

Session 2.4

November, 2013

# DETERMINING PRIORITIES FOR AN EDUCATIONAL RESPONSE

# Objectives

- Understand the linkages between sector diagnosis, policy review and identification of strategic priorities.
- Identify strategic priorities related to education for peace based on your analyses
- Assess the strategic priorities against the criteria of affordability, desirability, feasibility and sustainability

# What have we done so far?

Education sector  
diagnosis

- **Analysis of educational data from an education for peace perspective**
- **Vulnerability and Conflict Analysis**

Policy formulation,  
selection of objectives &  
priority programmes

Cost and financing for  
plan implementation

Monitoring and  
evaluation framework



# Policy formulation

- Definition of policy: An explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions.
- Some examples:
  - Use of national languages
  - Free and compulsory basic education for all
  - Teacher training policy to ensure use of child-centred, interactive pedagogical methods consistent with principles of education for peace

# Steps in Policy Formulation

- Formulation of problem or broad goal that policy is meant to address.
- Some examples of problems/goals in relation to education for peace:
  - Equitable provision of education to all children, regardless of cultural, ethnic or religious group
  - Protection of the lives of students
  - Educational continuity for students
- Education policies should be linked with country's overall development policy and with international commitments such as EFA and MDGs

# Examples of Education for Peace Policy Options

## Access

- All IDP/refugee children are guaranteed access to education.
- All children regardless of gender, race, ethnicity or religion are guaranteed access to education.

## Quality

- Teachers to use child-friendly methods and have sufficient skills in education for peace.
- Teachers deployed equitably based on population needs.

# Small Group Discussion

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- What is the status of policies related to education for peace in your country?
- Have the values/principles of education for peace been incorporated?
- Are any additional policies needed?

# Exercise

- Based on your analyses from the last session in your groups discuss possible strategies (not related to curriculum) that could be implemented to help achieve the goals of education for peace.
- Agree on 3 priority strategies.



# Criteria for assessing strategies

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- Affordability
- Desirability
- Feasibility
- Sustainability

# Small group activity

- For each of your three proposed strategies, assess each against the criteria of affordability, desirability, feasibility and sustainability. Use the handout as a guide.
- Based on your analysis, which of the strategies is your top priority.
- Be prepared to discuss your analysis with the entire group.