How Do We Learn To Live Together Through Education Systems?

Desk Research From Selected Countries In The Asia-Pacific Region

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Outline of the presentation

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2. Framework for the research

3. Preliminary research highlights

   - Vision, policy frameworks and institutional arrangements

   - Curriculum

   - Teacher policies

4. Next steps

5. Concluding thoughts

Background

What is LTLT?

Delors et. al., 1996:

"[. . .] learning to live together,

by developing an understanding of others and their history, traditions and spiritual values

and, on this basis, creating a new spirit which,

guided by recognition of our growing interdependence and

a common analysis of the risks and challenges of the future,

would induce people to

implement common projects

or to manage the inevitable conflicts in an intelligent and peaceful way."

Discovery of others

Experience of shared purposes

How has LTLT been conceived internationally?

International normative frameworks:

- *Universal Declaration of Human* Rights (1948)

- *Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms* (1974)

- *Convention on the Rights of the Child* (Article 29) (1989),

- *UN Declaration on Human Rights Education and Training* (2011)

International programmes:

- Education for All Goal 3 (2000)

- World Programme for Human Rights Education

- UN Decade of Education for Sustainable Development (2005-2014)

- International Decade for a Culture of Peace and Non-Violence (2001-2010)

- UN Secretary General's Education First initiative (education for global citizenship as one of the three priority areas)

- Teaching Respect for All initiative

Rubrics for classifying LTLT-related programmes (content)

Overview of 'Learning to live together' clusters and programmatic areas

Cluster Type	Programmatic Areas
Education for Peace	1. Peace building education
	2. Education for conflict management and transformation
	3. Education for social cohesion and development
Citizenship education	1. Citizenship education
	2. Education for democracy and social justice
	3. Human rights education & education for sustainable development
	4. Moral/values education
Life skills education	1. Life skills education & the promotion of individual well-being
	2. Life skills education & interpersonal skills
	3. Health related life skills (including HIV/AIDS prevention education)

Rubrics for classifying LTLT-related programmes (context)

Conflict status	Nonconflict; relative peace	Internal trouble; social unrest; "pre-conflict"	Armed conflict	Transition out of violence; peace process	"Post-Conflict"
Type of educational initiative	Education for prevention (including human rights education)		Education in emergencies		Education for social and civic reconstruction

Source: Tawil, S. and Harley, A. 2004. *Education, Conflict an d Social Cohesion.* Geneva: UNESCO International Bureau of Education. Adapted in Moriarty, K. "Towards a global prioritization of peace and human rights education." In Education Above All. 2012. *Education for Global Citizenship*. Doha: Education Above All.

Framework for the research

Learning to live together

Discovery of others

Experience of shared purposes

Examples of core competencies

- Empathy
- Knowledge of other cultures
- Cultural sensitivity
- Understanding of discrimination
- Acceptance
- Tolerance

- Communication skills
- Teamwork
- Leadership
- Trust
- Political participation
- Community involvement
- Concern for the environment

Desk Research – The Details

14 Countries:

Afghanistan, Australia, Bhutan, China, India, Indonesia, Japan, Malaysia, Myanmar, Pakistan, Philippines, Singapore, Sri Lanka, Thailand

Scope:

Formal education at primary and secondary levels

Three key areas:

1. Vision, policy frameworks and institutional arrangements
2. Curriculum
3. Teacher (education) policies

Major sources:

- Ministry of Education/national sources
- Secondary sources including UNESCO IBE World Data on Education, case studies from programmes such as peace education, human rights education, ESD, EIU, etc.)
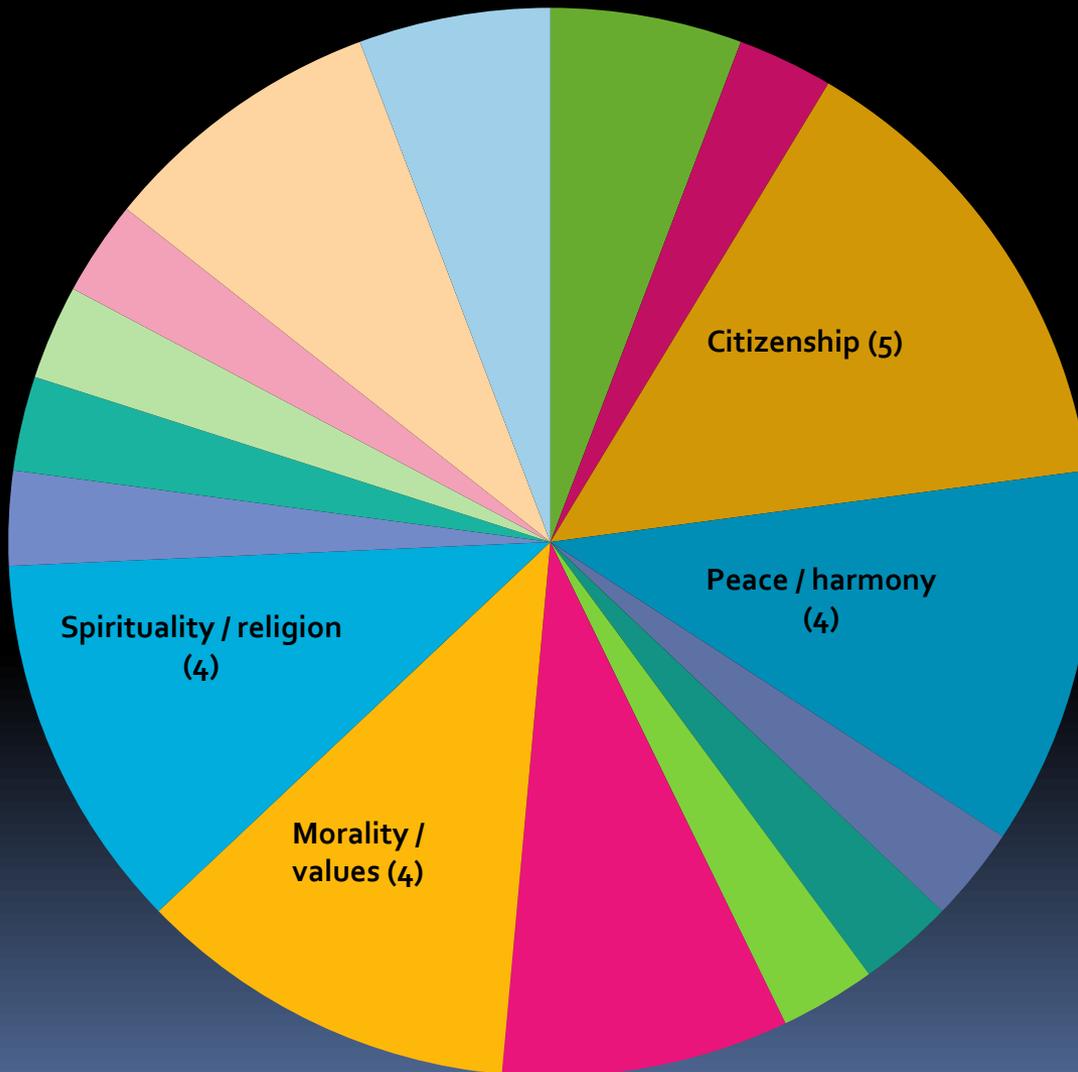
Preliminary research highlights

Vision, policy framework and institutional arrangements

National visions of education

LTLT-related aims as reflected in national visions of education

Pie chart legend:
- Sense of nationhood / love of country / patriotism
- Knowledge / preservation of their history/ culture
- Citizenship
- Peace / harmony
- Tolerance
- Integrity
- Social justice
- Democracy
- Morality/values
- Spirituality/ religion
- Socialism
- GNH
- Human rights
- Sustainable development
- Responsibility / self-control / discipline
- Learning society

Pie slice labels:
- Citizenship (5)
- Peace / harmony (4)
- Spirituality / religion (4)
- Morality / values (4)

SRI LANKA:

The vision of t... Education is to... excellence in *g...* through compete... *share the Sri L...*
(New Vision for Educ...

