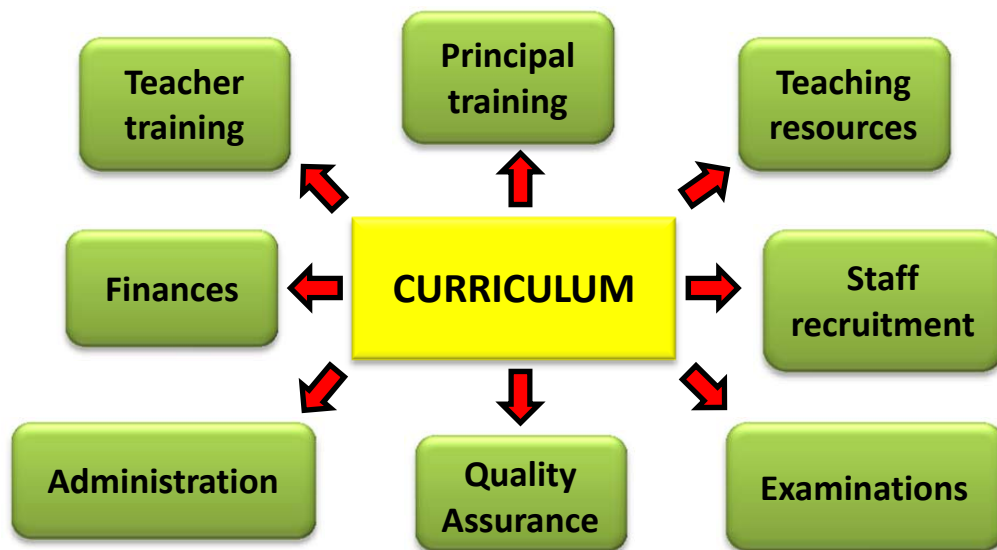
It is therefore the case that when the curriculum changes, other parts of the system need to adjust as well. Introducing or enhancing Education for Peace might be considered a relatively small, although not unimportant, change, but other parts of the system will still be significantly affected. This will be so in every system which has students' learning as its highest priority.

If we accept the definition and scope of Education for Peace as including both the 'formal' and the 'hidden' curricula, then the scale of change and adjustment required across the system is even more significant. As has been discussed earlier in these Guidelines, it is critical that both the formal and hidden curricula are aligned and consistent to maximise the effectiveness of students' learning.

4.1.2 Which other parts of the system would be affected and how?

Diagram 4.1 below represents the other parts of the education system which would commonly be affected by changes to the curriculum. Precisely which parts will be affected and to what extent depends on the organisational structure and functional responsibilities assigned by the system. The nature of the impact of changes on each of these parts is described below.

Diagram 4.1 Parts of the education system commonly affected by changes to curriculum



- **Teacher training**

As with any curriculum change, changing the curriculum to prioritise Education for Peace requires well-planned and thorough teacher training if it is to be successfully implemented. This is particularly the case if the changes involve a more sophisticated model of integration, such as through the ‘integration’ or ‘carrier-subjects’ models described in Section 3.3 above. This is because a large number of teachers will be involved, and they will need to make changes to current programs which they may have been teaching for some years.

All teachers involved need to receive in-service training in philosophy, content, teaching and assessment. This is required in order to support and develop new/strengthened competencies both within the teacher as well as the student. In addition, pre-service teacher preparation programs will need to be revised to incorporate teaching and learning in Education for Peace.

Importantly, all teachers in schools will need some kind of ‘sensitisation’ to the philosophy of the new curriculum if a school culture and environment is to reflect the principles and values of Education for Peace.

- **Head teacher training**

As discussed earlier in these Guidelines, the role of head teachers in creating a climate and environment that reflects the principles and values and demonstrates the school’s commitment to them is very important. Head teachers might need specific training in, for example:

- How to create and sustain a school culture and environment that reflects Education for Peace;
- Monitoring teacher behaviours;

- Monitoring the effectiveness of Education for Peace programs;
- Involving students and staff in decision-making; and
- How to engage the school community in Education for Peace activities.

- **Teaching resources**

The education system will also need to respond to changes to Education for Peace curriculum by ensuring that all teaching resources and learning materials contribute to effective learning. With regard to textbooks, the response depends on the model chosen to embed Education for Peace learning. For example, if it is to be a stand-alone subject, a new textbook might need to be developed; if it is an integrated or 'carrier-subject' model, some additional materials will need to be developed to supplement existing textbooks.

In addition to textbooks, some consideration might need to be given to less conventional ideas, such as suggestions for setting student Education for Peace projects and for whole-school initiatives in Education for Peace.

In some contexts, it may also be advisable for the education system to conduct a quality check of existing textbooks and materials to ensure that there is no content that runs counter to the principles and values of Education for Peace.

- **Staff recruitment**

While operational decisions and planning will need to take place to ensure existing staff are adequately trained, strategic decisions will also need to be made about how to ensure that Education for Peace is delivered most effectively into the future. One possibility to be explored might be to try to attract people who share the values and beliefs of Education for Peace to the Ministry and to the teaching profession.

This would be achieved most effectively and efficiently by including an understanding of and commitment to these values and beliefs as a criterion for entry into all education system positions.

- **Examinations**

It is often argued that it is only possible to ensure that curriculum will be taught and learned if it is included in assessment and examination regimes. In other words, 'if it is not examined, it will not be taught'. Whether or not this is so varies from context to context, but if this is the case, the education system might need to respond by ensuring that examination authorities set examinations that include Education for Peace learning outcomes.

