

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

# CURRICULUM APPROACH

How will we  
get there?

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United Nations  
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PROTECT EDUCATION IN INSECURITY AND CONFLICT  
حماية التعليم في ظروف النزاع والعنف والأمن

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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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*Published by:*

**International Institute for Educational Planning**

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75116 Paris, France

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www.iiep.unesco.org

*Graphic design:* nathalie pruneau

*Printed in* IIEP's printshop

*Cover photo:*

On 19 December 2013 in the Syrian Arab Republic, women attend a computer training class in Homs, the capital of Homs Governorate.

© UNICEF/NYHQ2013-1334/Noorani

ISBN: 978-92-803-1393-2 (Set)

ISBN: 978-92-803-1398-7 (Booklet 5)

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

**Booklet 5**

CURRICULUM APPROACH

How will we get there?

## 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

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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.

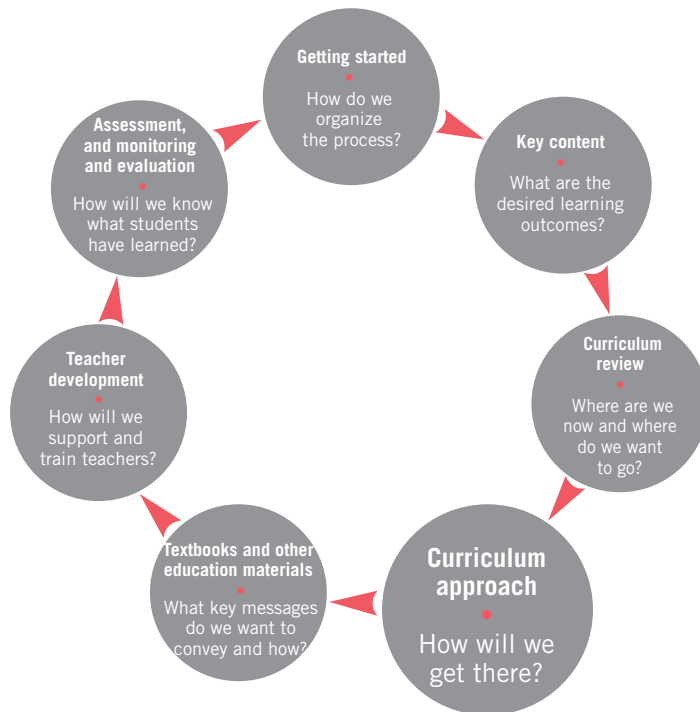
This series of publications, which is the fruit of collaboration between IIEP-UNESCO, PEIC, and IBE-UNESCO, draws on the particular expertise of each of these agencies. With these booklets, we aim to support the staff of ministries of education, at central, provincial, and district levels, to promote 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.

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## Booklet 5 – Curriculum approach: How will we get there?





## Take-away points

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- ▶ There are several approaches to incorporating safety, resilience, and social cohesion in the mainstream curriculum. The impact on students in terms of their acquisition of new skills, values, attitudes, and behaviours is highly dependent on the option chosen and on the mobilization and commitment of the educational community.
- ▶ The different approaches have implications for teacher practice and training, time allocation, examinations, textbooks, and both financial and human resources.
- ▶ Research shows that social and

emotional competencies are best taught explicitly, so that students think consciously about the values, attitudes, and behaviours involved.

- ▶ Explicit teaching of LTLT and DRR requires either a separate, clearly identified stand-alone subject or a separate section within a 'carrier' subject. This explicit approach will help focus students' attention on how the content relates to them as individuals.
- ▶ The spiral curriculum approach allows for continuity of LTLT and DRR in each year of school, with deeper understanding developed in later years.

## Introduction

This booklet looks at how to include learning to live together (LTLT) and disaster risk reduction (DRR) in the curriculum, in textbooks, and in the school timetable. The impact on students in terms of their acquisition of new skills, values, attitudes, and behaviours is highly dependent on the approach taken, as well as on the mobilization and commitment of the educational community. There are several approaches to consider, including:

- Presentation of content as a separate, 'stand-alone' subject or as separately named course units or modules within suitable existing subjects.
- Integration of topics and themes into lessons within one subject or across several different subjects.
- Support through learning activities related to LTLT and DRR through school-led co-curricular activities.

