

Overview of the Programme

# Inter-Agency *Peace* Education Programme

Skills for Constructive Living



**INEE**

The ideas and opinions expressed in this work are those of the author and do not necessarily reflect UNESCO's point of view.

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UNESCO, United Nations Educational, Scientific and Cultural Organization (<http://www.unesco.org>).

INEE, the Inter-Agency Network for Education in Emergencies, is an open network of UN agencies, NGOs, donors, practitioners, researchers and individuals from affected populations working together to ensure the right to education in emergencies and post-crisis reconstruction ([www.ineesite.org](http://www.ineesite.org)).

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# **Inter-Agency Peace Education Programme**

***Skills for Constructive Living***

**Overview of the Programme**

# Foreword

In recent years there have been numerous conflicts across the globe, which have led to suffering and displacement of millions of children and young people, often under horrific circumstances. The world's poorest countries are most frequently those torn apart by internal conflict. Many countries face desperate poverty that aggravates internal division with the possible consequence of violence. Other desperately poor countries suffer the destabilizing effect of conflict in neighbouring states.

The programme that has been developed in these materials provides the life skills related to peace education and conflict minimisation and prevention to reach refugee and returnee children, youth and the wider community. These life skills will enable the participants to deal with related problems, including the social fragmentation problems of sexual harassment and exploitation, access to education (especially for girls), community caring as well as skills for constructive and non-violent living.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has collaborated with the United Nations High Commissioner for Refugees (UNHCR) to strengthen these constructive skills for living through the present "Inter-Agency Peace Education Technical Support Programme". This initiative has been made possible through the generous support of the Ministry of Foreign Affairs of Norway, Section for Humanitarian Affairs, Global Affairs Department, through the Funds in Trust programme of UNESCO which partly financed it from January 2004 to June 2005. UNHCR, in particular, has initiated and supported this programme from its inception in 1997 and has generously contributed financially and to its implementation in the field, in partnership with UNOPS.

In its mandate, UNESCO is committed to education for peace, human rights and dialogue between different cultures and civilizations. The Dakar "Education For All" (EFA) Plan of Action includes these principles and emphasizes the need to improve all aspects of quality education. In this framework, UNESCO has been concentrating special efforts in the crucial area of teacher training, with particular emphasis in African countries: this is also in accordance with the Norwegian strategy in multi-lateral and bi-lateral cooperation of making effective use of the funds to maximize concrete changes in developing countries.

The programme has been built on the solid foundation of the earlier Peace Education Programme developed by UNHCR since 1997, and later on adopted by the Inter-Agency Network for Education in Emergencies (INEE). It was upgraded with the input of both refugees and the host community. It also incorporates lessons learned from the external evaluation undertaken of the UNHCR programme in 2002 and has further responded to stated needs of people in both emergency and development situations. Education planners, teachers, refugee and returnee communities, staff of the UN partners as well as government authorities will find these materials useful for their peace-building efforts, especially if they have been trained on how to use them.

The work has benefited from the contributions of many students, community members, teachers and facilitators as well as UN and NGO personnel, too numerous to mention individually. However, special appreciation should be expressed to colleagues in UNESCO, especially the Division for the Promotion of Quality Education, in UNHCR, the Division of Operational Support and in UNOPS, the United Nations Office for Project Services in Geneva. A special acknowledgement should be given to the Senior Technical Adviser, Pamela Baxter, for the work and energy devoted to the project. The support of Margaret Sinclair, who was the originator of this programme, Anna Obura, whose evaluation provided both evidence of positive impact and valuable lessons learned and Jessica Walker-Kelleher, Jean Anderson and Karen Ross, who took on the task of upgrading the primary section of the formal education component, are likewise acknowledged.

The value of these endeavours and contributions will be multiplied, to the extent that the skills for peace-building, incorporated in these materials, become a standard component in situations of emergency and crisis, and for conflict prevention and reconstruction.

Mary Joy Pigozzi  
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# Introduction

This manual is one of the components of the “Inter-Agency Peace Education Programme”. The programme is designed for education managers of ministries dealing with both formal and non-formal education and for agencies which implement education activities on behalf of the government.

The implementation structure is based on the experience acquired over the eight years the programme has been in use, from 1998 to 2005. The programme has been evaluated by external experts and the new revised materials (2005) incorporate both the suggestions made in the evaluation and the feedback from the specialists who implemented it in the field.

Historically this programme has been restricted to refugee communities. However, it has expanded and moved into both refugee and returnee situations. With the partnership between UNESCO and UNHCR, in the framework of the Funds-in-Trust “Inter-Agency Peace Education Technical Support Programme” financed by the Ministry of Foreign Affairs of Norway in 2004-2005, the project has been further developed to respond to the needs in situations of emergency and reconstruction and also into development situations as well. The programme is currently being implemented in eleven countries in Africa<sup>1</sup> and has been integrated into complementary initiatives in Sri Lanka, Kosovo, and Pakistan.

The following table shows the list of materials and their uses which are the components of the Peace Education Programme. For a more complete presentation, see the booklet “Overview of the Programme”.