This task is relatively simple in assessing and examining knowledge outcomes. However, it is also possible to assess skills and attitudes by, for example, describing scenarios and situations to which students need to respond.

Regarding student behaviours, mandatory assessment could be conducted at the school level. Observation conducted by teachers (providing they are appropriately trained) can be a very accurate tool to determine whether or not students have internalised a commitment to Education for Peace principles and values, and demonstrate this commitment in their behaviours.

- **Quality Assurance**

Most education systems have developed mechanisms to monitor the quality of education being delivered in its schools. Most commonly, these involve school inspectors who visit schools and apply some kind of quality framework, either explicit or implicit, to various aspects of each school's operations.

It will be critical that Education for Peace is included in this quality framework so that school staff, especially principals, know and understand what is expected of them. In other words, each principal should be required to demonstrate, through real and practical examples, how the school is implementing the Education for Peace curriculum successfully.

- **Administration**

One fundamental principle of these Guidelines is that effectively implementing Education for Peace programs is a system-wide responsibility. The workload of all administrative sections of the education system will be affected by changes to policy and practice. All administrators will need to be committed to ensuring that changes are implemented and monitored effectively.

- **Finances**

The introduction of any new priority or program will necessarily require funding. An extra 'layer' of budgetary policy needs to be acknowledged in the case of Education for Peace. As well as funding new initiatives in Education for Peace by making necessary budget adjustments and enhancements, a core principle of Education for Peace is equity. All educational program funding might therefore need to be reviewed to ensure this principle is being applied and that the education of traditionally disadvantaged groups (which can include girls, rural and isolated students and students with disabilities) is equitably funded.

These issues are discussed in more detail and in a broader context in 4.2 below.

4.2 Costing and financing^{xxvii}

4.2.1 Costing

Costing means establishing the unit costs for all education expenditure items and then applying those costs to calculate the yearly total associated with each item. Unit cost guidelines are usually issued by the procurement or construction section of the ministry of education, finance or public works for individual items (e.g. the maximum and minimum costs for school buildings per square metre, the average cost of textbooks, the average cost of teacher training, etc.)

Costing guidelines have to be updated annually to take account of price increases (or decreases) and inflation rates. In addition costing guidelines may vary by region, if there are significant differences in costs (e.g. construction costs) in particular regions. For initiatives related to education for peace and conflict prevention the MoE needs clear unit costs for all proposed activities (e.g. the cost of curriculum review and revision, the cost of training teachers and other education personnel, etc.) These unit costs can be estimated using historical costs from other similar activities (e.g. the cost of other teacher training initiatives, the costs associated with previous curriculum reviews, etc.)

4.2.2 Financing

Financing deals with the distribution of funds inter-sectorally (for education in comparison with health, defense, etc.) and *intra-sectorally* (for primary, secondary, tertiary, etc.). In order to finance the education sector, education planners typically need to consider two major budget components:

- The **development or capital budget**: This component includes infrastructure such as schools and other educational facilities. It includes the cost of construction as well as major renovations or retrofitting of buildings, and also includes equipment such as school furniture.
- The **recurrent or operational budget**: This component represents the annual on-going expenses of the education sector. In most countries the largest component of this is salaries (typically 80-90% of the total operational budget). Other costs included in the recurrent or operational budget are textbooks and educational supplies, teacher training (in-service and pre-service), capacity development, supervision and monitoring and evaluation. Consequently, even with a firm political commitment to education for peace, many governments will face difficulty in fully integrating these programmes without additional funding.

4.2.3 Cost the plan and determine the financing gap

The preferred approach for education for peace initiatives is integration and harmonization with national development objectives rather than through stand-alone approaches. Hence the overall cost of the plan must include the cost of education for peace activities for the following reasons:

- It is required to determine gaps in funding
- It will also result in a more harmonized approach to financing of the education sector
- Once the ministry of education has specified its priorities with regard to education for peace through publication of an annual plan, other development partners (UN agencies, international and national NGOs) will be able to align their activities with the ministry's priorities, even if they do not directly fund the ministry's plan.

If the planning process has identified a need for education for peace initiatives, then these costs should be included as part of the education sector plan as well as the annual budgeting process. This implies a number of steps.

1. Determine the costs for the overall plan by calculating unit costs for all activities identified in the priority programmes, including those associated with any education for peace initiatives.
2. Project annual costs based on unit cost x need.
3. Calculate overall costs per year for each year of the plan.

4. Based on the existing and potential sector budget envelope, calculate the financing gap for each year and for the total cost of the plan. This can be made easier by projection modeling if there is capacity within the ministry to undertake such a process.
5. If the budget allocation from the ministry of finance is less than the cost of the plan, including education for peace initiatives, then mobilize additional resources (a good and credible sector plan is a tool for resource mobilisation).

If the education for peace initiatives require extensive teacher training and capacity development of education personnel it may be necessary to develop and cost multiple implementation scenarios. The cost of a nation-wide roll out will be expensive, especially if all teachers are to be trained or oriented on new curricula or new methods of teaching. Inclusion of all the associated costs will highlight challenges with regard to implementation and will allow education officials to plan for a more effective response that is aligned with available resources in each year. It will also serve to highlight the costs associated with education for peace, which can also be used to secure additional funding, either through bilateral donors or multilateral initiatives such as the Global Partnership for Education (GPE, discussed below).

