

SAFETY, RESILIENCE,
AND SOCIAL COHESION:
A GUIDE FOR CURRICULUM
DEVELOPERS

GETTING STARTED

How do we organize
the process?

1

2

3

4

5

6

7

8



United Nations
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PROTECT EDUCATION IN INSECURITY AND CONFLICT
حماية التعليم في ظروف النزاع والعدم الأمان

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About the booklets

This publication is one of a series of eight curriculum development booklets focused on promoting safety, resilience, and social cohesion throughout the curriculum. The booklets should be read alongside other relevant curriculum development materials (see the Key Resources section of each booklet for details). The series includes:

- Glossary of terms
- Booklet 1 – Overview: Curriculum enhancement to promote safety, resilience, and social cohesion
- Booklet 2 – Getting started: How do we organize the process?
- Booklet 3 – Key content: What are the desired learning outcomes?
- Booklet 4 – Curriculum review: Where are we now and where do we want to go?
- Booklet 5 – Curriculum approach: How will we get there?
- Booklet 6 – Textbooks and other education materials: What key messages do we want to convey and how?
- Booklet 7 – Teacher development: How will we support and train teachers?
- Booklet 8 – Assessment, and monitoring and evaluation: How will we know what students have learned?

A parallel series of booklets has been published on incorporating safety, resilience, and social cohesion in education plans and policies.

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SAFETY, RESILIENCE, AND SOCIAL
COHESION: A GUIDE FOR
CURRICULUM DEVELOPERS

Booklet 2

GETTING STARTED

How do we organize
the process?

Acknowledgements

This booklet is one of a series of eight, intended for curriculum developers, which – together with six booklets on planning – is the result of a collaboration between IIEP-UNESCO, Protect Education in Insecurity and Conflict (PEIC), and UNESCO's International Bureau of Education (IBE).

The curriculum booklets were written by Jennifer Batton (consultant), Amapola Alama (IBE), and Margaret Sinclair (PEIC), and edited by Lynne Bethke (InterWorks) and Jean Bernard (Spectacle Learning Media). The planning booklets were written by Lynne Bethke (InterWorks), Lyndsay Bird (IIEP), and Morten Sigsgaard (IIEP), with additional editing by Leonora MacEwen and Thalia Seguin (IIEP). Valuable feedback on the curriculum booklets was provided by Anton de Grauwe (IIEP) and Marla Petal (Save the Children).

Abbreviations

DRR	disaster risk reduction
EEPCT	education in emergencies and post-crisis transition
LTLT	learning to live together
MOU	memorandum of understanding
PHRCE	peace, human rights, and civic education
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

Table of contents

- 4 Foreword
- 7 Introduction
- 8 **Step One**
Enlist champions for curriculum enhancement
- 9 **Step Two**
Build on existing education policies and goals
- 10 **Step Three**
Create multi-year, multi-organization partnerships and framework agreements
- 12 **Step Four**
Obtain commitments for sustainable funding
- 14 **Step Five**
Create a motivated and engaged core team
- 17 **Annex 1**
Case study of textbook revision in Nepal
- 21 Key Resources
- 22 About the programme

Foreword

Crisis-sensitive education content and planning saves lives and is cost-effective. Education protects learners and their communities by providing life-saving advice in cases of emergency. Good planning can save the cost of rebuilding or repairing expensive infrastructure and education materials. Over the long term, crisis-sensitive education content and planning strengthen the resilience of education systems and contribute to the safety and social cohesion of communities and education institutions.

The devastating impact of both conflict and disasters on children and education systems is well documented and has triggered a growing sense of urgency worldwide to engage in strategies that reduce risks. Annually, 175 million children are likely to be affected by disasters in the present decade (Penrose and Takaki, 2006), while the proportion of primary-aged out-of-school children in conflict-affected countries increased from 42 per cent of the global total in 2008 to 50 per cent in 2011.

