

## **EDUCATION FOR LIFE SKILLS: PEACE, HUMAN RIGHTS AND CITIZENSHIP**

### **MAIN OBJECTIVES**

- **To help learners develop constructive non-violent behaviours, including cooperation, peaceful approaches to resolution of problems, respect for human rights and responsibilities, and active democratic citizenship.**
- **To ensure that learners develop the skills and values to consciously avoid negative behaviours such as violence, intolerance and discrimination.**

### **CONTEXT AND CHALLENGES**

Many emergency situations arise as a result of conflict, the roots of which are often the lack of respect for human rights and poorly functioning systems of local and national governance. Education for conflict-affected populations should help children and adults to understand their responsibilities for building a more peaceful future, in which the rights of all are respected. The relative emphasis on peace, reconciliation, respect for diversity, human rights and responsibilities, citizenship and democratic institutions will depend upon the local situation. Peace is a matter of great concern to those who have recently suffered from conflict, while those who have suffered from dictatorship

## **THE CONVENTION ON THE RIGHTS OF THE CHILD AND EDUCATION FOR PEACE AND HUMAN RIGHTS**

Article 29: “States Parties agree that the education of the child shall be directed to:

...

- (b) The development of respect for human rights ...
- (c) The development of respect for ... the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own.
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin ...”

Source: [United Nations \(1989\)](#)

and discrimination may be more interested in the concept of active democratic citizenship or human rights. Sometimes the government may prefer to use a more neutral term, and the messages of peace and citizenship may be referred to as ‘life skills education’ or another acceptable title.

In order to develop positive and constructive behaviours, the skills, concepts and values of peace, human rights and citizenship have to be taught using experiential methods. Structured activities such as special ‘games’, role plays and analyses of stories lead to discussions (facilitated by the teacher), in which students reflect on, develop, practise and internalize new behavioural skills, concepts and values. The skills should incorporate inclusion (understanding similarities and differences, avoiding bias), active listening and two-way communication, cooperation, analysis, problem-solving, appropriate assertiveness, negotiation, mediation, advocacy as well as emotional self-awareness,

empathy and trust. They are practised in a framework of values such as tolerance, peace, social equity and justice, gender equity, human rights and responsibilities and active citizenship based on democratic principles. Knowledge of a more factual nature, such as the history of peace theory, international declarations and conventions on human rights, or national constitutional and legal structures, is included as appropriate. For example, in a mixed nationality group of refugees, the ideas of human rights can be shared, whereas in a returnee or other ‘one nationality’ situation, it may be desirable to spend time understanding the national system of justice and governance.

Providing good-quality education for peace, human rights and citizenship is central in emergencies and reconstruction situations.

<b>THE TWO FACES OF EDUCATION IN ETHNIC CONFLICT</b>	
<b>The negative face of education: Peace-destroying and conflict-maintaining impacts of education</b>	<b>The positive face of education: Peace-building and conflict-limiting impacts of education</b>
<ul style="list-style-type: none"> <li>• The uneven distribution of education as a means of creating or preserving positions of economic, social and political privilege</li> <li>• Education as a weapon in cultural repression</li> <li>• Denial of education as a weapon of war</li> <li>• Education as a means of manipulating history for political purposes</li> <li>• Education serving to diminish self-worth and encourage hate</li> <li>• Segregated education as a means of ensuring inequality, inferiority and stereotypes</li> <li>• The role of textbooks in impoverishing the imagination of children and thereby inhibiting them from dealing with conflict constructively</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict-dampening impact of educational opportunity</li> <li>• Nurturing and sustaining an ethnically tolerant climate</li> <li>• Education and the desegregation of the mind</li> <li>• Linguistic tolerance</li> <li>• Cultivation of inclusive conceptions of citizenship</li> <li>• The disarming of history</li> <li>• Education for peace programmes</li> <li>• Educational practice as an explicit response to state oppression</li> </ul>

Source: [Adapted from Bush and Saltarelli \(2000: 34\)](#)

To do this, however, educational authorities, agencies, donors and education personnel must be aware of the challenges as well as opportunities involved.