4.2.4 Illustrative costs associated with education for peace activities

Development/capital budget

It is quite likely that the education sector plan will already include a component related to the construction of new schools or classrooms, or retrofitting existing ones (e.g. building boundary walls, increasing number of female latrines etc). If a priority within the plan is to address regional disparities with regard to educational facilities, it would be useful to highlight the construction costs associated with more equitable development throughout the country (e.g. the need to construct secondary schools in areas where none currently exist). The key implication for the budget is that the cost of constructing or equipping schools in historically under-served areas is often higher, particularly if they are insecure because of conflict or if they have previously been affected by conflict. Because these schools are often in remote areas the costs may also be higher if transport is required or if the required technical expertise is not available locally. Therefore separate unit costs may need to be computed for construction of classrooms or education facilities in different parts of the country.

Recurrent/operational budget

As noted above, salaries are by far the largest component of the education budget. Accordingly it is essential to budget well for other recurrent costs associated with education for peace initiatives in order to access additional financing if needed. Listed below are considerations related to specific areas of the recurrent budget that should be considered with regard to education for peace initiatives.

Salaries and other remuneration/incentives: A likely education for peace objective is to achieve an equitable distribution of qualified teachers throughout the country. If special incentive, allowance or housing schemes are proposed in order to attract teachers to rural or conflict-affected areas, then these additional costs must be incorporated into the recurrent budget.

Curriculum revision/reform: As discussed in Section 3 a major component of education for peace and conflict prevention is likely to involve review and revision of the curriculum. The typical budget costs for curriculum review and revision include:

- Technical assistance to support the review of the curriculum and the process of revising or developing subject-matter and pedagogical materials, and workshops for curriculum developers and those involved in the curriculum reform process (e.g. sub-national education authorities, teachers, curriculum developers)
- Development of learning materials, including design, layout and printing of materials
- Training workshops for teachers or master trainers on use of the new materials in the classroom

Textbooks and other learning materials: As discussed in Section 3 it may be necessary to develop and/or revise textbooks and other learning materials to incorporate an education for peace programme or other similar initiatives, such as removing discriminatory content from materials. Clearly the costs associated with design, layout and printing need to be included in the budget. Just as importantly, however, are costs associated with transport and distribution to make sure that the textbooks and other learning materials reach their intended destinations.

Monitoring and evaluation: Any additional costs associated with monitoring and evaluation of education for peace activities must also be incorporated in the annual budget. These costs might include those associated with conducting a baseline Knowledge Attitude and Practice (KAP) survey, additional monitoring visits to schools (especially transport and perhaps lodging), or if an evaluation of a peace education programme is planned, then the full cost of such an evaluation should be budgeted.

Capacity development: Capacity development programmes use a variety of modalities ranging from training workshops to technical assistance, coaching and mentoring, distance learning and on-the-job training. With specific regard to education for peace, capacity development initiatives should focus heavily on teacher training to ensure that teachers are familiar with the content of new curriculum and that they are able to convey values, attitudes and behaviours that are consistent with the objectives of education for peace. The same applies to head teachers and principals as well as other school-based personnel who all play a role in the creation of a school ethos that is consistent with the values and attitudes associated with peace and non-violence. Consideration should also be given to the capacity development needs of teacher trainers (pre-service faculty and in-service trainers), inspectors, supervisors and education managers at all levels of the system. In addition there may be a need for capacity development at the organizational level, such as changes in regulations or policies related for example, to changes in classroom management techniques (and abolishment of corporal punishment). A clear capacity development plan with a budget will facilitate effective implementation of planned education for peace initiatives and will likely be a significant portion of the cost, especially of curricular interventions.

4.2.5 Mobilizing resources for education for peace

When all potential national government resources have been investigated and exhausted the MoE must seek external financing for under-funded parts of the plan. A range of coordinated external financing

mechanisms can be used to ensure that financing for education is funded for long-term programmes, including education for peace initiatives, and to facilitate transition out of crisis or to prevent future conflict.

Typically donor funds are allocated through either their development or humanitarian assistance budgets. However, donors are increasingly recognizing that this is a false division and are approaching funding in a more flexible manner. If education for peace strategies are included in the education sector plan they have the additional benefit of potentially being eligible for funding from both development and humanitarian funding sources.

Development funding

These funds typically address the longer term, are based on projections over a number of years, and should be aligned with government priorities based on the education sector plan. The following are the typical mechanisms used by a range of multilateral and bilateral donors, including the African Development Bank, UN agencies and NGOs.

Project support: earmarked funding for a specific project. This is the most common aid modality, particularly among bilateral donors.

- Bilateral, multilateral, or non-state actors support specific projects
- Non-state actors also support this mechanism, e.g. NGOs, private foundations, faith-based organizations, enterprises, individuals and diaspora populations

Pooled funds: combine funds from multiple donors.

- These can support either development or humanitarian plans, or a project, programme, sector, or general government budget.
- These are best coordinated through the government sector plan and budget
- An example is funding provided by the Global Partnership for Education (GPE)

Multi-donor trust funds: collects funding from multiple donors and disburses it through different channels, including budget support and project funding.