The urgency of developing education content and sector plans that address these risks is undeniable. This series of booklets aims to support ministries of education to do just that. With a common focus on safety, resilience, and social cohesion, a series of six booklets on education sector planning and a further eight booklets on developing curriculum are the result of collaboration between the Protect Education in Insecurity and Conflict Programme, UNESCO's International Institute for Educational Planning, and UNESCO's International Bureau of Education. This collaboration and the overall framework build on the efforts and momentum of a wide range of stakeholders, including UNICEF and its Peacebuilding, Education and Advocacy programme.

The mission of the International Institute for Educational Planning (IIEP-UNESCO) is to strengthen the capacity of countries to plan and manage their education systems through training, research, and technical cooperation. Additionally, IIEP has developed expertise in the field of education in emergencies and disaster preparedness. Its programme on education in emergencies and reconstruction has produced a Guidebook for Planning Education in Emergencies and Reconstruction, as well as a series of country-specific and thematic analyses. It has undertaken technical cooperation and capacity development in crisis-affected countries such as Afghanistan, South Sudan, and Chad, and has developed and piloted crisis-sensitive planning tools in West and East Africa.

Protect Education in Insecurity and Conflict (PEIC) is a programme of the Education Above All Foundation, founded by Her Highness Sheikha Moza bint Nasser of Qatar. PEIC aims to promote and protect the right to education – at all levels of education systems – in areas affected or threatened by crisis, insecurity, or armed conflict. PEIC supports the collection and collation of data on attacks on education and the strengthening of legal protection for education-related violations of international law. PEIC works through partners to help develop education programmes that are conflict-sensitive and reduce the risks of conflict or its recurrence.

The International Bureau of Education (IBE-UNESCO) supports countries in increasing the relevance and quality of curricula aimed at improving basic competencies such as literacy, numeracy, and life skills, and addressing themes that are highly relevant at local, national, and global levels such as new technologies, values, sustainable human development, peace, security, and disaster risk reduction. IBE offers such services as strategic advice, technical assistance tailored to specific country needs, short- and long-term capacity development, providing access to cutting-edge knowledge in the field of curriculum and learning.

This series of publications, which is the fruit of collaboration between IIEP-UNESCO, PEIC, and IBE-UNESCO, draws on the particular expertise of each of these agencies. With these booklets, we aim to support the staff of ministries of education, at central, provincial, and district levels, to promote education systems that are safe, resilient, and encourage social cohesion through appropriate education sector policies, plans, and curricula. This initiative responds to an identified need for support in systematically integrating crisis-sensitive measures into each step of the sector planning process and into curriculum revision and development processes. By adopting crisis-sensitive planning and content, ministries of education and education partners can be the change agents for risk prevention and thus contribute to building peaceful societies in a sustainable manner.

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Booklet 2 – Getting started: How do we organize the process?



Take-away points

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- ▶ Strengthening the curriculum to incorporate safety, resilience, and social cohesion, or learning to live together (LTLT) and disaster risk reduction (DRR), requires strong policy support and stakeholder buy-in.
 - ▶ Existing education policies and goals may already address safety, resilience, and social cohesion, and can be built upon in initiatives to strengthen curriculum content and implementation for LTLT and DRR.
 - ▶ Collaborative arrangements, including between government departments and with other agencies, are needed to build sustainable funding and technical expertise.
 - ▶ A core team of motivated and engaged staff is needed to implement the process over a multi-year time period.
-

Introduction

It is not easy to introduce new issues into the school curriculum. Many education initiatives intended to introduce new themes and materials last only a few years, for a wide variety of reasons. This does not have to be the case. To have an impact and support safety, resilience, and social cohesion, the learning to live together (LTLT) and disaster risk reduction (DRR) curriculum areas need sustained attention over many years, including the review of implementation and impact. The curriculum content in these areas will also need updating and fine-tuning to meet changing situations. This booklet provides some suggestions to guide the start-up process for a strong, sustainable initiative in this area.