Populations affected by conflict or deprivation of human rights are often enthusiastic about education for peace, human rights and citizenship. Disaster preparedness and response also provide an opportunity for the practice of active citizenship at the community level. At the same time, head teachers may resist providing a timetable period for this subject due to curriculum overcrowding. Similarly, many programmes provide only resource materials and ask the teachers to formulate the curriculum structure themselves. Most teachers in emergency situations have neither the training nor the freedom to do this. Without special training, teachers cannot easily undertake this new and unfamiliar activity, which means that many programmes fail. It is also not realistic to expect teachers to deal with sensitive subjects such as the causes of and remedies for ongoing or recent conflict without appropriate training. Most will lack the expertise to provide more generic peace education.

To be successful, programmes need to be both structured and sustained. Occasional programmes such as ‘peace messages’ or ‘special days’ such as ‘peace days’ do not change behaviour.

When done properly, education for peace, human rights and citizenship can render invaluable benefits, however. Where displacement occurs as a result of internal conflict, education for peace and respect for diversity is of great importance to future social cohesion. Education for peace and citizenship can help build bridges between returning refugees or IDPs and those who did not migrate. The phase of the emergency and the population group concerned must always be taken into consideration when designing such programmes.

In situations of displacement, tensions will be very high and people will be under stress as they may have witnessed atrocities, or members of their family may have been killed. Conflicts can also arise between IDPs and community members who were not forced to move. In such circumstances, it is difficult to implement a 'peace education' programme *per se* right at the beginning. Peace education workshops including returnees, IDPs and non-migrants can help identify problems and build solutions, provided that skilled facilitators are available.

Psychosocial programmes during acute emergencies can incorporate peace elements, but it may be difficult to access and train teachers. Peace or human rights education initiatives must make it clear that they do not challenge the state but seek to convey norms and standards that the society may work towards in its own way in the post-conflict period.

Incorporation of human rights education in protracted emergencies should facilitate later reconciliation and development of effective structures of governance. At the stage of early reconstruction, courses for adolescents and adults need to extend from principles of peace to understanding of human rights and national law as the basis for prevention of conflicts and foundation of peacebuilding. Active citizenship activities at local level can be linked to or follow on from peace education programmes.

Returning teachers who have been trained in peace education and similar themes will be an important resource, if schools are willing to incorporate these themes in the timetable. However, a programme based on constructive skills for living should be acceptable if feasible under the prevailing conditions. Peacebuilding activities in other sectors than education, e.g. inter-ethnic community service or income-generation projects, can benefit from the inclusion of peace education workshops, if skilled facilitators are available.

## **SUGGESTED STRATEGIES**



### **Summary of suggested strategies**

#### **Education for life skills: peace, human rights and citizenship**

- 1. Identify key personnel within the education ministry/ies, the curriculum centre, teacher training or university faculties of education and NGOs with interest and experience in education for peace, human rights and active citizenship (including responsible health and environmental behaviours), and form a working group.**
- 2. Conduct or facilitate a review of education programmes for peace, human rights, active citizenship, and responsible health and environmental behaviours, being conducted under government auspices, through civil-society organizations and external agencies and NGOs.**
- 3. Prepare a framework for cooperation between programmes in this field, and at the early reconstruction phase, prepare a national plan of action.**





4. **Provide guidance to civil-society organizations on the conduct of education for peace, human rights, active citizenship and responsible health and environmental behaviours.**
5. **Design programmes that meet the needs of a particular situation and phase of the emergency, with participation of educators, youth and adults from the affected communities.**
6. **Consider how to provide time for interactive/experiential and reflective learning in this area, and how to train teachers.**
7. **Consider offering non-formal workshops for youth, adults, women's groups, men's groups, community leaders and students to ensure that messages of peace, human rights, citizenship and responsible health and environmental behaviours reach all sections of society.**
8. **Ensure monitoring and formative evaluation of the programme.**
9. **Use peace education programmes for refugees, IDPs and returnees to build linkages between displaced, host and non-migrant communities.**

## Guidance notes

- 1. Identify key personnel within the education ministry/ies, the curriculum centre, teacher training or university faculties of education and NGOs with interest and experience in education for peace, human rights and active citizenship (including responsible health and environmental behaviours), and form a working group.**
  
- 2. Conduct or facilitate a review of education programmes for peace, human rights, active citizenship, and responsible health and environmental behaviours, being conducted under government auspices, through civil-society organizations and external agencies and NGOs.**
  - Identify existing learning programmes in peace, human rights and citizenship education, as well as life skills education, from outside sources.
  - What titles do peace-oriented programmes have? (See also ‘Tools and resources’, [‘Interrelationship of education initiatives related to peace, human rights and active citizenship’](#).)
    - Education for conflict resolution.
    - Tolerance.
    - Reconciliation.
    - International or mutual understanding.
    - Values education.
    - Child rights.
    - Human rights.
    - Global education.



