

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

TEACHER DEVELOPMENT

How will we
support and
train teachers?

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

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About the booklets

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

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

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

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Syrian refugee Jamal El Hadda, 12-years-old, writes

on a chalk board beside his teacher Miss Abir Sbai

in English class on the first day of school in Beirut,

Lebanon, on 23 September 2013.

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

Booklet 7

TEACHER DEVELOPMENT

How will we support
and train teachers?

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
ICT	information and communications technology
LTLT	learning to live together
NGO	non-governmental organization

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Foreword

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

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

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

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

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

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

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

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Booklet 7 – Teacher development: How will we support and train teachers?



Take-away points

- ▶ Teachers are the key link in conveying learning to live together (LTLT) and disaster risk reduction (DRR) messages to students. They must themselves be both informed and motivated if they are to bring about change in the personal commitments of their students.
- ▶ Teachers need good support to bring the content in textbooks to life. Including teacher prompts and background information will help teachers stimulate and guide inclusive class discussion in support of LTLT and DRR. Separate information packs and teacher guides can also be helpful if they are widely distributed.
- ▶ In-service training of a conventional kind will not, alone, equip and

motivate teachers to tackle new and complex themes of LTLT and DRR.

Other forms of training and ongoing support are needed, particularly as the number of teachers that can be properly trained is limited.

- ▶ Pre-service training offers a setting in which transformative experiential education in LTLT and DRR is possible, and should be compulsory and examined.
 - ▶ Intensive training and extended, ongoing support is needed for teachers delivering LTLT and DRR programmes for refugees and other conflict-affected populations, as well as in other emergency situations where non-governmental organizations (NGOs) and others support schooling.
-

Introduction

Teachers are the key to successful learning and have a special role in education for learning to live together (LTLT) and disaster risk reduction (DRR). If the teacher does not convey respect for members of all ethnic groups, for example, lessons on respect for diversity and social cohesion will have limited impact. Similarly, if the teacher is not sufficiently knowledgeable about DRR, then lessons on disaster preparedness and risk reduction will not be fully integrated into students' lives.

Introducing new and complex themes such as LTLT and DRR as special subjects, or as course units/modules in a 'carrier' subject, is a tremendous challenge because of the large numbers of teachers who must be reached. The challenge is even greater when this new content is reflected throughout all school subjects, meaning that all teachers need to be familiar with the new content and strongly motivated to engage students in it.

Often, this challenge has not been met. Thus, a recent manual on education for DRR notes:

With some notable exceptions, teacher professional development for DRR has been limited in scope and ambition. In some cases, teachers have received a DRR guidance manual but no training in its use. In other cases, the training has been primarily, even exclusively, content focused ... However, the training offered generally remains of short duration, usually a one-off event, with no evident follow-up, aftercare or learning reinforcement. There is a need for more systematized, reinforced and sustained professional development. (UNESCO and UNICEF, 2014: 88)

The same often applies to attempts at large-scale introduction of LTLT. Therefore, a strong teacher development programme is needed to immerse teachers in the knowledge, skills, and values of LTLT and DRR, and prepare them to teach these topics effectively and in a way that will motivate their students. Monitoring and evaluating the impact of teacher training and support are also critical components of such programmes. These aspects are considered in Booklet 8. This booklet considers how to support teachers through written and audio-visual means that can be made widely available and looks at issues related to appropriate and feasible teacher training and follow-on support.

Steps to facilitate the teacher training and support process

- ▶ Create written and other support materials that can reach all concerned teachers.
 - ▶ Provide in-service training and ongoing support for teachers.
 - ▶ Include LTLT and DRR content and methods as a compulsory component of the pre-service teacher education curriculum.
 - ▶ Prepare and support teachers involved in intensive experiential programmes
-

Step One

Create written and other support materials that can reach all concerned teachers

Provide printed, audio-visual, and online guidance to support teachers quickly and on a continuing basis. Actions may include the following:

- Insert background information and prompts for teachers within textbooks and other teaching and learning materials (as discussed in *Booklet 6*).
- Prepare teacher guides and information packs, and make them available in hard and soft copy.
- Create a website with regular updates and links to content which can be downloaded without charge, including files that can be accessed for free using mobile phones.
- Encourage teachers to use smartphones or camcorders to create and share brief videos demonstrating the use of teacher prompts and other discussion starters.
- Make use of other networking opportunities, including social media such as a dedicated Facebook page, Twitter account, or Instagram, as appropriate.