AFGHANISTAN:

Our vision for the Afghan education system ...tan development...al based on ...*espect for* ...g equitable access ... to enable them to ...*tainable* ...rowth, *stability* ...tan.

...n for Afghanistan

Examples of national vision statements on education

BHUTAN:

The vision of edu... "an educated and... society of 'gyalyo... at peace with itself, *at peace with the world, built and sustained by the idealism and the creative enterprise of our citizens*."
(Education Policy Guidelines and Instructions , 2012)

...e's Republic of ...*onstruction of ...n*, be combined with production and labor, and satisfy the needs of training constructors and successors with *all round development of morality*, intelligence and physique for the *socialist cause*.

(*Education Law 2005*)

National policies/programmes and institutional structures focused on LTLT

|	National policies/frameworks/plans/programmes	Units/structures within Ministry of Education or other national body
Australia	'Caring for the Future' (Australian Government Strategy for the UN *DESD*) (2006) Australian *Sustainable* Schools Initiative National Framework for *Values Education* in Australian Schools (2005) → Australian *Values Education* Program	National *Environmental Education* Council
Japan	National Action Plan for *DESD* (2006) Basic Plan for Promotion of *Human Rights Education* and Encouragement (2002)	Elementary and Secondary Education Bureau, Ministry of Education: *International Education Division (for international exchange programme)*
Pakistan	National Action Plan for *Human Rights Education* (2001)	National Commission for Human Development (focused particularly on *life skills*)
Philippines	Executive Order for Institutionalizing *Peace Education* in Basic Education and Teacher Education (2006) National *Environmental and Education Awareness* Act (2008)	The Office of the Presidential Adviser on the Peace Process – *Peace Education* Unit
Singapore	Framework for 21st Century Competencies and Student Outcomes (2010)	Student Development Curriculum Division, Ministry of Education: *Character and Citizenship Unit* (responsible for themes of *social and emotional learning, national education, civic and moral education, community involvement programme, service learning*)
Sri Lanka	National Policy on *Social Cohesion* and *Peace Education* (2008) National Plan for *Education for Peace and Sustainable Development* (2012)	*Social Cohesion* and *Peace Education*, MoE Quality Division, Ministry of Education: Co-Curricular Activities, Guidance & Counseling and *Peace Education* Branch and *Religious and Value Education* Branch.
Thailand	National Plan for Action for *Human Rights Education* (1999) Sufficiency Based Schools	National Human Rights Commission, Sub-Commission on *Human Rights Education* Office of the Basic Education Commission, Ministry of Education, Bureau for Innovative Development in Education (BIDE) focused on *ESD and environmental education*