- What basic skills and values are taught in these programmes? (See the ‘Tools and resources’ section for more information on the ‘[Elements of Peace Education Programmes](#)’.)
  - Basic skills and values of communication.
  - Empathy.
  - Avoidance of prejudice.
  - ‘Win-win’ problem solving.
  - Mediation and reconciliation.
- As there is often a great overlap in content with programmes known as ‘life skills’ education, which teach better communication, cooperation, problem solving and conflict resolution in relation to gender issues and HIV/AIDS prevention, evaluate these kinds of programmes.
- Are there any pilot programmes in a related area, respect for international humanitarian norms, which are being sponsored by the International Committee of the Red Cross.
- Analyse existing learning programmes (curriculum, textbooks, classroom activities) for elements and skills of peace or its opposite. (See also the [Guidebook, Chapter 4.1, ‘Curriculum content and review processes’](#).)
- Does the curriculum meet the needs of all the students (e.g. girls, religious/cultural groups, language groups, special needs groups)?
- Are there content areas where some aspects of education for peace, human rights and citizenship are already present?
- How much flexibility/space/openness is there to use the learning programme as a tool for healing?
- Determine whether a separate peace education or similar programme is desirable.

### **3. Identify modalities for cooperation between programmes in this field, and at the early reconstruction phase, prepare a plan for the progressive development and expansion of work in this area.**

- Share expertise and coordinate efforts so that maximum benefit is obtained from limited resources.
- Avoid confusing teachers and students by a series of education interventions that cover similar ground but are interrelated.
- Make efforts at the stage of early reconstruction to include objectives of peace, respect for human rights and active citizenship in the emerging curriculum framework.
- Consider establishing a pilot programme in selected schools, to try out and adapt the materials available internationally and nationally in this area.
- Building on pilot experience, a framework for skills and values-based education can be developed as part of schooling from pre-school onwards. This framework should be focused on:
  - Developing skills and values for peace.
  - Human rights.
  - Citizenship.
  - Responsible health and environmental behaviours, etc.
- Coverage can be extended through strong government support for an expanding network of participating schools, leading to insights into how to strengthen this element of the curriculum for students generally.



## LEARNING TO LIVE TOGETHER: SUGGESTED POLICY GUIDELINES FOR AN INTEGRATED APPROACH TO SKILLS AND VALUES DEVELOPMENT

How to include goals of peace and conflict resolution, tolerance and respect for diversity, respect for human rights and humanitarian norms, active citizenship, environmental sustainability, non-pressured personal relationships and preventive health.

**Element 1:** Preparatory actions; identifying national and regional human resources for start up, participatory research, feasibility studies, stakeholder consensus building.

**Element 2:** Strong government policy commitment and vision statement.

**Element 3:** Creation of a core development team including committed educators who have proven skills in experiential education and in-service teacher training.

**Element 4:** Creation of a coherent and progressive age-appropriate unified curriculum framework for building skills, concepts, attitudes and values related to the goals of learning to live together, including preventive health.

**Element 5:** Introduction of a 'separate subject' for behavioural skills and values, with an appropriate motivational title, or series of titles, for one period a week throughout the years of schooling. This subject can be totally separate, or if necessary, an earmarked addition to an existing 'carrier' subject. It should have its own:



- Special title(s).
- Special time-slot in the timetable.
- Special active methodology.
- Special support materials based on a pedagogically sequenced curriculum.
- Specially identified and specially trained teachers.
- Special ongoing teacher support.

**Element 6:** Insertion of supporting course units/lessons units into existing subjects.

**Element 7:** Textbook reform to exclude harmful material and introduce positive modelling of learning to live together related to the various goals.