Include teacher prompts (guidance, questions for discussion, and other suggestions) in textbooks.

Teachers need specialized skills to help their students cultivate empathy and respect for others, responsible citizenship, preparedness for disasters, and resilience in the face of hardship. One requirement is that they are able to stimulate genuine discussion among the students regarding their personal thinking and feelings on a topic. As noted in *Booklet 6*, including prompts (guidance, questions for discussion, and suggestions) in textbooks is a reliable way to help teachers to facilitate such discussion. Prompts in textbooks and other education materials can be especially helpful for behavioural and values content. They can:

- Help teachers who are unfamiliar with the new subject matter to see which points to emphasize.
- Encourage teachers who are unfamiliar with facilitating class discussion to ask students to share their personal views.

- Encourage head teachers to support and model class discussion of the issues, where possible and appropriate.
- Encourage students to think about key issues, even if the teacher does not have time to hold a class discussion.

Where stories are used to engage students' attention and emotions, a teacher prompt can be included at each turning point within a story to encourage discussion. This will also allow teachers to assess students' learning in terms of comprehension, social and emotional skills, and LTLT and DRR goals and learning outcomes. The prompts can be clearly differentiated from the text of the story though the use of different fonts, shading, boxes, sidebars, or other graphic markers.

Develop teacher guides with lesson plans, and user-friendly information packs.

Ideally, each teacher facing new subject matter should have a teacher's guide. It should:

- explain the subject matter;
- provide clear guidance on how to teach the lesson and informally assess student learning;
- include lesson plans that are simple enough to be suitable for teachers in difficult situations;
- include, ideally, the relevant excerpt from the textbook, in small print, next to the lesson plan for each lesson (alternatively, the teacher's guide can refer to the page number in the student textbook);
- be trialled and piloted in schools in marginalized areas, with teacher observation – teachers can then be asked how to make the guide more realistic and helpful;
- include suggestions for optional and more complex activities in a separate part of the guide;
- include links to relevant online materials (for teachers with access to the internet).

Experience shows that, in many developing countries, teachers do not have a personal copy of the teacher's guide due to limited distribution and failure to reprint. It is critical to overcome this obstacle, especially when teachers are called upon to introduce new and unfamiliar subject matter. In some locations, in-service training and networking through information technology can serve as a back-up.

Another way to help teachers is to provide information packs with more in-depth coverage of the new subject matter and guidance about its inclusion in school programmes. Teachers feel more confident if they know more about a topic than the students. Another useful idea is to develop wall-charts and posters that summarize key concepts, skills, and behaviours. These information packs and charts could be made available in hard copy, on CD-ROMs, and online/using mobile devices. Where distribution and internet access are difficult, background information should be included in the textbooks themselves as well as in the teacher guides.¹

Information and communications technology

In principle, information and communications technology (ICT) can provide teachers, head teachers, and administrators with a useful source of information about the new LTLT and DRR content, including how it will be introduced, how to cope with difficult conditions (e.g. large classes), and answers to frequently asked questions. It can provide access to subject content, as well as to ideas and good practice from across the country. Education ministries may wish to consider whether ICT can help overcome the inadequate supply of teacher guides, reference materials, and so on. It is important to map out the levels of access to various forms of ICT in different regions, districts, and sub-districts, bearing in mind issues of language and ICT capacity and infrastructure.

