

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

KEY  
CONTENT

What are the  
desired learning  
outcomes?

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United Nations  
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حماية التعليم في ظروف النزاع والعدم الأمن

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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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7-9, rue Eugène Delacroix

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info@iiep.unesco.org

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

## **Booklet 3**

### KEY CONTENT

What are the desired  
learning outcomes?

## 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
LTLT	learning to live together
UDHR	Universal Declaration of Human Rights
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
WHO	World Health Organization

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## 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.

**Suzanne Grant Lewis**  
Director, IIEP

**Mmantsetsa Marope**  
Director, IBE

**Mark Richmond**  
Director, PEIC

## Booklet 3 – Key content: What are the desired associated learning outcomes?



### Take-away points

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- ▶ Each country should prioritize curriculum content related to safety, resilience, and social cohesion. This prioritization should be based on a sound analysis of country context.
  - ▶ A holistic approach is needed, drawing upon relevant aspects of different curriculum initiatives related to learning to live together (LTLT) and disaster risk reduction (DRR).
- 
- ▶ Proposed curriculum changes should take full account of constraints on implementation and prioritize content based on what is achievable in the majority of schools.
  - ▶ After priority content topics have been selected, associated learning outcomes (or competencies) should be developed to guide the curriculum enhancement process.
-



## Introduction

What values, knowledge, skills, and attitudes should we teach to prepare students for the world in which we live and for the changes to come? This booklet aims to support ministry of education staff and other stakeholders in identifying key learning content that will help ensure students' safety, strengthen their resilience, and contribute to the development of a cohesive, stable society.

Every country faces particular risks related to safety, disaster risk reduction (DRR) and learning to live together (LTLT). These can be risks resulting from natural hazards such as floods, earthquakes, tsunamis, or typhoons, or those emerging from social tensions, related to race, ethnicity, religious affiliation, socio-economic status, or gender.

The education system must play its part, alongside other sectors, in addressing these risks and building a better future for all members of society. It is imperative that it takes on this role, not least because of its potential influence on younger people and its ability to reach across borders to build a better world.

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### **Steps to identifying content and relevant learning outcomes**

- ▶ Identify and select priority content areas.
  - ▶ Develop learning outcomes (or competencies) for these areas.
  - ▶ Establish criteria for prioritizing content and learning outcomes (or competencies).
-

## Step One

### Identify and select priority content areas

As *Booklet 1* describes, there are many examples of curriculum enhancement efforts that address safety, resilience, and social cohesion, ranging from school safety and disaster risk reduction initiatives to values and citizenship education. Many curriculum initiatives in this area share a common content. It is not necessary for ministries of education and curriculum developers to 'reinvent the wheel' every time a new initiative is proposed. Indeed, this can lead to overlapping, uncoordinated, and ineffective programmes. Countries have to invest significant amounts of time and money in curriculum revision initiatives and in the accompanying textbooks and learning materials, and teacher support and training, needed to implement curriculum change. Therefore, when considering how to incorporate or strengthen curriculum elements related to safety, resilience, and social cohesion, educators should first think critically about the content to be included or enhanced. What are the priority knowledge, skills, values, and attitudes that will foster safety, resilience, and social cohesion in their particular context?

*Booklet 2: Analysis – Where Are We Now?* (IIEP-UNESCO, 2015), in the companion series of booklets for education planners, considers what is involved in conducting a risk analysis as a first step in ensuring that an education system addresses issues of safety, resilience, and social cohesion. Ideally, curriculum developers should participate in the risk analysis. If an analysis has already been conducted, curriculum developers should familiarize themselves with its contents, as it will highlight key areas where curriculum intervention is needed in order to foster safety, resilience, and social cohesion.

The following offers a brief overview of relevant areas of content, as well as other curriculum initiatives which, while they bear different names, address similar 'learning to live together' issues.

#### Safety and disaster risk reduction

As noted in *Booklet 1*, disasters pose a serious risk to the safety and well-being of children, teachers, and entire communities. Schools are recognized to be an

important place for children to learn about the potential for disaster in their environment and how to prepare and respond in order to stay safe. In many parts of the world, therefore, disaster risk reduction (DRR) has been – or is being – introduced into the curriculum.<sup>1</sup>

In addition to the risk analysis mentioned above (and discussed in planning *Booklet 2*), consultation with DRR experts will help identify the most relevant topics and key messages. Curriculum developers will need to consider the balance that needs to be achieved with regard to the different types of hazards that affect the whole country (and, to a lesser extent, other countries), as well as local DRR requirements. Textbooks and other nationally produced or adopted learning materials will set out the general principles, but they should also indicate that some actions have to be developed locally and at school level (e.g. messages regarding safe locations within or in the vicinity of the school).

Key generic messages for DRR have been developed by the International Federation of the Red Cross and Red Crescent Societies (IFRC) in *Public Awareness and Public Education for Disaster Risk Reduction: Key Messages* (IFRC, 2013). This document includes a long checklist for household safety measures, as well as for natural hazards. Textbook writers will have to prioritize what is most relevant for the readers. Other safety messages to be considered include road safety, water safety, dangers from wildlife, and so on, according to the national situation and environment. Curriculum materials should also emphasize the need for emergency drills to be understood and regularly practised.

