Session 1.2

November, 2013

Promoting a Culture of Peace and Non-violence through Education for Peace and Conflict Prevention

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

International Institute
for Educational Planning

International Bureau
of Education

Introductions

Find out about your partner:

- Name, title, department or unit and country

- Chief objective/expectation for this workshop

- Something interesting (hobby, interest, etc.)

Be prepared to introduce your partner to the group.

Some housekeeping and administrative details …

Workshop Objectives

- Be able to use the *Guidelines on Integrating Education for Peace and Conflict Prevention into National Education Systems*

- Describe "education for peace" in your context

- Identify key curriculum issues associated with education for peace

- Describe and be able to apply the principles of "conflict sensitive" educational planning

Agenda for the week

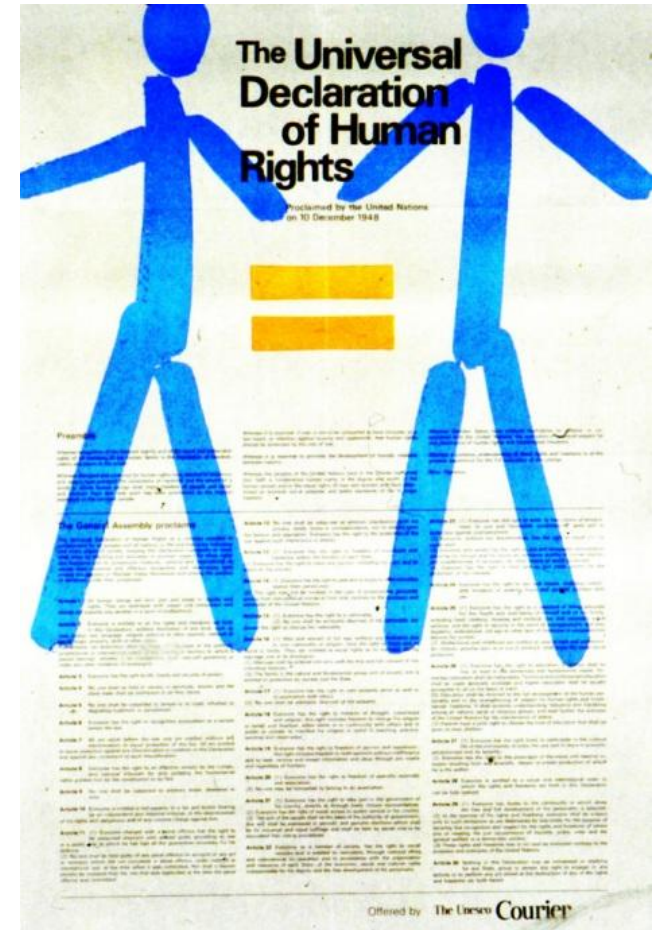| Day	Focus
Today	Understanding education for peace
Tuesday	Key issues in educational planning
Wednesday	Curriculum issues
Thursday	Education for peace: programme design and development
Friday	Prioritising education for peace strategies and follow-up

UNESCO's mandate

Contribute to **peace and security** by promoting collaboration among the nations through education, science and culture in order to further **universal respect** for **justice**, for the **rule of law** and for **human rights** and **fundamental freedoms** which are affirmed for the peoples of the world, without **distinction**, **race**, **sex**, **language** or **religion**
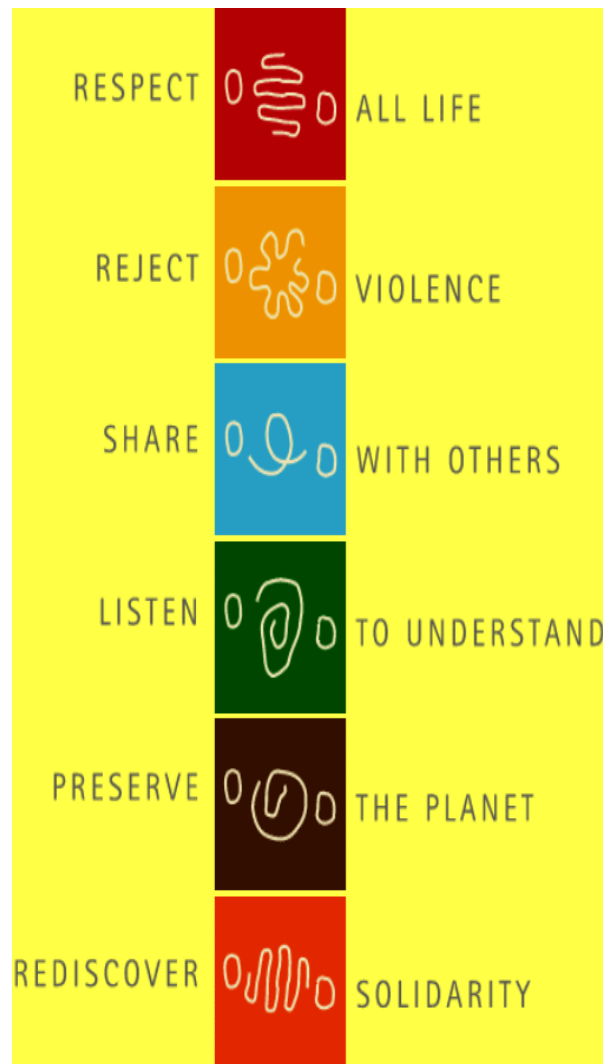
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UNESCO's mission

- **Promotion of peace** through **education** is at the heart of UNESCO's mission

- **Development of comprehensive systems** of education that embrace the **values of human rights**, **intercultural understanding** and **tolerance**.

- Education for peace and non-violence promotes relevant **knowledge**, **skills**, **attitudes** and **behaviours**

Culture of Peace

RESPECT ALL LIFE
REJECT VIOLENCE
SHARE WITH OTHERS
LISTEN TO UNDERSTAND
PRESERVE THE PLANET
REDISCOVER SOLIDARITY

- As defined by the United Nations, the Culture of Peace is a set of **values, attitudes, modes of behaviour** and **ways of life** that rejects violence and prevents conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations

- **Peace** and the pressing need to create and maintain conditions for the preservation and promotion of lasting **collective peace and security**, which are prerequisites for and the ultimate goals of development

- **Everyday Peace** to be conceived as an **everyday living** experience, not only in periods of conflict, but also in **ordinary times**

Education for Peace and Conflict Prevention

- promote non-discrimination and inclusion

- provide a safe environment free from violence or fear

- relevant for the needs of the learner and to the context

- equip learners with skills to make informed decisions

- share common values of mutual respect

- equip learners to be active global citizens promoting peace and human rights worldwide

What is needed…

- Establish national frameworks for education as an important means of enhancing national cohesion and peaceful coexistence

- Integrate peace education into policy and programming and the curriculum

- Increase number of governments that also recognize the importance of education for peace integrated in their national education plans

- Empower learners with the necessary knowledge and skills to face local and global challenges, and to become responsible citizens participating in the building of a just, peaceful and sustainable future

EVEN IF ONE PIECE IS MISSING,
IT MATTERS A LOT

Education for Peace: ADEA ICQN

- Deliberate policy and institutional response to conflict.

- Strategically it implies setting up a friendly environment within which learning can be carried out.

- The use of education to achieve peace in society.

- It brings to the fore the social purposes of Peace Education, which prepares learners to acquire peace-building competencies (ICQN, 2012)

How do you define "education for peace" in your country?