Each of these approaches has advantages. The option chosen should reflect the capacity of the system to implement it effectively. Research shows that explicit teaching of social and emotional skills is the best approach in terms of changing student behaviour (see, for example, Elias, 2003 and CASEL, 2012). Simple 'infusion' of key LTLT and DRR messages into each and every subject will not, on its own, have the desired effect, especially in situations where teachers face problems such as limited training, limited resources, and large class sizes, and cannot themselves make the infused content significant to the students. Infusion can, however, complement and reinforce 'explicit' teaching. Schools can also be encouraged to adopt co-curricular activities such as clubs, dramatic performances, music, and art displays that incorporate themes of safety, resilience, and social cohesion that complement classroom learning.

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### Steps to incorporate LTLT and DRR in the curriculum

- ▶ Use an explicit approach to convey LTLT and DRR content.
  - ▶ Decide how to incorporate LTLT and DRR into an examined school subject.
  - ▶ Reinforce messages of safety, resilience, and social cohesion in other school subjects.
  - ▶ Develop a spiral curriculum.
-

## Step One

### Use an explicit approach to convey LTLT and DRR content

The reason for incorporating LTLT and DRR content into the curriculum is to build students' skills, values, behaviours, and attitudes in order to make them safer and more resilient and to support their development as responsible citizens capable of playing a part in developing a more cohesive society. The subject matter, therefore, has to be presented explicitly, and made relevant to the life of each student. This is very different from teaching mathematics or science, where the expectation is that, by and large, all students in a class will learn the same thing from a lesson.

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#### **Box 5.1.**

##### **An analogy: The salt shaker and the disappearing salt**

When salt is in the salt shaker, everyone can see it and thinks about how it relates to their personal tastes. They ask for the salt shaker to add flavour to their food. Salt makes the food more enjoyable to eat and people see the benefits of salt. But if the salt is shaken onto a plate of food before serving, it is harder to notice. Although it still adds flavour, no one sees it, notices it, or thinks about it.

To develop safety, resilience, and social cohesion, we teach students personal values and behaviours, which are the 'salt' in this analogy. The student must be clear that this is the purpose of the lesson, just as he or she is sure about the purpose of the salt-shaker. Each student should be conscious of exactly what he or she is learning regarding safety, resilience, and social cohesion and why he or she is learning it. They should also understand how it relates to their own lives, as individuals. Students should participate in class discussions in front of their peers to enhance their personal commitment. The lessons can have a critical impact on the future of each student and of the country.

If lessons on safety, resilience, and social cohesion are only scattered through other subjects, students may not realize that these lessons are related to their personal lives, just as children whose mother has put salt on the food do not think that they are eating salt, they think instead about the meat or vegetables.

1. Analogy suggested informally by an experienced educator working in this area of curriculum.

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The analogy presented in *Box 5.1* prompts us to ask:

