

PROTECTING EDUCATION IN COUNTRIES AFFECTED BY CONFLICT

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BOOKLET 6

Education for Building Peace

Global
Education Cluster

October 2012

Front cover

Children in the temporary tented classroom take part in Save the Children's early childhood care and development (ECCD) activities in Dollo Ado, Ethiopia

Foreword

This booklet is one of a series of booklets prepared as part of the Protecting Education in Conflict-Affected Countries Programme, undertaken by Save the Children on behalf of the Global Education Cluster, in partnership with Education Above All, a Qatar-based non-governmental organisation. The booklets were prepared by a consultant team from Search For Common Ground.

They were written by Brendan O'Malley (editor) and Melinda Smith, with contributions from Carolyne Ashton, Saji Prelis, and Wendy Wheaton of the Education Cluster, and technical advice from Margaret Sinclair. Accompanying training workshop materials were written by Melinda Smith, with contributions from Carolyne Ashton and Brendan O'Malley. The curriculum resource was written by Carolyne Ashton and Margaret Sinclair.

Booklet topics and themes

Booklet 1	Overview
Booklet 2	Legal Accountability and the Duty to Protect
Booklet 3	Community-based Protection and Prevention
Booklet 4	Education for Child Protection and Psychosocial Support
Booklet 5	Education Policy and Planning for Protection, Recovery and Fair Access
Booklet 6	Education for Building Peace
Booklet 7	Monitoring and Reporting
Booklet 8	Advocacy

The booklets should be used alongside the Inter-Agency Network for Education in Emergencies (INEE) *Minimum Standards for Education: Preparedness, Response, Recovery*. References to the most relevant standards for the content of each booklet are given in the resources section.

There is also a supplementary booklet, Curriculum Resource: Introducing Humanitarian Education in Primary and Junior Secondary Schooling, which can be used with Booklet 6.

Please feel free to share these booklets with interested professionals working in ministries of education or non-governmental organisations, and others concerned with education for populations affected by armed conflict or insecurity.

If referenced, please use the following text: Global Education Cluster, Booklet 6: Education for Building Peace, Protecting Education in Countries Affected by Conflict series (2012)

Introduction

This series of eight booklets is designed to provide:

- an overview of the problem of conflict-related threats to education.
- a range of responses that can be made by education clusters, and ministries, non-governmental organisations (NGOs) dealing with education, security, protection, psychosocial support and legal accountability issues.
- a tool to be used with an accompanying set of workshop materials for use in training people in aspects of protecting education in conflict-affected countries.

This booklet focuses on education for building peace.

Key messages

- The content of education and the way schools are run can be adjusted to improve education's contribution to building peace.
- Set up a national commission on education reform and consult widely, identify the ways in which education may have contributed to conflict, and build a national consensus on policy changes.
- Develop and implement policies on fair access, language of instruction and revision of curricula to support peace-building; and include re-training of curriculum and textbook writers, and teacher trainers.
- Support peace-building through informal education channels (eg, radio, civil society, work with young people, etc) to ensure children and youth outside of formal schools are included.
- Develop a long-term technical agreement between the education ministry and other agencies to remove bias and include conflict resolutionⁱ, human rights and citizenship content, skills and values in formal and non-formal curricula and textbooks.

Background



Displaced girls dance at a Temporary Learning Space in Peshawar District, Pakistan

Building peace means addressing the root causes in society that led to conflict, reducing tension and helping to prevent a return to violence. It means finding ways to build a shared and peaceful future.

Education can help promote peace by promoting values such as mutual respect and understanding and practices such as listening to different points of view, negotiation and mediation.

This applies both to the content of the curriculum, the way schools are run and the way national education systems are developed.

But education reforms cannot build peace on their own, they can only contribute to it. Peace-building helps to create opportunities rather than impose solutions.

Education's contribution to conflict

It is important to recognise that education itself may increase tension between groups and lead to violence, due to curricula, language policies and teaching methods that are biased against or insensitive to the

cultural, linguistic or religious identities of minority groupsⁱⁱ.

History teaching in particular might contribute to conflict because textbooks:

- may contain statements about the past that are biased and incite hatred
- might seem to be objectively written but omit key historical events and alternative points of view.

Language of instruction is often a political issue. Teaching all lessons through the medium of the dominant national language can disadvantage members of minority linguistic groups because:

- it denies them their cultural identity. Textbooks may also include references that are culturally insensitive to them
- it can put them at a disadvantage educationally. They will struggle to learn across all subjects if their ability in the dominant language is lower than that of mother tongue speakers.