- This is often administered by the World Bank but can also be administered by a UN organization, a bilateral donor, or a private foundation.
- An MDTF works directly with the partner government, and disbursements are conditioned on fiduciary standards and performance measures.
- One example is the Multi-Donor Trust Fund South Sudan (MDTF-SS) which supports school construction and improvement, capacity building of the Ministry (MoEST), procurement of textbooks, enrolment of non-formal learners in alternate learning programs and works to accelerate teacher training initiatives.

Sector budget support: Bilateral and multilateral donor support to MoE budget based on the education sector plan.

- The Ministry of Finance manages the funds.
- This typically lasts three to five years and is conditional on progress.

General budget support: Bilateral and multilateral donor support to government budget.

- The Ministry of Finance manages the funds.
- Disbursements are typically based on agreed conditions outlined in the performance assessment framework to the country's Poverty Reduction Strategy Paper (PRSP).
- General budget support encourages donors to align with government systems and priorities. When jointly funded by multiple donors, it encourages them to coordinate their activities.

Humanitarian assistance

While the bulk of humanitarian assistance is dedicated to the response after a crisis occurs, these funds can in principle also be used for measures to reduce the risk of conflict before the next potential crisis. If an Education Cluster is operational, this constitutes an important mechanism for MoEs to clarify priorities related to education for peace and conflict prevention, and is an entry point for obtaining more funds for MoE priorities from the various humanitarian funding mechanisms. For a further discussion of humanitarian assistance that may be available, refer to the UNESCO-IIEP Guidance Notes on Integrating Conflict and Disaster Risk Reduction in Education Sector Plans.

Other financing sources

The private sector: This can range from parents and communities to faith-based organizations to large corporations or foundations. Funds can also be in kind or through direct finance. Sponsoring education for peace measures, such as Peace Days or other extra-curricular activities designed to promote peace and tolerance, can be an act of corporate social responsibility for local, national or multinational businesses.

The Global Partnership for Education (GPE): This is a multilateral partnership between developing countries and donors, multilateral institutions, teachers, civil society organizations, and the private sector dedicated to ensuring that all children receive quality education. The GPE works with its partners in country to develop a sound education sector plan and then provides financial and technical assistance for implementation of the plan. The GPE's strategic objectives through 2015 are that:

- Fragile and conflict-affected states will be able to develop and implement their education plans.
- All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive learning environment.
- Dramatic increase in the number of children learning and demonstrating mastery of basic literacy and numeracy skills by Grade 3.
- Improve teacher effectiveness by training, recruiting and retaining teachers and supporting them to provide a good quality education.
- Expand the volume, effectiveness, efficiency and equitable allocation of external and domestic funding and support to education in GPE-endorsed countries.

Because GPE has included a focus on fragile and conflict-affected states among its objectives, well-conceptualized and well-costed education for peace initiatives may increase the chance of GPE funding for countries that are GPE members or for countries that are applying for GPE membership and that have a credible plan including an vulnerability and conflict analysis as discussed in part 2.2 above.

4.3 Monitoring and evaluation

Table 4.1 below illustrates a few examples of indicators that could be used to monitor progress related to education for peace initiatives. (The examples are illustrative only and not intended to be an exhaustive list. Suggestions for monitoring and evaluation related to curriculum are included in Section 3.)

Table 4.1 Examples of objectives and indicators that can be used for education for peace.

| | Objectives | Indicators |
|------------|--|---|
| Access | <ul style="list-style-type: none"> To increase access to education in conflict-affected areas. | <ul style="list-style-type: none"> Gross and net intake and enrolment ratios (for boys and girls and by different levels, e.g. primary, lower secondary, upper secondary) in conflict-affected areas |
| | <ul style="list-style-type: none"> To reduce the incidences of attacks on education. | <ul style="list-style-type: none"> Number of attacks on education facilities Number of attacks on education personnel Number of attacks on students |
| Quality | <ul style="list-style-type: none"> To improve the quality of teaching with regard to positive values, such as peaceful co-existence and tolerance of diversity. | <ul style="list-style-type: none"> Number of teachers able to model and convey the values, behaviours and attitudes associated with peace. Number of incidents of school violence (by staff or students) |
| | <ul style="list-style-type: none"> To improve the quality of teaching by incorporating participatory learning techniques into the curriculum. | <ul style="list-style-type: none"> Number of teachers using participatory learning techniques. Number of lessons incorporating participatory methods. |
| Management | <ul style="list-style-type: none"> To increase the capacity of education authorities to monitor and support education for peace initiatives. | <ul style="list-style-type: none"> % professionals and government officials with increased knowledge of education for peace principles # of school supervisors who demonstrate values, attitudes and behaviours associated with peace # of supervision reports that incorporate comments on peace education (or similar) |