Steps to organize the curriculum enhancement process

- ▶ Enlist champions for curriculum enhancement.
 - ▶ Build on existing education policies and goals.
 - ▶ Create multi-year, multi-organization partnerships and framework agreements.
 - ▶ Obtain commitments for sustainable funding.
 - ▶ Create a motivated and engaged core team.
-

Step One

Enlist champions for curriculum enhancement

If a curriculum reform process is to be successful and sustainable, the senior leadership of the ministry of education must include at least one 'champion' capable of gaining wide support across the political spectrum and overcoming bottlenecks within the ministry itself. Senior leadership must also be involved in developing and agreeing a clear vision for the proposed reform of curriculum.

As early in the process as possible, there should be a **high-level working meeting or workshop** at the ministry of education to provide an overview of the proposed initiative, and its goals and objectives, giving senior officials the opportunity to offer guidance as to how to make it useful and effective. Subsequently, it is essential that a **high-level guiding committee**, including senior leadership from the ministry of education,¹ meets regularly to ensure that the technical work described in these booklets comes to fruition.

1. It should also include representatives of other ministries and of organizations concerned with funding, examinations, teacher training, and so on (though the total membership should be kept small).

Step Two

Build on existing education policies and goals

Reforms to strengthen the elements of the curriculum relevant to safety, resilience, and social cohesion, notably LTLT and DRR, require, above all, political and policy support. It is important that there is a willingness within the ministry of education to enhance safety and to help transform the mind-sets of future generations in ways that foster respect for all and the ability to reduce the risk of conflict and disaster. In many instances, these goals are already present in national education policies, even if implementation has been poor. Rather than develop a new policy, it can be helpful to draw on existing relevant policies to build strong support for curriculum reform. For further discussion of education policies related to safety, resilience, and social cohesion, see *Booklet 3* of the planning series, *Policy: Where do we want to go?*

What is needed is a strong but realistic national policy that can be implemented in the context of the current operating conditions of the school system.² High-level support and the championing of the policy at senior levels within the ministry of education are essential, as is support within the ministries of finance and planning.

Box 2.1 Existing goals and policies

Many countries have national goals or an official education policy that emphasizes the role of education in preparing young people for their future role as citizens, as well as in building national stability and prosperity. For example, a UNESCO survey found that most countries have broad education policies supporting a culture of peace and related goals (Robiolle-Moul, 2013). National goals for well-being and development also imply the need for resilience in the face of natural hazards or human-made disasters.

2. For an example of a national policy specifically focused on education for social cohesion and peace, see Davies, 2013. An account of UNRWA's development of a policy on education for human rights, conflict resolution, and tolerance, can be found in Pontefract, 2013.

Step Three

Create multi-year, multi-organization partnerships and framework agreements

Adapting the curriculum to strengthen the focus on LTLT and DRR will require a dedicated team, a collaborative approach from curriculum developers, subject specialists, writers, and teachers, and the long-term commitment of policy-makers and funders. The team must have the capacity to develop innovative approaches and easy-to-use, teacher-friendly, and student-friendly content related to the life situation of students and the real challenges facing the country. These curriculum themes and outcomes must be carefully integrated into textbook development and other learning materials in ways that do not create additional burdens for teachers and learners. The team must also create a viable plan for building capacity across the country to enable effective implementation that impacts on students' hearts and minds. Such processes take time and require continuity of commitment among key actors.

An important step to consider in the curriculum revision process is the creation of a memorandum of understanding (MOU) between the ministry of education and key partner organizations. This will help clarify the roles and responsibilities of different partners and help them plan ahead for technical and financial continuity. The MOU should clearly state:

- the goals, objectives, criteria, policies, and procedures that underpin the collaboration;
- what task(s) each partner is agreeing to undertake and when;
- any financial commitment related to the implementation of the MOU;
- any evaluations or consultations to be undertaken;
- information on how and under what circumstances a partner might choose to withdraw from participation.³

Participation of commercial publishers

The case study from Nepal (*Box 2.2*), describes a situation where textbooks and other education materials are prepared by the ministry of education. If the

3. The examples given in the box and in the annex of the inclusion of peace, human rights, and civics content in social studies textbooks in Nepal are taken from a specially commissioned case study (Smith, 2015).

textbooks are prepared by commercial publishers, whether local or international, a collaborative process is still important to ensure that the many stakeholders in the education system can influence the writing and trialling of new materials. The wide participation of national stakeholders is especially important in the case of social studies, language studies, and other related subjects, where commitment to content related to safety, resilience, and social cohesion, or LTLT and DRR, has to be finely tuned to local culture and circumstances.