**Element 8:** Policy of government-supported step-wise expansion of network of participating schools and other education institutions and programmes (pre-school, vocational, non-formal, higher education) aiming towards universal coverage without diminution of quality.<sup>1</sup>

**Element 9:** Conflict resolution/life skills/citizenship workshops for practising and trainee teachers.

**Element 10:** 'Whole school' and 'whole community' approach, and multiple channels of communication.

**Element 11:** Research, monitoring and evaluation.

Source: [Sinclair \(2004: 147\)](#)

1. With ongoing research-based development of diversified programmes suited to the various types of institutions including those operating under especially difficult conditions.

#### **4. Provide guidance to civil-society organizations on the conduct of education for peace, human rights, active citizenship and responsible health and environmental behaviour.**

A best practice review and annotated list of ongoing programmes could be helpful in promoting quality education and inter-agency cooperation in this field. See for example, UNESCO (2002b) or the ‘Tools and resources’ section of this chapter for a [comparison of intervention models for behavioural skills and values development for peace](#).

#### **5. Design programmes that meet the needs of a particular situation and phase of the emergency, with participation of educators, youth and adults from the affected communities.**

- In the acute phase of an emergency, consider including interactive play components so that children begin to learn some of the messages of peace education, such as cooperation and inclusiveness.
  - These play components can be introduced even when the caregivers do not know the links between the activities and the concepts associated with peace education.
  - At a later stage, teachers can be trained on the concepts so that they can then discuss them with the children during the play activities.
  - Even before a formal peace/human rights/citizenship education programme is adopted, consider starting focused discussions, or ‘study circles’ on these issues with community leaders, youth, or women’s groups.

- Give group leaders or teachers initial training to facilitate these discussions. The training should be such that it can later be incorporated in training for the peace/human rights/citizenship education programme.
- Community activities that begin the process of education in the principles of citizenship will provide vital experiences for use in the wider society at a later date.
- Does the community support the inclusion of peace, human rights and citizenship education in the formal school curriculum? Does the community wish for workshops or non-formal education on these themes? Community participation requires a series of discussions where the elements and ramifications of such a programme are openly and frankly discussed.
  - Undertake a baseline study to determine the behaviours and attitudes of the population with regard to peaceful behaviours, human rights and citizenship. Design the study by reference to the types of activity to be included in the new education programme.
  - Establish focus groups ensuring that all elements of the community – including minority groups, women, religious leaders, community leaders and caregivers – actively participate.
  - Undertake focus group discussions to ensure that there is an understanding of the purpose of peace/citizenship education or similar programmes.
  - If there is support for peace education or similar programmes, determine the title of the programme. Some options include ‘peace education’, ‘human rights education’, ‘citizenship education’, ‘life skills education’.
- Design an appropriate programme.

(See the ‘[Tools and resources](#)’ section for a list of elements generally included in peace education programmes.)

- Consider whether the programme:
  - Focuses on the skills of peace and citizenship in general.
  - Introduces humanitarian norms/the Geneva Conventions, especially where there is a risk of further violent conflict. These norms/conventions can also be used as a tool for active citizenship in meeting the needs of others.
  - Is acceptable to the community.
  - Is culturally appropriate.
  - Builds positive and constructive skills and behaviours. Focus should be on individual and inter-personal skills and behaviours, prioritizing matters within the competency of the students at the time, such as:
    - Peaceful resolution of conflicts in the community.
    - Promoting the rights of the child and women’s rights.
    - Condemning sexual and gender-based violence.
    - Reducing and countering peer or partner pressure to have unwanted or unprotected sex.
    - Ensuring rights of those with disability.
- Is a sustained learning experience rather than an occasional programme – uses a cyclic curriculum approach covering each year or grade of schooling.
- Has a teacher-training component to ensure valid teaching. Does the teacher training component lead to some form of certification?
- Can the programme be directly implemented in schools?
- Identify and ask teachers to remove elements of current curricula that incite hatred, violence, negative attitudes, etc.

- What are the alternatives if full inclusion into the curriculum is not possible – for example, after-school or weekend activities, or programmes during holiday or break periods, etc.?