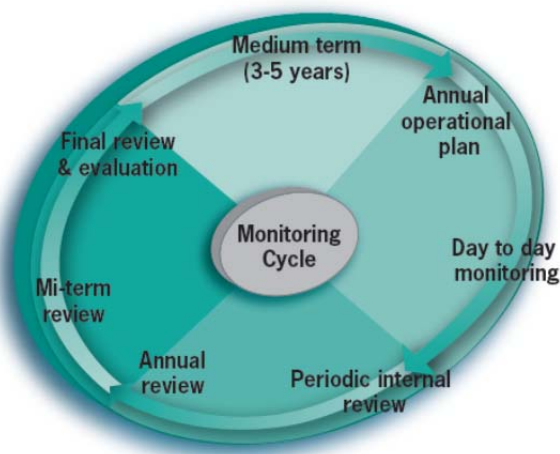
- To increase the involvement of students and parents in the administration of their schools.
 - To increase enrolment and completion rates for children from minority groups.
 - To develop a teacher recruitment procedure that is clear and transparent and that supports the equitable supply of teachers in all parts of the country.
 - To increase availability of secondary and post-secondary education to students from conflict-affected areas
- programmes
 - # education institutions with community and student involvement in governance/management issues
 - # of school management committees
 - Increase in % of enrolment of minority groups (by gender and level)
 - Decrease in dropout rates in crisis-affected or crisis-prone areas
 - New teacher recruitment procedure developed
 - Student-teacher ratios (analyzed for all parts of the country)
 - # of qualified teachers in conflict-affected areas
 - # of secondary schools in conflict-affected areas
 - # of students from conflict-affected areas enrolled in secondary or post-secondary education

4.3.1 Implementing an M&E framework^{xxviii}

Figure 4.1 outlines a typical monitoring cycle which aims to ensure how well resources are being used and whether the objectives outlined are being achieved (UNESCO, 2006: 48-51). As illustrated in Figure 4.1, the starting point for routine monitoring is the annual operational plan. This establishes annual targets and detailed activities towards attainment of the objectives of the medium-term (3-5 year) or long-term (10-year) plan.

Even if education for peace has not been included in the medium or long-term education plan, it still can be incorporated as part of the annual operational planning process. The operational plan will specify

Figure 4.1. Planning and Monitoring Cycle



annual targets, indicators to be monitored and the cost of annual activities.

4.3.2 Selection of monitoring indicators

Theoretically a great many indicators could be identified for use in monitoring the progress of education for peace initiatives (see Table 4.1). When developing the monitoring and evaluation framework, educational planners must pay careful attention to prioritize the selection of indicators to a manageable number of those that are most relevant. The reason is that there are many costs associated with monitoring activities – from transport and logistics for monitoring visits to the cost of compiling and analyzing the data. Therefore when possible indicators should include those associated with existing data collected in the annual school survey or through other routine monitoring. In addition if the number of indicators becomes too large, the task of analyzing and interpreting the data may become too cumbersome and therefore monitoring results may not be communicated in a timely manner, which is especially important in order to improve results. There is no sense in collection information that will not or cannot be analysed and used in a timely manner. Instead planners should focus on a limited number of indicators (10-20) that will provide a clear picture of whether the objectives related to education for peace are being achieved.

4.3.3 Issues of security or instability in data collection^{xxix}

In situations of instability or crisis, a critical consideration is whether it is safe or possible for data collectors to travel to certain areas and collect the required information. During conflict, for example, national, provincial or district-level officials may not be able to travel safely to schools in some parts of the country. In these situations a number of approaches can be used:

- Designate partners to assist with data collection, for example, local NGOs that have a presence in conflict-affected areas may be able to access the information safely and assist in transmitting the data to the appropriate level (e.g. regional or central level).
- Work with school management committees or youth groups to collect and store data.
- Data can be transmitted to regional or central locations by head teachers or others who have been trained in the use of technology such as mobile phones, internet, etc.

Annex 1: Factors to consider in a conflict and vulnerability analysis

As stated within the chapter, a conflict and vulnerability analysis can be used for the purpose of assessing the education system with regard to education for peace and conflict prevention. In the analysis, critical elements of the education sector are examined in terms of how they either contribute to peace or possibly to conflict. This will help identify areas to strengthen. The examples listed below are for consideration only and do not represent an exhaustive list.

- **Education policies:** Are existing policies consistent with a culture of peace? Are there policies related to non-violence in schools? Are these policies enforced and/or monitored? Do education policies uphold education for all children and youth, regardless of race, ethnicity, gender, or religion?
- **Infrastructure and equipment:** Are these resources distributed equitably throughout the country? In places affected by violent conflict infrastructure and equipment may need to be prioritized for areas of the country that have been affected by conflict or that have been neglected in the past.
- **Teacher training:** Have all teachers received training in peace education or conflict prevention initiatives? Have all teachers received training related to constructive classroom management in order to eliminate the use of corporal punishment? Do teachers know and understand the education policies related to education for peace and conflict prevention? Are education for peace and conflict prevention initiatives incorporated into pre-service as well as in-service teacher training programmes?
- **Curricula:**^{xxx} Have the curricula been reviewed and/or revised from an education for peace and conflict prevention perspective? Has the most appropriate curriculum model for incorporating peace education into the curriculum been developed? Has the pre-service teacher training curriculum been reviewed and revised so that teacher educators also understand the knowledge, skills, values and attitudes associated with education for peace and conflict prevention? Do policies and practices in the broader school environment (for example, the behaviour management / discipline policy, whether students are included in any ways in decision-making) reinforce classroom learning in peace education?
- **Examination systems:** Are examination systems considered to be fair and transparent for all learners? Have concepts related to education for peace and conflict prevention been incorporated into the examination system?
- **School safety and overall atmosphere** (e.g. child friendly learning climate, absence of corporal punishment, existence of school safety plans): Has the school a policy to make children feel secure? Is there a policy or regulation prohibiting the use of corporal punishment? Do schools routinely develop school safety plans? Is corporal punishment used in schools? Are there systems in place to monitor the use of corporal punishment or harsh disciplinary tactics?
- **Monitoring and evaluation:** Does the monitoring and evaluation framework incorporate regular indicators related to education for peace and conflict prevention? Is there a functioning EMIS? Do all schools report? Are the EMIS data considered reliable and accurate?
- **Financial resource mobilization:** Are programmes for education for peace and conflict prevention costed and budgeted within the education sector plan? Is the education sector plan fully funded? Is

there sufficient funding for nation-wide rollout of education for peace and conflict prevention initiatives?