In many countries, a high proportion of teachers own mobile phones. Teachers at secondary school, head teachers, and administrators often have smart phones and/or computers. If desired, materials can be downloaded even on to low-cost phones at teacher training sessions, through commercial businesses or otherwise. In situations where teachers do have access to internet and mobile technology, it will be helpful to create a website with content that is easy to download on to laptops or mobile devices, and, preferably, to make arrangements for the free download of key materials. Other approaches, such as using social media platforms (for example, Facebook and Twitter), may also be effective ways of updating teachers on the programme. The use of smartphone applications such as 'WhatsApp' can also encourage sharing of experience among practitioners. In addition, consideration should be given to using radio and other media, including traditional media, especially in areas without reliable internet or 3G mobile network access. Care should also be taken not to widen regional disparities in access to educational resources. As discussed in *Booklet 2* of the planning series, an analysis of the education system from a social cohesion perspective also involves analysing access to

1. If e-books are in use, load relevant materials. This can be of help to teachers as well as providing background reading for students. See, for example: <http://www.worldreader.org/what-we-do/>

educational resources. If some areas of the country have been marginalized, care must be taken to provide resources, including teacher resources, in an equitable manner.

In reality, however, many teachers are too busy with classroom and home responsibilities to use even their mobile phones for this work. They also may not be able to afford the charges for heavy data downloads. Thus, reliance on mobile technology alone is not enough. There is a possibility, however, of using these approaches in situations where school focal points or mentors are actively supported by specialist ministry staff. Potential approaches should be discussed with managers and teachers in different locations to see if there is interest and capacity. It would be useful also to consider how to use radio and other media to help build understanding and motivation of teachers, students, and the wider society.

Step Two

Provide in-service training and ongoing support for teachers

As noted above, there are many challenges to training the current cohort of teachers to implement new textbook content. One-off training will not suffice for subject matter intended to change behaviour. Ongoing teacher support will also be essential.

The first challenge is to train teacher trainers in LTLT and DRR competencies and build their motivation (see *Annex 1* for a list of considerations for designing teacher development programmes). The UNESCO and UNICEF guidance for integrating DRR into the school curriculum (2014: 89) notes the crucial role that teacher training institutions can play:

The systematization of DRR professional development is a crucial element in DRR mainstreaming and is built upon bringing pedagogical institutions into the curriculum development and scaling-up process. This, in turn, involves capacity building of trainers through immersion in the DRR field and in DRR education theory and practice, coupled with awareness and capacity building amongst pedagogical institution management and course programmers. Pedagogical institutions need to become DRR learning organisations that thoroughly prepare student and in-post teachers with the ability to integrate DRR (along with climate change education and education for sustainable development) into their curriculum, teaching and learning ... [and] research.

These suggestions also apply to professional development for LTLT and all other sub-themes related to safety, resilience, and social cohesion. For examples of DRR professional development programmes see *Annex 2* (and also UNESCO and UNICEF, 2014: 88-91, and UNESCO and UNICEF, 2012: 164-170).

In-service training

Training in LTLT and DRR should become a priority in the national system for in-service teacher training, though local circumstances need also to be kept in mind. Some suggestions to consider include:

- **Make special plans for training to introduce the new content.** For example, if new LTLT and DRR content is to be taught by social studies teachers, then more resources should be allocated to in-service training for these teachers, at the time when new textbooks incorporating this content are issued.
- **Ensure that the new content is included in relevant, ongoing training.** As an example, a recent study suggested that ongoing teacher training for 'child-friendly schools' in Nepal should be expanded to include education for peace, human rights, and civics, as introduced in a recent social studies textbook revision.
- **Find ways to overcome the weakness of the 'cascade' approach,** whereby the message gets weaker when it is transmitted by a newly trained trainer.² Ideas should be brainstormed and may include:
 - ▶ Train a larger number of master trainers to lessen the weakening at each stage in the chain of transmission.
 - ▶ Lengthen the periods for in-service training of teachers to allow time to absorb the complex knowledge and behavioural issues being introduced.
 - ▶ Involve experienced local educators as evaluators in the pilot phase, and train them as master trainers for their areas.
 - ▶ Involve NGO staff with expertise and commitment to the subject matter.
 - ▶ Use video recordings of expert trainers as part of the on-going training.
 - ▶ Use mobile phone sessions or, if available, Skype chat sessions, podcasts, webinars, or Google hangouts with teacher study groups as a form of distance training and follow-up.
 - ▶ Use semi-open learning/distance-learning approaches and radio, supported by mobile trainers.
 - ▶ Follow up with groups of recently trained teachers through the use of continuing phone support and online training and support services accessible to those with internet access, and encourage the use of social media.