## **6. Consider how to provide time for interactive/ experiential and reflective learning in this area, and how to train teachers.**

Any programme that attempts to develop and change interpersonal skills, values/attitudes and behaviours needs time for experiential activities such as role-plays, together with group discussion and reflection. Without these elements, which are time-consuming, any learning will be theoretical and many students will not develop the intended skills and values. Hence, there must either be extra time allocated to a ‘separate subject’, or a weekly period is needed for a ‘carrier subject’ approach, which is more effective. Asking busy teachers to insert this kind of sensitive and activity-based approach into their regular teaching is not effective in the short or medium term (see the [Guidebook, Chapter 4.3, ‘HIV/AIDS preventive education’](#)).

(See the ‘[Tools and resources](#)’ section of this chapter for a comparison of intervention models.)

- If education for peace, human rights and citizenship is to be incorporated into the existing curriculum, identify the modifications that are necessary to include these elements. (See also the [Guidebook, Chapter 4.1, ‘Curriculum content and review processes’](#).)
- Can education for peace/human rights/citizenship be taught as a separate subject? This will take persuasion but may be possible when decision-makers are sincerely concerned about building a more peaceful future.



- A separate named weekly lesson period is needed in each year of schooling for experiential teaching related to peace, human rights, citizenship and responsible health and environmental behaviours, whether it is a ‘separate subject’, or included in another ‘carrier’ subject such as civics.
- Into which subjects can teachers be helped to include the new themes related to peace, human rights and citizenship, to complement the focused lesson periods devoted to these topics?
  - Language instruction.
  - Physical education.
  - Religious education.
  - Civics.
- Are there curriculum writing/education revision groups in existence that can be trained to include these dimensions as well?
  - Consider the use of a core group of curriculum specialists, teachers and NGO educators with special experience in this area to design and implement a pilot programme, drawing on national and international experience.
  - Determine which outside groups are already working on peace, human rights, citizenship, environmental awareness, and life skills education and seek to collaborate with them.
- ‘Subject integration’ of peace education and citizenship can be seen as a target for gradual long-term quality improvement of various subjects. It does not represent a solution for providing education for peace and citizenship in post-conflict situations, for which a separate lesson period and specially trained teachers are required.

## IMPROVING TEACHER SKILLS THROUGH PEACE EDUCATION

In the refugee schools in Kenya, peace education lessons provide many students and teachers with their first insight into the use and value of participatory methods. “The peace education teachers are now considered to be the best-trained teachers in the camp and they have taken on roles which were not envisaged, such as peer training, counselling and mentoring.”

Source: Baxter in [Sinclair \(2001: 29-30\)](#)

Be aware of the extreme difficulty of integrating experiential behavioural skills and values development activities in existing subjects. This is very difficult even in countries with well-resourced education systems and well-trained teachers. It is almost impossible in countries with under-trained teachers and examination-focused teachers, students and parents.

- Consider how to train teachers for this new type of participative and sensitive work and identify other needed resources.

It will be difficult to train all teachers to undertake this type of work – it is best to train teachers with an aptitude and interest. Alternatively, but with less prospect of success, teachers of a particular ‘carrier’ subject may be trained in this work.

- How will suitable teachers be identified and made available – will new teachers be recruited or will teachers be selected for training from the existing staff?
- How much training and in-school mentoring of teachers is required for this new type of experiential education?
  - Generally, ongoing training during several holiday/break periods is required, for example, three sessions of ten days during holidays in addition to in-school support.

- In-school support is needed from mobile trainers, since most teachers will be new to this type of active learning and classroom reflection on sensitive matters
- As selected teachers receive training and develop the experiential skills needed to teach education for peace, human rights, citizenship education and responsible health and environmental behaviours, additional support may be provided so that they or other teachers can begin to incorporate these skills into the teaching of other subjects.
- What consumable resources are required? These should be a minor part of the budget so that the programme remains sustainable even in the event of budget cuts.
- How will the programme be funded and for what period?
  - After the initial start-up phase, ensure the sustainability of the programme by including the necessary teachers and other resources in the normal education budget.
- What technical support is required? Who will supply it?
- Provide awareness training for all educational administrators and other education workers not directly involved in the education for peace, human rights and citizenship programme.
  - Do administrators, teachers and education workers understand the philosophy and methodology of education for peace, human rights, etc.?