## Resilience

'Resilience' plays an important role in terms of fostering both safety and social cohesion. For individuals, resilience is the ability to withstand, adapt to, and recover from shocks and stresses such as disasters and conflict. Teaching students interpersonal and intrapersonal social, emotional, and cognitive skills that will help them overcome adversity is an example of incorporating resilience into the curriculum. In addition, students can learn skills that will help them contribute to community resilience through disaster risk reduction initiatives focused on how to minimize the impact of hazards and respond to the effects of disasters.

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1. For a mapping of countries that had included elements of DRR into their curricula as of 2011, see UNESCO and UNICEF (2012) *Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries*.

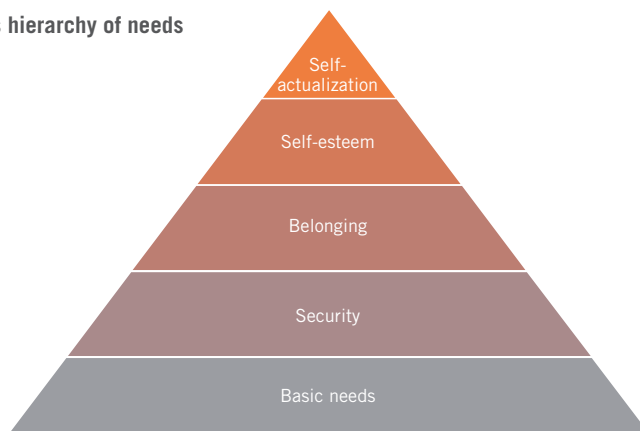
## Social cohesion and learning to live together

Social cohesion is often represented in curriculum development through programmes or curriculum strands under the banner of learning to live together (LTLT). This includes such themes as peacebuilding, conflict resolution, respect for all, inclusion, human rights, humanitarian norms, and citizenship. The key point to get across within this strand is that we are all human beings, with similar needs, and we can all cooperate to bring about a well-functioning society. Societies are composed of different groups, such as ethnic, religious, regional, linguistic, and socio-economic groupings. In a world of rapid economic change and fluctuation, facing major challenges in terms of climate change and the availability of resources, it is important that students learn how to improve understanding and communication among all groups so that they can cooperate and work together to face these challenges and create a better future.

The basic focus in all LTLT curriculum initiatives is on building empathy for all human beings, and learning to treat others with respect. This entails acknowledgement that we all have similarities and differences and that the similarities – in respect of our basic needs and feelings, for example – outweigh the differences and should prevent us from treating others with a lack of care or respect.

According to Maslow (1954), there is a hierarchy of needs shared by all human beings, including: basic needs (food, water, shelter, etc.); security (safety and feeling safe); belonging (membership of groups); self-esteem (self-respect); and self-actualization (personal fulfilment) (*Figure 1*). We can empathize with others because we share these needs, and this enables us to appreciate people's suffering when their needs are not met and their joy when their needs are realized.

**Figure 1**  
Maslow's hierarchy of needs



The curriculum must help students move, using logic and empathy, from a narrow conception of identity (e.g. ethnicity) to a wider, more multi-faceted one. Through this process, students can come to realize that they share characteristics with a wide range of people and, indeed, that they share much with all human beings. Curriculum content should encourage students to see that they have many characteristics in common with people from different ethnic, religious, or other groups, even though some particular aspects of their identity may differ. Without such a perspective, those seen as 'different' can also come to be seen as not having the same human needs or value as those who are 'similar' (e.g. the same ethnicity).

## Other approaches

There are a number of related initiatives, reflecting different emphases and approaches, which also seek to promote LTLT. A brief review of these follows.

### Social and emotional education

This type of education focuses on developing emotional self-awareness and control, together with essential interpersonal skills, to enable students to behave responsibly and refrain from aggressive or anti-social behaviour. A World Bank publication (Diaz Varela *et al.*, 2013: 1, 5) describes social and emotional learning (SEL) in this way:

Social and emotional learning helps children develop the skills, attitudes and behaviors needed to foster healthy relationships with peers, manage conflict with others, express care and concern, and work effectively with peers and teachers. Common examples include empathy, respect, cooperation, managing emotions, critical thinking, self-control, goal setting, problem solving, among others. The resulting social and emotional competencies contribute to the overall well-being of children and youth, improved academic performance, healing and coping with chronic exposure to violence... [Research showed] that the most effective SEL student skill building programs were Sequenced, Active, Focused and Explicit, or SAFE.

Collaborative for Academic, Social, and Emotional Learning (CASEL, 2012) uses the following categories for social and emotional education:

- self-awareness,
- self-management,
- social awareness,
- relationship skills,
- responsible decision-making.

## Life skills education

This term was adopted by agencies such as the World Health Organization (WHO), UNESCO, and UNICEF. These organizations have given special attention to HIV/AIDS prevention, but the term refers also to the wider life challenges facing young people. The focus is on intrapersonal, interpersonal, and cognitive skills and their use in dealing with specific challenges. For HIV/AIDS prevention and other applications, these skills have to be practised repeatedly. This can involve, for example, practising locally appropriate responses to requests for unwanted or unprotected sexual relationships or peer pressure for use of narcotics.

The WHO's *Skills for Health* (2003), prepared jointly with UNESCO and UNICEF, lists the following life skills:

- **Interpersonal and communication skills:** Interpersonal communication skills, empathy building, cooperation and teamwork, and advocacy skills.
- **Decision-making and critical thinking skills:** Decision-making/problem-solving skills, and critical thinking skills.
- **Coping and self-management skills:** Skills for increasing personal confidence and capabilities related to assuming control, taking responsibility, making a difference, or bringing about change, skills for managing feelings, and skills for managing stress.