Ongoing teacher support

With or without in-service training, teachers will need ongoing support to assist them with implementation of new content. Possible actions include:

- Train district education office staff in the new curriculum elements and their importance (see UNESCO and UNICEF, 2014: 87-88, for suggestions applicable to both LTLT and DRR).
- Develop in-service training for head teachers. The more that school leadership

2. The cascade approach uses master trainers to train a group of teachers for 1–3 days. Those teachers then train others in order to reach a large number of teachers quickly. This approach can work when introducing a new type of attendance register, or a very simple hygiene message about an epidemic. Where the aim is to transmit complex curriculum content while also changing hearts and minds and influencing behaviour, however, the approach is not effective: the impact is diluted as 'trainers' who have only brief exposure to the concepts try to pass them on.

understands the concepts and feels comfortable about them, the more likely it is that they will support teachers in making use of their in-service or pre-service training.

- Provide a mobile trainer for each district or sub-district, trained in providing feedback on lesson delivery and self-assessment. Encourage follow-up visits to schools by members of training teams.
- Ensure that at least several teachers are trained from a given school, so that they can support each other.
- Work with clusters of schools and train suitable teachers as school mentors³ within the cluster. Encourage teachers to keep records on lessons learned and share them with mentors, or mentees, as well as ministry staff (see also *Box 7.1*).
- Provide training (showing videos) for school management committees on the new subject matter. Post these videos on a ministry-run website or portal dedicated to promoting education for safety, resilience, and social cohesion for access by committee members, as well as journalists, teachers, students, and others.
- Enlist individuals or groups of individuals to serve as technical assistance advisers 'on call' by phone or email to respond immediately to teachers who are having difficulty implementing the lessons. Hold periodic meetings of trainees and trainers to exchange experiences and renew commitment.
- Develop an online forum or newsletter so that educators can post questions and receive support and feedback (INEE, 2010: 26). Encourage blogs.
- Brief journalists so that they understand and support the work in order to create a supportive environment.
- Encourage local and NGO initiatives to help support and mentor teachers, especially those working with vulnerable populations.

Box 7.1.**Establishing a mentoring programme**

One way to establish a mentoring programme is to enable teachers to select mentors from current staff. Teachers may select mentors based not only on their experience but also on the basis of the extent to which they feel they can learn from them and take on board their feedback for improvement. Once selected, mentors can be trained in additional topics, including observation and feedback techniques. Thereafter, each mentor observes and advises the teacher once a week.

A wide variety of ongoing support is also provided, including support from master trainers, supplementary information through radio broadcasts, and classroom assistants working alongside teachers. A helpful way to develop the resources that teachers will use is to develop a teacher activity book or similar tool, with detailed lesson plans that include active and experiential learning exercises and methodology for use in the classroom.

Source: IRC, 2006.

3. Mentors are experienced educators who provide technical guidance, feedback, and support to other teachers.

Step Three

Include LTLT and DRR content and methods as a compulsory component of the pre-service teacher education curriculum

It is easier to attempt intensive and transformative education in life skills, resilience, LTLT, and DRR when students follow a full-time course of teacher training. The aim is for the trainee teachers to absorb the desired values and attitudes, as well as gaining repeated practice in skills such as analysing conflict and suggesting win-win solutions, the application of DRR principles in the local environment, and other responsible citizenship and community service activities. The sequence of action may include the following:

- Develop a policy for inclusion of LTLT, DRR, and related topics in pre-service teacher training.
- Hold workshops with teacher trainers using experiential methods to introduce the concepts and facilitate the internalization of the values and attitudes.
- Develop and pilot materials that engage the emotional as well as cognitive capacities of the trainees.
- Incorporate this content formally as a compulsory and examined part of the teacher training course.
- Provide practice through micro-teaching and mock teaching sessions in schools near the colleges.⁴
- Monitor trainees' learning and attitudes, and the utilization of this learning by programme graduates to enable improvement of the course.