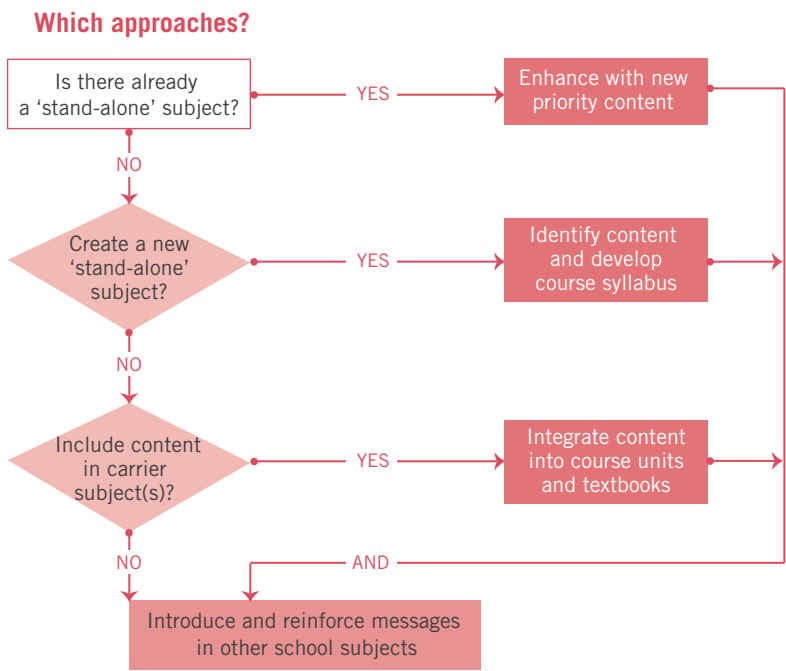
- How can the learning content and outcomes (competencies) described in *Booklet 3* be explicitly and visibly included in the curriculum so that students will learn and personally identify with them?
- How can the same competencies be reinforced in other lessons and subject areas?
- How can we ensure that teachers, learners, and families treat this learning as important?

# Step Two

## Decide how to incorporate LTLT and DRR into an examined school subject

The approach to be adopted will depend on existing curriculum as well as what additional focus on LTLT and DRR can be achieved through advocacy by influential champions. Some questions to consider are noted below and illustrated in *Figure 5.1*.

**Figure 5.1.**  
Deciding on curriculum approaches



### Question 1

**Is there an existing 'stand-alone' subject that can be enriched? If so, is that subject taught in all schools?**

It could be that schools already teach civics or citizenship, or ethics/morals, as a separate and compulsory 'stand-alone' and examined subject. In this situation, advocacy might focus on enriching the existing curriculum with the type and range of content discussed in *Booklet 3*. This would take the form of implementing an expanded or adapted set of learning outcomes (competencies). This approach can only be used with stand-alone subjects taught on a regular basis. This may rule out 'life skills' or 'peace education', for example, which may only be taught occasionally or intermittently. Such courses may be in the official timetable, but if they are unexamined, they may not be taught regularly in most schools. The baseline study (discussed in *Booklet 4*) will help identify this problem.

### Question 2

**Does the government create a new stand-alone subject to cover the priority subject matter, e.g. citizenship education?**

If there is no stand-alone subject already in place, a government has a number of options. It could:

- Create a stand-alone subject for priority LTLT and/or DRR content (i.e. the topics discussed in *Booklet 3*).
- Identify the content of this subject under the title of citizenship education, civics education, ethics, or another nationally acceptable and relevant heading (see *Booklet 1*).
- Include this new subject in national examinations.
- Provide the subject with a timetable allocation of at least one teaching period per week.

### Question 3

**If the answers to questions 1 and 2 are 'no', does the government include the priority content within a suitable 'carrier' subject (or subjects)?**

The term 'carrier subject' is used here to mean a subject in which it is reasonable to include a series of lessons explicitly relating to LTLT and DRR. These lessons can be incorporated in such a way that they form part of a spiral curriculum, in which learning is built on and deepened, year on year, covering the priority LTLT

and DRR topics identified through the process described in *Booklet 3*. These include peacebuilding, conflict resolution, respect for all, protecting oneself and others from hazards, and responding to emergencies. (The spiral curriculum is discussed in more detail below.)

If there is no likelihood of a stand-alone subject, a government has a number of options. It might:

- Designate a 'carrier' subject, such as social studies or science, to host the LTLT and/or DRR themes.
- Insert a clearly-labelled curriculum 'block' (course unit/module) or 'thread' (weekly lesson) for these themes.
- Add an extra teaching period per week for the carrier subject, or streamline the existing topics to make space for the additional content.
- Adapt the carrier subject textbooks so that the new and previous subject matter is covered in a harmonious way, with clear and explicit labelling of sections of content that relate to students' personal commitments to respect for all, inclusion, peaceful conflict resolution, responsible citizenship, and elements of disaster risk reduction.