## The Materials<sup>2</sup>

Overview of the programme	A description of the components of the Peace Education Programme and the implementation structure of the programme.
<b>Teacher Activity Kit</b> Teacher Activity Book (TAB)	The teacher’s main resource. It has a lesson-by-lesson curriculum for formal schooling, structured according to the children’s cognitive and emotional development. Each teacher working in the programme needs his or her own copy of the kit.
Charts	Teaching resources (not teaching aids).
Story Book	More than thirty stories and songs which are referred to in the TAB. Each story reflects a particular aspect of Peace Education or responds to particular needs in the community (for example: HIV/AIDS, gender equality, girls’ access to school).
Proverb Cards	Local proverbs for use especially in the ‘analysis’ lessons in the middle primary.
<b>Community (Adult) Programme</b> Facilitator’s Manual for Community Workshops	A guide for facilitators conducting the Community Programme. Each facilitator should have a copy of this book.
Community Course Booklet	A handout booklet, which outlines the major concept areas covered in the community course.
<b>Training Manuals</b> Teacher Training Manual Level 1, Level 2 and Level 3	These manuals introduce teachers to the psychology of the course, curriculum theory, the rights-based approach and specifics of teaching the Peace Education Programme.
Facilitators Training Manual Level 1, Level 2, Level 3	In three parts, introducing the facilitators to the principles of adult learning, a rights-based approach and the psychology of learning as well as the specifics of the course.
Background Notes for both Teachers and Facilitators	A summary of the major points covered in the training sessions to be used as a reference.
Facilitators and Trainers Training Guide	A small booklet of training hints to ensure that the trainers have the basic skills and use interactive methodology.

1. In ☐ Congo (☐ Ghana (2004).

2. The titles in bold and underlined are separate sections of the programme. Titles in bold are separate books.

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## Preliminary Note

This overview is a description of the components of the Peace Education Programme and the implementation structure of the programme. It is designed for education managers of ministries dealing with both formal and non-formal education and from agencies who may be implementing education activities on behalf of the government.

The implementation structure is based on the experience garnered over the eight years the programme has been in use.

The programme has been externally evaluated and the new revised materials incorporate both the suggestions made in the evaluation and the feedback from the implementers in the field.

Historically this programme has been restricted to refugee communities. With many refugees being repatriated, the programme has expanded and moved into both refugee and returnee situations. With the partnership between UNESCO and UNHCR (2004), the programme has been further expanded and developed so that it can respond to the needs in situations of emergency and reconstruction and, if appropriate, into development situations as well.

The programme is currently being implemented in eleven countries in Africa<sup>1</sup> and has been integrated into complementary programmes in Sri Lanka, Kosovo, and Pakistan. In these latter situations, training and initial materials were provided but the implementation costs were borne by the agencies concerned.

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1. In o  
Congo  
Ghana (2004)

## Why Peace Education?

Why conduct peace education programmes when there is so much else that needs to be accomplished?

The UNESCO/UNHCR/INEE Peace Education Programme teaches the skills and values associated with peaceful behaviours (see list of topics below). The programme is designed to enable and encourage people to think constructively about issues, both physical and social and to develop constructive attitudes towards living together and solving problems that arise in their communities through peaceful means.

The programme allows the learners to practise these skills and helps them discover the benefits for themselves so that they psychologically ‘own’ the skills and behaviours. To ensure that it is a viable programme, it is essential that peace education is not a ‘one-off’ initiative but rather a well structured and sustained programme. None of us learns these behaviours instantly and if programmes to change or develop behaviours are to succeed, they must be both activity based and sustained through a structured and sustained programme.

The term peace education can cover many areas, from advocacy to law reform, from basic education to social justice. This peace education programme is designed to develop people’s constructive and peaceful skills, values and behaviours. Ideally this complements and supplements the process of peace building, whereby communities and nations develop social and economic justice (and legal reform where necessary).

### ***Background of the UNESCO<sup>2</sup>/UNHCR<sup>3</sup>/INEE<sup>4</sup> Peace Education Programme (PEP)***

The UNHCR Peace Education Programme (PEP) was developed as a response to a situation in Kenya where it was obvious that refugees, while escaping from conflict in their home countries, also created and had to deal with conflict in the refugee situation. In 1997, the research for developing a programme began .

Almost nothing existed at the time that was applicable to the African context, so the research primarily consisted of a series of focus discussions (more than 80 in total) and a baseline study so that impact could later be evaluated, amongst all groups in the refugee camps of Dadaab and Kakuma in Kenya<sup>5</sup>. The purpose of this research was to discover whether there was a need for a programme that would build skills for constructive living and prevention of aggression, and to discover what skills were required.

Quite early in the discussions, the refugees stated that while it was important for the children to learn these skills and behaviours it was also vital for the adults to learn. So from the beginning, the programme had two distinct components – the formal education component and the community component. These reinforce each other and ensure that the programme has a solid acceptance in the community.

2. United Nations Educational, Scientific and Cultural Organisation

3. United Nations High Commissioner for Refugees

4. In□

5. See appendix 1 for the baseline study outline

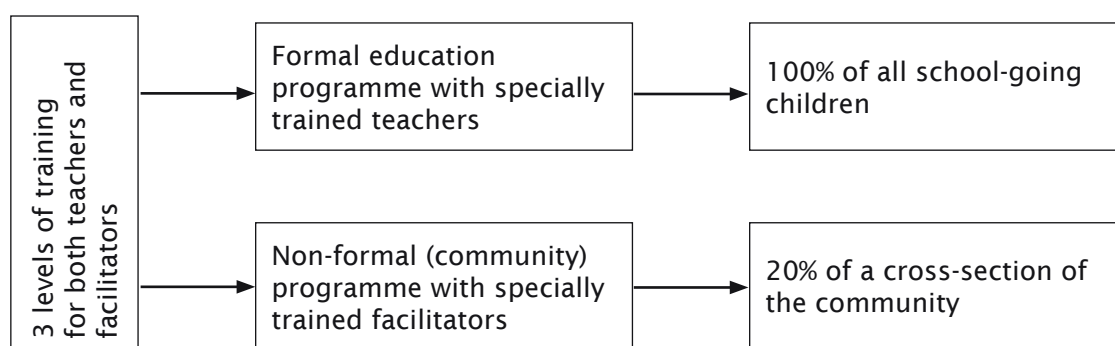
## Objectives of the Programme

1. To create constructive behaviours for dealing with problems so as to minimise or eliminate conflict and
2. To reduce conflict and negative behaviour that may contribute to conflict.