Box 2.2

Memorandum of understanding: Nepal's peace, human rights, and civic education

A collaborative and systematic process of curriculum revision was undertaken in 2007 in Nepal to integrate peace, human rights, and civics into the social studies curriculum. The key institutional actors, including the Curriculum Development Centre of the Ministry of Education, UNICEF, Save the Children, and UNESCO, developed a memorandum of understanding (MOU) which outlined the purpose of the collaboration and the role and commitments of the participating partners.

The collaborative process led to an MOU with the following goals:

- ▶ Analysis of the existing national curriculum for Grades 1-10 for peace, human rights, and civic education content and the preparation of desired learning outcomes for all grade levels.
- ▶ Development of teaching activities in peace, human rights, and civic education for teachers' guides at Grades 3 and 4.
- ▶ Development of teaching activities in peace, human rights, and civic education for teachers' guides and textbooks at Grades 4-10.
- ▶ Field testing of materials for Grades 3-10.

Source: Smith, 2015.

A collaborative framework to ensure local input into content, as well as careful trialling, evaluation and feedback, should be written into the requirements for publishers catering to the education needs in a particular country. Where applicable, publishers should be brought into the initiative from the beginning, and asked to support relevant research studies and the training of writers to collect and develop locally relevant and motivational educational content (e.g. stories supportive of safety, resilience, and social cohesion), in collaboration with the ministry of education and other organizations. In addition, education ministries should explore the possibility of conducting regional or sub-regional technical workshops with publishers to develop and evaluate criteria for the insertion of relevant content into social studies, language studies, science, and related subjects as a way of enhancing the focus on key issues and generating and evaluating locally relevant content.

Step Four

Obtain commitments for sustainable funding

Decision-makers, planners, and, where necessary, donors, must be willing to make budgetary allocations not only to curriculum review, textbook revision, and associated teacher training, but also to ensure that students and teachers have access to the revised curriculum and understand the new approaches and their implications for teaching and learning. The new or revised curriculum guides, textbooks and/or supplementary readers, and other materials should be in their hands not just when the initiative is new but as new students and teachers enter the system. This requires funding plans for a multi-year process and budgeting for the costs of textbook writing, piloting, production, and distribution over several years. Funding for the development of new curriculum guides, teacher resource manuals, and other support materials should also be factored in.

In situations where textbooks are purchased using school budgets, new textbooks or supplementary materials may not be affordable, and old textbooks may continue to be used. Therefore, the supply and distribution of any new/revised textbooks and other materials must be included in the budget for the initiative. The budget should also include ongoing top-up funding for subsequent years in order to replace damaged or lost books and to meet rising student numbers. It is essential that textbooks and other educational materials intended to promote LTLT and DRR are provided for free; otherwise, many students will not have access to them.

The design of the curriculum initiative should reflect the expected available/needed funding for the foreseeable future. Thus, it should envisage 'front-loaded' funding for several years to cover start-up costs, including those associated with the work of the core team who will guide and implement the curriculum enhancement process. In addition, the budgetary planning should also include a feasible level of ongoing funding to provide:

- in-service teacher support and, to the extent possible, training for this area of work;
- continuing supply of the new or revised textbooks and other learning materials to schools;

- continuing supply of copies of newly developed teacher manuals and guides for each teacher delivering this subject matter, as well as for teacher resource centres and colleges;
- website and other technology initiatives where applicable.

Step Five

Create a motivated and engaged core team

The core team should include full-time staff with relevant expertise and organizational experience, together with staff who are focal points from key ministry of education departments and others with a major contribution to make, such as representatives from the ministries of the interior, health, labour, environment, women's affairs, youth, and so on. Members of the core team should be:

- committed to increasing the role of schools in promoting safety, resilience, and social cohesion;
- collaborative;
- able to get things done organizationally and to meet deadlines.