The options for incorporating LTLT and DRR into the curriculum and the existing timetable must be discussed through a consultative process involving the relevant stakeholders, including both ministers and government officials, and community-level representatives (local authorities, school managers, inspectors, teachers, parents' associations, teachers' unions, etc.). Of the above options, the inclusion of content in a 'carrier' subject may perhaps be the one by which LTLT and DRR concepts can most easily be included in school and national examinations. Relevant 'carrier' subjects that may already be included in examinations typically include:

- social studies;
- language arts/literacy/language studies;
- civics/citizenship education;
- science (for aspects of DRR).

Some countries will find it easier than others to incorporate LTLT and DRR course units or modules. For example, it is more straightforward in countries where 'social studies' is taught, as this subject is generally more flexible and course units on LTLT and aspects of DRR can readily be incorporated. Inclusion of priority content related to safety, resilience, and social cohesion is more of a challenge if the country has separate subjects for history and geography at primary or secondary level. It is also possible that LTLT will need to be approached in a different way from DRR. *Table 1* illustrates two options for incorporating LTLT and DRR content into the curriculum (see also *Annex 1*).

**Table 1****Some considerations for using a stand-alone subject or clearly identified units in a carrier subject**

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**Option A • Stand-alone behaviour-related examined subject**

(new or providing new content to an existing stand-alone subject, e.g. civics)

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- **Focus:** The stand-alone subject will give the student a clear message that this is something relevant to his or her future and that of the community and nation.
- **Time:** Is there at least one teaching period per week, or equivalent block of lesson time, for this subject?
- **Teachers:** Who will teach the courses? What training will be needed, and at what cost? How much time will be needed to prepare teachers in this specialized subject area and how will it be organized and systematized?
- **Examinations:** How can the subject be included in the national examination framework?
- **Advantages:**
  - ▶ The content is clearly identifiable to students.
  - ▶ A limited number of teachers needs to be trained.
- **Disadvantages:**
  - ▶ Requires a policy decision to create space in the timetable and to initiate changes to examinations, unless the subject already exists and is currently examined.
  - ▶ May require extra teachers or teaching time.
  - ▶ May require extra budget/resource allocations.

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**Option B • Inclusion of clearly identified units in an existing, examined carrier subject**

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- **Focus:** The unit must be clearly labelled in a way that tells teachers and students that the knowledge, skills, values, and attitudes that will be developed relate to their future and to that of their community and nation.
- **Time:** Where in the selected subject will this content fit? Can existing units be expanded or revised to fit with the LTLT and DRR spiral curriculum strand and the desired learning outcomes (competencies)? If it is necessary to add new units, will there be an additional period per week or 'block' equivalent, or a separate course unit or module, for this content?
- **Teachers:** Teachers who are experts in the carrier subject have a grounding in related content. What additional training will they need if they are to teach the basic skills of conflict resolution and responsible citizenship or disaster risk reduction? What do they currently know, and what will they need to learn through tailored pre-service or in-service training? What notes and prompts can be included in the textbooks?
- **Examinations:** What changes will be needed to include this new subject matter in school and national examinations of the carrier subject?
- **Advantages:**
  - ▶ The carrier subject already exists and the new content can more easily be included in the textbooks, teacher guides, and national examinations.
  - ▶ Teachers may already have some relevant expertise.
- **Disadvantages:**
  - ▶ The existing carrier subject content may need to be condensed or rearranged to make way for new content.
  - ▶ Some carrier subject teachers may not internalize or model the desired behaviour change goals (e.g. they may not treat girls equally, or they may threaten [or use] corporal punishment).