The case of Sri Lanka: *National Policy on Social Cohesion and Peace Education*
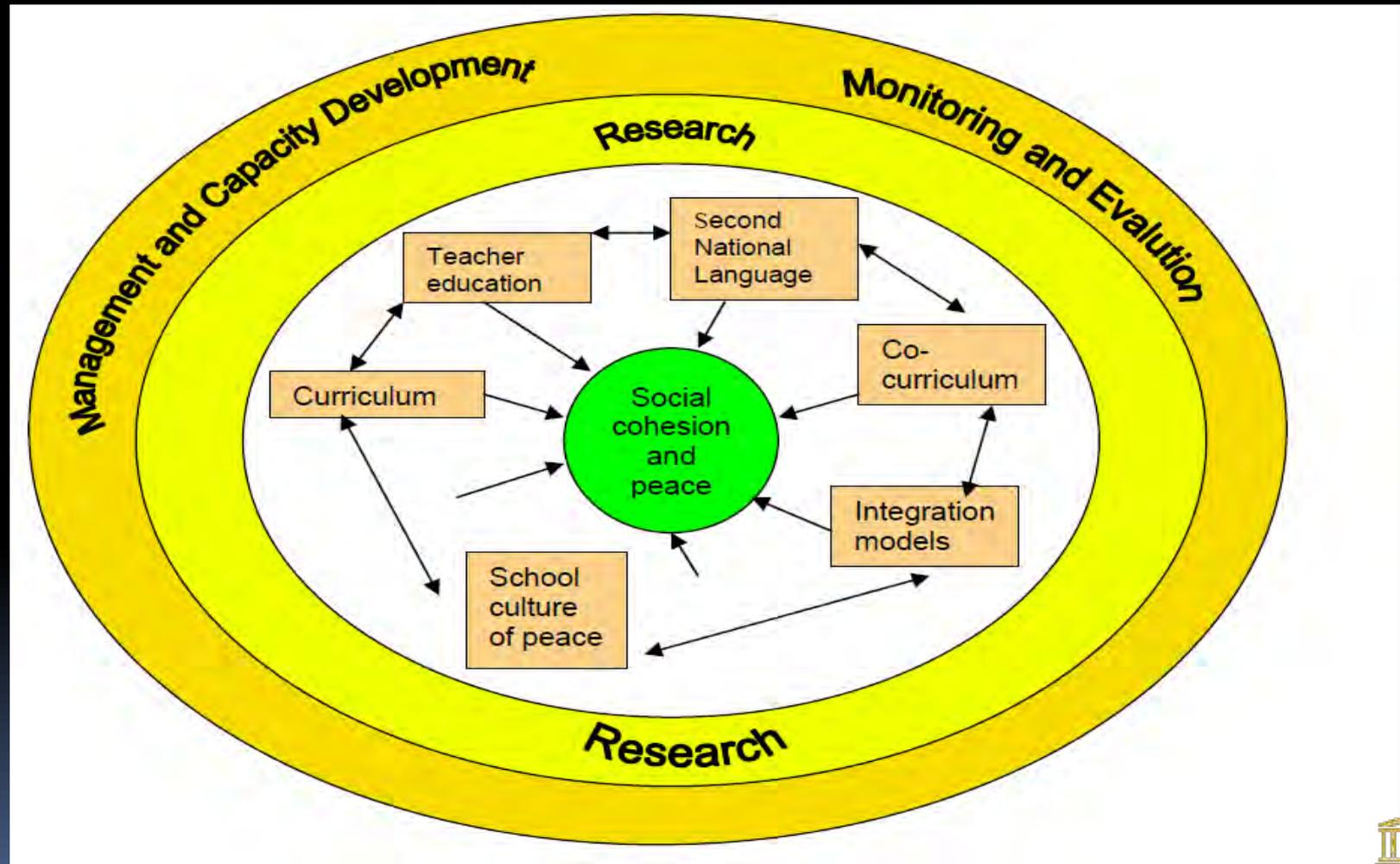
Source: Social Cohesion and Peace Unit, Ministry of Education, 2008