A first step in the engagement of the core team and collaborators is to build capacity and develop a shared perspective, drawing on past national and international experience (see *Box 2.3* for an example). All those who are actively involved will benefit from a process of reflection on the values, concepts, and behaviours that the curriculum enhancement initiative aims to further incorporate in the classroom. Members of the core team need to be inspired with the fundamental values and insights so that they can then inspire others.

In practice, this may involve joint workshops at which national and international experience is brought together. Such workshops must adopt an experiential approach that includes participative activities carefully chosen to deepen understanding of skills, concepts, and values, such as:

- empathy, inclusion, and avoiding stereotypes;
- effective communication such as active listening, negotiation, and other aspects of conflict resolution;
- norms underlying human rights, humanitarian action, and responsible citizenship;
- relevant safety and disaster risk reduction issues.

These are not subjects on which many educators feel themselves to be experts. Equally, experts in these subjects are often not fully aware of the teaching and learning challenges in disadvantaged schools. The contributions of both of these groups are needed for a more effective curriculum enhancement process.

Box 2.3**Capacity building for the revision of social studies textbooks in Nepal in 2007**

Capacity building for the inclusion of peace, human rights, and civics in the Nepal social studies curriculum included the following:

- ▶ **Curriculum development and revision of textbooks and teacher guides:** A curriculum-writing working group comprising staff from the Ministry of Education's Curriculum Development Centre, social studies teachers, and curriculum writers, was brought together to develop the content of the curriculum and adapt textbooks and teachers' guides, with support from partners. A consultative group was created, with members from organizations representative of Nepal's diverse and marginalized groups to ensure that the revised curriculum would include the perspectives of groups not previously involved in curriculum writing, helping address one of the major factors contributing to the conflict.
- ▶ **Academic support:** An academic expert in human rights and civic education analysed the formal curriculum from Grades 1-10 to assess the current content, skills, and attitudes included with respect to peace, human rights, and civic education (PHRCE) and identify gaps. A series of workshops was held to build consensus and clarity about the content, skills, and learning objectives in the three conceptual areas – peace, human rights, and civic education – sequenced from Grades 1-10. The results were reflected in the revisions of textbooks for Grades 3-10.
- ▶ **Teacher training:** In 2009 a revised memorandum of understanding, including teacher training, was created. This was done through a partnership with the National Centre for Educational Development, the agency responsible for teacher preparation. As a result, a collaborative framework and activities were developed to include PHRCE in teacher-training curricula and materials. A plan was developed to provide training for trainers, to be piloted and implemented in the formal education system. A set of teacher competencies was developed, corresponding to the themes and content of the revised social studies curriculum, and training manuals and resource materials were developed for primary and secondary levels, including PHRCE content and innovative delivery strategies and methods for creating child-friendly, safe, and protective environments. A 10-day PHRCE teacher-development module was piloted in two regions. PHRCE training for 500 teachers in 20 districts was completed, based on teachers' requests for help in incorporating this content into their social studies classes.

Source: Smith, 2015.

The initial curriculum design workshops should review similar previous initiatives and the barriers to their effective implementation (e.g. difficulties in implementing gender policy, life skills education, HIV/AIDS education, peace education, human rights education, humanitarian education, citizenship education, and disaster risk reduction education). What success did these initiatives have and how was it measured? What happened over the longer term and in response to attempts to scale them up or make them national policy? What is the current situation in the typical school? Field visits, research papers, and/or preliminary small-scale case studies on the current situation are desirable to provide background information (see *Booklet 4* for a discussion of curriculum review and baseline studies). A discussion of issues related to the *hidden curriculum*, such as the beliefs, attitudes, and values of students, parents, teachers, and the community at large, that might block or hinder the desired changes to the curriculum should also be included. A critical review of previous experiences and discussion of strategies to overcome those challenges will allow the core team to take actions to avoid similar mistakes and enhance the chances of success.