# Step Three

## Reinforce messages of safety, resilience, and social cohesion in other school subjects

Some of the required knowledge for safety, resilience, and social cohesion fits naturally into other school subjects. This should be identified and included as a way of reinforcing the explicit lessons learned through 'stand-alone' courses or special units included in carrier subjects, as described above. Where possible, they should be clearly linked to students' personal attitudes and behavioural development. These topics can be woven into various school subjects as cross-cutting issues, as illustrated in *Table 2*, but this should be in addition to, not instead of, the introduction of an explicit separate subject or revisions to the content of carrier subjects. (See also *Booklet 6*.)

**Table 2**  
**Examples of how topics related to safety, resilience, and social cohesion can fit into other school subjects**

<b>Safety</b>
<ul style="list-style-type: none"><li>• In science, students can learn about safety measures, for example, regarding electricity and gas. The biology syllabus can stress information about epidemics and how to prevent the spread of disease.</li><li>• In health, students can learn about healthy relationships, between and among family members, friends, and the wider community. This may include HIV prevention through better interpersonal and intrapersonal life skills, as well as better understanding of the risks. Knowledge of water-borne diseases is important in many settings, including those vulnerable to seasonal flooding.</li><li>• In science or geography, students study the earth's mantle and, thus, can learn about the causes of earthquakes and tsunamis and what to do to stay safe when such an event occurs.</li><li>• In lower primary school, simple stories about fire prevention, traffic safety, or how to respond to a disaster can be included in early-grade reading materials.</li><li>• In sports, the importance of using safe equipment and following the rules to ensure fair play and prevent injury can be emphasized.</li></ul>
<b>Resilience</b>
<ul style="list-style-type: none"><li>• In science, students learn about the water cycle, the growth of plants, climate, and climate change. This can lead to learning about possible hazards associated with deforestation (e.g. tree roots not retaining soil on hillsides, leading to mudslides), seasonal flooding, storms, and so on, as well as about how to care for the environment to reduce these risks.</li></ul>

- In social studies, students learn about how communities devastated by war or disaster have recovered to build peaceful and prosperous societies.
- In lower primary school, stories about how to prepare for or reduce the risks associated with disasters can be included in early-grade reading materials. Stories of individuals who have 'bounced back' after personal tragedies, or despite disabilities, can help children learn to face and overcome their own difficulties.
- In language studies, from early-grade reading to upper-secondary, different aspects of resilience can be incorporated through locally relevant stories, designed to clearly convey key messages associated with coping with adversity.
- In sports, teachers can emphasize the importance of being a 'good loser' and help students to learn from the experience of losing a match in order to build strength and develop strategies to do better next time.

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### **Social cohesion**

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- In civics or social studies, the curriculum can emphasize how mutual cooperation and principles of respect for others are fundamental to the functioning of social and civic institutions.
  - In history, there can be opportunities to teach how some leaders have promoted negotiated solutions to conflict and respect for the rule of law without discrimination. When teaching about wars that affected the nation, it is important to show the negative consequences in terms of human suffering, death, and destruction.
  - In language studies, from early-grade reading to upper-secondary, different aspects of learning to live together can be incorporated through locally relevant stories, designed to clearly convey the associated attitudes and values.
  - In sports, the value of teamwork and adhering to the rules can be used to emphasize the importance of school rules, national laws, and good governance.
-

## Step Four

### Develop a spiral curriculum

A 'spiral curriculum' provides a useful model for building competencies and achieving outcomes related to LTLT and DRR. This approach implies that key concepts are included at each level of education, beginning with a simple approach at lower primary, and adding more depth and detail as the student moves through the system. The spiral curriculum allows the student to refresh and deepen his or her earlier learning and personal commitments on a continuing basis as he or she develops emotionally and cognitively.

Skills can take years to develop, often with cumulative effect. In mathematics, we learn to add and subtract before we multiply and divide. Similarly, in order to learn how to handle conflict properly, we need to understand how emotions influence conflict, the importance of taking different perspectives, and how to develop effective communication skills.

The UNESCO and UNICEF guidance manual on DRR (2014: 70-71) gives examples of age-wise progression of desired learning outcomes, constituting a spiral curriculum. For example, under the knowledge category, 'Knowledge of past local disasters', and the attitudes category, 'Responsibility', the learning outcomes shown in *Box 5.2* are suggested. *Box 5.2* also includes an example illustrating how key human rights concepts can be conveyed to different age groups.