This approach was used to introduce LTLT and DRR, as well as other topics, in the teacher training colleges of Sierra Leone in 2008, with the support of UNICEF. The programme was called 'Emerging Issues' (see Box 7.2).⁵

4. 'Micro-teaching' is a short practice teaching session for a small group of peers or students with feedback on teaching methods.

5. The Emerging Issues course materials are available online, covering pre-service training and also adaptations for distance learning and face-to-face in-service trainings: <http://learningforpeace.unicef.org/resources/sierra-leone-emerging-issues-teacher-training-programme/> (see also Baxter, 2013).

Even after intensive pre-service training, teachers need support, not only to develop and implement lessons that achieve educational goals, but also to secure approval from head teachers.⁶

Box 7.2.

LTLT and DRR in pre-service teacher training in Sierra Leone

In Sierra Leone, teacher trainers took part a workshop to identify behavioural topics to include in the teacher training curriculum. Based on the framework developed by the INEE Peace Education Programme, the identified topics were named 'Emerging Issues'.

Emerging Issues is now one of the courses undertaken at pre-service level in the teacher training colleges offering the three-year teaching certificate course. The course models a participative learning approach and covers teaching for behaviour change in topics such as citizenship, peace, human rights, environment, reproductive health, drug abuse, gender equity, and disaster management.

Methodology topics include education theory, classroom management, and teachers as agents of change. The learning sessions are conducted throughout the three years of teacher training. The students take exams in the subject which are considered part of their assessment for certification.

6. In Gambia, a 'democracy education' programme in a teachers' college was supported by workshops for school supervisors in each region, based on a draft guidebook, leading to the production of a final guidebook, *Democratic Professional Development* (GTZ and IBE-UNESCO, 2008: 76).

Step Four

Prepare and support teachers involved in intensive experiential programmes

Many small-scale programmes of education for conflict resolution, assertiveness, life skills, gender, peace, human rights, humanitarian norms, citizenship, and DRR are intensive and experiential. They follow well-known international models in which there is an experiential stimulus activity followed by discussion and reflection on the implications for the participants (Sinclair, 2013: 25-39). They provide repeated practice in the component skills and their integration into life situations enacted as role play.

These programmes are excellent but require extended teacher training sessions and ongoing support that can rarely be scaled up effectively to national level. However, in a particular geographic location, they can be used in the following ways:

- Helping teachers in a given location to respond well to new LTLT and DRR subject matter in national school curricula.
- Adding an additional LTLT and DRR component to the school curriculum, catering to a group of schools in a given location.
- Helping teachers support after-school clubs focused on gender, peace, life skills, citizenship, and DRR.

The ministry of education may encourage NGOs and others to introduce these intensive programmes in locations where they have the capacity to do so. An example is Colombia, where university staff, NGOs, and other organisations strengthened citizenship education in conflict-affected localities. This helps support the achievement of the Colombian national citizenship competency goals in places where they are especially important in helping reduce the risk of conflict (Nieto and Luna, 2013).

The Responsible Citizenship programme in Burundi (see *Box 7.3*) likewise provided intensive teacher training and in-school support, catering to secondary schools receiving a large number of children returning from Tanzania where they had been refugees (Servas, 2013). Peace education programmes have also been introduced in many countries suffering or emerging from prolonged conflict (see, for example, Baxter, 2013 and Sadeed, 2013).

Box 7.3.**Responsible citizenship education for schools in Burundi receiving returning refugee students**

In Burundi, the Refugee Education Trust developed content for a Responsible Citizenship education programme for secondary schools in returnee areas. This included 120 hours' training for teachers unfamiliar with interactive teaching and learning pedagogies. The programme included topics such as human rights, democracy, peace education, and international humanitarian law.

Thirty master trainers were trained, and, in turn, trained 190 teachers of civics, history, and French in 50 schools over nine months. One third of this training was on methodology – how to prepare and deliver lessons that actively involved the students.