**7. Consider offering non-formal workshops for youth, adults, women's groups, men's groups, community leaders and students to ensure that messages of peace, human rights, citizenship and responsible health and environmental behaviours reach all sections of society.**

- Can such programmes be linked with ongoing skills-based health-education programmes to ensure that they give complementary messages, since similar core skills are involved?
- What linkages can be made with awareness-raising programmes related to gender, the environment, landmines, etc.?
- Can non-formal workshops be offered as part of technical/vocational training courses?

## **8. Ensure monitoring and formative evaluation of the programme.**

- Involve the community in the monitoring and evaluation of the programme – both elements incorporated into formal school and elements included in non-formal settings.
  - Community participation in the development/acceptance/modification of the programme is vital.
  - Support should also be provided for follow up activities such as community service, inter-ethnic sporting events, production of creative writing/newsletters related to peace, etc.
  - Where possible, support national university staff and students to participate in and evaluate the programme.

## **9. Use peace education programmes for refugees, IDPs and returnees to build linkages between displaced, host and non-migrant communities.**

- In refugee or displaced situations, where peace education programmes are being implemented in camps, explore ways of establishing parallel peace education programmes in the host community to ensure mutual reinforcement and common behaviour modifications.

- What allied programmes exist in the general community (e.g. non-formal education)?
- Are the concept areas and desired attitudinal learning similar?
- Do the programmes allow for a comprehensive approach?
- Do the programmes encompass and cater to members of all social groups? (Ensure access/participation of girls/women, youth, minority groups, religious, cultural groups etc.)
- In situations of return, consider using the knowledge and experience of returning teachers who have been trained in peace education and similar themes to help establish education for peace, human rights and citizenship in the curriculum of the home country.
  - Are there education working groups who can crosscheck the validity of the training programmes?

## TOOLS AND RESOURCES

### 1. Elements of peace education programmes

The [INEE Good practice guide](#) suggests that the following elements are often included in peace education programmes:

#### Concepts

- Similarities and differences, inclusion/exclusion, self-esteem (in some societies), communication, self-respect, emotional literacy, social pressure, reflection, cooperation, conflict prevention/management/resolution.

- Human rights, children's rights, child protection, gender rights, marginalization, demobilization, reintegration, preservation of cultural norms, rule of law, civic participation/responsibility, democracy, good governance.
- Human dignity, humanitarian acts, civilians versus combatants.
- Peace (internal, external), peace building, peace maintenance, reconciliation, impunity, truth and justice, rehabilitation, disarmament, escalation and de-escalation of conflict.

## Values

- Compassion, empathy, sympathy, kindness, inclusion, family values, respect for human life and dignity and similarity, love, caring, tolerance, diversity, simplicity, freedom, responsibility, honesty, emotional honesty, humility, happiness, cooperation, ethics/morality, equity, forgiveness, confession/admission, spirituality, patience, self-help, trust, integration, pluralism, cultural/social values preservation, accountability, unity/patriotism for national unity after conflict, good governance, peace.

## Skills

- Active listening, questioning, communication.
- Working together, cooperation, social integration, accurate perceptions, recognizing stereotypes, assertiveness.
- Analysis/critical thinking, identifying root causes, reflection, problem-solving, making choices, identifying dilemmas, seeing that actions have consequences, having multiple perspectives, values clarification.

- Negotiation, mediation, conflict resolution, advocacy, teaching, sharing, consensus building, networking.

## Knowledge

- Principles of human rights, human rights instruments, UN charter, UN Decade of a Culture of Peace and Non-Violence for the Children of the World 2001-2010.
- Origin and principles of humanitarian law (including areas of application, who does it protect, why is it difficult to apply, who is involved).
- Problem solving, mediation, conflict management, peace building, community methods for conflict resolution, peace, justice, bias, tolerance.
- HIV/AIDS awareness and related interpersonal skills.
- Tools such as information technology, research, publications/media, writing, case studies, networking.

In addition, the guide suggests the following tips for evaluating the success of peace education programmes:

- The importance of generating base-line indicators jointly with the community.
- The need to identify at the beginning (to the extent possible) the types of behavioural indicators that will be looked for as indicators of success [e.g. what is looked for in children's speech (e.g. stereotypes), their cooperation in tasks and outside of the school with groups who were previously marginalized, ability to socialize with people from opposing groups].