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#### **Box 5.2.** **Sample progressive learning outcomes**

##### **Knowledge of past local disasters**

- ▶ Ages 4-7: Learners understand when and where natural hazards/disasters took place previously in their community.
- ▶ Ages 7-11: Learners have a basic understanding of the causes and effects of previous natural hazards/disasters in their community.
- ▶ Ages 11-14: Learners understand patterns/trends of past local disasters in terms of locations, durations, season, and impacts.

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

**Source:** *Towards A Learning Culture of Safety and Resilience: Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum*, UNESCO and UNICEF, 2014: 70.

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### **Responsibility (an attitudes category)**

- ▶ Ages 4-7: Learners are aware of the importance of being prepared for potential hazards/disasters. Learners have the positive self-worth and confidence to take responsibility.
- ▶ Ages 7-11: Learners show empathy to others around them who are in need.
- ▶ Learners become aware of their responsibility to care for other people in times of need.
- ▶ Ages 11-14: Learners show willingness to take action to keep themselves and others close to them safe from potential hazards.
- ▶ Ages 14-18: Learners demonstrate firm commitment to taking action to keep their community safe from potential hazards.

**Source:** *Towards A Learning Culture of Safety and Resilience: Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum*, UNESCO and UNICEF, 2014: 71.

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### **Human Rights (key concepts by age group)**

- ▶ Age 3-7  
Goals: Respect for self, respect for parents and teachers, respect for others.  
Key concepts: Self, community, and responsibility.
- ▶ Age 8-11  
Goals: Social responsibility, citizenship, and distinguishing wants from needs.  
Key concepts: Individual rights, group rights, freedom, equality, justice, rule of law, government, security, and democracy.

**Source:** *Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights*, N. Flowers, 1998.

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Once the method of inclusion in the curriculum has been determined, together with the time allocation, the LTLT and DRR learning outcomes/competencies identified as priorities (as discussed in *Booklet 3*) need to be further specified as key learning outcomes for each grade or age group.

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## Key actions

- ▶ Determine how LTLT and DRR will be incorporated into the curriculum, either as a separate stand-alone examined subject, or as separate course units in 'carrier' examined subjects.
  - ▶ Make sure that key LTLT and DRR learning content is clearly and explicitly labelled as relating to students' own lives, in terms of relationships, safety, and the social cohesion of wider society.
  - ▶ Use a spiral curriculum model, where content builds on itself each year, based on the developmental levels of the students, to reinforce and deepen knowledge, concepts, values, skills, attitudes, and behaviour patterns.
  - ▶ Include LTLT and DRR content in school and national examinations so that teachers and students have maximum incentive to cover these themes.
-

## Annex 1

### Comparison of intervention models for learning to live together/life skills themes

	Advantages	Typical problems
<b>Integration/infusion approaches</b>	<ul style="list-style-type: none"> <li>• A 'whole school' approach</li> <li>• Uses existing school subjects</li> <li>• Many teachers involved</li> <li>• Potential for reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty of ensuring cohesion and progression in what students learn (skills and values for peace, human rights, citizenship, preventive health behaviours)</li> <li>• Difficulty of accessing, training, and supporting all teachers in skills-based experiential approaches and influencing all textbooks</li> <li>• Lack of lesson time for experiential activities and discussion</li> <li>• Can be lost among higher-status elements of the curriculum</li> <li>• Pressure to focus on examination topics</li> <li>• Some teachers do not see relevance to their subject</li> <li>• Potential for reinforcement seldom realized due to other barriers</li> <li>• Teacher turnover necessitates costly training and support programmes</li> <li>• Students may not become conscious of what is being taught or identify with the values of learning to live together</li> </ul>
<b>Cross-referencing approaches</b>	<ul style="list-style-type: none"> <li>• Special skills- and values-focused lesson units, prepared centrally for inclusion by subject teachers as enrichment or to apply certain topics, means that information and guidance is provided to non-specialist teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty of cross-referencing to subject syllabuses</li> <li>• Difficulty of accessing, training, and supporting teachers of relevant subjects in skills-based approaches</li> <li>• Lack of lesson time for experiential activities and discussion</li> <li>• Pressure to focus on examination topics</li> <li>• Teacher turnover necessitates costly training and support programmes</li> </ul>