To increase awareness and support of the content, two 20–30 minute radio programmes were broadcast each week on related themes such as conflict resolution, human rights, and discrimination. These broadcasts were very popular, particularly with educators. Teachers came together during three successive school vacations for their training, each time reflecting on the experience gained as they began to teach the course.

Source: Servas, 2013.

Teachers trained in securing the active participation of school children in DRR work can introduce DRR topics and arrange for students to do local surveys and help promote DRR in their communities (see, for example, the suggestions in Benson and Bugge, 2007, and Antonowicz, Anderson and Wetheridge, 2010).

Key actions

- ▶ Prepare a comprehensive teacher-support and training/ professional development plan for LTLT and DRR.
 - ▶ Provide early training for senior management, planners, regional and district education staff, and head teachers to ensure that LTLT and DRR programmes receive policy support and funding.
 - ▶ Ensure that written materials provide all teachers with optimum support (teacher prompts in textbooks, information packs, etc.).
 - ▶ Design LTLT and DRR in-service training for effectiveness and utilization.
 - ▶ Provide all teachers with continuing support on LTLT and DRR to the extent possible, using mentoring, ICT networks, radio, and other means, as locally appropriate.
 - ▶ Provide intensive training for teacher trainers, and for pre-service teacher trainees as a compulsory part of their course.
 - ▶ Encourage other training initiatives for LTLT and DRR, relating to local initiatives.
-

Annex 1

Considerations for designing pre- and in-service teacher development programmes

Whether designing pre-service or in-service training, there are some principles that apply to both. These include:

- Begin by consulting the educators to be trained in order to identify their needs, explain objectives, and answer any questions or concerns they might have.
- Provide time during the training for participants to practise their skills and receive feedback.
- Vary the training methods to model different techniques.
- Trainers should model the skills and the lessons as they provide the training.
- Prepare trainers to answer questions or concerns about content and methodology.
- Support trainers so that they are able to help teachers determine how they will conduct the lessons using LTLT and DRR methodology, even with large class sizes.

Topics for the training, workshops, or follow-up support should be based on the initial review and ongoing assessment of what current and future educators already know and what additional information and training they need. Topics may include but are not limited to:

- gender sensitivity;
- languages of instruction and reading/comprehension levels of students;
- classroom management techniques – positive discipline, child-centred teaching;
- use of learning materials;
- psychosocial management and identification of issues such as stress and trauma;
- social and emotional learning and stress management, such as: emotional regulation, relationship building, mindfulness, and stress reduction;
- conflict resolution skills;
- content related to LTLT and DRR topics (e.g. environmental protection, human rights, humanitarian norms, citizenship, and peace education).

Teacher training should also incorporate approaches and methodologies that match well with LTLT and DRR learning outcomes. These include (OSCE, 2012):

- learner-centred teaching;
- cooperative learning;
- relating content to real-life experiences;
- participatory teaching versus rote memorization;
- respectful/democratic classroom management/positive discipline;⁷
- including students and families who represent all aspects of diversity (such as age, ability, culture, gender, sex, race, religion, and language);
- encouraging 'positive discipline' (which includes appropriate consequences as well as learning new skills or ways to help prevent negative behaviour from happening again) instead of punishment (which may or may not be appropriate or related to the misbehaviour);
- building positive relationships with children and the community;
- developing competencies in, and being able to teach the skills of analysis, synthesis, evaluation, perspective-taking, and advocacy.

7. Positive discipline is a form of classroom management through which the skills of social and emotional learning are taught and reinforced through respect and encouragement (see Nelson and Lott, 2013).