Teenagers attend grade 5 in Afghanistan to catch up on lost years of schooling. Education can help peace-building by respecting the right of all to education

Teachers from the dominant ethnic/linguistic group may be biased and/or unwilling to teach sensitive issues.

This can lead to bias in the classroom or unwillingness to teach new, unbiased and peace-promoting materials.

This Booklet focuses on addressing how to develop curriculum content and teacher training to address grievances concerning education and ensure that education works to build peace. (There are other ways in which education may contribute to tension.

For more about issues concerning unequal access to education, teacher appointments and corruption, see Booklet 5: Education Policy and Planning for Protection, Recovery and Fair Access).

Policy and practices for building peace

Education can contribute to peace-building through policies and practices that:

- respect the equal right of all groups in society to access education at pre-primary, primary, secondary and tertiary levels and to learn in safety, free from fear or threats of attack or actual political and

military violence (see Booklet 5: Education Policy for Protection, Recovery and Fair Access).

- ensure schools, universities and other educational institutions promote mutual respect, understanding, conflict resolution and respect for cultural and religious diversity, both in their curricula and teaching methodologies.
- promote fair, inclusive and transparent rules and management.

Developing a curriculum for building peace

The following content, skills and teaching approaches should be considered in national citizenship, peace education and human rights education programmes. Textbook revisions should be introduced in a simple way that teachers can manage. Many require changes to initial (pre-service) and in-service teacher training. For intensive courses, more interactive learning methods can be used, but they should be supported by ongoing teacher training.ⁱⁱⁱ

CASE STUDY I

The Balkans, Greece and Turkey: Multiple ways to view history

The Joint History Project, run by the Centre for Democracy and Reconciliation in South-east Europe brings together historians, teachers, teacher trainers and students to work together to help build peace in the region, through multi-perspective history education.

The aim is to revise one-sided versions of school history teaching by avoiding stereotypes, changing attitudes that encourage conflict, suggesting alternative teaching methods, and promoting multiple interpretations of events.

The belief is that history that instils academic rigour and critical thinking will support reconciliation in a region with a long history of conflict, including the wars in the former Yugoslavia in the 1990s.

Curriculum content and skills development:

- **Interpersonal and social/emotional skills**
Many of the skills included in 'life-skills-based education' are central to education for peace, human rights and citizenship. These include: interpersonal communication and co-operation skills; honest and transparent communication and refusal skills; negotiation and mediation skills; valuing social cohesion

and inclusion; respect for differences and avoidance of bias and prejudice; and empathy.

- **Inter-group reconciliation and peace-building**
Incorporating knowledge, skills and values that promote reconciliation in the national curriculum can contribute to new behaviour patterns and attitudes between different groups. Reconciliation requires empathy, respect for others and their perspectives on the conflict, and a shared willingness to look to the future more than the past.^{iv} In the development of peace, human rights and citizenship education in Nepal, for example, representatives from excluded groups and women were involved in the curriculum development process. They produced case studies focused on violations of human rights that were incorporated into the new curriculum.^v
- **Higher-level thinking skills, including analysis, problem solving, and conflict resolution**
The ability to understand the nature of conflict and peace, and to analyse conflict and resolve it through non-violent alternatives and creative thinking, is essential to peace and citizenship education.^{vi}
- **Citizenship knowledge and skills**
Post-conflict curricula should include principles and processes of democratic citizenship, including: respect for human rights and the rule of law, participation at all levels of civil society (including at school), unbiased and non-discriminatory decision-making

processes, awareness of the marginalised and the basis of good governance.

- **Understanding of international humanitarian law and human rights law**
Since conflicts often arise in countries with weak systems of human rights protection or political pluralism, curriculum reform should include the teaching of the fundamental principles of international humanitarian and human rights law. This knowledge is important to help students and teachers assert their own rights and respect the needs of others, and to engage in advocacy. (See Curriculum Resource: Introducing Humanitarian Education in Primary and Junior Secondary Schooling. It is a booklet which accompanies this series and provides content for inclusion in textbooks or reading books)

Developing learning and teaching approaches:

- Participatory, active learning approaches. These are based on democratic principles and acknowledgement of the unique qualities and capabilities of each student. Teachers may require training in teaching methods that emphasise comprehension and dialogue rather than learning by rote and copying teachers' notes. Children and adolescents should be encouraged to question, debate and discuss topics.
- Revision of history teaching methods. Good history teaching can help children to think critically, evaluate evidence, understand multiple viewpoints,

empathise with others' points of view and critically (yet respectfully) analyse situations – which are all useful skills for promoting mutual respect and understanding (see Case Study 1). It may be necessary to train, or re-train, teachers to make this learning style effective. Where funding allows, new learning materials should be produced.^{vii}

- Monitoring and evaluation of curriculum reform. This is essential, to see how teachers and students are responding to the curriculum and recent changes, and to enhance effective communication and minimise misunderstandings.

Curriculum change requires consultation and capacity building

Curriculum change is a slow process, requiring:

- government policy decisions
- stakeholder consultation
- capacity-building
- design and writing of new textbooks and other education materials, trialling them in pilot schools, revising as required
- training teachers to use new materials and methods, introducing new textbooks (usually over a period of years).

Give students a say when making decisions

Creating an ethos of inclusion and mutual respect, means creating mutual respect not just between students but also between students and teachers and the headteacher.

This can be achieved by involving students either via their representatives or as

CASE STUDY 2

Burundi: A peace agreement addresses education's role in conflict

The Arusha Peace Agreement in 2000 recognised that the “discriminatory system, which did not offer equal educational access to all Burundi youths from all ethnic groups” was one of the causes of conflict. It addressed this by setting out education principles and measures, which included:

- fair distribution of school buildings, equipment and textbooks throughout the regions, in such a way as to benefit girls and boys equally
- deliberate promotion of compulsory primary education to ensure equal access for girls and boys through joint financial support from the state and the communes
- transparency and fairness in non-competitive and competitive examinations.^{xii}

a whole in discussions about how to run the school in a fair, transparent and inclusive way, and how to develop new ways of learning.

Non-traditional ways to reach youth

Education systems and organisations for young people should also look for non-traditional ways to help children and young people develop and use peace-building competencies.

This might include, for example, spreading messages through radio soap operas aimed at a young audience that use themes of conflict resolution or training community leaders to implement curriculum in out-of-school programmes.

In the Solomon Islands, NGOs that worked with youth were trained to implement, as a stand-alone course, the peace education curriculum that was being integrated into the national curriculum.

This enabled village children who did not have regular access to traditional schooling to experience the curriculum.^{viii}

Actions to consider

I Identify and respond to grievances regarding education policy

- Establish a national commission on education reform, to analyse how education may have contributed to and been affected by conflict^{ix} and build a national consensus on policy changes needed to build peace (see Booklet 5: Policy and Planning for Protection, Recovery and Fair Access).
- Implement reforms (see points below).
- Create links between the education ministry and peace-building groups such as community-based organisations, human rights actors, UN peace-building initiatives, etc.
- Consider including education in peace agreements, taking note of grievances

regarding access, curriculum and language issues, and the needs of former combatants, refugees, internally displaced people, or returnees (see Case Study 3). But beware of unintended negative consequences. A rushed peace agreement in Bosnia, for instance, did not secure equal access to schools for minorities or achieve consensus on key issues. This led to decentralisation of control of education and the pursuit of competing nationalist agendas.*

- End restrictions on higher education. This requires autonomy for academic institutions, freedom of expression, and freedom for academics to travel and collaborate with academics abroad.

2 Adopt a policy of fair access to good-quality education in support of peace-building

- Improve education opportunities for underprivileged minorities. Spend fairly on teachers, facilities and resources across regions and minority populations (see Booklet 5: Education Policy and Planning for Protection, Recovery and Fair Access).
- Ensure there is good quality training of teachers from all groups of the population, including those from under-represented areas.
- Ensure that young minority students entering the official school system have materials in their mother tongue. Assign teachers who speak a local language to schools where that language is used.



Primary school and safe area in Umm Qasr, Iraq

- Invest in anti-stigmatisation programmes for children from minority/ethnic/linguistic groups. Develop policies on support for former child soldiers, disabled children, abductees or victims of sexual violence. Include programmes to sensitively reintegrate former child soldiers^{xi} into schools and provide accessible entry into classrooms for those with disabilities.
- Use non-formal and informal education to convey messages. For example, when developing a peace education curriculum for incorporation into the national syllabus of elementary and high school students, also design a version to be used by trained facilitators teaching children in remote or island villages where formal education is not available.