Annex 2 Using a SWOT analysis to identify priorities with regard to education for peace and conflict prevention

A SWOT (strengths, weakness, opportunities and threats) analysis can be used to identify and analyse the Strengths and Weaknesses of an education system, as well as the Opportunities and Threats that exist in its external environment. A SWOT analysis is a useful tool to help organise many different internal and external factors. It can be used when developing a strategic plan, or planning a solution to a problem. Any proposed solutions or initiatives should seek to maximize the potential of the strengths and opportunities while minimizing the impact of the weaknesses and threats.

A SWOT analysis consists of two main parts: an internal analysis and an external analysis. The internal analysis is a review of the strengths and weaknesses of the education system at all levels (central, regional, district, school, etc.) The external analysis looks at the main points in the environment (that is, all external actors including government officials, community and religious leaders, parents, other organizations). Analyse and identify those that pose opportunities for the education sector with regard to education for peace as well as those that pose threats or obstacles. Note that “strengths” and “weaknesses” are the education system’s current, internal attributes whereas “opportunities” and “threats” are external to the system, and are future-oriented. The example shown below is for illustration purposes only.

| INTERNAL | Strengths | Weaknesses |
|----------|--|--|
| | <ul style="list-style-type: none"> Does capacity exist within the education system for development of skills needed for economic regeneration and/or sustainable livelihoods? Is there gender parity within the education system? At which levels – primary level, lower secondary, upper secondary, post-secondary? | <ul style="list-style-type: none"> The system does not have enough qualified teachers, other personnel or physical or financial resources to provide education for all. Teachers are not well trained and are not well-versed in interactive learning methodologies. Teachers and administrators are not familiar with the contents of peace education (or similar) programmes. |
| EXTERNAL | Opportunities | Threats |
| | <ul style="list-style-type: none"> Utilization of “peace dividend” to strengthen education system Education as a means to build national identity while still respecting diversity and pluralism Education as a means to foster reconciliation Possibility to transform education | <ul style="list-style-type: none"> Fighting is still occurring in some parts of the country. Not all parties to the conflict are firmly committed to peace. One cultural, ethnic or religious group dominates government decision-making. |

| | | |
|--|--|--|
| | system so that education plays a role in addressing root cause of conflict (e.g. through addressing regional disparities in opportunities) | |
|--|--|--|

The purpose of the SWOT analysis is to use the information in order to help develop a strategy that uses the strengths and opportunities to reduce weaknesses and threats in order to achieve the objectives associated with education for peace.

Annex 3: Developing Student Learning Outcomes

Some relevant learning and development theories

In order to define student learning outcomes, we expect from good Education for Peace curriculum and practice, we need to understand how Education for Peace can best reflect some of the relevant theories and models about learning and development. Among the most significant of these in relation to Education for Peace are the theories and propositions of Benjamin Bloom, Lawrence Kohlberg and Abraham Maslow^{xxxix}.

➤ Bloom's taxonomy^{xxxii} of educational objectives in various relevant domains

Bloom's taxonomy arranges learning objectives in a hierarchical model from simple to complex, and does so in both 'cognitive' and 'affective' domains. Each model has several levels and these are explained in Table 3.1.

Table 1: Bloom's Taxonomy of Educational Objectives in the Cognitive and Affective Domains

| COGNITIVE DOMAIN | | | AFFECTIVE DOMAIN | |
|---|---------------|---|-------------------------|--|
| Descriptor | Level | | Level | Descriptor |
| Makes a judgement about the information and can then internalise the full knowledge and understanding | Evaluation | 6 | Internalising values | Recognises value-laden information (and manipulation) and applies new value-information to behaviour |
| Can put the information together in a way in which a new outcomes can be seen | Synthesis | 5 | | |
| Can take the information apart' and see the principle(s) behind the information | Analysis | 4 | Organising values | Makes links between different pieces of knowledge and associated values, and prioritises the new information |
| Can apply the information to a new or different situation | Application | 3 | Valuing | Can explain and justify the new information and associate with other related information to make a valid value judgement |
| Understands the information and can retell it with meaning | Comprehension | 2 | Responding to phenomena | Interacts with the information through reasoned discussion and questions, to build new information |
| Replicates or recites a fact without necessarily having a full understanding of its meaning or | Knowledge | 1 | Receiving phenomena | Receives information willingly |



How can we take Bloom's taxonomies into account when defining our learning outcomes for Education for Peace?

These hierarchies provide a two dimensional framework within which objectives or learning outcomes can be defined. The first dimension refers to the developmental stages through which children pass, and confirms that our expectations of them should become more sophisticated as they mature.

The second dimension refers to the need to acknowledge both the cognitive and affective domains in formulating our objectives and expected outcomes, and has particular relevance to learning in Education for Peace. In other words, we should expect our students not only to achieve increasingly complex outcomes in the cognitive domain (that is, knowing, understanding, analysing, synthesising and evaluating information cognitively), but we should expect them to be able to develop an increasingly refined set of attitudes and values and, as a result, to affirm or modify their behaviours in dealing with peace and conflict related issues.