## Structure of the Programme

The programme has three strands: the formal education (school) programme; the non-formal (community) programme and the training programme for teachers and facilitators. Figure 1 illustrates the relationship between the programme components and the beneficiaries. It has been conclusively proven in countries<sup>6</sup> where the materials have been used without the requisite training (at least in emergency and reconstruction situations) results in an ineffective programme.

Figure 1



### *The Formal Education Component*

This was designed to be mainstreamed into the school programme. It is based on one lesson per week. The programme itself is very structured, taking into account the age and developmental level of the students. This determines the conceptual objectives of the unit and the nature of the activities. The course has been trialled, reviewed and rewritten based on the feedback received from the teachers working with the materials and other educationalists from a variety of cultural backgrounds and situations.

This programme has been designed to be taught as an individual ‘subject’ with cross-references to other subject areas. It has the structure of a formal curriculum where lessons build on each other and reinforce the skills week by week. For this reason the **Teacher Activity Kit** is designed as a series of structured lessons for each grade starting from the first grade in school. All lessons use an inter-active child-centred methodology. This structure is vital to help the child develop the concepts and internalise the skills and values for conflict prevention and resolution. Without the internalization of peace-oriented values and the repeated practice of peace-oriented skills, there is little transfer of constructive peace-oriented behaviour from the classroom to the world.

### **Rationale for the Structure**

There are several reasons why this programme, which is primarily designed for emergency and development situations, is not educationally integrated into regular subject areas:

6. Thailand, Sierra Leone (through the Ministry of Education and the World Bank) and Indonesia

- Most developing countries have a very structured syllabus with frequent exams which does not allow the teacher the freedom or flexibility to insert new topics or ideas. The syllabus is invariably over-crowded and deviation from the text is not encouraged.
- In the developing country context, many teachers are very under-trained and most teacher-training concentrates on content and learning the 'system'.
- Peace Education cannot successfully be taught using a didactic approach. It is designed as "what happens when?" as the children are learning through exploratory methods. This requires quite intensive training for the teachers who are implementing the programme. Training and follow-up classroom support is vital to the success of the programme. Teachers must be given the opportunity to develop their own constructive and positive attitudes as well as learning or enhancing the skills of an inter-active methodology.

In situations where teachers do have the freedom and skills to incorporate integrated lessons into their own teaching programme, then the **Teacher Resource Book** may be used to select lessons suitable to particular subject areas. The structure of concepts must still be respected, however, as these provide the necessary "building blocks" for the child's development.

Without a curriculum structure for peace education, which is the case in purely reactive approaches (e.g. a class fight is used by the teacher to start a discussion on co-operation and problem solving), then the children have much more difficulty in building the concept and so internalising the behaviour.

One of the great fallacies in many developing country situations is that Peace Education can be "inserted" or "integrated" into any other subject according to the situation. The acid test for this is to substitute "maths" for "peace education". If a mathematical concept arises in another subject does the teacher reinforce the concept? Generally this happens. Would the teacher, teach mathematics by simply waiting for concepts to arise? It is expected that teachers will reinforce the concepts of peaceful and constructive living in all subjects, but for the learners to develop these concepts requires a structured curriculum approach.

### ***The Non-formal Education Component***

The community programme is usually conducted as a series of stand-alone workshops. This is because the structure has been developed to build the skills and values so that they culminate in a compound set of skills that we call conflict resolution.

- This too, is a skills acquisition programme, not an advocacy programme nor an awareness or sensitisation programme.
- The programme is 36 hours (3 hours x 12 sessions) and for true impact it must be conducted in the structured format, as the skills build on each other. The programme is primarily discussion oriented, using starter activities to promote involvement (community participants are adults with life skills and with views and concepts that can only be changed through facilitated reflection in small groups and plenary) and must be open to all members of the community (i.e. the programme should not be limited to the leaders of the community If the 3-hour sessions are held only once a week then much of the time is spent revising what was covered the week before, and additional sessions may be needed.

- All community and non-formal programmes should be attended on a voluntary basis. To ensure sustainability, participants should not receive stipends as this is not cost effective and creates a precedent for other programmes. Facilitators have the responsibility to ensure that workshops have a maximum of 25 participants and that these participants represent a cross-section of the community: geographically, by ethnicity, age groups, sex and status. If this is not possible within a single workshop, subsequent workshops must redress the balance. (For example, youth workshops, women only workshops, minorities workshops etc.)
- The youth programme (non-formal) is designed for out-of-school youth who meet together for recreational or vocational training programmes. Here the programme can be part of any general meeting group (study or recreation) where one unit is covered at each meeting (about an hour). In this situation, other activities that reinforce the skills of peace education should be included as part of the regular (non-PEP) activities. Ideally, the same facilitator should be conducting both the general recreational programme and the Peace Education Programme.

The programme target is for 20% of the total community. If every person who attends the community workshop changes their behaviour and has a contact circle of 1:10 then those people will, in principle, be influenced by the change in participants' values and behaviour. Rather than assuming that everybody will actually change their behaviour, however, the programme works on a 50% success rate – which is the reason for a target group of 20% rather than 10%. [Note: Indicators for evaluation are in the section on evaluation.]