CASE STUDY 3

Thailand: Bilingual teaching bridges the language divide

The imposition of learning in the Thai language is one of the reasons why rebels have attacked schools and assassinated teachers in the Malay speaking border provinces in Thailand.

In 2010 Mahidol University was in the early stages of conducting an action research programme designed to help Patani-Malay speakers retain their Malay identity at the local level and achieve a

Thai identity at the national level.

It covered eight school years, from Kindergarten to Grade 6, with one year of preparation. Patani-Malay is used as the medium of instruction from Kindergarten to Grade 1, so that children gain the necessary skills in listening, speaking, reading and writing in their mother tongue, before learning Thai.

Patani-Malay Studies, in which the Patani-Malay language is the main component, is also taught throughout primary school.^{xiv}

- For informal and non-formal education, use educational material for illiterate people and those with low literacy. Literacy levels often mirror rural/urban or ethnic/social divisions: use pictures, graphs and other non-textual material in addition to audio materials; use local languages or dialects that would be relevant to the population being addressed; and pay particular attention to gender issues.

3 Adopt a policy of curriculum reform to promote peace-building

Make a long-term commitment to curriculum renewal and revision. The changes should eliminate bias and incorporate content on conflict resolution, peace, human rights, gender fairness, humanitarian principles and responsible citizenship. The aim should be to help students develop knowledge, skills, values and attitudes for building peace, showing

mutual respect, upholding human rights and humanitarian principles, and being responsible citizens.

Build national consensus on language(s) of instruction. Adopt a policy to introduce or strengthen mother tongue education programmes. Where relevant, increase the amount of local-language teaching and introduce additional languages in a gradual and structured way.^{xiii} (See Case Study 3)

Involve national examination authorities in all curriculum reform processes. Ensure that exams progressively incorporate new content and approaches. Otherwise, the examination system will hinder progress towards education for building peace.

Create a curriculum and textbooks working group to review sensitive curriculum issues and textbooks, including for history teaching. Men and women from all sides of any ethnic or religious conflict should be represented in the group. This committee should review and approve all textbooks, first ensuring that they are not biased (against minority or ethnic groups, or

either sex) and promote national reconciliation. Build public support for these reforms and the peace-building messages (through radio, civil society, young people's involvement, etc).

4 Negotiate agreements between the education ministry and UN agencies, non-governmental organisations (NGOs) and donors to implement curriculum reform to support peace-building

Since the curriculum changes cannot be introduced immediately across the education system, urgently seek support to begin building capacity, and plan and initiate a phased programme for development of new curriculum materials and teacher training, including piloting and revision. Secure long-term commitments and build national capacity for curriculum and textbook renewal. Develop and progressively introduce a modern curriculum framework, updated and unbiased textbooks, and associated teacher training.

Agree to include responsible citizenship – including simple conflict resolution, peace, basic human rights and humanitarian principles – into each year's textbooks, to progressively embed peace-building skills, values and concepts in the curriculum. (See Case Study 3) Include members of marginalised groups, young people and women in the development process.

Agree to pilot test materials and evaluate their impact in selected schools, including in areas of both minority and majority ethnic populations, before finalising them.

5 Progressively implement curriculum reform

Plan for a phased introduction of the new curriculum into schools across all grade levels. In preparing plans of action, ensure that education policies take account of the following goals, adapted to local situations:

- Ensure the curriculum is sensitive to local culture, history and religion and includes the cultural and historical perspectives of excluded groups. Students should learn about local people's common and divergent cultures as well as national culture. Historical topics should include multiple points of view and empathy skills. Students should not be forced to follow religious practices that are not their own (but instruction for the purpose of learning about other cultures/religions is acceptable). This requires consultations involving key stakeholders and political consensus-building, as well as curriculum and textbook renewal.
- Make school systems more equitable and democratic at all levels, from policy to classroom practices. If students, teachers and parents feel that their opinions and experiences matter, they will have a greater sense of ownership over their own education and will be more willing to participate. This requires both policy decisions and teacher training and support.
- For each age group, build skills for conflict resolution, consensus building, etc. These include negotiation, problem

CASE STUDY 4

Nepal: Co-operation to introduce education for peace, human rights and citizenship

Following the formal ending of the Maoist–Royalist conflict in Nepal, the government designed and implemented peace education interventions in a coordinated way, according to Manish Thapa, assistant professor, Conflict, Peace and Development Studies Department, Tribhuvan University.^{xv}

The government, NGOs and international NGOs recognised the role that education can play in building peace during the transition from conflict. Following consultations with concerned national and international institutions, a Memorandum of Understanding (MoU) was agreed between the Ministry of Education, UNICEF, UNESCO and Save the Children to integrate peace, human rights and civic education into the national curriculum of formal education.