- Building baseline and subsequent measurement of indicators into the project design.
- Observation of participants can indicate values adopted.
- Possibility of systematizing anecdotal evidence collected through monitoring and evaluation.
- Evaluation should be both formative (during the implementation) and summative (measuring impact at the end of a given period). Evaluation needs to cover the content and methodology of the intervention as well as the structure (e.g. materials, teaching approaches and then full-time, part-time in or out of school, special training or add-on training etc.). These are all formative. Summative evaluation measures impact of the programme (longitudinal studies, anecdotal feedback reduction in violence, measurable improvement in levels of interaction (through high-level observation), etc.) Formative evaluation should be ongoing from the beginning of implementation; summative should be after three or four years. Behaviour change will not be visible prior to this time.
- Team evaluation (insiders and outsiders) is better than having a single outside evaluator.
- Being selective about evaluation, to keep costs in proportion.
- Success stories are important in training and fund-raising.

Source: [INEE \(2003\)](#)



## 2. Interrelationship of education initiatives related to peace, human rights and active citizenship

<b>EDUCATIONAL INITIATIVE</b>	<b>NATURE OF LEARNING GOALS</b>
<b>Peace education</b>	Conflict resolution, peace, reconciliation, tolerance, respect for human rights, civic participation...
<b>Education for mutual understanding</b>	Social cohesion, respect for diversity, inclusive national identity ...
<b>Multicultural/intercultural education</b>	Tolerance, respect for diversity, anti-racism, non-discrimination ...
<b>Human rights education</b>	Respect for human rights and responsibilities, rights of women, children and minorities, tolerance, non-discrimination, prevention of bullying, civic participation ...
<b>'Life skills'/health education</b>	Preventive health / HIV/AIDS prevention, prevention of substance abuse, respect for the health rights of others, respectful relationships ...
<b>Citizenship education</b>	Active and responsible participation in civic/ political life, democracy, respect for human rights, tolerance...
<b>Education for sustainable development</b>	Environmental sustainability, respect for the rights and welfare of all ...
<b>Humanitarian education</b>	Respect for humanitarian norms, humanitarian acts, non-discrimination ...
<b>Values education</b>	Internalization of values of peace, respect and concern for others ...

Source: Sinclair (2004: 22)

### 3. Comparison of intervention models for behavioural skills and values development for peace, human rights, citizenship, preventive health behaviours

ADVANTAGES	TYPICAL PROBLEMS
<b>INTEGRATION/INFUSION APPROACHES</b>	
<ul style="list-style-type: none"> <li>• A ‘whole school’ approach</li> <li>• Uses accepted school subjects</li> <li>• Many teachers involved</li> <li>• Potential for reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty of ensuring cohesion and progression in what students learn (skills and values for peace, human rights, citizenship, preventive health behaviours)</li> <li>• Difficulty of accessing, training and supporting all teachers in skills-based experiential approaches and influencing all textbooks</li> <li>• Bias to information transmission in content and methodology (same as for other subjects)</li> <li>• Lack of lesson time for experiential activities and discussion</li> <li>• Can be lost among higher status elements of curriculum</li> <li>• Pressure to focus on examination topics</li> <li>• Some teachers do not see relevance to their subject</li> <li>• Potential for reinforcement seldom realised due to other barriers</li> <li>• Teacher turnover necessitates long term training and support programmes</li> </ul>
<b>CROSS-REFERENCING APPROACHES</b>	
<ul style="list-style-type: none"> <li>• Special skills and values-focussed lesson units prepared centrally for insertion by subject teachers as enrichment or application of certain topics means that information and guidance is provided to non-specialist teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty of cross-referencing to subject syllabi</li> <li>• Difficulty of accessing, training and supporting teachers of concerned subjects in skills-based approaches</li> <li>• Lack of lesson time for experiential activities and discussion</li> <li>• Pressure to focus on examination topics</li> <li>• Teacher turnover necessitates long term training and support programmes</li> </ul>

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

Source: Sinclair (2004: 135)