- PEP is a process programme (like so many community programmes). This makes evaluation difficult, but not impossible, as the measurement (at least for the second aim) is of behaviour that does not occur. The measurement of a reduction in negative behaviour relies on others (outside of the Peace Education staff) to keep good records of incidences of violence or destructive behaviour. This is not often done and the best indicators of success are often anecdotal from those in positions of authority who are not involved in the programme (police, head teachers, and community leaders).
- Intermittent or 'one-off 'skills building' programmes, are far less successful than structured programmes. Awareness and sensitisation programmes do not build skills, although they may work as a prerequisite or follow up approach to a structured skills-building programme. Where the programme is used as a training tool for general community development programmes, It can be successful if the community development programme itself is developing constructive behaviours in the community. When the programme is only used for staff to internalise the skills in the hope that there is a transfer of the skills, attitudes and behaviours for use in different discrete programmes it is both less successful and more difficult to measure in terms of impact.

## Training Programme for Teachers and Facilitators

There are Peace Education Programme manuals available to train both teachers and facilitators. These should be used by an experienced trainer (available from countries already implementing the programme if required). There is also a video: **Learning for Peace; Teaching for Peace** where teachers in a refugee situation demonstrate both the activities and the methodology.

Training should be conducted for three to five days three times in a single calendar year (if at all possible). – It should be conducted during the students' vacation time. The training concentrates on constructive classroom management as well as looking at developmental psychology and the impact of the child's cognitive (intellectual) and affective (emotional) development on how teaching should be implemented. (This introductory work on methodology means that the training is valuable for all teaching and beneficial for all under-trained teachers).

The teacher training for implementing the Peace Education Programme is a mix of training content and attitudinal development of the teachers. The teachers need to have the opportunity to internalise the concepts and skills of peace themselves before they can develop these skills and attitudes in the students.

The content of the training course is split into two parts: the content of the course (the actual lessons) and the interactive and participatory methodology. It is the methodology that helps develop the attitudes and behaviours that are conducive to peace and allows the students to practice these behaviours in a safe environment (e.g. class decision making, discussions, games, drama, role plays).

The elements in the training course that are specific to PEP are the analysis and preparation of specific lessons in PEP and the trialing of the PEP 'games' and activities so that the trainees understand the preparation necessary for the lessons and understand the focus of the lesson.

# The Materials

Note: Titles in bold are materials for different components of the programme

<b>Teacher Activity Kit</b> Teacher Activity Book (TAB)	This is the teacher's main resource. It has a lesson-by-lesson curriculum for formal schooling. It is structured according to the children's cognitive and emotional development. The concept/topic areas are also structured with regard to complexity as they are the "building blocks" for the abstract concept of "Peace". Each teacher working in the programme needs his or her own copy of the kit.
<b>Charts</b>	These are teaching resources ( <b>not</b> teaching aids).
<b>Story Book</b>	Twenty stories; all of which are referred to in the TAB. Each story reflects a particular aspect of Peace Education. Teachers are encouraged to think of similar stories that reflect the particular culture (but they should be non-violent and have an appropriate language level).
<b>Proverb Cards</b>	Local proverbs should be used especially in the 'analysis' lessons in the middle primary. The reason for using proverbs is that all cultures have a peace philosophy and that the essence of a culture is often incorporated in its proverbs. (The set of proverb cards from several countries helps show similarities between peoples).
<b>Community Workshop Manual</b>	This is the guide for the facilitators who are conducting the Community Programme. Each facilitator working in the programme requires his/her own copy of this book. They usually also receive the resources that the teachers have (especially the perception cards).
<b>Youth Manual</b>	This is the guide for the facilitators who are conducting the Community Programme for out-of-school youth or for teachers who are conducting the programme as a holiday programme. Each facilitator working in the programme requires his/her own copy of this book.
<b>Community Course Booklet</b>	A handout booklet, which outlines the major concept areas covered in the community course.
<b>Training Manuals</b> Manual for Teacher Training	In three parts, (corresponding to the three levels of training) this manual introduces teachers to the psychology behind the course, the curriculum theory the rights based approach and the specifics of teaching the PEP.
<b>Manual for Training</b> Facilitators for the Community and Youth courses	Also in three parts and introduces the facilitators to the principles of adult learning, a rights-based approach and the psychology of learning as well as the specifics of the course.
<b>Background Notes</b> for both Teachers and Facilitators	These are a summary of the major points covered in the training sessions and used as a reference.
<b>Facilitators and Trainers Training Guide</b>	A small booklet of training hints to ensure that the trainers have the basic skills and use interactive methodology.

## ***Topics Covered in the Programme***

Although generally, the same topics are covered in both the formal (school) and non-formal (community) courses, they are covered in quite different ways. The formal education component concentrates on building concepts through inductive reasoning using games and activities followed by class discussion and reflection. The non-formal component uses deductive reasoning – moving from the general concepts to the specific actions through activities and discussions.

<b>Topic</b>	<b>Formal/non-formal Component</b>	
Peace and Conflict (including conflict theory)	Senior grades of the formal component Non-formal component	Grade 7 and 8 in the Teacher Activity Book Facilitators' Manual for Community Workshops [p9]
Similarities and Differences	Formal and non-formal components	All grades of the Teacher Activity Book Facilitators' Manual for Community Workshops [p14]
Inclusion and Exclusion	Senior grades of the formal component Non-formal component	Grades 6 – 8 in the Teacher Activity Book Module in the Secondary Programme Facilitators' Manual for Community Workshops [p14]
Trust	Inferred in formal component Non-formal components	Facilitators' Manual for Community Workshops [p17]
Active listening	Formal and non-formal components	All grades in primary component Facilitators' Manual for Community Workshops [p20]
Communication - 1 and 2 way communication, miscommunication	Formal and non-formal components	All grades in primary component Facilitators' Manual for Community Workshops [p23]
Emotions (including emotional honesty)	Formal and non-formal components	All grades in primary component Facilitators' Manual for Community Workshops [p39]
Perceptions	Formal and Non-formal components	All grades in primary component Facilitators' Manual for Community Workshops [p28]
Bias, Stereotypes, Prejudice and Discrimination	Formal education: secondary module Non-formal components	Secondary modules Facilitators' Manual for Community Workshops [p30]
Empathy	Formal and non-formal components	All grades in primary component Facilitators' Manual for Community Workshops [p39]
Co-operation	Formal and non-formal components	All grades in primary component; secondary module Facilitators' Manual for Community Workshops [p47]