The case of Singapore: *Framework for 21st Century Competencies and Student Outcomes*
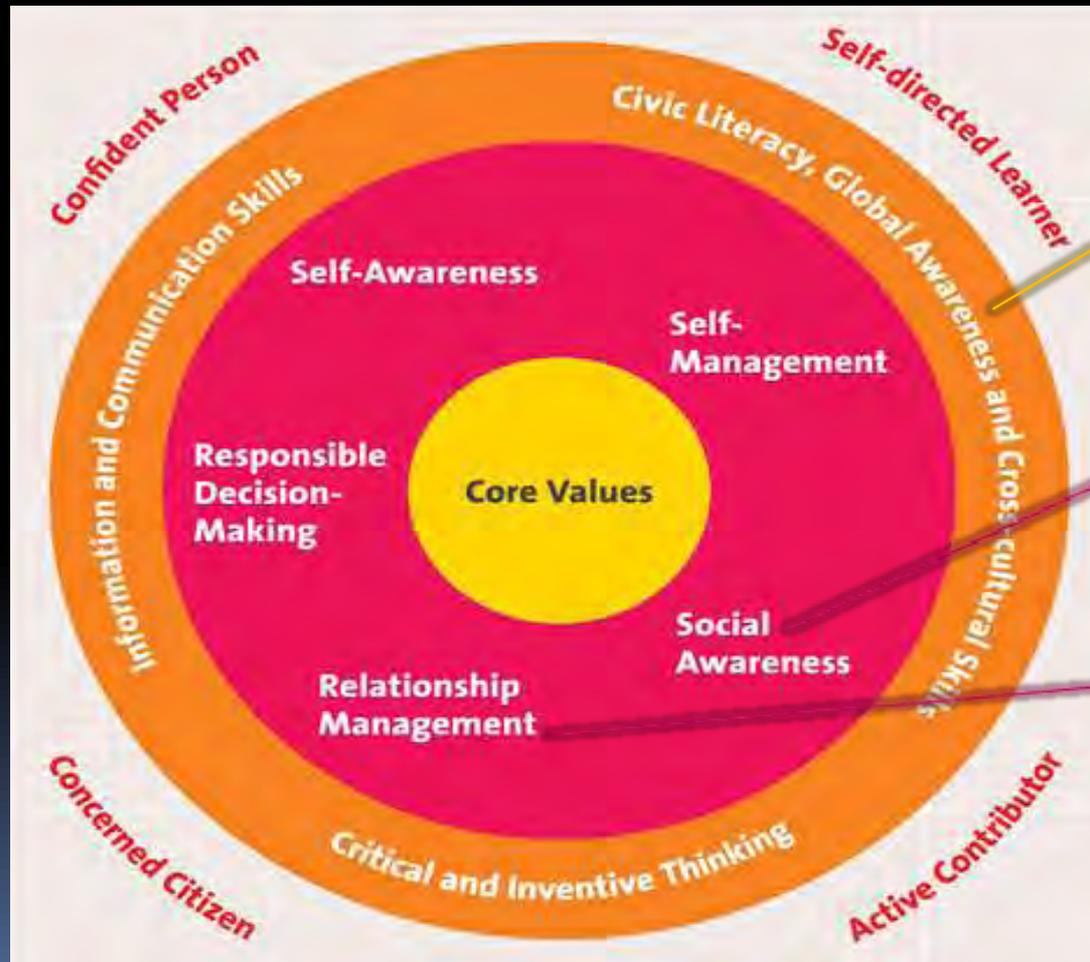
Civic literacy, Global Awareness and Cross-cultural skills

Social Awareness

Relationship Management

Source: Singapore Ministry of Education, 2010

Preliminary research highlights

Curriculum

National curriculum frameworks

Australia:

The Australian Curriculum includes a focus on seven general capabilities

- Literacy
- Numeracy
- Information and communication technology capability
- **Critical and creative thinking**
- **Ethical behaviour**
- **Personal and social capability**
- **intercultural understanding**)

and three cross-curriculum priorities

- **Aboriginal and Torres Strait Islander histories and cultures**
- **Asia and Australia's engagement with Asia**
- **Sustainability**

(ACARA. http://www.australiancurriculum.edu.au/Curriculum/Overview)

National curriculum frameworks

Thailand:

Basic Education Core Curriculum emphasizes five key competencies:
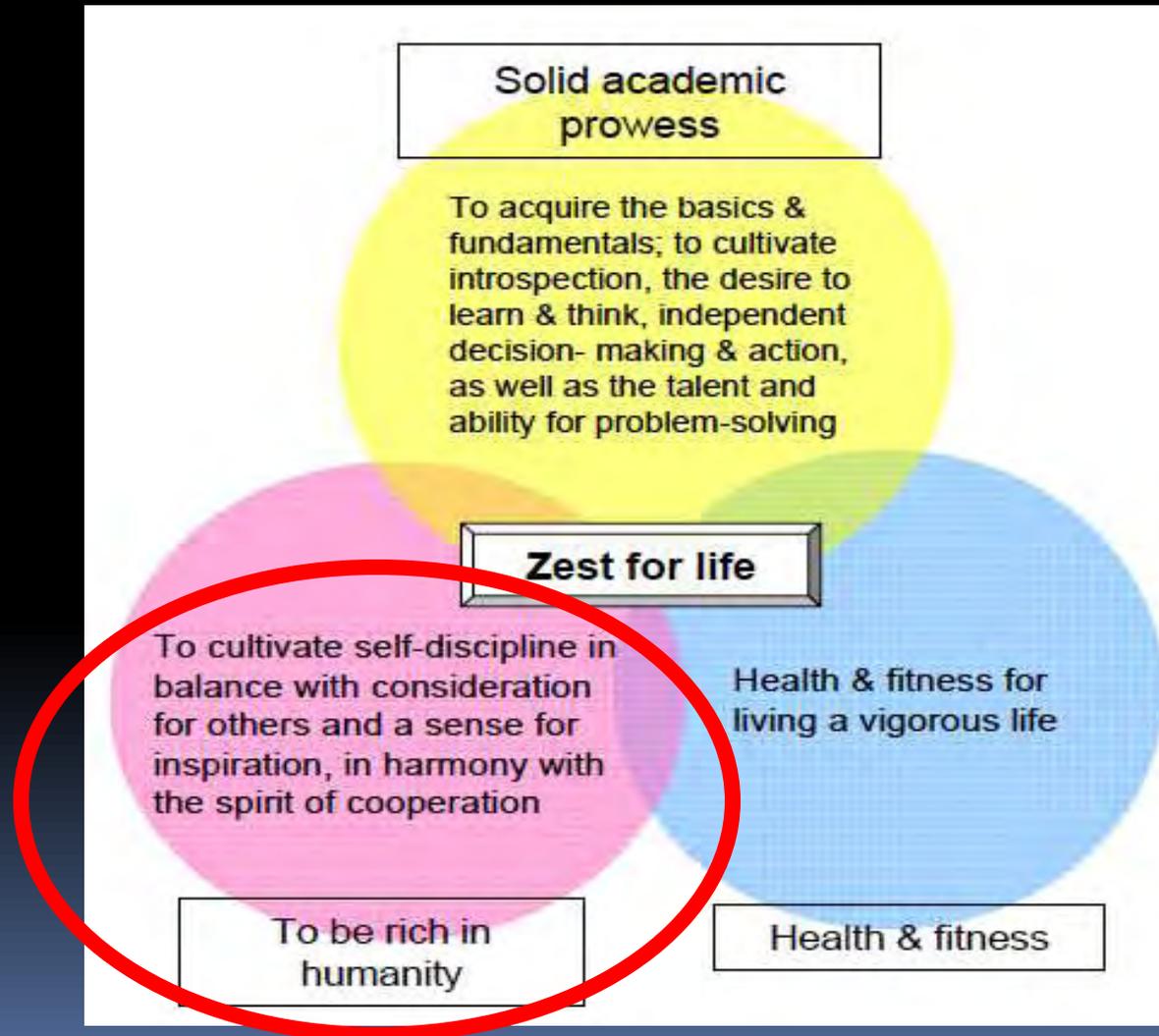
1) **communication capacity**;
2) thinking capacity;
3) problem-solving capacity;
4) **capacity for applying life skills** and
5) capacity for technological application.

These are associated with 8 desirable characteristics :

1) **love of nation, religion and King**;
2) **honesty and integrity**;
3) **self-disciplin**e;
4) avidity for learning;
5) **observance of principles of Sufficiency Economy Philosophy in one's way of life**;
6) dedication and commitment to work;
7) **cherishing Thai-ness** and
8) **public-mindednes**s

(Ministry of Education, 2008)

National curriculum frameworks: Japan – "Zest for Life"

Solid academic prowess

To acquire the basics & fundamentals; to cultivate introspection, the desire to learn & think, independent decision- making & action, as well as the talent and ability for problem-solving

Zest for life

To cultivate self-discipline in balance with consideration for others and a sense for inspiration, in harmony with the spirit of cooperation

To be rich in humanity

Health & fitness for living a vigorous life

Health & fitness

How are the core competencies featured in curricular timetables?

