

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

TEXTBOOKS AND OTHER EDUCATION MATERIALS

What key messages
do we want to
convey and how?

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United Nations
Educational, Scientific and
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International Bureau
of Education



International Institute
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PEIC

PROTECT EDUCATION IN INSECURITY AND CONFLICT
حماية التعليم في ظروف النزاع والعدم الأمن

A programme of **education above all**[™]

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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On 11 March 2015 in Guinea, children attend class at the Mangalla school, in the town of Guéckédou, Guéckédou Prefecture.

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

Booklet 6

TEXTBOOKS AND OTHER
EDUCATION MATERIALS

What key messages
do we want to convey
and how?

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.

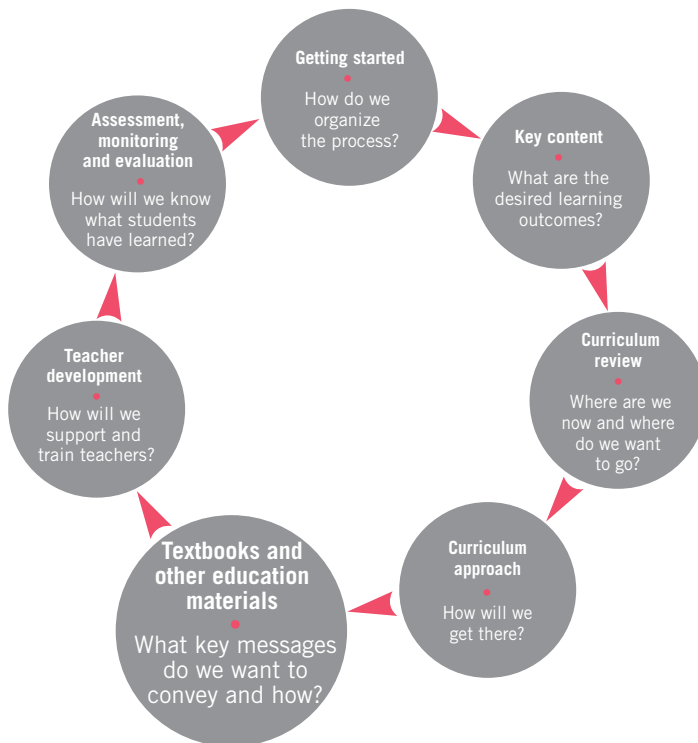
This series of publications, which is the fruit of collaboration between IIEP-UNESCO, PEIC, and IBE-UNESCO, draws on the particular expertise of each of these agencies. With these booklets, we aim to support the staff of ministries of education, at central, provincial, and district levels, to promote 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 6 – Textbooks and other education materials: What key messages do we want to convey and how?



Take-away points

- ▶ Engage key stakeholders early and throughout the process to maintain support and understanding of the purpose of the initiative.
 - ▶ Write to reach the student's heart as well as mind – build competence and commitment.
 - ▶ Assemble a team of strong writers well versed in specific content areas and able to develop learning to live together (LTLT) and disaster risk reduction (DRR) content that is both motivational and relevant to students in all parts of the country. Involve young people, teachers, and parents in generating materials that relate to students' interests and lives.
 - ▶ Ensure that the content supports the
-

identified learning outcomes and the spiral curriculum developed to build competencies for safety, resilience, and social cohesion.

- ▶ Identify time and resource requirements. Development or revision of textbooks and other education materials requires significant time and resources, and takes place over several phases, including the development, piloting, and progressive introduction of the new materials.
 - ▶ If textbooks are produced by private publishers, they should be included in these processes (as appropriate) to help maximize the relevance of the LTLT and DRR content to students.
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Introduction

Textbooks and other education materials are instrumental in guiding the development of competencies for student safety, resilience, social cohesion, learning to live together (LTLT), and disaster risk reduction (DRR), especially in contexts where textbooks, for all intents and purposes, are the curriculum. In such contexts, textbooks and other material can be very influential, for both good and ill. They can be harmful, for example, if they include negative stereotypes and bias. But they can also be an effective tool for advancing safety, resilience, and social cohesion because they have the potential to reach every school, student, and teacher. In low-income regions and those in crisis, however, many children do not have access to textbooks, while their teachers do not always use the textbooks they do have access to effectively.¹

The emphasis in these booklets is on assisting ministries of education with the development of a realistic and sustainable process for enhancing its curriculum with key content related to safety, resilience, and social cohesion. A major element of this will be the revision (or development) of textbooks and other education materials to include good, relevant content presented in simple, easy-to-use ways that do not require extensive teacher training, small class sizes or well-resourced schools. Once content is included in textbooks, its impact is likely to endure longer than that of initiatives that depend on individual champions or short-term teacher training, for example.

Commitment and motivation

Revising or developing a new set of textbooks is a major endeavour that requires high-level policy commitment and stakeholder buy-in. It also requires the motivation and capacity development of the core team that will lead the curriculum review and revision process (see *Booklet 2* for a discussion of the start-up process). Furthermore, if there is to be real impact on attitudes, values, and behaviour, there must also be a plan to provide textbooks to all schools in sufficient numbers to ensure that every child has access to copies. Ideally, there should also be a plentiful supply of supplementary reading materials

1. *Textbooks and school library provision in Sub-Saharan Africa* (World Bank, 2008) presents data on textbook availability in secondary schools. It notes that, often, only the teacher, or, in some cases, a few students, would have access to the textbook, with many students learning only from notes copied on to the blackboard. This has implications for textbook writing. It is important to front-load the key messages in easily copied text. See also Naumann *et al.* (2006: 115) for a summary of reasons why textbooks might not be used.

appropriate to different ages and levels supporting the LTLT and DRR messages.² The ministry of education's role with regard to the production and supply of textbooks and other education materials will vary according to the specific arrangements in each country. These might take one of the following forms:

- **Ministry-run production.** The ministry of education organizes the entire process, from the writing of textbooks to publication and distribution.
- **Private-sector production.** The ministry of education sets the national curriculum and the criteria for adoption of textbooks, but writing and publication are arranged by private-sector publishers.
- **Intermediate approach.** The ministry of education and the private sector are involved, in some cases with other actors, including civil society organizations.