It was critical to build these revisions into the national social studies curriculum rather than put them in a separate teachers' guide and textbook, because that would have had little chance of being implemented.

The MoU specified that the three agencies would work together to develop and integrate peace, human rights and civic education into national textbooks and teacher training materials from Grade 3 to Grade 11 over several years during the ongoing Ministry of

Education curriculum review.

To develop conflict-sensitive curriculum and address the concerns of marginalised groups, a consultative group was formed to participate in the writing of the curriculum.

It was made up of members of NGOs representing groups that are discriminated against such as Dalits (poor families) and women. It wrote case studies of violations of human rights to be used in the curriculum.

To harmonise interventions, a coordination committee was formed. This included representatives of policy-level institutions such as the Curriculum Development Centre, the teacher training institution, the non-formal education implementation body, National Human Rights Commission, UN agencies and local and international NGOs.

The committee also facilitated the sharing and mobilising of technical, financial and material resources.

According to Thapa, Nepal began to mainstream peace education within education policy, enabling peace education interventions in all sub-sectors of education: curriculum, formal education, non-formal education, teacher education, and alternative education.

The multidisciplinary intervention aimed to ensure that students learn to assert their human rights, show tolerance and understanding, think critically, solve problems and resolve conflicts. The goal was to create a culture of peace-building.

solving, critical thinking and communication.^{xvi} Develop programmes in and out of the school setting that provide opportunities to practise their newly learned skills, eg, peer mediation or community mediation. This requires capacity-building for curriculum and textbook developers, teacher trainers and teachers. (See Case Study 2.)

- Involve the entire community. While often based in schools and other learning environments, peace, conflict resolution and similar education programmes should ideally also reach out to the entire community.^{xvii} This requires training for school management committee members, parent groups, religious leaders etc, on the basics of building peace.
- Involve students in decision-making in formal and informal schools. For instance, consult students or include student representatives on the school committee.

6 Reform pre-service and in-service teacher training to improve effectiveness and support peace-building

- Develop a training programme for national teacher trainers. Train national professionals in international good practice in teaching and teacher training, and in specific aspects related to building peace.
- Revise the content of teacher training to include learner-centred, participatory

teaching methods and specific peace-building elements, such as avoiding bias and discrimination, ensuring comprehension, and using active learning and democratic principles in the classroom.^{xviii}

- As a first step, consider introducing an ‘Emerging Issues’ type of teacher training course unit that sets out key topics and methods relevant to conflict or post-conflict situations. The topics may include, for instance, democracy, human rights, HIV/Aids, gender issues and the aim is mainly to try to change students’ behaviour.
- Use codes of conduct for teachers and students that ensure equal treatment of different social groups, and support a peaceful, safe school climate. Help students, youth clubs, sports clubs and less formal groups to develop their own leadership and behaviour codes that engages them in more democratic processes.
- Adapt teacher-training content to teacher’s ability. Where teachers are new or have had limited training, new content should be scaffolded and begin by meeting the teachers at their ability level. Methods can include use of stories and questions to guide discussions.
- Develop a progressive curriculum that builds on prior knowledge between grade levels. Include similar topics sequentially in each year’s textbooks (‘spiral curriculum’). This helps reinforce and deepen understanding.

Useful resources

The INEE Minimum Standards most relevant to this module are:

- Community Participation Standard 1: Participation
- Access and Learning Environment Standard 1: Equal Access
- Teaching and Learning Standards 1: Curricula, 2: Training, Professional Development and Support and 3: Instruction and Learning Processes
- Education Policy Standards 1: Law and Policy Formulation and 2: Planning and Implementation.

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<http://www.educationandtransition.org/resources/sierra-leone-emerging-issues-teacher-training-programme/>

Notes

ⁱ By education for conflict resolution, we mean negotiation/mediation skills, which can apply to interpersonal relationships and disputes as well as wider problems. Some experts increasingly take the view that ‘conflict transformation’ is a more useful term, as advocated by Johan Galtung and John-Paul Lederach, on the grounds that it means dealing with the root causes of conflict and the changes in relationships caused by conflict, and not just with the symptoms of conflict.