Key actions

- ▶ Identify current and potential champions for curriculum enhancement.
 - ▶ Review existing policies to determine the extent to which they promote safety, resilience, and social cohesion, or LTLT and DRR.
 - ▶ Enter into a policy dialogue with key stakeholders to determine the degree to which existing policies need to be strengthened or new ones developed.
 - ▶ Develop MOUs or frameworks for working collaboratively with partners to enhance the curriculum.
 - ▶ Identify multi-year budgetary requirements and seek funding commitments.
 - ▶ Assemble and engage a core team.
-

Annex 1

Case study of textbook revision in Nepal

This text is excerpted from Smith, 2015, which was prepared for IIEP-UNESCO.

Collaborative Process and Memorandum of Understanding

A collaborative and systematic process of curriculum revision was undertaken in 2007 to integrate PHRCE into the social studies curriculum, supported with UNICEF funding from the Government of the Netherlands. This initiative was built on the initial work of UNESCO in introducing peace education through two workshops that brought the peace education materials endorsed by the Inter-Agency Network for Education in Emergencies (INEE) (T. Pant 25/3/14). The key institutional actors, including the Curriculum Development Centre of the Ministry of Education, UNICEF, Save the Children, and UNESCO developed a Memorandum of Understanding (MOU) which outlined the purpose of the collaboration and the role and commitments of the participating partners.

The MOU for the formal education process outlined the goal of the initiative as follows: 'In order to create a culture of peace and an understanding of human rights and civic literacy, the education system needs to incorporate learning opportunities in the national curriculum to 1) prepare students with the skills, attitudes, values and knowledge necessary to understand and assert their rights within the framework of the rule of law; 2) develop the values of tolerance and commitment to peace and justice; and 3) build critical thinking, problem solving and conflict resolution skills to function as citizens in a post conflict environment.'

The MOU identified the following outcomes of the collaborative process:

- Analysis of the existing national curriculum for Grades 1-10 for peace, human rights and civic education [PHRCE] content and preparation of desired learning outcomes for all grade levels.
- Development of teaching activities in peace, human rights and civic education for Grade 3-4 teacher guides.

- Development of teaching activities in peace, human rights, and civic education for teachers' guides and textbooks for Grades 4-10.
- Field testing of materials for Grades 3-10.

The Curriculum Development Centre (CDC) determined that the most practical approach was to target the social studies curriculum for integration of these concepts and skills. This process involved the revision of the national curriculum, textbooks and teacher guides. A parallel revision process for non-formal education was implemented with the Non-Formal Education Centre (NFEC) of the Ministry of Education and will be briefly discussed later.

The commitments of each signatory of the MOU were identified in detail, with all partners committing to participating in a working group. With funding earmarked for PHRCE in its annual budget, UNICEF made commitments to support all aspects of the initiative to the extent possible, including funding for exposure visits for Ministry of Education staff, stipends for curriculum writers, civil society participation, external consultants, workshops, and a resource library for the CDC. UNICEF devoted about one third of the time of a staff member toward this effort for a period of 16 months from 2007 to 2008, and then contracted with Save the Children for a staff member to manage the process part time through 2010. UNICEF continued to commit funds for the process from Government of the Netherlands education in emergencies and post-crisis transition (EEPCT) funding through March of 2011. From April 2010 to March 2011, UNICEF supported teacher training, curriculum revision expenses, and technical support for a total of USD \$82,000.

The CDC committed to forming a group tasked with revising the social studies curriculum, including teacher guides and textbooks, as part of the regular revision cycle projected over a five-year period from 2007 to 2012. This involved obtaining the necessary approvals from the Ministry of Education, which continued to support the process despite the change in governments. Save the Children earmarked funding to assist in the revisions of curriculum for Grades 3-5 and committed to provide technical support in field-testing the materials. UNESCO committed its continued participation and provision of technical assistance to the extent possible, but funding beyond the initial amount for workshops in 2006-2007 was not available.