## Gender

Ensuring equal respect for both sexes is a major social policy goal, but it can be challenging, especially in times of rapid social change. Most education ministries throughout the world have attempted to address this issue, and there is no lack of guidance on how to ensure equal gender representation in textbooks, both numerically and in terms of status, or on how teachers can give equal amounts of attention and respect in the classroom to both girls and boys.<sup>2</sup>

## Assertiveness training

This is often related to gender. It encourages girls and women – or, indeed, any person who might be coerced by someone with more power – to state clearly and without aggression their feelings and their right not to be harassed (one technique, for example, is the use of the 'I' statement, e.g. to say, 'I feel sad when you prevent me from studying by playing loud music, and I would like you to do this only at certain agreed times').

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2. For example, *Promoting Gender Equality through Textbooks: A Methodological Guide* (Brugeilles and Cromer, 2009) offers a set of practical guidelines and tools for textbook researchers and developers.

**Conflict resolution education** is part of social and emotional education but it is often neglected. This is, perhaps, because educators are unfamiliar with the approach, which has not been a conventional part of school curricula or teacher training. This is unfortunate because conflict is a part of everyone's life. We all face conflicts, whether in the family, the workplace, the community, or the nation. At the very least, conflicts reduce our quality of life and have a negative impact on workplace efficiency. If conflicts at group or national level escalate to the point of violence or war, they can have catastrophic consequences.

When conflict resolution is taught as part of social and emotional education or peace education, there is often a focus on component competencies such as communication, problem-solving, perception/prejudice, and empathy. However, there may be insufficient attention paid to some of the practical steps required for conflict resolution.<sup>3</sup> Learning how to analyse and deal with conflict at a personal level lays the foundation for understanding conflict resolution at group, national, and international levels. Younger children can focus on the former while adolescents need to consider conflict management both in their personal lives and in wider society.

**Human rights education** covers many of the topics mentioned above. It shows how the basic values underlying human rights – such as empathy, respect for all, and non-discrimination – have been incorporated into human rights instruments such as the 1948 Universal Declaration of Human Rights (UDHR), the 1989 Convention on the Rights of the Child, the 1979 Convention on the Elimination of all Forms of Discrimination Against Women, the 2006 Convention on the Rights of Persons with Disabilities, and the 2007 Declaration on the Rights of Indigenous Peoples.

The UN General Assembly Resolution of December 2011 endorsed a Declaration on Human Rights Education, which included a commitment to contribute 'to the prevention of human rights violations and abuses and to the combating and eradication of all forms of discrimination, racism, stereotyping and incitement to hatred, and the harmful attitudes and prejudices that underlie them.'

The UN's World Programme of Human Rights Education (Action Plan for Phase 3, 2015-2019) summarizes the focus of human rights education as:

any learning, education, training or information efforts aimed at building a universal culture of human rights, including:

- The strengthening of respect for human rights and fundamental freedoms;
- The full development of the human personality and sense of dignity;

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3. Simple inter-personal conflicts and group conflicts that resonate with children and young people in a particular country should feature in the courses. However, there is often a reluctance among writers to generate this type of conflictual scenario. Practice is needed so that students can gain confidence in analysing and identifying solutions to conflict.

- The promotion of understanding, tolerance, respect for diversity, gender equality and friendship among all nations, indigenous peoples and minorities;
- The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- The building and maintenance of peace;
- The promotion of people-centred sustainable development and social justice.

It is very important that educators stress that human rights cannot be realized unless people also accept their responsibilities towards others. The UDHR states that: 'Everyone has duties to the community and should act towards one another in the spirit of brotherhood.' Human rights and responsibilities are two sides of the same coin. If people are to enjoy their rights, they must also help to ensure that those rights become a reality. To build good relationships, practise teamwork, and build social cohesion, there has to be a strong commitment to helping others, not a focus on 'me' and what 'I' want.

The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) has developed a toolkit (UNRWA, 2013) for its Human Rights, Conflict Resolution and Tolerance Programme. It includes the following themes:

- general human rights,
- participation,
- diversity,
- equality and non-discrimination,
- respect,
- conflict resolution,
- community links.<sup>4</sup>

### Humanitarian norms

Although there is widespread concern about violations of international humanitarian standards during civil or international conflict, humanitarian norms are not often included in the school curriculum. However, the education system has a role to play in educating citizens about humanitarian law and actions.

'Humanitarian' concerns relate to caring about people we do not know, to reduce their suffering. The story of how this thread of international and national action began is something every child should learn (see *Box 3.1*).

There are now updated Geneva Conventions and other international and regional agreements which aim to reduce the suffering caused by conflict. They

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4. UNRWA (2013: 25-74) gives 40 model classroom activities on these themes, and shows how they can be included in the school programme.



constitute 'international humanitarian law' or 'the laws of war'. In particular, the modern Geneva Conventions and other treaties protect non-combatants, such as wounded or surrendering soldiers and civilians. They also forbid torture and the recruitment of child soldiers, and give special protection to children and to education.

Since, in many countries, students may consider joining the army, or, in some cases, a rebel group, after leaving school, there is a very strong case for teaching this material. It may also serve as a way of winning over the hearts and minds of boys, who may, otherwise, be drawn to military action of one sort or another.

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**Box 3.1.****The origins of international humanitarian law and action**

Henry Dunant, a young man from Switzerland, went to see the Emperor of France about a business he wanted to start up. But before he got to see him, he encountered a major battle, near Solferino, in Italy.

