

Session 1.3

November, 2013

Why integrate education for peace and conflict prevention into education sector plans?

Objectives

- Review results of UNESCO mapping of education for peace policies and programmes/activities
- Identify and discuss existing “education for peace” initiatives in the country and any challenges with implementation
- Consider extent of integration of these existing policies in the education plans

Objectives of the Mapping

- To gain a comprehensive overview of existing education policies and programs for peace and conflict prevention in Sub-Saharan Africa
- To provide input to the technical guidelines for the integration of Peace Education and Conflict Prevention in education policies and practice.



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Scope and Limitations of the Mapping

Scope:

- 45 countries in sub-Saharan Africa
- Legal frameworks and national curricula and strategies
- Formal and non-formal peace/non-violence education programmes/projects
- Education level: children & youth (up to 18 years old)

Limitations:

- Lack of systematic programme impact evaluations, especially baselines, to identify best practices/successful models of Peace Education

Results

- 84% of national education policies and systems incorporate Culture of Peace values in the purpose and goals.
- Peace Education is rarely a standalone subject.
- A large majority of countries include subjects such as civic or citizenship education, life skills education, and/or human rights education in their national curriculum → ***this can be/is a good entry point for the inclusion of Peace Education***



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Analysis of the Findings

Category	Number of countries
Group 1: Culture of Peace in education policy & PE as standalone subject (Ghana)	1
Group 2: Culture of Peace in policy & PE in another subject (e.g. civic education, citizenship education, life skills education etc.) (Cote d'Ivoire, Ethiopia, Kenya, Mozambique)	18
Group 3: Culture of Peace principles in policies but neither PE nor other related subjects in curriculum	19
Group 4: No Culture of Peace principles in policy; no PE or related subjects in curriculum	0
Unknown (Somalia)	7

Policy Example: Ethiopia

From the 1994 Education and Training Policy:

Bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline.



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Types of non-formal programmes

Programmes with possible links to schools:

- After school youth groups and clubs
- Sports and recreation programmes focused on building teamwork, cooperation, sportsmanship and decision-making skills, conducted by local or international NGOs, implemented in partnership with schools.

Other types of programmes:

- Television and radio spots
- Magazines, comic books
- Puppetry
- Travelling theatre
- Peace campaigns, contests and exhibitions

What is the status in your country?

At your tables, discuss:

- How has “education for peace” been incorporated into the curriculum in your country?
- List specific examples of “education for peace” initiatives that exist (Ministry, NGO, others).
- What are the main challenges associated with implementing “education for peace” initiatives in your country?

Main Challenges from the Mapping

Time and Pedagogy:

- Overburdened timetables and overcrowded classrooms challenge the needed participatory, interactive, and learner-centered pedagogy.
- When Peace Education is infused in another subject, it is often negated by the overloaded general education curriculum.



Teachers:

- Not all teachers are trained.
- Very few professional teachers, particularly in rural areas.
- Low morale and inadequate motivation of some teachers, often due to very low salaries.
- Difficult to change teaching practices.

Main Challenges

Environment, attitudes:

- In schools: Tensions between principles of non-violence mediation to resolve problems and the common practice of corporal punishment in schools.
- In local communities: Acts of violence challenge development of personal non-violent conflict management skills. Additionally, if the program does not include the community, it is hard to expect a change in attitudes and behaviors.

School facilities

- Inadequate school facilities have an impact on the quality of teaching as well as on students' learning.

Main Challenges



Funding

The lack of financial resources is an obstacle to implementation and scaling up:

- Inadequate funds for the replication of training of teachers at all levels.
- Difficult to find necessary funding for the printing and distribution of teaching and learning materials.
- No resources for monitoring and evaluation of the programme's impact. The lack of evaluation is also explained by: a lack of expertise and difficulty to measure the impact of Peace Education programmes.

Conclusions from the mapping exercise

- Clear tendency in Sub-Saharan African countries to include principles and values of a culture of peace in education policies.
- Peace Education is often embedded in subjects such as civic/citizenship education or life skills education.
- It is still unclear the extent to which the culture of peace and non-violence is implemented through formal education systems.
- Systematic and efficient integration of education for peace within education plans may help overcome some of the implementation challenges.