From 2009 to 2010, UNICEF formed a partnership with Save the Children to provide for overall project management, including organizing workshops for curriculum development and writing, along with capacity building workshops for staff of the CDC, Nepal Center for Education Development (NCED), and NFEC and members of the national consultative group (UNICEF, 2011).

Through a collaborative process involving the MoE agencies and with strong commitments and support of UNICEF and Save the Children, the partners were

able to jointly identify content, collaborate on the writing of materials, and review and approve draft lesson plans and content for textbooks produced by the writers' groups (Thapa *et al.*, 2010).

Process of Integration of Content and Skills into Curriculum and Textbooks

Among the results of the workshops was a scope and sequence matrix for introducing the major themes of the peace, human rights, and civic education materials throughout grade levels. For example, in Grades 4 and 5, themes were introduced such as fairness, trust, mutual respect, child rights and the rights of women, identity of others and the practice of rights and duties. In Grades 9 and 10, more complex themes were introduced, such as democracy, civic rights and conflict management (UNICEF, 2011). The chart below summarizes some of the major content and skills of the scope and sequence document that the writers group created (CDC, 2007).

Major concepts, skills and attitudes in PHRCE

<i>Peace Education</i>	<i>Human Rights Education</i>	<i>Civic Education</i>
<ul style="list-style-type: none"> • Peace and conflict • Managing emotions • Problem solving • Dialogue • Understanding points of view • Reconciliation • Mediation • Assertive communication • Role of children in peacebuilding 	<ul style="list-style-type: none"> • Child rights and responsibilities • Child protection • Child participation • Human rights: civil, social, economic, political, cultural • Violations of rights • Discrimination by caste, sex, religion, ethnicity, economic status • Redress of grievances • International rights and conventions 	<ul style="list-style-type: none"> • Celebrating diversity • Citizenship • Participation • Democratic leadership • Good governance, accountability, transparency • Rule of law • Constitutions • Separation of powers • Decentralization • Elections • Inclusion and exclusion • Advocacy

Members of the consultative group of representatives from marginalized groups, including Dalits, women and indigenous nationalities (called Janajatis), wrote case studies to illustrate human rights issues, reviewed lessons written by writers, and provided continuous input into the overall content of the revisions during the entire process. During the lesson writing phase, Save the Children translated selected lessons into English and sent them to the international consultants for feedback, which was provided both in content and methodology (Interview J. Zimmer, 6/3/14).

Teacher Training in Nepal

'Because teacher training was not covered in the first MOU, a new MOU was created in 2009 between the NCED, the agency responsible for teacher development and training, UNICEF and Save the Children to establish and define the collaborative framework and activities to include PHRCE into NCED's teacher training curricula and the materials. The MOU also outlined a plan to provide training of trainers, piloting and implementation in the formal education system of Nepal (Interview, R. Dhungana, 18/3/14).

UNICEF provided financial and technical support and Save the Children managed the coordination and technical assistance. A set of teacher competencies was developed corresponding to the themes and content of the revised social studies curriculum. Training manuals and resource materials were developed for primary and secondary levels, including not only PHRCE content, but also materials on innovative delivery strategies and methods for creating child-friendly, safe and protective environments. Following the teachers' professional development programme established by the School Sector Reform Plan, a 10-day PHRCE teacher development module was piloted in two regions. With UNICEF's support, NCED started to roll out PHRCE training for 500 teachers in 20 districts, based on teachers' requests for incorporating this content in their social studies classes (UNICEF, 2011).

Despite these teacher training efforts, a new demand-based delivery system, called Teacher Professional Development (TPD) for teacher training was developed by NCED, requiring that there be sufficient interest in training in PHRCE in order for NCED to respond to a request for training through its training centres. The only other way that PHRCE teacher training can be organized is through a targeted training sponsored by either UNICEF or another development partner. This system has a sustainable, long term strategy for continuous teacher preparation in both content and methodology of PHRCE, as discussed below (Interview, S. Joshi, 19/3/14).