Special subjects/periods or dedicated subject approach

(e.g. values/moral/ religious education, civics/ citizenship, life skills)

Earmarking special units within academic 'carrier' subjects

(e.g. social studies, history)

Infusion/permeation through non-academic 'carrier' subjects/activities

(e.g. arts, physical education/sports, student activities)

Special/dedicated subjects

	Primary	Lower secondary	Upper secondary*
Values education **Moral education** **Ethics** **Religious studies/education**	**All countries except Australia, India and Myanmar**	**All countries except Australia and India**	**Afghanistan** **Bhutan** **Indonesia** **Malaysia** **Pakistan** **Philippines** **Singapore** **Sri Lanka** **Thailand**
Civics **Citizenship education** **Politics**	**Australia** **China** **Indonesia** **Philippines** **Singapore** **Thailand**	**Afghanistan (grade 8)** **Australia** **China** **Indonesia** **Singapore** **Thailand**	**Australia** **Indonesia** **Japan** **Malaysia** **Singapore** **Thailand**
Life skills **Culture and living in society**	**Afghanistan** **Thailand**	**Malaysia** **Myanmar** **Sri Lanka** **Thailand**	**Malaysia** **Thailand**

'Carrier' subjects

	Primary	Lower secondary	Upper secondary*
Social studies /sciences History Geography Economics Anthropology	**All countries except Malaysia**	**All countries**	**All countries except Pakistan grade 9 (except as elective in humanities stream)***
Environmental studies Nature	Afghanistan Bhutan China India Japan Sri Lanka	China Sri Lanka	None

* Curricular timetable not available for China at upper secondary level
Source: IBE World Data on Education Reports 2010-2011

Non-academic 'carrier' subjects/activities (arts, PE, etc.)

	Primary	Lower secondary	Upper secondary*
Art **Music** **Aesthetics** **Cultural activities**	All countries	All countries	All countries except Bhutan, Myanmar and Pakistan (except as elective in humanities stream)
Physical education **Health** **Sports**	All countries	All countries	All countries except Myanmar and Pakistan
Co-curricular / student activities	Japan Myanmar Singapore Sri Lanka Thailand	Japan Myanmar Singapore Thailand	Singapore Thailand

* Curricular timetable not available for China at upper secondary level

Preliminary research highlights

Teacher policies

What kinds of teacher policies?

There seems to be 2 different types of policy documents which reference the role of teachers in the effort to teach students to 'live together':

1. Teacher training/education policies/frameworks
2. Professional standards/expectations for teachers

In addition, the research revealed some interesting examples of in-service training initiatives as well as other types of large-scale ,ad hoc projects focused on equipping teachers to support LTLT.

Teacher training/education policies/frameworks

Philippines

- *Executive Order No. 570, September 26, 2006 – Institutionalizing Peace Education in Basic Education and Teacher Education*
  - Section 2. The Commission on Higher Education (CHED) shall **introduce and mainstream peace education in teacher education**.

Teacher training/education policies/frameworks (cont'd)

Pakistan

- The <u>National Professional Standards for Teachers in Pakistan</u> (2009) puts forth 10 professional standards for the initial preparation of teachers in Pakistan.
  - Standard 3 is "***Knowledge of Islamic Ethical Values/Social Life Skills***" and posits that teachers must "understand the Islamic ethical values and practices in the light of Quran/Sunna and other religious contexts, and the implications of these values for bringing **national and global peace, unity and social adjustment**" (Ministry of Education, 2009)

Professional standards/ expectations for teachers

Thailand

- The <u>Education Professional Standards</u> is a set of desirable behaviours for teachers.
- Standards 9 and 10 specify that teachers must "***constructively cooperate with others***".
  - Standard 9 states that teachers must ***constructively cooperate with others in education institutions*** while
  - Standard 10 states that teachers must ***constructively cooperate with others in community*** .
- Both of these Standards mean realizing the importance of ***listening to other people's opinions, recognizing knowledge and ability of others in the community, and cooperating*** in the development of the educational institution's works. (Teachers Council of Thailand, 2005, p. 15)

In-service training / projects

China

- The Beijing Institute of Education promoted *EIU* by setting up <u>In-Service Teacher Training on EIU</u> from 2008 to 2010 in order to strengthen teachers' knowledge and skills, thereby aiding in the implementation of EIU into schools. This training programme was approved and funded by Beijing Local government.