Henry was so appalled at the large numbers of wounded and dying men on the battlefield that he helped organize local care for them. He insisted that wounded soldiers from both sides of the battle were cared for, regardless of nationality. 'The wounded and dying are all brothers,' he told the local women who were helping.

After this, he lobbied for the creation of national societies to be ready to help wounded soldiers, without discrimination – which led to the creation of the first national Red Cross Societies. Today, there are many organizations that help provide humanitarian assistance in emergencies without regard for nationality, including the Red Cross and Red Crescent Societies, Oxfam, and Save the Children, among others. This concern for the suffering of others constitutes 'humanitarian action'.

Henry Dunant also worked with friends to create the first Geneva Convention, in 1864. This was an international treaty that made it safer for volunteers to help wounded soldiers from the battlefield.

*Source:* Adapted from Global Education Cluster, 2012.

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**Civics and citizenship education**

Most societies nowadays are multi-ethnic or have other social divisions – divisions that can deepen with changing economic or environmental conditions and other factors. This fact has resulted in a shift from 'civic' education, which focuses mainly on the constitution of a country and its national institutions, to 'citizenship' education that also includes practical ways of promoting social cohesion among the diverse social groups within the country.<sup>5</sup> Care must be taken that such initiatives do not lead to a hardening of the divisions between groups. This requires emphasis to be placed on cultivating empathy and an

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5. For a review of this development, see GTZ and IBE-UNESCO (2008), pp. 124-130; Cox, Jaramillo, and Reimers (2005); Suarez (2008).

appreciation of what people have in common, both as human beings and as citizens of a particular country. All of the approaches noted above are relevant to being a good citizen, at school, and at local, national, and global levels.

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### **Box 3.2.**

#### **Citizenship themes: An example from Liberia**

- ▶ **What is a citizen?** (Belonging to a family or a community; being part of a nation; civic rights and responsibilities; the global village)
- ▶ **I am Liberian.** (What makes me Liberian? Where is my country? Liberia as a nation; Liberia: a vision of liberty, a vision of the future)
- ▶ **Civic participation.** (Helping each other; making changes; who is left out? Embracing diversity)
- ▶ **Environment.** (All around me: cleanliness; my country, my planet; what can I do for the future?)
- ▶ **Transparency and accountability.** (Why should I be honest? What does it mean to be accountable? Who are the duty-bearers in our society? Truth and reconciliation commissions; media)
- ▶ **Branches and levels of government.** (Who makes the rules? Levels of government – national, regional, and local); responsibilities and functions of the levels of government)

*Source:* GTZ and IBE-UNESCO, 2008: 129-130

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Each country will have its own priorities for citizenship education for different age groups. Topics can include:

- inclusive national identity (based on respect for diversity),
- participation,
- democratic processes,
- rule of law,
- civil society,
- environmental conservation.

In recognition of these priorities, the UN Secretary General included 'fostering global citizenship' as one of three pillars of his Global Education First Initiative, launched in 2012.<sup>6</sup> A core aim of this priority is to promote acceptance of diversity at local, national, and international levels and to 'cultivate an active care for the world and for those with whom we share it'.

**Values and moral education** focuses on the fundamentals of constructive human behaviour and ethics. All the elements of learning to live together depend on

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6. The other two priorities are: (1) put every child in school; and (2) improve the quality of learning.

such fundamental values. In the past, there has been a tendency to assume that society, religious institutions, and schools would automatically transmit societal and national values. In rapidly changing societies, however, there may be a need to give more explicit attention to the teaching of values in schools.

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**Box 3.3.**  
**Living Values programme**

A programme called Living Values focuses on transmitting values of peace, respect, love, tolerance, happiness, honesty, responsibility, cooperation, humility, simplicity, freedom, and unity. Among the nearly 60 countries where it has been implemented is Kenya, where the values it teaches are reflected in the life skills curriculum in the country. In particular, the programme aims to reduce violence and bullying, and to create a safe, caring school climate conducive to quality learning.

In some education systems, values education may also be expanded to include a discussion of the basic human values shared by different religions, and their relationship, for example, to the values underlying the Universal Declaration of Human Rights.

**Peace education** is a term used to include many of the topics of learning to live together, reviewed above. The concept is popular in countries which have experienced recent conflict or in which there is protracted and ongoing conflict. For refugees, for example, it taps into the hope that there will be peace in

their homeland and that they will be able to return. Refugees are not citizens of the country in which they reside so 'citizenship education' is not a viable approach for a programme based in refugee camps. Peace education, on the other hand, can bring hope, as well as serving as a counterweight to calls for revenge.

It is a major concern that political leaders will sometimes cancel 'peace education' programmes in order to show that peace has been achieved, even though the fundamental changes of mindset needed for peace will take generations to achieve. On the other hand, peace education is open to the criticism that it has not succeeded in bringing about peace, even though school curricula, to be effective, must be part of a multi-sectoral commitment to peacebuilding. For national curricula, it may therefore be better to use a more mainstream and sustainable title for classes that support social cohesion, such as 'citizenship education', as described above.