## REFERENCES AND FURTHER READING

- Baxter, P. 2001. 'The UNHCR peace education programme: skills for life.' In: *Forced Migration Review, 11*, 28-30.
- Bush, K. D.; Saltarelli, D. 2000. *The two faces of education in ethnic conflict: towards a peacebuilding education for children*. Florence: Innocenti Research Centre-UNICEF.
- Elias, M.J. 2003. *Academic and social-emotional learning*. Geneva: IBE-UNESCO.
- Fountain, S. 1997. *Peace education in UNICEF*. New York: UNICEF.
- GTZ. 2008. *Learning to live together: design, monitoring and evaluation of education for life skills, citizenship, peace and human rights*. Eschborn: GTZ. Retrieved 4 May 2009 from [www.ineesite.org/uploads/documents/store/Learning\\_to\\_Live\\_Together.pdf](http://www.ineesite.org/uploads/documents/store/Learning_to_Live_Together.pdf)
- ICRC. 2001. *Exploring humanitarian law: education modules for young people*. Geneva: International Committee of the Red Cross and Red Crescent.
- INEE (Inter-Agency Network for Education in Emergencies). 2003. 'Life skills – peace education.' In: *INEE Good practice guide: life skills and complementary education programs*. Retrieved 25 July 2009 from [www.ineesite.org/uploads/documents/store/doc\\_1\\_Life\\_Skills\\_and\\_Complementary\\_Ed.pdf](http://www.ineesite.org/uploads/documents/store/doc_1_Life_Skills_and_Complementary_Ed.pdf)
- INEE (Inter-Agency Network for Education in Emergencies). 2004. *Minimum standards for education in emergencies, chronic crises and early reconstruction*. Paris: INEE. Retrieved 10 September 2009 from [www.ineesite.org/minimum\\_standards/MSEE\\_report.pdf](http://www.ineesite.org/minimum_standards/MSEE_report.pdf)

- INEE (Inter-Agency Network for Education in Emergencies). 2005. *Inter-agency peace education program: skills for constructive living*. INEE. Retrieved 25 August 2009 from [www.ineesite.org/index.php/post/peace\\_education\\_programme](http://www.ineesite.org/index.php/post/peace_education_programme)
- Johannessen, E. M. 2000. *Evaluation of human rights education in southern Caucasus*. Oslo: Norwegian Refugee Council.
- Lorenzo, A.D. 2003. *Learning peace: UNHCR's peace education program in refugee camps in Kenya*. New York: Internet Forum on Conflict Prevention, UN Office for Coordination of Humanitarian Assistance.
- Obura, A. 2002. *Peace education programme in Dadaab and Kakuma, Kenya: evaluation summary*. Retrieved 29 July 2009 from [www.unhcr.org/publ/RESEARCH/3ela9fd0b.pdf](http://www.unhcr.org/publ/RESEARCH/3ela9fd0b.pdf)
- Pike, G; Selby, D. n.d. *Global education: making basic learning a child-friendly experience*. Amman: UNICEF; Toronto: International Institute of Global Education, Ontario Institute for Studies in Education, University of Toronto.
- Sinclair, M. 2001. 'Education in emergencies.' In: J. Crisp, C. Talbot and D.B. Cipollone (Eds.), *Learning for a future: refugee education in developing countries* (pp. 1-83). Geneva: UNHCR.
- Sinclair, M. 2004. *Learning to live together: building skills, values and attitudes for the twenty-first century*. Geneva: IBE-UNESCO.
- Sommers, M. 2001. 'Peace education and refugee youth.' In: J. Crisp, C. Talbot and D.B. Cipollone (Eds.), *Learning for a future: refugee education in developing countries* (pp. 163-216). Geneva: UNHCR.

Tibbitts, F. 1997. *A primer for selecting democratic and human rights education teaching materials*. New York: Open Society Institute; Cambridge, MA: Human Rights Education.

United Nations. 1989. *The convention on the rights of the child*. Adopted by the General Assembly of the United Nations on 20 November 1989.

UNESCO. 1998. *All human beings: a manual for human rights education*. Paris: UNESCO.

UNESCO. 2002a. *Framework for action on values education in early childhood*. Paris: UNESCO.

UNESCO. 2002b. *Non-violent conflict resolution in and out of school: some examples*. Paris: UNESCO.