Regardless of the method used for producing textbooks and other education materials, the ministry of education has a critical role to play. Even where the private sector produces the textbooks, the ministry can, and should, work with the publishers to ensure the development of nationally relevant motivational content for LTLT and DRR.

Making an impact

How, then, can we develop education materials that will have the desired impact on students? How can students be encouraged to realize that LTLT and DRR lessons relate directly to their own lives and futures? The answers will depend on the context, but it is clear that they will be complex and depend on a range of factors, including the depth of understanding and motivation of the writers.

The suggestions below can help guide the development of material explicitly intended for stand-alone subjects or course units/modules on LTLT and DRR in a carrier subject (see *Booklet 5* for a discussion of the different approaches to integrating safety, resilience, and social cohesion into the curriculum). They will also be helpful in orienting writers, illustrators, and designers to the importance of reinforcing LTLT and DRR content through other school subjects.

2. For an overview of textbook production issues to consider in policies and plans, see Bernard (2013), Gachukia and Chung (2005), Georgescu and Bernard (2007), Pingel (2010), UNESCO (2005, 2009), and UNESCO and UNICEF (2014).

Steps for the revision (or development) of textbooks and other education materials

- ▶ Establish criteria for the new materials.
 - ▶ Conduct preparatory workshops and field visits to inspire, inform, and transform writers.
 - ▶ Develop the content framework.
 - ▶ Create content that makes a personal link with students.
 - ▶ Generate local content.
 - ▶ Include guidance for teachers.
 - ▶ Introduce the new materials and ensure feedback on implementation.
-

Step One

Establish criteria for the new materials

The writing of textbooks can be surprisingly time-consuming, so it is important to prepare a realistic timetable for cooperative and individual writing work, including scope for review and revision. Where existing textbooks are to be revised to align with new, enhanced curriculum content relevant to LTLT and DRR, it is important to set up a process to review these materials to identify where and how they should be changed. Where new materials are to be developed, the first step is to establish criteria to guide prospective writers and publishers. To maximize the use and adoption of the materials by teachers and students, the criteria should require that the materials are reader-friendly and relevant. To accomplish this, the requirements should encourage textbook developers to:

- use culturally relevant examples;
- represent different gender, racial, and ethnic groups, as well as majority and minority cultural groups;
- represent without bias (avoiding stereotyping in language and illustrations);

- include issues of national and/or regional concern;
- use well-chosen language, avoiding technical words or language which could be offensive to some readers (in addition, given that many students in disadvantaged area read below their grade level, key parts of the text should be written at the reading level for a lower grade);³
- be sensitive to the needs of students who are not studying in their mother tongue, and adjust the reading level to facilitate comprehension (teacher 'prompts' may encourage informal discussion in the mother tongue to increase the social and emotional impact on students);
- be sensitive to the material conditions of the classroom and to teaching practices – do not include experiential activities that teachers will be unable to use effectively;⁴
- where possible, involve older students, youth, teachers, and parents, representing different parts of the country or social groups, in generating ideas for content.

In terms of their physical condition and appearance, the textbooks should:

- be visually appealing, with locally relevant, gender-balanced and regionally/ ethnically balanced pictures, as well as charts and other graphic aids;
- link photographs to printed material;
- use a print size that is appropriate to the targeted grade levels, reader-friendly, and motivational;
- be durable enough for re-use over several years.

3. Gachukia, E., Chung, F. (2005: 56-59) provide an overview of some language issues that should be considered when writing textbooks.

4. If such activities are included, they might usefully feature in an annex of suggestions for further development.

Step Two

Conduct preparatory workshops and field visits to inspire, inform, and transform writers

The ministry must first build the capacities of the team that will revise and develop the content in order to reinforce their key knowledge and competencies. The team should be divided into working groups responsible for specific topics, such as:

- Safety and disaster risk reduction, including the collection and generation of local materials.
- Resilience and social cohesion, citizenship, conflict resolution, and avoidance of bias (regarding gender or minority groups), including the collection and generation of local materials.
- Reading ability and comprehension in language(s) of instruction, including possibilities for the use of students' mother tongue to enhance comprehension and internalization.
- Examinations and assessment.
- Teacher support and training.

Writers' workshops

Workshops should be arranged so that writers, illustrators, and editors have an opportunity to internalize the values and attitudes, as well as skills, concepts, and knowledge relevant to safety, resilience, and social cohesion. This will require a major investment of time and resources at an early stage. Only through in-depth exposure can a person learn the concepts, skills, and values underlying conflict resolution, and grasp the basic concepts of human rights, humanitarian norms, and responsible citizenship. Similarly, since disaster risk reduction is a field with its own distinct approach, writers will need a strong foundation in this area to enable them to make local adaptations and apply core concepts.

Examination authorities should be involved in these preparatory workshops and in the curriculum/textbook revision process. This will help them understand the content and how it might be included in examinations. This is a particular challenge for learning objectives related to personal values and interpersonal skills, which are difficult to examine. However, other elements of the various subject areas are more clearly examinable (see also *Booklet 8* and Gachukia and Chung, 2005).

International publishers

If textbooks are prepared by international publishers, it is critical that their writers, or local consultants, also participate in writers' workshops, so that they too can internalize key LTLT and DRR concepts and understand their application in the national context. The workshops must be experiential and of sufficient duration for writers to internalize the messages and develop a commitment to making a difference. This is especially important as the writers will have to inspire teachers and students to make the desired changes in personal attitudes and values.

Workshops on reading acquisition/levels should be offered. If the language used is not accessible to students, they are unlikely to be engaged or motivated by it. Many students read at a level far below their official grade. For behavioural goals, therefore, it is generally better to write in a style suited to those who read at a lower grade level, with some additional information separated out in boxes or notes for access by students with better reading skills, as well as by teachers.