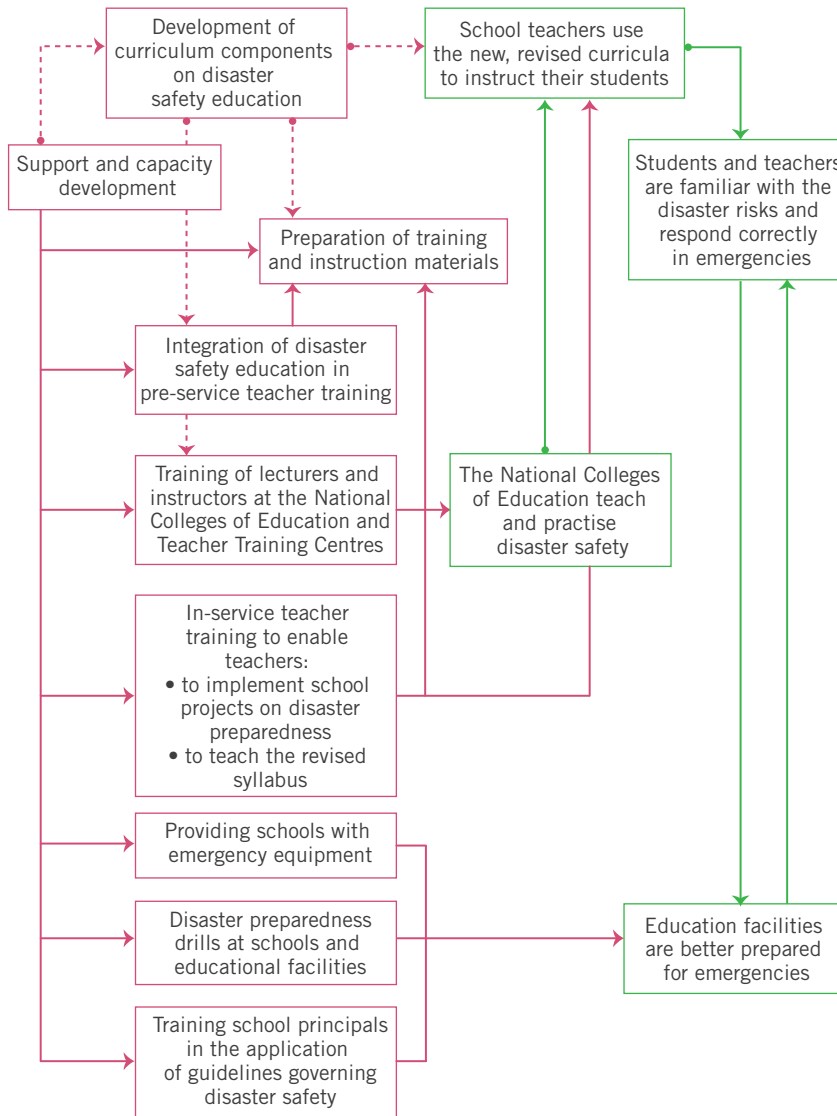
Annex 2

Sri Lanka example of planning for DRR teacher training and support

Key actors in Sri Lanka Disaster Risk Management and Psychosocial Care in Schools project

Level	Key actors in the education sector (key roles)
National level	<ul style="list-style-type: none">• Ministry of Education (policy and guideline development)• National Institute of Education (developing curriculum, offering pre-service and in-service teacher training, and developing instructional materials)• Centre for Educational Leadership Development (offering in-service training in leadership for principals and education managers)• National Colleges of Education (17 colleges training in-service teachers across the entire nation)
District level	<ul style="list-style-type: none">• Teacher training centres (some 100 centres around the country responsible for developing the methodological knowledge and skills of teachers through both pre- and in-service training)
School level	<ul style="list-style-type: none">• School principals• School-based in-service teacher trainers (offering training and support to colleagues in schools)

Sri Lanka: Disaster risk management and psychosocial care in schools project strategy



Key Resources

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Baxter, P. 2013. 'Development of the INEE Peace Education Programme'. In: M. Sinclair (Ed.), *Learning to live together: Education for conflict resolution, responsible citizenship, human rights, and humanitarian norms* (pp. 148-161). Doha: PEIC.

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

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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.

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———. 2012. *Disaster risk reduction in school curricula: Case studies from thirty countries*. Paris: UNESCO; Geneva: UNICEF.

▶ www.unicef.org/education/files/DRRinCurricula-Mapping30countriesFINAL.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.

TEACHER DEVELOPMENT

How will we support
and train teachers?

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