Assertiveness	Senior grades of the formal component Non-formal component	Grades 5 – 8 in the primary component Facilitators' Manual for Community Workshops [p50]
Problem Solving	Senior grades of the formal component Non-formal component	All grades in primary component; secondary module Facilitators' Manual for Community Workshops [p57]
Negotiation	Formal and non-formal components	Grades 3 – 8 in the primary component Facilitators' Manual for Community Workshops [p74]
Mediation	Formal and non-formal components	Grades 3 – 8 in the primary component Facilitators' Manual for Community Workshops [p78]
Conflict Management (and real life problem solving)	Non-formal component and peer mediation in some school settings	Secondary module Facilitators' Manual for Community Workshops [p94]
Human Rights	Secondary modules of the formal component Non-formal component	Secondary module Facilitators' Manual for Community Workshops [p84]
Reconciliation	Secondary modules of the formal component Non-formal component	Secondary module Facilitators' Manual for Community Workshops [p80]

## Implementation Strategy

The structure of implementation should always begin with an introduction to the education managers to outline the programme components and how these can be put into place.

Initial introduction of the programme explaining the components and the philosophy to education personnel and stakeholders	Conducted by a trained adviser from a neighbouring country or the Co-ordinator of the programme.
Introductory 'Community Workshop' to demonstrate the methodology and content of the programme. Ideally this should be for community members and potential supervisors of the programme.	Conducted by a trained adviser from a neighbouring country or the Co-ordinator of the programme.
Agreement among stakeholders to implement the programme and the scale of implementation	As this is an inter-agency approach, ideally each agency and implementing partner should share the costs.
Teachers and facilitators should, ideally, undertake a community workshop, so that they can understand the structure and have the opportunity to internalize the skills, attitudes and values necessary for peaceful and constructive living as they will be regarded as role models in the community.	This community workshop can be run in conjunction with the stakeholders' workshop if appropriate and should be conducted by an experienced trainer (of PEP).
Implementation of the three levels of training for teachers, facilitators and advisers through the training programme as outlined in the materials.	The training is to be conducted by those already trained in the programme, who have internalized the skills, values and attitudes necessary to implement successfully

This cycle should be repeated as the project expands to new areas. Untrained teachers should not be required to implement the programme unless they have previously been trained in inter-active participatory methodology.

Both teachers and facilitators are expected to start work after their initial week of training. Each training builds on the previous one and on the experiences of the teachers and facilitators, and the second and third levels introduce the later parts of the year's curriculum. Teacher training should (as far as is possible) be held during the students' vacation time. It is not possible to instill the idea of professionalism and quality into teaching and then to reduce the teaching time by training during the term.

Both teachers and facilitators are encouraged to hold 'self-help' professional development sessions, in order to learn from each other and to build more constructive classroom environments.

The formal programme should ideally be part of an overall school approach to peaceful constructive living (where the entire school philosophy reflects this). Where this is not so, the teachers have an added responsibility to ensure that they are positive and constructive role models for the students.

The non-formal programme is best implemented as a 'stand-alone' programme at least for the first year of so of intervention. This helps the community focus on the skills of peaceful and constructive living. However, where there are allied programmes (Living with HIV/AIDS; life skills, mental and emotional health programmes etc.) these should be cross-referenced by the facilitators to ensure that the programmes are reinforcing one another and not contradicting each other or creating unnecessary overlap.

## Structure of Implementation

Phases	Steps and Activities	Links to Allied Programmes
<b>Phase 1</b> Including training this may take up to 2 years	<ul style="list-style-type: none"> <li>Respond to request by the country or field-based programme</li> <li>Conduct initial workshop (to ascertain appropriateness of project)</li> <li>Capacity building of staff, teachers and facilitators.</li> <li>Provision of materials</li> <li>Selection and training of programme manager and national trainers/advisers (if required)</li> </ul>	Community development approach and 'common principles' of mocratization for capacity building
<b>Phase 2</b> The school programme is generally fairly self-sufficient after one academic year, providing the three levels of training can all be done in one year. However, there may be high levels of teacher turnover, necessitating further training  The community programme has a target of 20% of the general community and is therefore variable depending on the number of facilitators and workshops conducted.	<ul style="list-style-type: none"> <li>Training and monitoring of facilitators and teachers</li> <li>Implementation of school programme through NGOs and/or the MoE</li> <li>Implementation of community programme (initially as stand-alone workshops)</li> <li>Implementation of Youth programme through associated projects or as stand-alone workshops</li> <li>Implementation includes on-going support and monitoring from the advisers (where they exist) or monitors. This is to ensure high quality.</li> </ul>	General Teacher Training Programmes  Community Development approach with open self-selected community programme  'Young People' initiatives
<b>Phase 3</b> Monitoring and handover	<ul style="list-style-type: none"> <li>Ensure that PEP is included in the policy planning of ministries and agencies</li> <li>Community workshops for staff</li> <li>Upgraded training for refugee counterparts (in refugee situations)</li> <li>Capacity building workshops for potential managers of project.</li> <li>Intensive work with refugee/returnee/local committees to support their monitoring responsibilities.</li> </ul>	Integration with other Community Development initiatives (e.g. PEP can be used as a focus for women's groups etc.)  Integration into other 'Young People' initiatives
<b>Phase 4</b> Handover	<ul style="list-style-type: none"> <li>Ensure that PEP is included i in the policy planning of ministries and agencies</li> <li>Ensure that PEP is included in the budgetary processes of agencies and ministries. Ensure that community groups can continue.</li> </ul>	Integrated part of all education and community development programmes.