Field visits

Field visits are a useful way to inform and inspire writers to respond to the current needs of young people in all parts of the country. Organize visits to schools in various locations, with different levels of resourcing and different demographic profiles. Ensure that writers speak with students and teachers from marginalized backgrounds or from geographic areas where the provision of education has historically been weaker. They should try to better understand the level of their reading and comprehension abilities and writing skills, as well as their attitudes towards safety, resilience, social cohesion, and LTLT and DRR issues. The writers need to gain insight into the mindsets of students and teachers in order to assess the types of stories and materials that will enhance concept development in LTLT and DRR, as well as promoting students' social and emotional development and commitment. The writers should also be made aware that their draft materials will be piloted for readability and comprehension in typical schools in different regions, chosen at random where practicable. Their writing will be assessed on the basis of its accessibility to students.

Box 6.1.

Use a collaborative approach and representative content

- ▶ Ensure cooperation between academic experts and teachers with subject-specific expertise.
 - ▶ Include a range of educational experiences from different parts of the country.
 - ▶ Involve older students, youth, and teachers (male and female) from key societal groups, including marginalized groups and minorities, to help create representative and motivational content.
 - ▶ Involve examination authorities.
 - ▶ Include textbook publishers, where relevant.
-

Step Three

Develop the content framework

The content of textbooks and other educational materials should reflect the priority content and learning outcomes/competencies established at national level (as discussed in *Booklet 3* and *Booklet 5*). A summary of key content areas for LTLT and DRR can be found in *Box 6.2*.

The content framework will guide the development of textbook content and other education materials. The steps involved in producing a content framework include:

- Develop content themes by grade/year of schooling and sub-theme. For example, which priority topics relating to safety and DRR are appropriate for each grade/year of schooling? Which priority topics relating to conflict resolution models, respect for others, human rights, humanitarian norms and civic behaviour, and so on, are appropriate for each grade/year of schooling?
- Specify the number of lessons for each priority area of content, and overall.
- Limit the number of topics so there is sufficient lesson time for extensive discussion of each topic and its application to the lives of the students.
- Specify mechanisms to generate country-specific content and stories.
- Choose layout, illustrations, and graphics, and address other presentation issues.
- Determine length (in words), quality, and costs.

Box 6.2.
Some key content areas to consider

Safety, disaster risk reduction (DRR): focused on key local, national, and global issues.

Learning to live together (LTLT):

- ▶ Social and emotional learning, life skills, psycho-social needs, resilience.
 - ▶ Respect for diversity, inclusion.
 - ▶ Gender, assertiveness training.
 - ▶ Education for conflict resolution, peer mediation, reconciliation.
 - ▶ Human rights and responsibilities.
 - ▶ Humanitarian action and law.
 - ▶ Civics/citizenship – inclusive national identity, participation, democratic processes, rule of law, civil society, environmental conservation (priority national issues).
 - ▶ Values, moral education.
 - ▶ Other national priorities.
-

With regard to the development of content specifications for each grade and sub-theme, it is important to remember the concept of the 'spiral curriculum', which (as discussed in *Booklet 5*) enables competencies to be built on systematically year on year. Carefully chosen LTLT and DRR content, matched to the national curriculum, should appear in each year's textbooks and other education materials in order to build and deepen students' understanding and commitment. The content should be carefully selected to avoid overload and to allow explicit and repeated focus on key concepts, skills, and values. For example, the content could focus on one or two key concepts or themes agreed to be appropriate for a given stage of education (e.g. empathy and safety for lower primary, conflict resolution and DRR education for upper primary, or life skills and citizenship education [including more complex elements of DRR] for secondary level). Suggested resources and guidance related to some of the key LTLT topics feature in *Box 6.3*.

Box 6.3.
Sample guidance for some LTLT topics

Theme	Sources
Humanitarian norms and behaviour	<p>Examples of content and teacher prompts are given in <i>Curriculum Resource: Introducing Humanitarian Education in Primary and Junior Secondary Education</i> (Global Education Cluster, PEIC, 2012).</p> <p>For content and guidance for discussion at the level of upper secondary students, see the International Committee of the Red Cross's <i>Exploring Humanitarian Law</i> virtual campus.¹</p> <p>True stories drawn from your own country can be found by approaching sources such as the Red Cross or Red Crescent Society, which may be able to share examples of humanitarian behaviour for inclusion in textbooks.²</p>
Coping with war	<p>A set of stories describing the trauma of war and how to cope with it were generated by McMaster University and Help the Afghan Children through workshops with Afghan refugees. <i>Jameela's gift: A journey of peace</i> is an example of a serial story being used to discuss issues of trauma, developing resilience, and learning to live together (Land <i>et al.</i>, 2009). Similar stories could describe coping with life challenges in any country.</p>

1. *Exploring Humanitarian Law* (ICRC, 2014) uses stories and photographs to introduce the principles underlying international humanitarian law: <http://www.icrc.org/eng/what-we-do/building-respect-ih/education-outreach/eh/exploring-humanitarian-law.htm>.
2. See also Beeckman (2013) for education activities oriented to peace and non-violence initiated by the International Federation of Red Cross and Red Crescent Societies (IFRC).