	Advantages	Typical problems
<b>Carrier subject approaches</b>	<ul style="list-style-type: none"> <li>• Teacher training and support easier because fewer teachers are involved and some have a relevant background due to their subject experience</li> <li>• Teachers more likely to recognize the relevance of the skills and values</li> <li>• Cheaper and faster to integrate the components into materials of one subject than to infuse them across all</li> </ul>	<ul style="list-style-type: none"> <li>• Risk of an inappropriate subject being chosen (e.g. biology is less good than health education or civic education for HIV/AIDS education because of the social and personal issues, and the tendency of science teachers to focus only on the transmission of knowledge)</li> <li>• Needs an extra timetable period for new experiential content</li> <li>• Needs an extra timetable period for new experiential content</li> <li>• Pressure to focus on examination topics</li> <li>• Some of the subject teachers may be unsuited to experiential approaches and facilitating discussion of sensitive topics</li> <li>• Teacher turnover necessitates long-term training and support programmes for carrier subject teachers</li> </ul>
<b>Separate subject approaches</b>	<ul style="list-style-type: none"> <li>• The specially trained teacher needs intensive training but, through constant practice, gains competence and is motivated to keep the job by actually teaching the skills, values, and behaviours required by his employers</li> <li>• Clear labelling of the subject and adequate time allocation assist students to internalize appropriate values and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Requires decision to find space in existing timetable or to add an additional school period to the school week</li> <li>• Pressures on specially trained teachers to do other things, especially if their programme is given low status</li> <li>• In small isolated schools, specialist teachers need additional tasks to fill their timetable</li> <li>• Teacher turnover necessitates long-term training and support programmes but for a limited number of teachers</li> </ul>

**Source:** *Learning to Live Together: Design, Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights*, GTZ and IBE-UNESCO, 2008, p. 50.

## Key Resources

**CASEL** (Collaborative for Academic, Social, and Emotional Learning). 2012. *2013 CASEL guide: Effective social and emotional learning programs*, Pre-school and elementary school edition.

► <http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a220de4b00a92c90436ba/1382687245993/2013-casel-guide.pdf>

**Elias, M.** 2003. *Academic and social-emotional learning*. The International Academy of Education (IAE), UNESCO Educational practices series, 11.

► [www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac11e.pdf](http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac11e.pdf)

**Flowers, N.** (Ed.) 1998. *Human rights here and now: Celebrating the Universal Declaration of Human Rights*. Minneapolis, MN: Human Rights Educators' Network, Amnesty International USA, and Human Rights Resource Center.

► <http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Default.htm>

**GTZ** (Deutsche Gesellschaft für Technische Zusammenarbeit); **IBE-UNESCO**. 2008. *Learning to live together: Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights*. Geneva: GTZ.

► [www.ineesite.org/uploads/files/resources/doc\\_1\\_Learning\\_to\\_Live\\_Together.pdf](http://www.ineesite.org/uploads/files/resources/doc_1_Learning_to_Live_Together.pdf)

**Penrose, A.; Takaki, M.** 2006. 'Children's rights in emergencies', *Lancet*, 367, pp.368-369.

**UNESCO; UNICEF** (United Nations Children's Fund). 2014. *Towards a learning culture of safety and resilience: Technical guidance for integrating disaster risk reduction in the school curriculum*. Paris: UNESCO; New York: UNICEF.

► <http://unesdoc.unesco.org/images/0021/002194/219412e.pdf>



## 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.

## CURRICULUM APPROACH

How will we get there?

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