## History education/discussion of past conflicts

Some people think that recent conflicts should be discussed in school, especially the results of investigations of 'truth and reconciliation' commissions. However, this can be very problematic since the teaching force, the student body, and students' families will often include members of both sides of a civil conflict, and discussion of past events can easily open painful wounds. Whether describing

recent conflicts or those in the distant past, curriculum content must be usable in any classroom, by any teacher, without embarrassment. It must, therefore, reflect multiple perspectives in a fair way, and emphasize participants' common humanity. Furthermore, the history curriculum should seek to strike a balance in its narrative of the past by providing numerous examples of different internal groups and nearby neighbours living together and successfully resolving their disagreements in non-violent ways.

It can sometimes be advantageous to discuss conflict in other parts of the world, rather than in one's own country, so that sources of conflict can be examined and the viewpoints of the two sides, and how they reached a compromise, can be seen objectively. As a follow-up to these lessons, students and teachers can make their own spoken or private links to the situation in their own country.

History education may have to omit recent events until some time has passed and passions do not run as high. For a review of the issues and guidance in shaping the history curriculum, see Cole (2013), UNESCO (2005), and Pingel (2010).

## Step Two

### Develop learning outcomes (or competencies) for these areas

Once the priority content areas have been agreed, curriculum developers will need to begin work on identifying the relevant learning outcomes. Learning outcomes (called 'competencies'<sup>7</sup> in some systems) are statements of what students are expected to know, understand, and be able to do, and the values they are expected to develop. These become an important foundation for the assessment and examination system and help clarify what students should learn with regard to safety, resilience, and social cohesion. The annexes to this booklet contain several examples of learning outcomes and competencies. The ones listed below are a sample.

The UNESCO and UNICEF manual (2014: 50-55), *Towards a Learning Culture: Technical Guidelines for Integrating DRR into the School Curriculum*, constitutes a useful checklist when identifying key messages for a particular country. The messages are grouped under the headings of knowledge and understanding, skills, and attitudes/dispositions. Examples include:

- Learners understand key disaster risk reduction concepts (e.g. hazard, disaster, emergency, risk, risk reduction, vulnerability, and resilience), their application to specific hazard circumstances, and their concrete applications in the local community.
- Learners embrace a sense of responsibility to help protect themselves, their peers, their family and community from hazard and disaster.

Some countries have also developed competency frameworks for topics related to learning to live together. For example, the Government of Colombia's Ministry of Education (Colombia, 2014: 2) has developed a national citizenship competencies framework for Grades 1 to 12, entitled *Basic Standards of Citizenship Competency* (see *Annex 1*). It aims to build social cohesion and to prepare students to handle the challenges they face in their lives with resilience.

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7. Some curriculum systems are competency based. A competency is usually defined as the capability to apply or use a set of related knowledge, skills, and abilities. Competencies are similar to learning outcomes in that both express what is expected of the students.

Examples for Grades 1-3 include:

- I know and use simple strategies for the peaceful resolution of conflicts.
- I know the signs and the basic norms of traffic to move about in safety.

The Ministry of Education in Afghanistan endorsed a set of competencies for peace and citizenship education, entitled *National School Based Peace Education for Afghanistan: Curriculum Standards for Grades 7-12* (see Annex 2). One of its sample competencies is:

- Demonstrate conflict resolution skills (understanding conflict, understanding how emotions influence conflict, using effective communication skills, and problem solving).

UNRWA has developed a set of human rights, conflict resolution, and tolerance education (HRCRT) learner competencies (UNRWA, 2013: 37). An example is:

- The student is able to take an active role in defending, protecting, and achieving the human rights of others.

It is important to be realistic when thinking about what students should learn and be able to do. 'Make a short list, then shorten it, and shorten it again' would be good advice. The process of development and change in behaviour and values is complex. It is best to select a few priority competencies, and the messages most relevant and motivational within the country in question, and repeat them in various forms throughout the years of schooling so that there is a real impact (see also the discussion of the 'spiral curriculum' in *Booklet 5* and the discussion of pedagogy in *Booklet 7*).

## Step Three

### Establish criteria for prioritizing content and learning outcomes (or competencies)

As illustrated above, there is a wealth of content that can be drawn upon when enhancing the curriculum to foster safety, resilience, and social cohesion. Content should be carefully selected to match the country's context and needs, a process which should also take into account the current conditions in schools and the changes that can realistically be expected to work. Wherever possible, proposals for prioritizing content should aim to build upon or replace existing content in order to avoid curriculum overload. Regarding methodology, proposals should avoid reliance on methods that teachers cannot realistically implement under current school conditions.

#### Prioritize choice of content and allocate sufficient time

There will be a tendency to include many different topics. However, it is more important to take a few topics and discuss them thoroughly and without haste. As a rough guide, the block of time allocated to LTLT content for a module each year should, preferably, be one period per week, or equivalent. Elements of LTLT and DRR content may be integrated into, for example, revised science curricula, taking care not to create overload.

Ideally, the outcome of working through the processes discussed in these booklets will be an approved national statement suggesting learning outcomes (or competencies) and content areas to promote safety, resilience, and social cohesion for each level of education or year of schooling. This framework should be realistic in the context of teaching and learning conditions in typical schools in various parts of the country.

#### Start early

The earlier students are exposed to the knowledge and skill set identified as priorities for safety, disaster risk reduction, and learning to live together, the sooner they will be able to model and apply what they have learned. This also helps reach children who may drop out early from school. If large numbers

of students drop out of school during or at the end of primary school, it is important that they have already studied the basics of responsible citizenship and humanitarian norms (including the principles of international humanitarian law, which is especially important if they take up military roles).