Theme	Sources
Gender responsiveness	<p data-bbox="399 232 1040 288"><i>Promoting Gender Equality through Textbooks (UNESCO, 2009) and The Textbook Writer's Manual (Gachukia and Chung, 2005).</i></p> <p data-bbox="399 288 1040 309">Key considerations include:</p> <ul data-bbox="421 309 1040 496" style="list-style-type: none"> <li data-bbox="421 309 1040 388">▶ Select subject matter, stories, and pictures which give equal representation to males and females, and show females in varied situations and in high-status occupations. <li data-bbox="421 388 1040 440">▶ Be realistic and do not advocate for extreme examples. Make choices that are culturally acceptable. <li data-bbox="421 440 1040 496">▶ Guide teachers and students to treat girls and boys as equally important and capable.
Conflict resolution, reconciliation, citizenship/civics, human rights, and responsibilities	<p data-bbox="399 527 1040 791">There are many formulations for conflict resolution, each with its own distinct emphasis. Different models can be found by searching the internet. Some focus on the role of a mediator, while others focus on direct negotiations. Negotiation skills are a part of teamwork and very important in the workplace (see, for example, Fisher and Ury's <i>Getting to Yes</i> [1991], which has been used in some American schools). <i>Annex 1</i> contains a list of different skills, knowledge, and attitudes associated with effective conflict resolution. <i>Annex 2</i> provides examples of how to practice conflict resolution skills within various subjects.</p> <p data-bbox="399 802 1040 1038">Reconciliation is similar to conflict resolution in that it moves from acknowledging the past to thinking about the future. Ideally, it will also involve moving toward developing empathy. It implies a positive spirit of hopefulness that both sides can recognize each other's humanity and work together to overcome past difficulties and build a brighter future. The <i>Teacher Activity Book of the Inter-Agency Peace Education Programme: Skills for Constructive Living</i> includes several useful activities (INEE, UNHCR, and UNESCO, 2005: 30-36).</p> <p data-bbox="399 1048 1040 1364">Many teachers do not know enough about human rights to teach this subject well and will, therefore, need guidance. The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) toolkit (2013: 25-74), <i>Human Rights, Conflict Resolution, and Tolerance</i>, provides 40 model classroom activities on these themes, and shows how they can be included in the school programme. Tibbitts (2013) provides a set of model competencies for human rights education at secondary level. For a discussion of how human rights education is included in contemporary citizenship education in Latin America, see Suarez, 2008, and Cox, Jaramillo, and Fernandes, 2005.</p>

Step Four

Create content that makes a personal link with students

How can a writer connect with a student reader, whether they are studying an explicit stand-alone subject or course unit/module, or through reinforcement in other subjects? Some suggestions are offered below:

- Create a heading for each section of text, with a phrase explicitly referring to the student reader and his/her future.
- Create characters to whom the student can easily relate and use illustrations that reflect the reader's world.
- Write questions addressed to the student reader, using the term 'you'.
- Use stories that closely reflect the life situation of the student and ask questions about how the student thinks the characters should react. Use direct speech when possible. Write some stories entirely in direct speech so that different students can read each person's remarks (see also *Box 6.4*).
- Suggest that the student discusses his/her reaction with a neighbouring student and (for older students) as written homework.
- Prompt the teacher to ask students how their lives could be changed because of this lesson. Include a teacher prompt to 'dip-stick'⁵ or check how many students think their lives could be changed in particular ways.
- Include a concluding 'moral' or multiple-choice selection of possible 'morals' at the end of each section of text and ask the students to show whether they identify with the suggested moral(s).
- Invite students to write and illustrate their own stories on the same themes and to share them with others in the class and with their parents or the wider community.

Take account of psycho-social needs

Addressing the psycho-social needs of students and teachers affected by disaster or conflict is a critical part of engaging students and developing resilience. One way of doing this is to structure lessons into short, focused⁶

5. To 'dip-stick' involves action such as students holding up a pencil if they agree with answer or option A, or an exercise book or piece of paper if they agree with answer or option B. This enables all students to participate, in front of their peers, and also allows the teacher to get instant feedback from the students on their comprehension or attitudes.

6. For further examples, see UNESCO and UNICEF (2014: 95-96, 171, 207).

components to help students who have difficulty concentrating. Another is to provide opportunities for students to move around (stand up and stretch their arms, clap, etc.) at regular intervals. Another could be the provision of light-hearted group activities, such as having each side of the classroom alternate in counting numbers or spelling words (illustrating cooperation). Textbooks and other written materials for LTLT and DRR can usefully be adapted in the following ways to help students stay focused:

- Use short, self-contained units or sub-units that require an attention span of only a few minutes, and suggest how to add a dimension of 'fun' to otherwise serious lessons.
- Use familiar vocabulary and give very clear and repeated introductions to essential new concepts.
- Write at a reading level that is easy for the student to understand (a level or more below the official reading level used in other textbooks for the grade). This is especially important for LTLT and DRR content where the focus is on influencing students' personal lives.
- Review draft materials to ensure that they do not aggravate psychological harm done to the student by crisis situations.

Step Five

Generate local content

To engage children at an emotional level through classwork, there are at least two options.⁷ One is experiential learning, where students in small classes participate in individual and small-group exercises leading to skilfully facilitated discussion and some sort of public testimony of students' commitments. The other – applicable with bigger classes and teachers who are not experienced facilitators – is to use stories and their natural influence on the emotions of the student (see *Box 6.4*). To the extent possible, the teacher should still aim to facilitate discussion. In both approaches, the connection to the lives of students may be more obvious if the stories and other content are tailored to local settings and the circumstances they face.

The task of collecting local materials that will engage and motivate students and translating these materials into textbooks, readers, and lessons plans for each grade/year of schooling is complex. It is even more challenging if multiple publishers, including international as well as national firms, produce the textbooks. The lesson content should be engaging and motivational to students, while building the competencies identified as a priority for the country. This can best be done after interaction with students and other groups (young people,

Box 6.4. **Promoting resilience**

'Resilience' refers to the interpersonal, intra-personal, and cognitive skills that help marginalized people endure in the face of often very difficult circumstances. At the heart of the concept is the idea of fully utilizing the resources that already exist within communities. Textbook writers seeking to promote resilience should, therefore, seek to include examples of how people from non-dominant social groups and indigenous communities overcome adversity. These adversities can be climatic, for example, or relate to earthquakes and other environmental hazards, or they can concern challenges arising from human social organization and behaviour, such as marginalization and exclusion (Reyes, 2013).

7. Other options include whole-school activities such as having class and student councils; events focused on LTLT or DRR activities; and school clubs that function within regular school hours or after school (though it should be noted that some students cannot stay for after-school clubs, and many schools operate a shift system that makes it difficult to accommodate such clubs).

women, marginalized groups, those affected by or dealing with disasters, etc.), and discussion of the content of previous education programmes and what could be helpful for the future.