# Context of the Programme

## *School Management*

Peace Education as a subject can only be truly successful if it is taught within the context of a school dedicated to peace, and based on democratic principles. This requires the school to demonstrate all the concepts associated with peace both in the methodology and implementation of the entire school programme.

The democratization of a school rests on certain principles:

Rights and responsibilities

Acquisition of knowledge, skills, attitudes and values that help every child achieve her/his potential.

Open access for all children

Child-centred philosophy and practice in the school

Absence of corporal punishment.

- **Rights and responsibilities:**

Every member of the school community has certain rights and responsibilities. Students have the right to an education that will help them to function in the future. This is discussed in detail in the Education for All (EFA) documents. Students have the responsibility to learn according to their ability and to understand and internalise the socialization skills imparted by the school system. Many of these socialization skills are also skills for constructive living: inclusion, respect for others, impartiality, constructive communication, co-operation, empathy, constructive problem solving, - to name a few.

Teachers and administrators have the right to be treated with the respect due to any professional. They have the responsibility to act *in loco parentis* (in the place of the parent) giving the children due care: physically, emotionally and mentally. They also have the professional responsibility to prepare, teach and assess the value of their teaching with a view to improvement.

School administrators have the same right to respect and courtesy as all other members of the school community and the professional responsibility to fulfill their duties. They also have the responsibility to ensure that the school philosophy is one of peaceful constructive skills acquisition and that this philosophy is reflected in the day-to-day behaviour and actions of all participants in the school environment.

- **Acquisition of knowledge, skills, attitudes and values that help every child achieve her/his potential**

Every child has the right to an education that will enhance their abilities. Under the Dakar goals for EFA this also requires children to receive the skills and knowledge associated with life skills: i.e. the skills to live constructively. These are the skills developed in the PEP.

- **Open access for all children**

All children should be freely admitted to school and to all classes. This is enshrined in the Convention on the Rights of the Child and further expanded in EFA and the Dakar goals. It is for this reason that the PEP should be offered as part of the regular school curriculum and not relegated to after-school activities (or co-curricular activities), which many children will not be able to access because of home duties, long distances to travel home, etc.

- **Child-centred philosophy and practice in the school**

Learning takes place more effectively when the learner is fully engaged. If the learner discovers for him/herself, then that learning is fully internalized and so stays with the learner always. Because Peace Education is about the skills needed for constructive living, it is imperative that these lessons are taught as they are designed: as guided exploratory learning experiences so that the learners understand for themselves the lessons to be learned.

- **Absence of corporal punishment**

If the school system is committed to constructive learning and living, then corporal punishment has no place. Corporal punishment teaches the learners that violence is acceptable and that it can solve problems. If punishment worked then nobody would ever go to prison a second time and no child would ever be beaten a second time. Every teacher knows that this is not true. Constructive classroom management is an integral part of the PEP where teachers explore what makes learners misbehave and learn constructive ways to circumvent these situations.

## ***Community Management***

Most communities have an informal management structure although if the community is a village or town then they will have a legal structure as well. Legal structures are generally constructed as adjudication structures (in terms of conflict prevention or resolution) and they are designed on a win/lose basis. Traditional community structures are often more aligned to arbitration and mediation. When a community structure is imposed (which is often the case in a situation of refugee or returnee population), then generally the community has no ownership of the structure. In this case, community leaders may create structures in parallel (even though these may be very informal) or the imposed structure may be used by those seeking power. Traditional structures often include “the wise woman” who has no authority in the community but holds power. The Peace Education Programme can target the people in these structures (amongst others) to refine the skills of leadership.

When agencies develop programmes for the community, all of the principles of a rights-based approach should be kept in mind. The skills for constructive living (embodied in the PEP) are the same skills, values and attitudes necessary for a successful community development programme. The introduction of the Peace Education Programme provides a focused skills building to ensure that other community implemented programmes are effective. Without these skills, a peace education programme will simply highlight the inconsistencies and hypocrisies and will be less successful than it should be.

## Programme Quality

This programme has been implemented in a variety of countries and situations since 1998. Some implementation has been very successful, while some has been less so. The single greatest barrier to successful implementation is not simply a lack of funding, but a lack of quality control. The PEP has been very carefully structured so that the lessons develop concepts which build on each other. In addition, there is a built-in reinforcement at various levels of earlier concepts. This is true for both the formal (school) and non-formal (community) programme.

Quality depends heavily on the commitment of those implementing and those monitoring the programme. The tools for quality are available as part of the programme (materials for implementation, training and evaluation tools) and the programme puts the learner at the centre and is rights-based. Nevertheless, unless there is a commitment, these elements alone will not produce quality.

It is vital to have ongoing specialist support (e.g. a national or NGO consultant/adviser) to train new teachers and to refresh the training and provide in-school mentoring of teachers implementing the programme. This role will also include keeping education managers informed of the resource needs and problems encountered by the programme.

The quality of the programme's impact depends entirely on the programme being implemented constructively and with all the components in place. It can only be truly effective with consistent monitoring and evaluation, cross-checking both the qualitative and quantitative aspects to ensure validity.

## Monitoring and Evaluation

There are structured observation sheets for those monitoring the programme: both teacher and facilitator observation sheets<sup>7</sup>. There are feedback evaluation sheets for community workshops. These are recommended for intermittent use because of the time required for analysis. There are also feedback evaluation forms for participants of the training workshops for the teachers and facilitators.

On-going evaluation should also include records of incidents of violence in the school and community and whether there is a decrease in the violence.

Focus group discussions asking for awareness of the programme and changes in behaviour (observed or self-change) should be conducted 3 – 4 times a year with a cross-section of the community (not just leaders or peace education workers).