### Include examinable content

Since students, teachers, and families tend to focus on subjects that will be officially assessed on school national examinations, some elements of the content must be included in these examinations. Methods for assessing learning in these areas can range from retrieving simple factual knowledge to explaining how the concepts students learn about apply to their lives and current challenges (see *Booklet 8* for more information).

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## Key actions

- ▶ Identify some key content areas that are age-appropriate and a priority for national or sub-regional settings. Consider:
    - Safety and disaster risk reduction.
    - Social and emotional learning.
    - Life skills.
    - Assertiveness (and bullying prevention).
    - Respect for all, inclusion.
    - Gender.
    - Conflict resolution, peer mediation and reconciliation.
    - Human rights, especially the rights of children, girls, and women.
    - Humanitarian action and the principles of international humanitarian law.
    - Citizenship (from local to global), and building national unity with acknowledgement of diversity.
    - Values and moral education.
  - ▶ Draft the accompanying competencies or learning outcomes for the different age groups, including for children in early primary grades.
  - ▶ Carefully select priorities based on what is examinable and a realistic assessment of the time that can be allocated.
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# Annex 1

## Example: Basic standards of citizenship competency

### COLOMBIAN NATIONAL MINISTRY OF EDUCATION

#### Basic Standards of Citizenship Competency First to Third Grades

##### PEACEFUL COEXISTENCE

###### By the end of third grade

I understand the importance of the basic values of peaceful coexistence, such as solidarity among people, care, mindful treatment, and respect for myself and others, and I practise them in my close relationships (at home, in the classroom, during recess, etc.).

Thus, step by step ... I am achieving my goals:

- I understand that all boys and girls have the right to receive mindful treatment, care, and love (knowledge).
- I recognize basic emotions (such as joy, sadness, anger, and fear) in me and in other people (emotional competencies).
- I express my feelings and emotions through different forms and languages (gestures, words, drawing/painting, theatre, games, etc.) (communication and emotional competencies).
- I recognize that my decisions and actions are related to my emotions and that I can learn to manage them so as not to harm or hurt others (emotional competencies).
- I understand that my actions can affect people close to me and that the actions of people close to me can affect me (cognitive competencies).
- I understand that nothing justifies ill-treatment of boys and girls and that all ill-treatment can be avoided (knowledge).
- I identify examples of ill-treatment that happen around me (involving me and with others) and I know whom to approach to ask for help and protection (cognitive competencies and knowledge).
- I can distinguish true expressions of endearment from those that can result in harm to me (i.e. I ask adults to teach me to distinguish the

signs of true affection from those of sexual or physical abuse and we can talk about this at home and in the classroom) (knowledge).

- I do things to help alleviate the harm done to people close to me; I show delight in involving myself with their needs (integrated competencies).
- I understand that the rules of good behaviour help to promote kindness and to avoid ill-treatment in games and in school life (knowledge).
- I identify how I or people close to me feel when we do not receive kindness and respectful behaviour, and I express empathy (I am sad because they hit Juan) (emotional competencies).
- I know and respect the basic rules of dialogue, such as each person taking turns speaking (key: I practise what I have learned about communication, messages, and active listening in other areas) (communication competencies).
- I know and use simple strategies for the peaceful resolution of conflicts (e.g. how to establish a creative agreement for the use of our only ball at recess ... by not always playing the same game) (knowledge and integrated competencies).
- I know the signs and basic rules of traffic to move about safely (knowledge).
- I consider my duty to ensure that animals, plants, and environmental resources receive responsible and careful treatment (cognitive and emotional competencies).

*For the full document, see the website associated with these booklets.*

## Annex 2

### Curriculum standards developed for secondary schools in Afghanistan

#### National school-based peace education for Afghanistan: Curriculum standards for Grades 7-12

Standards are the knowledge, understanding, and abilities that students should have at the completion of a grade. It is important that teachers do not see skills as purely academic content but as something, rather, to be used inside and outside of school, as part of students' everyday lives.

**Sample learning competency:** Demonstrate conflict-resolution skills (understanding conflict, understanding how emotions influence conflict, using effective communication skills, and problem solving).

##### *Understanding conflict*

- Example:
  - Describe the difference between violence and conflict.

##### *Understanding the role emotions play in conflict*

- Examples:
  - Identify strategies for effectively managing anger.
  - Discuss and demonstrate effective ways of dealing with stress.
  - Identify skills that enhance empathy, and demonstrate empathy in a conflict situation.

##### *Using effective communication skills*

- Examples:
  - Practise de-escalation techniques.
  - Practise using assertive responses.

##### *Problem solving*

- Demonstrate the ability to apply decision-making model by identifying problems; generate creative list of potential solutions, analyse and select options, generate and assess solutions.

*Source:* Sadeed, 2012. For the full document, see the website associated with these booklets.

## Annex 3

### Example of citizenship learning outcomes/content

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This is an example of ethical learning outcomes/content from programmes of 'ethnic and citizenship education' in the 1995 national curriculum of Argentina (Grades 7-9), adapted from Sinclair, 2004: 31-33, and Cox, 2002: 110, 116.

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#### **Development of attitudes:**

- Flexibility, tolerance, and respect for differences.
- Cooperation and solidarity.
- Valuing of national identity and respectful relations with other identities.
- Responsible participation in the context of democratic society.
- Dialogue, understanding, and rational resolution of conflicts.

#### **Conceptual contents (values):**

- Factors that condition human action.
- Freedom, autonomy, and responsibility.
- The notion of value and its relation to the actions of persons.
- Relativism, scepticism, and fundamentalism.
- The universality of values and its relation to the dignity of persons.
- Common good and personal responsibility.