Use young people and other national and local resources as sources of content

The aim of the LTLT and DRR lessons is to connect with young learners. This requires building from where the students are to where we would like them to be. While it can be difficult for adults to know how to make this vital connection, older students and young people can be of great help. Inviting them to generate content that is relevant to younger students in the various parts of the country can help overcome barriers of age, distance, and social class. It also benefits these young people by providing them with training and experience. Such a programme could begin by identifying available young volunteers (male and female) in school or youth groups. After initial training in LTLT and DRR, volunteers can generate local content, especially stories to promote appropriate LTLT and DRR knowledge, skills, and values among students. These materials could be made widely available on a website. They would then be adapted and/or otherwise utilized by the writers and illustrators of the textbooks or other education materials, to give the maximum local relevance and motivational potential.

For example, the young volunteers could develop local variations on the classic 'inclusion' story. In a typical version, a child is introduced as 'different' (in language, appearance, etc.), and is therefore seen as 'other' and excluded from local children's activities. But he or she has some other quality with which the children can identify. For example, at first, local boys exclude an unknown boy from their football game, and he feels despair at not 'belonging'. Later they find he is a good player and befriend him. Different versions of this story – that a stranger performs an act of kindness, for example – can be created and shared in the context of the LTLT topics of empathy, respect for all, and inclusion. Stories of this type should reflect the preoccupations of students in the different parts of the country.

Box 6.5.

Use of stories

- ▶ Collect stories that demonstrate behaviours and positive attitudes to model in order to contribute to the development of skills and values for peacebuilding, concern for others, and good citizenship. These can be real or fictional.
- ▶ Create fictional role models facing issues to which local students can relate. For example, a story in which someone deals positively with a current local gender issue can be more helpful in connecting with young people than a story that takes place in another country.

- ▶ Include prompts for questions that teachers can put to students, along with sample options or suggestions on how to link the discussion to the desired behaviours and values. This can be effective even in large classes.
 - ▶ Collect positive stories related to the understanding and interests of the age group, through non-governmental organizations (NGOs) and other relevant bodies. These are important because they show how volunteers/ordinary people can help solve problems faced by others in their society. If there are no real life examples to hand, fictional stories can also usefully model what a young child might do.
-

Collecting material

To generate relevant content, textbook developers can begin by collecting materials in the form of interviews, oral histories, or news accounts from within the country or region in order to support attitude and behaviour development and change for LTLT and DRR. It will be important to involve members of different identity groups, including women and youth, in the collection of country-specific content and stories. Often, for example, women from marginalized groups have no outlets for expression, so their stories and life challenges are not recognized.

The texts the writers produce on the basis of these experiences need to relate to what happens to children, young people, and adults in society – the problems they face and how they might respond to them. Often, key content and relevant knowledge (for instance, about tsunamis or earthquakes, or basic steps of conflict resolution) can be introduced through stories that grip the attention of students. Whether true or fictional, such stories can provide an emotional link to the student's inner being and personal sense of identity. The teacher can tap into students' emotions even in larger classrooms by asking questions included as prompts in the textbook. This prompting is especially important if teachers are not accustomed to facilitating class discussions (see *Box 6.6* for further suggestions for the insertion of prompts into textbooks).

Integrate LTLT and DRR into early-grade reading programmes

Since social and emotional education is best begun at an early age, this offers an opportunity to include stories that build vocabulary, concepts, skills, values, and attitudes relevant to LTLT and DRR. To be effective, stories based on situations with which children are familiar should be used, including prompts for teachers on how to pause and ask questions that aid comprehension, empathy, values development, and so on. Other useful approaches include building mini-stories around the individual letters of the alphabet and using LTLT and DRR stories to reinforce key ideas and values.

Step Six

Include guidance for teachers

Teacher guides can support inexperienced staff in teaching students these new subject areas and in facilitating discussion around them. The best guides include lesson materials, with commentary and suggestions. However, due to the cost of printing and distributing teacher guides, they are often not available to schools or teachers after the first year or so of a project.

It may be more prudent to offer guidance to teachers through suggestions for activities and discussion in the textbooks themselves. This is to ensure that even if guides are not available, ideas for discussion are in the hands of the teachers. Students can also read these suggestions as a guide for self-learning if the teacher does not cover a particular theme. In these booklets, the suggestions are called 'teacher prompts' (see *Box 6.6* and *Booklet 7*).

Box 6.6.

Suggestions for teacher prompts

- ▶ Provide suggestions and additional information for teachers in small print in the main text, alongside the study material.
 - ▶ Consider prompts for teachers and students to jointly discuss topics related to safety, resilience, and social cohesion, or for suggested exercises. These prompts will help students improve comprehension and commit themselves to pro-social attitudes and behaviour.
 - ▶ Offer suggestions for very simple activities that will be practical for large classes. An example would be for students to discuss a particular question for one minute with a classmate.
-

Include material to help teachers who feel they lack sufficient knowledge of the subject matter

Given that many teachers are new to some parts of the LTLT and DRR curriculum, they may need to be supported with background information. This can be included in smaller print at the end of sections of text or as annexes to textbooks or other written materials. An advantage of this approach is that students who are good readers can also access this extra information. Supplementary information packs may be helpful for students and/or teachers, if they can be published and widely distributed (see also *Booklet 7*).

Step Seven

Introduce the new materials and ensure feedback on implementation

Introducing new textbooks or supplementary materials is a big and expensive operation, which, often, must overcome logistical difficulties. It is important, therefore, that a careful process of piloting and testing is undertaken before new textbooks are printed and distributed in their final form.⁸ Budgetary provision is needed for the pilot phase, as well as for any subsequent revisions and the ultimate production and distribution costs, so that LTLT and DRR materials reach all schools and are used effectively (see also planning *Booklet 5, Cost and Financing: How much will it cost and who will pay?*). Strong policy support from national leaders and public figures, and positive media coverage, can help get the programmes off to a good start, as can support from teachers' unions, where these have influence.

Pilot and print the textbooks

Before new materials are finalized, they should be piloted in schools selected to represent communities throughout the country, whether they are defined by religion, race, ethnicity, socio-economic status, or gender. Drafts should be revised based on the feedback received from teachers and students. Repeat the pilot, this time integrating revisions to the materials. Continue until the texts are effective across a wide range of classroom situations.