➤ Kohlberg's hierarchy of ethical and moral stages

Lawrence Kohlberg's work represents an expansion and elaboration of the earlier, very influential theories of Swiss psychologist Jean Piaget. Kohlberg identifies a hierarchy of moral development in three broad levels, represented in the table below.

Table 2 Kohlberg's hierarchy stages of moral development

| STAGE OF MORAL DEVELOPMENT | DESCRIPTOR |
|--|---|
| 'Ethics' (Principled conscience) | This is where the person actually develops the ethical principles by which they live. They are predicated by the higher "rules" of society but lived by as a "code of honour". The person does not need the validation or the censure of society or religion to do right. The person lives by these very high level principles consistently and constantly. |
| "Principles behind the Rules" (Post-conventional) | Where the learner understands which rules (the ethical ones) must be kept – and they are kept because it is the right thing to do) but other minor rules may be broken according to the circumstances. These broken rules are not broken because of selfishness but because of a higher principle. |
| "Absolute Rules" (Conventional) | Where the rules of the society are obeyed because of a fear of punishment or later, a hope of reward. At this stage, people may feel that if they are not caught, they are not guilty. The rules are obeyed for show (for others). |
| "No Rules" (Pre-conventional) | Where the learner does not take into account the social rules of the society (egocentric). |

This theory argues that students change and grow in their capacity to behave within a conscious moral framework. When framing our educational objectives and expected outcomes in Education for Peace, we must extend students into the more advanced levels of development, especially as school cultures can often be ‘trapped’ in a model of reward and punishment (‘Absolute rules’)^{xxxiii}. For Education for Peace to be considered successful, students should understand why rules are needed and develop their own ethical beliefs, values, principles and standards.

➤ Maslow’s hierarchy of needs^{xxxiv}

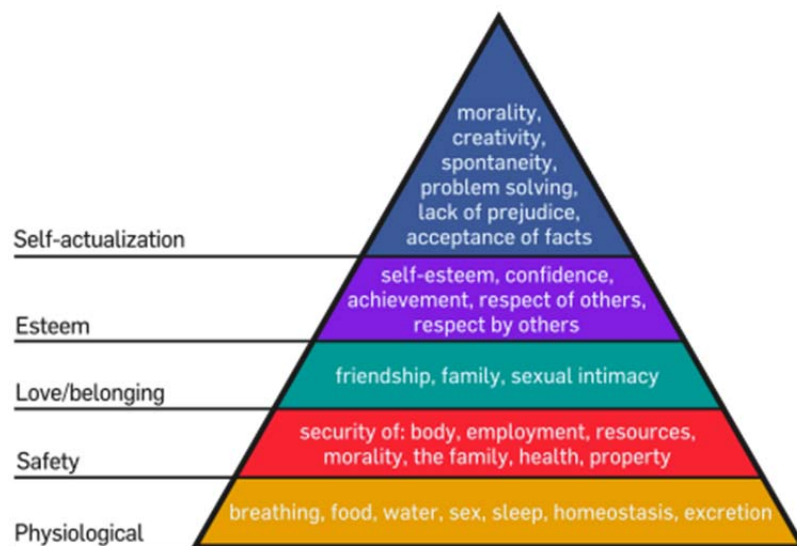
The hierarchy developed by Abraham Maslow categorises how people are **motivated** according to their level of need. At the lower end of the hierarchy are ‘deficit needs’, such as the basic needs of food, water and shelter, and the need to feel physically and emotionally safe and secure. In post-conflict situations, these are the most fundamental and urgent needs to be satisfied.

Maslow’s hierarchy also included social needs – ‘belonging’ (i.e. the need to feel part of a group, such as a family or community) and ‘self-esteem’ (i.e. the need to understand ourselves, to be confident and to feel respected by others).

At the peak of Maslow’s hierarchy is a state of being that relatively few people achieve – self-actualisation. These people are highly autonomous and understand their place in the world. They approach problems creatively, looking for solutions. To be ‘self-actualising’ people’s deficit must, to a large extent, have been satisfied.

When framing what we expect our students to learn in the area of Education for Peace, we need to be conscious of where they are in this hierarchy. This hierarchy should in particular be taken into account in developing a school culture which reflects the principles and values of Education for Peace. For example, we cannot expect them to be concerned about self-esteem or about gaining the respect of others if their most basic needs of food and security have not been met.^{xxxv}