#### **Conceptual contents (norms and society):**

- Characteristics of social norms.
- Differences between legal and social norms.
- Norms and justice.
- Norms as the recognition and guarantee of the person's dignity.
- The rule of law as a basis for living together and procedure for rational conflict.
- Resolution.

#### **Conceptual contents (human rights):**

- Causes of the Declaration of Human Rights.
- The need for universalizing human rights.
- The need to defend the human condition against hunger, genocide, ignorance, and persecution.
- Civil, political, economic, social, and cultural rights.

- Individual, group, social, and political responsibilities in the defence of human rights.
- Defence of the natural environment and the issue of the historical expansion of rights.
- Violence as an offence against living together.
- Discrimination against women, the disabled, and others as violations of human rights.
- Some stereotypes as violation of human rights.

**Conceptual contents (the national constitution):**

- Historical understanding of the national constitution.
- History of constitutional reforms.
- History of the successive breakdowns of the constitutional order.
- Democracy, organization of the state, federal organization of the nation.
- Democracy as a form of socio-political organization and as a lifestyle.
- Historical origins and evolution of constitutional rights.
- Rights, guarantees, and their relationships with duties and responsibilities.
- Citizenship.

**Skills or procedural objectives:**

- To think in a rigorous, conscious, constructive, and critical manner.
- To recognize informal mistaken beliefs in discourse and formal reasoning and to distinguish different types of reasoning.
- To define and analyse problems with precision.
- To develop one's own creative potential in different learning areas.
- To analyse concrete situations from the perspective of values.
- To begin reflecting on the foundations of customs, values, virtues, and the more common norms accepted by society.
- To be prepared to act on values freely chosen according to one's own convictions and those of one's group's allegiances.

**Procedural contents:**

- Gathering information about typical social norms.
- Searching for, collecting, and setting out information about the relationship between democracy and human dignity.
- Critical analysis of situations.
- Collecting historical information.
- Gathering information from different members of the community.
- Analysis of present situations.

## Annex 4

### Sample DRR learning outcomes

#### Russia

There has been some systematic development of broadly framed disaster risk reduction (DRR) learning outcomes in Russia. For example, a key carrier subject for DRR education, Basics of Life Security, includes the following knowledge, skills, and attitudinal learning outcomes for secondary level:

##### **Knowledge:**

- Holistic comprehension of the world, based on advanced knowledge of risks.
- Understanding of the need to protect the environment in order to protect the health of the community and the personal integrity of individuals.
- Knowledge of specific issues: different types of disasters; consequences of disasters on the security of the individual, the community, and the country; governmental systems in place to protect the population against disasters; methods of organizing the population in reacting to disasters; first aid in critical situations; rights and duties of citizens in hazardous situations.

##### **Skills:**

- Independent determination of one's own goals in DRR and the ability to identify ways to achieve them in real life.
- Increased capacity to protect oneself, the community, and the country from life-threatening events.
- Development of physical and mental qualities relevant to protecting the lives of oneself, the community, or the country in situations of disasters.

##### **Attitudes:**

- Cognizance and responsiveness in making relevant choices in disaster situations.
- Openness to reducing human activities that can negatively impact on the security of oneself, the community, or the country.
- Engagement in the promotion of a culture of safety.
- Openness to the promotion of all necessary norms for the reinforcement of safety in the event of disasters.

## Cambodia

Each of the 19 lessons set out in Cambodia's *Teacher's Manual on Mainstreaming Disaster Risk Reduction Concept for Geography and Earth Science, Grade 8*, includes a list of learning objectives for 10-minute teaching interventions linked to Grade 8 geography and Earth-science subjects. The learning objectives, from which learning outcomes can be derived, primarily concern acquiring disaster-related geographical and scientific knowledge. For example:

- The students will be able to describe the causes of flood and drought.
- The students will be able to identify the types of flood hazards in Cambodia.
- The students will be able to describe earthquake and volcanic eruption phenomena.

There are some dispositional learning objectives. For example:

- The students will be cautious and understand flood preparedness.
- The students will be interested in preventing flood and be aware of how to take care of themselves during a flood.
- The students will be interested in contributing to natural disaster preparedness.

## Madagascar

Some broad DRR-specific competencies have been identified for different grade levels. For example:

- Participating in the protection of the school environment (Grades 1 and 2).
- Knowing what measures to take to reduce the impact of a cyclone (Grade 3).
- Acting as agents of change to convey key messages and actions to the community and parents (Grades 4 and 5).
- Exchanging ideas with the local community, identifying patterns leading to local environmental degradation (Grade 6).
- Discussing and co-planning with the community to raise environmental awareness using the local language (grade not known).

## France

The French Ministry of Education's 2012 teachers' guide specifies learning outcomes for all grades under three headings: anticipate, act, and learn. It includes sections on risks in daily life, risks on the road, health risks, and major risks. The major risk section includes the following learning outcomes:

- Understanding and evaluating major natural and technological hazards and knowing appropriate mechanisms for managing crisis and hazard.

- Knowing how to conduct oneself in the light of each major hazard, knowing how to adapt to situations, as well as how to contribute to safety and security.
- Reflecting on management and behaviours in situations of crisis and being able to transfer learning to different hazards.