In the case of commercial publishers, special arrangements should be made to obtain this type of iterative feedback. It may also be possible, through appropriate arrangements, to provide publishers with materials on LTLT and DRR produced through writers' workshops.

Phase in textbooks and arrange teacher training

If necessary, the introduction of new textbooks can be phased, starting with certain grades, for example, the first level of lower primary. The following year, textbooks for the next grades up might be introduced.

8. For suggestions on assessment and feedback, see *Booklet 8*.

Teachers will require support and training on the LTLT and DRR issues covered in the new textbooks if they are to successfully impart relevant knowledge and values to students. Training should include topics such as how to facilitate class discussion to build student engagement and motivation, and the need for teachers to show respect for the comments of individual students (see *Booklet 7*).

Ensure distribution processes are effective and equitable

A distribution process should be established to ensure that all schools are provided with adequate supplies of new textbooks and other materials, at no or low cost to schools or families, thereby providing all students with access to LTLT and DRR messages. Measures should be taken to prevent practices which are either corrupt (e.g. selling of books which have been provided to schools) or wasteful (e.g. storage of books in school closets where they will never be used).

Assess implementation

Monitoring and evaluation should be built into the initiative from the piloting of the earliest draft materials onwards (see *Booklet 8*). Once the textbooks or other education materials have been introduced, the commissioning of independent research, over the medium- and longer-term, on implementation challenges and impacts will provide feedback for future textbook revision and teacher support.

Key actions

- ▶ Select good writers and prepare them to draft content by providing intensive, experiential workshops. Expose them to national and international good practice to encourage their advocacy of learning to live together (LTLT) and disaster risk reduction (DRR) messages and values.
 - ▶ Ensure the writers visit schools in all parts of the country and speak to students to understand their mindsets, and their reading and language abilities, including reading speed and comprehension.
 - ▶ Create a process for generating locally relevant and motivational content, including stories that relate to students' real lives, through use of trained youth volunteers and other mechanisms.
 - ▶ Choose content likely to impact on students' behaviour, contributing more effectively to safety, conflict resolution, social cohesion, etc.
 - ▶ Include teacher guidance and prompts for class discussion in the textbooks.
 - ▶ Pilot materials in typical schools in different regions, followed by revision and further piloting.
 - ▶ Involve publishers, where applicable, and national examination boards in all these activities.
-

Annex 1

Skills, knowledge, and attitudes for effective conflict resolution and LTLT⁹

Communication (verbal and non-verbal)

- active listening
- asking appropriate questions
- clear speaking (e.g. stating opinions, giving reasons)
- critical reading
- persuasive speaking, and writing
- observation, noticing details, and clues
- identifying and expressing feelings
- dramatizing, role-playing
- understanding perspectives, viewpoints
- communicating without the same language

Reasoning and managing problems

- risk-taking
- clarifying issues and problems
- hands-on problem-solving
- improvising
- decision-making (internal and interpersonal)
- consensus-building
- using voting procedures
- recognizing interests, needs, and values
- analysis, e.g. comparison/contrast, themes
- breaking complex ideas/tasks into parts or steps
- critical thinking, evaluation
- recognizing strengths and weaknesses
- synthesizing, summarizing main ideas
- visually representing ideas and problems
- predicting consequences

Cooperation and community-building

- patience
- tolerance
- persistence
- managing anger and frustration
- respecting self and others
- sense of equity, fairness
- strategies for sharing and turn-taking
- taking initiative
- accepting responsibility
- comfort with disagreement and multiple answers
- understanding basic human needs/rights
- collaboration and teamwork

Peacemaking and negotiation

- identifying long-range and short-term goals
- inventing win-win (integrative) solutions
- compromising
- asserting, yet knowing when/how much to give in
- understanding negotiation processes
- familiarity with mediation purpose and processes
- understanding legal/judicial system and alternatives
- understanding of impartiality, neutral stance
- respecting confidentiality

9. With thanks to Kathy Bickmore (2014, private communication).

Recognizing and resisting prejudice

- openness to unfamiliar ideas
- comfort with different kinds of people
- respect for different viewpoints
- familiarity with various cultures
- capacity to evaluate fairness
- strategies for confronting unfairness

Concepts for understanding conflicts and problems

- types of conflict, how conflict works
- escalation and de-escalation of conflict
- social institutions handle various types of conflict
- perspective, point of view
- needs, interests, and positions
- identifying common ground, bridging difference

Annex 2

Sample ways of practising conflict-resolution skills in academic contexts¹⁰

Language, arts, literature, drama, media studies, and additional languages

- Teach conflict, resolution, and justice/fairness vocabulary.
- Speaking skills: Class discussion acknowledging and including all social identities and personality types; participate in building and practising non-violent communicative group norms, behaviours, and rules; role-play conflict dialogues.
- Listening and non-verbal communication skills: Role-play conflict situations (in life and in literature); practise active listening in games, language lessons, and as part of mediation process; paraphrase and reframe to show understanding and interpretation.
- Writing skills: Write or rewrite dialogues, stories, new endings to stories, using conflict (resolution) concepts such as interests and positions, (de-) escalation, persuasion.
- Critical thinking skills; Recognize and compare/contrast alternate viewpoints; deliberate about natural and fair consequences for choices and behaviours; invent/act out/evaluate consequences of different resolutions to conflict.
- Negotiation skills: Students make suggestions, encourage feedback, evaluate, and clarify rules and consequences – for classroom, and for characters in stories/dialogues.
- Perception skills: Investigate and write or speak publicly (prose or poetry) about peaceful role models, personal definition and goals for peace; practise/act out feeling words.
- Literature study: Analyse and role-play the viewpoints of various characters, the escalation and de-escalation of conflict in the plots of stories and poetry from various perspectives (e.g. Scieszka, *The True Story of the Three Little Pigs*).
- Reinvent: Mock negotiation or mediation between characters in stories/books such as fairy tales, *Magic Fish*, *Where the Wild Things Are*; consider fairy tales and local and regional stories in your country, representative of cultural and ethnic diversity.