Diagram 1: Maslow’s Hierarchy of Needs



Endnotes

- i The authors acknowledge that there are many terms currently in use to describe this educational initiative. In the interests of clarity and consistency, the term 'education for peace' has been used wherever possible throughout these Guidelines. For a further discussion of the various concepts that this term covers, see 1.1 A Note on Terminology below.
- ii The authors acknowledge that the use of 'student' in this context is not the preferred term in all countries. Some countries prefer to use 'pupils', while others prefer 'learners'. Some countries use different terms depending on the stage of schooling (primary or secondary). In the interests of simplicity, the term 'student' is used throughout these Guidelines to describe young people enrolled in schools or engaged in structured, out-of-school learning.
- iii <http://www.un.org/cyberschoolbus/peace/frame2.htm>
- iv <http://www.ineesite.org/en/peace-education>
- v <http://www.teacherswithoutborders.org/page/what-peace-education>
- vi Refer also to the discussion about conducting a review of curriculum in Section 3 of these Guidelines.
- vii This part is adapted from Module 3 of the IIEP distance course on Educational Planning for Conflict and Disaster Risk Reduction and also draws on course materials from IIEP's distance course on Education Sector Planning and IIEP Working Paper 3 "Strategic Planning: Techniques and Methods".
- viii This section is taken from the IIEP distance education module "Formulating policies and selecting objectives and priorities for conflict and disaster risk reduction".
- ix Adapted from Haddad, W.D. 1995. Education policy-planning process: an applied framework. Fundamentals of Educational Planning, 51. Paris: UNESCO International Institute for Educational Planning (http://www.unesco.org/education/pdf/11_200.pdf), page 33.
- x This section is taken from the IIEP distance education module "Formulating policies and selecting objectives and priorities for conflict and disaster risk reduction".
- xi As discussed in the IIEP Working Paper 3: Strategic Planning Techniques and Methods (2010), "it is important to be aware that, although the logic [used to formulate programmes] is always the same, there is no standardized use of terms such as goal, objective, purpose, output, result, etc. Depending on the document, one can find the following terms being used as synonyms [of those presented in these guidelines].
- *Overall goal*: overall goal, development goal, development objective
 - *Specific objective*: purpose, development objective, programme objective
 - *Activities*: component activities, actions, strategies
- xii It is recognised that in many countries, the curriculum is not described in formal, centrally-produced curriculum documents (such as syllabuses), but through textbooks. In these situations, much of the discussion in these Guidelines applies to those textbooks.
- xiii The Oxford English Dictionary defines **values** as 'principles or standards of behaviour; one's judgement of what is important in life'. Examples of values in the curriculum are readily available. In Australia, for example, nine values are an integral part of schooling and can be seen at http://www.valueseducation.edu.au/values/val_national_framework_nine_values,14515.html :
- xiv See Annex 3 for a full description)
- xv The highlighted terms in this table are those used in the sample Learning Outcomes in Table 3.4 below
- xvi Depending on the specific context of the country, the curriculum review might consider any range of programmes that incorporate the principles of Education for Peace, such as peace education, life skills education, civics and citizenship education, etc.
- xvii For details of models for integrating Education for Peace into the curriculum, see Section 3.3 below.
- xviii Adopting an approach based on extra-curricular learning activities has inherent risks. For example, it may imply that Education for Peace learning is 'less important than that of 'real subjects'. Depending on how extra-curricular activities are implemented, there is also a risk that not all students will achieve the Education for Peace learning outcomes because the activities are not mandatory.

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- xix The timeframe included here is indicative of the amount work that needs to be done, but might vary significantly according to the political and social context of each country.
- xx Longstreet, W.S. and Shane, H.G. (1993) Curriculum for a new millennium. Boston: Allyn and Bacon.
- xxi http://www.teach.nsw.edu.au/documents/OTTOP_reading_1.3.pdf
- xxii For a discussion of possible models of integration, see Section 3.3 below.
- xxiii In these Guidelines, ‘school leader’ refers to any person who has a leadership role in the school. It will always include the Principal, but could also include deputy principals, subject heads, senior teachers, inspectors and, in some cases, community members who, for example, lead parent representative groups or committees.
- xxiv For further elaboration of school ‘culture’, see section 3.1.5.2 below.
- xxv Defining Student Learning Outcomes for Education for Peace is a critical step in developing an effective curriculum. Some background information about undertaking this task is provided in Annex 1.
- xxvi Because of the sometimes sensitive nature of Education for Peace curriculum and its reliance on the development of values that are acceptable to the broader community, special attention may need to be given to stakeholder consultations and piloting of content during this development phase..
- xxvii The entirety of part 4.2 is adapted from Chapter 5 of the IIEP/UNICEF Guidance Notes “Integrating conflict and disaster risk reduction into education sector planning”.
- xxviii This part is adapted from Chapter 4 of the IIEP/UNICEF Guidance Notes “Integrating conflict and disaster risk reduction into education sector planning”.
- xxix Taken from Chapter 4 of the IIEP/UNICEF Guidance Notes “Integrating conflict and disaster risk reduction into education sector planning”.
- xxx All these issues are considered in detail in Section 3.
- xxxi Although the theories and models referred to are widely known and accepted, this section draws heavily on the work of Pamela Baxter who frames the works in the context of Peace Education and related themes in Education Above All, [Education for Global Citizenship](#), Sept 2012
- xxxii Bloom’s original taxonomy (published in 1956) has been revised and re-interpreted by various researchers, the most significant of which was the publication in 2000 of a revised taxonomy by Anderson and Krothwahl (see, for example, the overview published by Taylor and Francis, *Theory into Practice*, Vol. 41, No. 4, [Revising Bloom’s Taxonomy](#), Autumn 2002). For the purposes of these Guidelines, Bloom’s original taxonomy has been taken as the point of reference.
- xxxiii As might be expected, this is more likely to be the case when school conditions are difficult – large classes, under-prepared teachers, inadequate resources, etc.
- xxxiv While Maslow’s hierarchy has been criticised for being over-systematic and lacking in research evidence that such a hierarchy really exists, his work may still be worth considering, especially in post-conflict / post-disaster situations in which the needs of people dominate priority-setting.
- xxxv This common representation of Maslow’s hierarchy is taken from <http://www.psychologytoday.com/blog/hide-and-seek/201205/our-hierarchy-needs>