Allied initiatives developed by the community that reflect the philosophy of the PEP – self-help groups, discussion groups etc. are indicators of the internalization and success of the programme.

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7. See annex 2 and 3.

## Evaluation Tools

This chart outlines the indicators of quality control.

Component	Internal to the programme	External to the programme
<b>Materials</b>	Use (is it being used?) Appropriateness Level of difficulty Modifications undertaken Modifications needed	Requests for the materials Level and type of modification undertaken
<b>Structure</b>	Undertaking the programme as a sustained structured programme following the structure of the curriculum (not as an occasional programme) School programme: specialised teacher teaching PEP to multi-grades All children receiving PEP weekly Community programme: Full-time facilitators conducting 2 workshops per month	Undertaking the programme as a sustained structured programme following the implementation structure. This is for both the formal and non-formal components of the programme.
<b>Implementation</b>	Consistency Implementation of structure Timeliness Cross-sectoral approach	
<b>Impact</b>	Reduction in violence Innovations in peacebuilding Increase in constructive behaviours	

### ***Indicators matrix for evaluation (Community programme)***

This should incorporate both qualitative and quantitative indicators of implementation and ultimately to be able to effectively measure impact. Using this matrix also helps the planning and budgetary cycle.

	<b>Quantitative</b>	<b>Qualitative</b>
<b>Content</b>	# of workshops # of participants # of graduates	Observation sheets completed and the comments taken into account by the teachers and facilitators Feedback evaluation sheets completed Additions/modifications to the programme suggested by the facilitators
<b>Method</b>		Ditto Professional development programmes initiated by the facilitators
<b>Environment (physical)</b>	# of venues cost of consumables (drinks and refreshments)	Evaluation of venue – location, furniture, layout of furniture, chalkboard, chalk, light, noise level etc.
<b>Environment (psychological)</b>	Presence of facilitators Availability of facilitator outside the workshop	Manner of facilitator Learner centred activities Open discussions level of trust and group dynamics (All by observation)
<b>Outcome/ product</b>	# of people who claim behaviour change	# of people who claim behaviour change* Type of behaviour change Reduction of violent and/or anti-social behaviour Increase in self-starting programmes for constructive living Innovative additions and/or programmes that develop PEP

### ***Indicators for evaluation matrix (School Programme)***

	<b>Quantitative</b>	<b>Qualitative</b>
<b>Content</b>	# of teachers teaching PEP # of lessons taught per year # of children receiving structured programme	Observation sheets completed Feedback evaluation sheets completed Additions/modifications to the programme suggested by the teachers
<b>Method</b>		Ditto
<b>Environment (physical)</b>	# of materials available	Evaluation of venue – location, furniture, layout of furniture, chalkboard, chalk, light, noise level etc.
<b>Environment (psychological)</b>	Availability/ presence of teacher	Teacher’s manner – through self assessment, observation children’s feedback (not recommended for junior classes)
<b>Output/product</b>		Change in behaviour (observed by teachers, principals and parents) Reduction in violence Increase in constructive skills (listening, communication, problem solving etc.) Innovations from the students themselves

## ***Quantitative evaluation indicators (Notes for Implementers)***

If the PEP programme in the community is being implemented as a full time programme with special facilitators then:

# of facilitators x # of workshops per month	X 25 participants x 12 months =?
e.g.	
6 fac. in teams of	6 X 25 x per month = 150 participants
2 x 2 workshops per month	
3 x 2 = 6 workshops per month	150 x 12 = 1800 graduates from community workshops in a year

This is a performance indicator. Using this method it is possible to anticipate the number of graduates in a year (which is the basis of the budget allocations) and to know how successful implementation has been.

If workshops are held in conjunction with other content areas, planning the number of workshops should be incorporated with the specific topic areas of PEP covered and if they have been implemented with a sustained group of people. Without this information it is not possible to have qualitative indicators.

### **In principle:**

# of facilitators	Disaggregated by sex
Level of training undertaken	Level 1, 2, 3
# of graduates from PEP workshops	Disaggregated by sex
# of teachers	
Level of training undertaken	Level 1, 2, 3
# of children receiving PEP in school (define what the school programme is)	Disaggregated by sex
# New innovations (self-directed)	Qualitative and quantitative
# case studies	Critical mass (e.g. 80% of # of graduates)

### ***Qualitative evaluation indicators***

These provide needed information to judge the impact of the programme for objective 1. These indicators should be used intermittently and preferably undertaken by people not directly involved in the programme.

Case studies	A particular individual (felt to be typical) whose story is told and analysed. There generally needs to be a critical mass of case studies before they are accepted as valid.
Focus Discussions	Small groups who discuss in a semi-structured environment to see if changes have occurred.
Anecdotes	Stories and/or quotes which reflect a change in situation or behaviour
Longitudinal Study	Where a small number of people are studied for behaviour change over a period of years
Interviews / questionnaires	Where a large (usually random) group of people is asked for their opinions of any behaviour changes in themselves or others.
Baseline surveys Pre-test/ Post - test analysis	These are to measure attitude or behaviour before a project starts. This survey is then repeated at the end to see if the behaviour /attitude change has occurred.  They are used to measure impact.  The term is sometimes used to mean an initial needs analysis.