10. With thanks to Kathy Bickmore (2014, private communication).

- Non-fiction and news study: Examine media coverage on the radio, television, or internet, and its standpoints (biases); conduct follow-up inquiries about the longer-term effects of conflicts and violent events and peacemaking/peacebuilding processes; write blogs, letters to editors, or news coverage about conflict issues.
- Elaborate: Brainstorm/create multiple ways of expressing the same feeling or idea.
- Dramatize: Speak or write 'in role' (from another standpoint); readers' theatre (dramatic reading without acting); tableaux (miming perspectives without speaking); improvise alternative representations of problems, and alternative resolutions.

Social studies, history, geography, and citizenship

- Discuss contrasting case studies: Basic human needs (as causes of conflict or cooperation), human rights, alternate approaches to redressing rights violations.
- Examine/compare histories of peacemakers and justice advocates; create timelines of their lives and historical contexts, map geographic and cultural contexts.
- Analyse different viewpoints across time or geographic/cultural space; identify common ground, conflicts, and alternative resolutions to human problems in history/geography. Compare the points of view of different news sources, editorial/opinion writing, blogs; assess bias and reliability of reporting and evidence.
- Study types of aggression, prejudice, and anti-discriminatory action: model and role-play problems, needs and wants of various parties, and alternative solutions.
- Compare diverse modes of communication (and communication technology), verbal and non-verbal, local and long-distance.
- Use/develop various visual materials (such as movies, photos, and posters), and various verbal modes (such as court simulations, debates, restorative dialogues, political mediations or negotiations); translate words/pictures.
- Study contemporary conflicts and their roots, such as human dependence on the biological environment, housing and transportation decisions, taxation and regulation, urbanization (linked to aggression, riots), farm land and green space preservation, resource scarcity, and pollution.
- Role play/simulate international hearings and roundtables, truth and reconciliation commissions, and treaty negotiations – current and in history; identify stakeholders, power relations, and points of view in international or intercultural conflicts.

- Share and examine various cultural identities, narratives, and worldviews, including the relative positions of power and prestige of various groups in the community and the world. Investigate and debunk stereotypes, for instance in advertisements and textbooks.
- Practise democratic governance with class policies, elected student leaders, community-based service/action projects.
- Analyse and assess decision-making processes of governance bodies such as local councils, legislatures, courts, treaties, and United Nations agencies.

Math, sciences

- Apply conceptual tools to ‘real’ local, national, and global problems: Summarize and assess the persuasiveness of data, note correlations, graphs, express in ratio/proportion, examine probabilities, infer cause and effect, e.g. regarding policies under debate, and diversities in community and world (e.g. distribution of wealth, disease, natural resources, and trade imbalances).
- Investigate and represent ‘tough choices’ (using graphs, charts, statistics, proportions, etc.), e.g. violence and environmental damage in the local and global community.
- Evaluate and debate reliability of statistics in media reports.
- Practise estimation and measurement, using recipes from various cultures: Compare/contrast nutritional values, survey peers on preferences, advocacy campaign for healthy food.
- Discuss when cooperating (as scientists and mathematicians do) is a good idea, as opposed to ‘cheating’.¹¹
- Play creative thinking games, connect to conflict resolution concepts such as ‘inventing options for mutual gain’.¹²
- Practise problem-solving, rather than just ‘correct answers’.
- Examine cultural and historical roots of mathematics and science, how challenges of problem-solving have been handled, e.g. through biographies of mathematical and scientific innovators who may at first have been misunderstood or even ridiculed for their insights and discoveries.
- Science: Study different points of view about issues, e.g. ecology, food chain (production, distribution, and pollution), deforestation, habitat, fossil fuel dependence, and carbon emissions.

11. Sometimes educators frame cooperation as ‘cheating’: It helps when teachers explicitly (1) point out the value and pervasiveness of cooperation (e.g. scientists do it, legislatures and councils do it when they really want to solve problems rather than only ‘win’); (2) explicitly discuss these norms with students (I want you to cooperate this way in this group work, whereas in this whole-class activity or test please work individually).

12. This comes directly from the classic negotiation text *Getting to Yes* (Fisher and Ury, 1991). They say one of the most frequent problems in conflict resolution is the insufficient use of creative thinking – people often ‘divide the pie’ before ‘expanding’ it, jumping to the first adequate solution idea instead of taking time to discern and invent alternative ways to satisfy each party’s wants/needs – toward ‘win-win’ options.

- Examine how conflict/escalation works (in relation to basic needs, ecological niches) in animal life: response to threats, cooperation, etc.
- Scientific method: enquiry, hypothesizing, careful fact-finding, evaluation of evidence – apply to school and community problems students want to solve.
- Geometry: For example, perspective, optical illusions; logical proofs concerning counter-intuitive shapes or geometric rules/relationships; apply mapping/scale to municipal planning issues e.g. transit routes.

Arts

- Recognize how elements of art and design communicate feelings and ideas.
- Interpret and enjoy arts from various cultures, arts for various purposes; consider how arts communicate issue awareness and world views.
- Collect photographs, cartoons, and other images depicting conflict, for instance, from recent news media: Discuss what viewpoints are represented and excluded, how and why the conflict has escalated or de-escalated, predict what might happen next, share subjective responses.
- Create independent creative projects, e.g. educational posters for advocating human rights, community problem-solving.
- Draw/paint posters and cartoons portraying conflict (resolution) and peaceful change scenarios.
- Communicate different viewpoints and feelings, represent objects and problems from alternative ‘perspectives’.
- Music: Experiment with composition, harmony, counterpoint, music to express feelings or communicate themes.
- Create songs and spoken word poetry about understanding human differences, justice, peacemaking, and conflict resolution.

Health and physical education

- Fair play: Promote ‘do your best, have fun, cooperate, be a good sport’, rather than ‘beat the enemy’; willingly play and partner with a variety of classmates.
- Discuss biology and behaviour, individual and collective decision-making for healthy relationships, alternative ways of meeting humans’ physical and social needs, diverse bodies and families.
- Describe the symptoms and clues of conflict escalation, and how actions by various participants, bystanders, and other stakeholders may help (or hinder) de-escalation and long-range peacebuilding. Distinguish behaviour (what people do) from identity (who they are).
- Understand the triggers of conflict and escalation, and how to avoid or de-escalate problems.