- The project provided the trainees with background knowledge, holistic teaching strategies, and skills on EIU through workshops, class observation and case studies. The trainees learnt to create school-based curriculum, to design effective EIU lesson plans, and to organize EIU-based activities in their classrooms. (APCEIU, 2009)

Next steps

Project: Learning to Live Together through Education in the Asia-Pacific Region

- **National mapping exercise focused on 8 countries**

  Afghanistan, Indonesia, Malaysia, Myanmar, the Philippines, Sri Lanka, Australia, Republic of Korea

- **Target**

  - Accurate, contextualized and in-depth information on country experiences

  - Deeper analysis & additional domains:
    - Teaching practice
    - Classroom/ school ethos
    - Assessment
    - Youth perspectives (via UNESCO Youth Peace Ambassadors)

5th UNESCO Youth Peace Ambassadors Training Workshop

6-14 November 2012
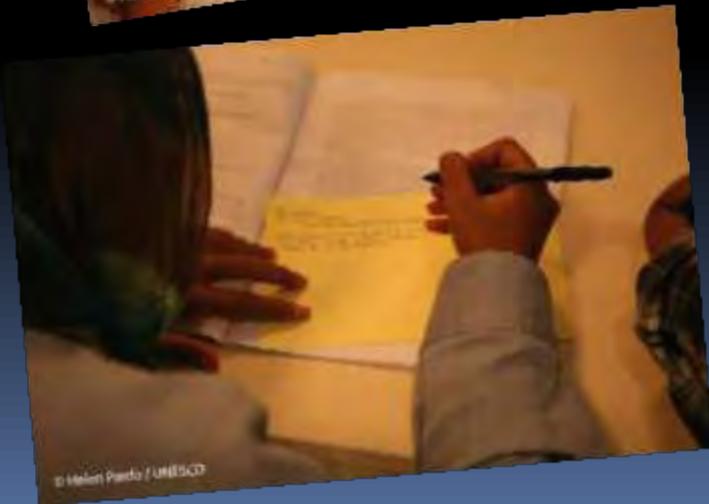
Thoughts from UNESCO's Youth Peace Ambassadors

"Education should promote the basic tenets of love, mutual respect and living in harmony"- Dwight, Philippines

"When people know and understand how to live together, peace is possible." –Author and country unknown

"Through education, people can be educated to understand and respect each other from a very young age, so the idea of people sticks in their mind in the future and they can implement what they have learned"-Rusydan, Indonesia

"Through education we learn the basic values of life; it can teach us harmony, solidarity and peace. And by getting to know the above values we can surely live together and accept each other as citizens of the same global village."- Mohammad, country unknown

Concluding thoughts

Observations, challenges and opportunities

- All countries examined recognize the importance of education promoting LTLT
  - International frameworks and programmes may be driving national agendas on LTLT
  - But how are lofty visions and ideas translated into actual teaching and learning?

- How can LTLT "fit in" to already overcrowded, exam-oriented curricula?
  - Holistic approach needed for integrating LTLT in the curricula.
  - Explore the domains of arts, physical education and co-curricular/ extra-curricular activities, which have rich potential.

Observations, challenges and opportunities (cont'd)

- Teaching pedagogy and practice, classroom and school ethos are vitally important.
  - But more in-depth national research is needed to study these areas.

- Explore and leverage the experiences of civil society, UN agencies, specialized Institutes (e.g. APCEIU, APNIEVE)

"Since war begins in the minds of men [and women] it is in the minds of men [and women] that the defenses of peace must be constructed." (UNESCO Constitution, 1945)

THANK YOU!