Outcomes are spread across grade levels. For example, the overarching learning outcome of 'knowing and evaluating risks' (under the 'anticipate' heading) translates into:

- 'Discover the existence of major risks' and 'discover the means of protection' (2 to 7 year olds)
- 'Know the principal natural and technological risks' (8 to 12 year olds)
- 'Analyse different natural and technological risks,' 'be informed of risks in the near environment,' and 'know the different help services' (13 to 15 year olds)
- 'Classify risks according to their manifestation and effects,' and 'know of mechanisms for crisis management and help' (16 years old and over)

*Source:* UNESCO and UNICEF, 2012, cited in UNESCO and UNICEF, 2014: 63-64.



## Annex 5

### DRR learning outcomes progression with age

Full DRR curriculum integration involves horizontal integration of learning outcomes across the curriculum as well as vertical integration through the grade levels. It was noted earlier that a spiral curriculum of concepts, ideas, themes, and topics is important for cumulative reinforcement of DRR learning. The task of building a spiral curriculum can be considerably helped by first determining a vertical progression of learning outcomes. Learning outcomes through the grades should be carefully structured in such a way that, cumulatively, they enable the maturing learner to handle ever-increasing complexity and sophistication.

Expressions of learning outcomes in earlier grades should be viewed as steps of achievement towards realizing a range of final learning goals that, taken together, equip the learner for lifelong learning. The notion of curriculum foreshadowing comes into play here (i.e. the idea that the learner should internalize a simpler idea or concept at one development stage so as to more easily internalize a more complex idea or concept at a subsequent stage of development). In the same way, the sphere to which learning is devoted and/or in which learning engagement occurs becomes broader and deeper through the grades, and this is evident in increasingly complex learning outcomes. For example, hazard safety in the home in the early grades might translate into understanding global patterns of hazard preparedness in the senior grades. The same applies to skills learning progression so that skills are calibrated to match the physical, cognitive, and emotional maturation of the individual.

Using a limited selection of generic knowledge, skills, and attitudinal/dispositional learning outcomes, the table below presents examples of learning outcome progression across four age groups. An important exercise for those planning DRR curriculum development would be to complete blank copies of the table for their priority generic learning outcomes.

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## Indicative examples of learning outcomes progression

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### Knowledge

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#### **Generic learning outcome: Knowledge of hazards and disasters**

Learners know of past local disasters

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Ages 4-7 Learners understand when and where natural hazards/disasters took place previously in their community.

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Ages 7-11 Learners have a basic understanding of causes and effects of previous natural hazards/disasters in their community.

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Ages 11-14 Learners understand patterns/trends of past local disasters in terms of locations, durations, season, and impacts.

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Ages 14-18 Learners understand impacts of past local disasters from socio-economic, gender, and human/child rights perspectives.

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### Skills

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#### **Generic learning outcome: Skills of communication and interpersonal interaction**

Learners have the ability to communicate disaster risk reduction messages using appropriate and creative modes of communication (e.g. brochures, arts, music, song, theatre, puppetry, posters, poems, social media, radio, and film).

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Ages 4-7 Learners are able to express basic DRR messages learned at school in drawings and posters for class/school displays.

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Ages 7-11 Learners are able to create DRR posters and brochures on specific natural hazards most relevant to their own community for display and distribution in the community.

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Ages 11-14 Learners are able to pass on DRR messages using performing arts (such as puppetry or theatre) to younger children.

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Ages 14-18 Learners are able to plan, prepare, and implement DRR campaigns using multiple communication modes of their choice (including social media, radio, and film) for a wider audience.

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#### **Generic learning outcome: Skills of action**

Learners have the necessary skills to be able to assist victims and the vulnerable in case of disaster (e.g. first aid skills, rescue skills).

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Ages 4-7 Learners can undertake simple support tasks under the close guidance of adults.

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Ages 7-11 Learners are able to employ basic first-aid skills in assisting with minor injuries.

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Ages 11-14 Learners are able to look after younger children in a crisis situation.

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Ages 14-18 Learners are able to support rescue efforts in a non-frontline role.

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**Attitudes/dispositions**

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***Generic learning outcome: Responsibility***

Learners embrace a sense of responsibility to help protect themselves, their peers, their family and community from hazard and disaster.

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Ages 4-7      Learners are aware of the importance of being prepared for potential hazards/disasters.  
Learners have positive self-worth and confidence to be responsible.

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Ages 7-11      Learners show empathy to others around them who are in need. Learners become  
aware of their responsibility to care for each other in times of hazard.

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Ages 11-14      Learners show willingness to take action to keep themselves  
and others close to them safe from potential hazards.

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Ages 14-18      Learners demonstrate firm commitment to taking action to keep  
their community safe from potential hazards.

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***Generic learning outcome: Confidence and caution***

Learners appreciate the need to follow safety rules and procedures on any occasion.

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Ages 4-7      Learners are mindful of the importance of following safety rules and procedures.

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Ages 7-11      Learners are confident in practising safety procedures.

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Ages 11-14      Learners commit to promoting and modelling good safety practice.

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Ages 14-18      Learners are committed to helping younger children follow safety rules and procedures.

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Source: Adapted from UNESCO and UNICEF, 2012: 52, and 2014: 78-79.

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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.

## KEY CONTENT

What are the desired learning outcomes?

**UNESCO International Institute  
for Educational Planning**

7-9, rue Eugène Delacroix  
75116 Paris, France

Tel.: +33 (1) 45 03 77 00

[www.iiep.unesco.org](http://www.iiep.unesco.org)