- Examine sources of various kinds of violence (such as domestic violence or identity-based conflict concerning gender, sex, race, religion, ethnicity, ability, or socio-economic status), verbal and psychological harm, inter-group friction, escalation of fighting or bullying, carrying weapons, and the social supports to help prevent it, to create safe space, and to reduce harm.
- Demonstrate awareness and acceptance of diverse families, expressions of sexuality and gender.
- Practise constructive verbal and non-verbal communication, for instance, disagreeing respectfully.
- Identify strategies for building safe, inclusive, and peaceful environments.
- Practise inclusion through community-building games, name games, and cooperative exercises.

Annex 3

Negotiation/conflict-resolution schemas

Two-step negotiation (for younger students)

1. What happened? Each side tells its story, and the other side listens.
2. Agree how to solve the problem.

Example: Five-step negotiation (to solve disputes or conflicts)¹³

1. What happened? Each side tells its story, and the other side listens.
2. What are your future needs? What is it that you really need most?
Each side speaks in turn.
3. What are possible solutions? Think of actions that could please each side and help find a compromise.
4. Agree on a win-win solution: Each side gets some things that it needs.
5. Make a public agreement, keep your promises, and try to reconcile.

13. This text can be freely adopted or adapted without acknowledgement for inclusion in school textbooks and other materials.

Annex 4

Sample text for inclusion in textbooks on core competencies for learning to live together, including cooperation and teamwork, negotiation, conflict resolution, and reconciliation¹⁴

These next lessons (*or this section of a book*) can help you live happily with others and be a good citizen. They tell you about important skills and values that help you to live in harmony with other people:

- Understanding emotions
- Empathy (caring) for other people and wanting to help them
- Avoiding stereotypes (biased view of others)
- Including others, even if they are different
- Not bullying
- Cooperation and teamwork
- Negotiation
- Reconciliation and forgiveness
- Sense of identity as a citizen of your locality, your country and the world.

Always remember the 'Golden Rule': treat others as you would like to be treated yourself.

Some skills and values for life and work in the twenty-first century

Here are some skills and values that are important in life, especially in the twenty-first century.

1. Understanding emotions

Human beings all have emotions. We can all feel happy, sad, angry, or afraid. We want to feel that we belong to a family, group of friends, society.

If we get angry or very sad, we should 'turn the control button', to bring our emotions back under control.

[Add a very short story about emotions.]

14. This text can be freely adopted or adapted without acknowledgement for inclusion in school textbooks and other materials, concerning reading levels. Simpler materials can be used to introduce these concepts to younger students, while older students can revisit these concepts as they study different aspects of citizenship and 'twenty-first century skills'.

[To the student] Can you tell the story in your own words? How did the people feel? Can you create a new story about emotions?

2. Empathy (caring) for people

Our emotions can 'mirror' those of other people. We feel happy when our friend wins a prize. We feel sad when someone is hurt or hungry, and we want to help.

[Add a very short story about empathy.]

[To the student] Can you tell the story in your own words? How did the people feel? Can you create a new story about empathy/caring for others?

3. Avoiding stereotypes (biased view of others)

Our minds use stereotypes to save time. For example, we have a mental picture (or stereotype) of a table. But there are many different kinds of tables, all of which are useful and good. How many kinds of tables can you think of?

Likewise, our minds get fixed ideas (stereotypes) about other people who are different from us – different appearance, different religion, different sex, or different nationality. In fact, every person is different. We should not think that some groups of people are superior to others. We should treat each person with respect as a human being.

[Add a very short story about stereotypes/bias.]

[To the student] Can you tell the story in your own words? How did the people feel? Can you create a new story about stereotypes?

4. Including others, even if they are different from us

No one wants to be left out or lonely. We should include others. We should not discriminate against them.

[Add a very short story about including people.]

[To the student] Can you tell the story in your own words? How did the people feel? Can you create a new story about including people?

5. Not bullying

No one wants to be bullied. We should tell the bully to stop, or we should ask a teacher or other person to stop the bullying.

[Add a very short story about bullying.]

[To the student] Can you tell the story in your own words? How did the people feel? Can you create a new story about preventing bullying?

6. Cooperation and teamwork

Most of our life is organized through cooperation. People cooperate to grow food, to organize schools, and so many other things. If we cooperate, we can solve

problems and have a good life.

[Add a very short story about cooperation and teamwork.]

[To the student] Can you tell the story in your own words? How did the people feel? Can you create a new story about cooperation?

7. Negotiation

When people disagree, they should discuss their needs and agree on a solution to the problem. This is much better than fighting, which can lead to injuries, poverty, and death.

Negotiation has several stages:

Five-step negotiation (to solve disputes or conflicts)

1. What happened? Each side tells its story, and the other side listens.
2. What are your future needs? What is it that you really need most? Each side speaks in turn.
3. What are possible solutions? Think of actions that could please each side and help find a compromise.
4. Agree on a win-win solution: Each side gets some things that it needs.
5. Make a public agreement, keep your promises, and try to reconcile.

[Add a very short story about negotiation.]

[To the student] Can you tell the story in your own words? How did the people feel? Can you create a new story about negotiation?

8. Reconciliation and forgiveness

If we realize that every person has their own value as a human being, then we can try to forgive and reconcile after an argument or conflict.

[Add a very short story about reconciliation and forgiveness.]

[To the student] Can you tell the story in your own words? How did the people feel? Can you create a new story about reconciliation and forgiveness?

9. Sense of identity as a citizen of your locality, your country, and the world

This country has many different cultural traditions and a beautiful natural environment. We must care for the people and environment in our locality and the country where we live and on our planet.

[Add a very short story about being a responsible citizen.]

[To the student] Can you tell the story in your own words? How did the people feel? Can you create a new story about caring for the people and environment in the place and country where you live and on our planet?

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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.

**TEXTBOOKS
AND OTHER
EDUCATION
MATERIALS**

What key messages
do we want to convey
and how?

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