ⁱⁱ ‘Minority group’ is used here for brevity to refer to less powerful groups even if they are not in a numerical minority; Melinda Smith, *Case Studies in Education under Attack: Afghanistan, India, Nepal, Philippines and Thailand*, UNICEF Asia Pacific Shared Services Centre, Bangkok, Thailand, November 2010; Margaret Sinclair, ‘Protecting through curriculum: a call for collaboration’, in *Protecting Education from Attack: A state-of-the-art review*, UNESCO, Paris, 2010

ⁱⁱⁱ Graça Machel, *Promotion and protection of the rights of children: impact of armed conflict on children: impact of armed conflict on children*, United Nations, New York, 1996, p58

^{iv} Margaret Sinclair, Lynn Davies, Anna Obura and Felisa Tibbitts, ‘Learning to live together: education for peace, human rights, humanitarian principles and responsible citizenship’, 2008, <http://tandis.odihr.pl/>

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^v Information based on peace education curriculum development process supported by UNICEF, 2007–08.

^{vi} Susan Fountain, *Peace Education in UNICEF*, Working Paper, Education Section

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^{vii} Elizabeth Cole and Judy Barsalou, *Unite or Divide? The challenges of teaching history in societies emerging from violent conflict*, Report 163, June 2006, US Institute of Peace. <http://www.usip.org/files/resources/sr163.pdf>

^{viii} Melinda Smith, UNICEF *Peace Education in Solomon Islands Evaluation and Final Report*, May 2005

^{ix} A useful matrix for analysing the context before making policy changes is provided by INEE. For details see: http://www.ineesite.org/uploads/documents/store/Analytic_frameworkof_Education_and_Fragility.pdf

^x A Smith and T Vaux, *Education, Conflict and International*

Development, 2003:47, DFID, UK <http://www.gsdr.org/docs/open/sd29.pdf>

^{xi} Research by Irma Specht and others has demonstrated that targeting reintegration assistance directly to former child soldiers is not conflict-sensitive because it often provokes a backlash from community members who say that child soldiers are being rewarded for participating in violence. In northern Uganda, some children were even pretending to be child soldiers in order to receive reintegration assistance, as well as help with school fees. In response to this lesson learned, when the Paris Principles (The Paris Principles and Guidelines on Children Associated with Armed Forces or Armed Groups: www.unicef.org/emerg/files/ParisPrinciples310107English.pdf) were revised in 2007 they recommended providing reintegration assistance for entire communities, rather than targeting reintegration assistance exclusively for former child soldiers. The same applies to education assistance.

^{xii} Arusha Peace and Reconciliation, Burundi, 2000. Chapter II. Article 7. Page 19. <http://www.issafrica.org/AF/profiles/Burundi/arusha.pdf>

^{xiii} Research shows that bilingual programmes can actually improve the brain development of young children compared with monolingual programmes,

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although experts differ on whether it is important to concentrate on the mother language first.

^{xiv} A presentation on this project was made by Suwilai Premasirat, of Mahidol University, Thailand, at the Regional Forum on Education under Attack: Protecting Education in Difficult Circumstances, UNICEF Asia Pacific Shared Services Centre, Bangkok, Thailand, September 201

^{xv} M Thapa, 'Peace education initiatives: Nepal country review', in Peace by Piece: Mainstreaming peace education in South Asia, Save the Children, 2010 <http://resourcecentre.savethechildren.se/rb?q=cmis/browser&id=workspace://SpacesStore/c1c099e0-e9b8-4233-97b5-a34f004b7e5d/1.8>

^{xvi} Kenneth D Bush and Diana Saltarelli (eds), *The Two Faces of Education in Ethnic Conflict: Towards a peacebuilding education for children*, UNICEF, Innocenti Research Centre, Florence, 2000

^{xvii} *ibid*

^{xviii} Geeta Menon, *Professional Development and Classroom Practices – A case study of two post-conflict contexts: Afghanistan and Somaliland: overview, design and summary of findings*, USAID, 2008

Project partners

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**Child Protection
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**Inter-Agency Network
for Education in
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**Mental Health and
Psychosocial Support
Reference Group**

Generous support has
been provided for this work
by Education Above All

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Education Cluster**

October 2012