The Ministry of Education had endorsed Children Friendly School (CFS) training, and with UNICEF support it has been mainstreamed in every district in Nepal, with at least two trainers trained in the methodology. Teacher resource material and student learning materials were produced and disseminated. The current head of NCED suggested that this type of training indirectly achieves the goals of assisting teachers in learning methodology and classroom practices that support PHRCE. UNICEF staff have suggested that a strategy for overcoming the challenge of properly disseminating PHRCE training would be to insert PHRCE directly into the CFS training manual that is under development as of 2014 (Interview, S. Joshi, 19/3/14). NCED concedes that due to limitations of funding and other responsibilities, the resource centres charged with teacher training are not able to provide dedicated PHRCE training.

Key Resources

CDC (Curriculum Development Centre). 2007. *Scope and sequence for content and learning outcomes for peace education, human rights and civics education*. Kathmandu: Ministry of Education.

Davies, L. 2013. 'Sri Lanka's national policy on education for social cohesion and peace'. In: M. Sinclair (Ed.) *Learning to live together: Education for conflict resolution, responsible citizenship, human rights, and humanitarian norms* (pp. 224-233). Doha: PEIC.

► [http://educationandconflict.org/sites/default/files/publication/LEARNING TO LIVE TOGETHER.pdf](http://educationandconflict.org/sites/default/files/publication/LEARNING_TO_LIVE_TOGETHER.pdf)

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About the programme

This series of booklets arose from a collaboration between the Protect Education in Insecurity and Conflict (PEIC) programme, and two of UNESCO's education agencies, the International Institute for Educational Planning (IIEP) and the International Bureau of Education (IBE). This collaboration, and the overall framework which developed from it, build on the efforts and momentum of a wide range of stakeholders.

These booklets outline a process for curriculum enhancement that serves to strengthen education systems so that they are better equipped to withstand shocks such as natural hazards and human-made disasters, insecurity, and conflict, and, where possible, to help prevent such problems. They are the outcome of a programme which aims to support ministries of education, at central, provincial, and district levels, to promote education systems that are safe and resilient, and to encourage social cohesion within education policies, plans, and curricula.

More specifically, the programme's objectives are:

- For a core team to catalyse collaboration between partners in order to consolidate approaches, materials, and terminology on the topics of planning and curriculum to promote safety, resilience, and social cohesion;
- To strengthen cadres, first, of planning, research, and training specialists (from ministries of education as well as international experts) in preparing for conflict and disaster risk reduction through education, and, second, of curriculum developers (again, from ministries of education as well as international experts) experienced in integrating cross-cutting issues into school programmes;
- To strengthen national training capacities through institutional capacity development with selected training institutes and universities.

The programme offers the following materials and booklets for ministries to consult:

- *An online resource database/website* containing resources on a range of related topics;
- *Booklets and training materials on planning and curriculum to promote safety, resilience, and social cohesion;*
- *Policy briefings* for senior decision-makers;
- *Case studies and practitioner examples*, which form part of the online database;
- *A self-monitoring questionnaire* to enable ministries of education to determine the degree to which conflict and disaster risk reduction are integrated into their current planning processes.

SAFETY, RESILIENCE,
AND SOCIAL COHESION:
A GUIDE FOR CURRICULUM
DEVELOPERS

**Education for safety, resilience,
and social cohesion**

With nearly 50 per cent of the world's out-of-school children living in conflict-affected countries, and an estimated 175 million children every year in this decade likely to be affected by disasters, there is a growing sense of urgency to support strategies that reduce the risks of conflict and disasters. Education content and teaching methods can help children and young people to develop attitudes and values that will keep them safe, foster resilience, and lead to more peaceful, cohesive societies.

These booklets provide step-by-step advice on how safety, resilience, and social cohesion can be incorporated into curriculum development and revision processes. Organized into eight booklets and a glossary, this series explains why education ministries should adopt curricula with a stronger focus on safety, resilience, and social cohesion, and offers detailed guidance on how this can be achieved.

GETTING STARTED

How do we organize
the process?

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