## Integration Strategies

### *The Peace Education Programme should be:*

- **A cornerstone** (or one of the cornerstones) of any rights-based approach UN agencies and NGOs use in situations of conflict and post-conflict. The response from the people and communities who are working with the programme (or recipients of the programme) is that the programme is vital for helping them to live constructively.
- **Skills for Constructive Living** co-joined with similar initiatives. An ideal strategy would be to incorporate all the behavioural skills for constructive living programmes into one (Life Skills?) and implement this programme in all conflict situations
- **Part of emergency response and refugee programmes** in the same way as community services and education are part of the response. Refugees have been asked when the programme should begin and the response has consistently been as soon as they become refugees.
- **Part of a smooth transition to sister agencies and Ministries.** Currently there are requests from education ministries (to train trainers so that the PEP can be implemented into national schools as part of the normal curriculum. While this is exactly what we should be working towards, there has been a limited response because of a lack of funding and a UNHCR mandate that focuses on displaced populations and returnees. Working with national education authorities is UNESCO's role and already the Organisation has started working with ministries to respond to these requests.

# Appendices

## Appendix 1 Baseline Study Approaches

**Transect method:** Start from the centre of the settlement/village or camp and choose every other house (or every fifth house or tenth house depending on the size of the community) along a transect. Choose a transect by spinning a pen and moving along the direction the pen is pointing. If there are obvious differences in caste, religion, ethnic group or wealth, try to identify such groups before starting the observation and carry out separate observations within these groups or areas. Ensure that the questions are asked in a neutral way and that the baseline team does not “lead the witness” (i.e. help create a particular answer). A record should be kept of subsidiary questions that may be asked to help people to respond to the questions.

Full answers need to be recorded.

All members of a household may be interviewed, otherwise the first person to answer (not always the man).

Keep in mind that 400 is a minimum statistical survey number for validity.

### Common mistakes:

- Failing to listen closely;
- Repeating questions;
- Helping the interviewee give an answer;
- Failing to crosscheck a topic;
- Asking leading questions;
- Failure to adapt the line of questioning to new information or indications;
- Over-generalising findings;
- Relying too much on unrepresentative groups like the well-off, the educated, and males;
- Ignoring responses that do not fit the ideas and preconceptions of the interviewer;
- Incomplete note taking;
- Ignoring children.

### Questionnaire

What does Peace mean to you?  
What would you do if somebody (did something violent or aggressive) to you?  
Whose responsibility is it to maintain peace?  
What do you do and what does the community do to keep peace?  
What can you do to ensure peace in the future?

### Possible Subsidiary Questions

Is there anything else you can think of?  
What do you mean by that?  
Can you explain more?  
Why do you think so?  
Do you (or does anybody else) do things that will prevent conflict?  
What sort of things do they do?  
Are there different things for home and community and world?

## ***Appendix 2 Monitoring and Evaluation Outline***

Objectives	Indicators	Projected Outcomes	Assumptions

**Objectives:** what do you expect to achieve?

**Indicators:** what are the 'signposts' that show that the programme is working towards the outcomes?

**Projected Outcomes:** What do you expect the programme to achieve and what behaviour changes/impact do you expect?

**Assumptions:** Outside elements that you need to be in place for the achievement of your objectives

## Appendix 3 Reporting Format

### Programme Elements

School		Community	
School subject		Full time 'stand-alone' workshops	
After-school activity		Adult literacy	
"Integrated" by all teachers		"Integrated" by community services programmes (as an independent programme)	
		"Integrated" by community services programmes through internalisation by staff*	

### Formal School Programme

# School children involved in programme (disaggregated by age and sex)	F	M	Total
# of teachers working in the programme (disaggregated by sex)			
# of trained teachers (disaggregated by sex)			

### Community Programme

# of participants of community workshops (36 hours) (disaggregated by sex and status - Community, religious leaders etc.)	F	M	Total
# and type of added initiatives			
# of workshops added into community services programmes			
* Returnee Areas			

Cumulative # of graduates	
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### Constraints (check the box)

Security constraints	
Logistics (nominate type of problem and reason)	
Funding (nominate type of problem and proposed solution)	
Other (please explain)	

## Any other Issues

Indicators	
# of participants in workshops # of graduates The cumulative total monthly as per the standard	
# of children who receive PEP lessons Type of lesson	
# of teacher/facilitator trainings held # of teachers/facilitators trained	
# and type of initiatives	
# reports received	
# of unsolicited reports of behaviour change (requires a lot of time talking to graduates and associated people (head-teachers, community leaders etc.) There is a general tendency, which shows a change of behavior especially in the student population in talking about peace, and this kind of discussions is leading the community to discuss about Peace more. # of case studies of “changed” people	
Accurate observation and record keeping of incidents of violence	

## Appendix 4 Peace Education School Programme Evaluation Sheet

Topic:\_\_\_\_\_

Lesson: \_\_\_\_\_ Page No.:\_\_\_\_\_

Grade: \_\_\_\_\_ No. of children in the class: \_\_\_\_\_

### CONTENT

1. Was the content the same as that specified in the TAB?

Yes
No

- 1.1 If not, what alterations were made and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Could the children do the activity in the lesson?

Yes
No

3. Did the children take part in the discussion?

Yes
No

4. Were the concepts in the discussion suitable for the children?

Yes
No

5. Did the children offer discussion points or did they just answer questions?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What sort of questions did the teacher ask?

Open
Both
Closed

7. Mark the level of question types the teacher asked:

knowledge
comprehension
application
analysis
synthesis
evaluation

8. Did the children understand the content of the lesson?

Yes
No

8.1 What makes you think so?

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9. Did the children understand the concept behind the lesson?

Yes
No

10. Was the content of the lesson appropriate to the children?

Yes
No

10.1 What makes you think so?

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11. Were the children interested in the lesson?

Yes
No

12. Do you think that the children understood the connection between the activity and peace education? Give reasons for your answer.

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### Methodology

1. Did the children respond to the methodology used in the lesson?

Yes
No

2. Was the methodology used the same as the TAB specified?

Yes
No

2.1 If not, what alterations were made and why?

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3. How long does it take for the teacher to get the attention of the class?\_\_\_\_\_

4. How long does it take for the teacher to take the children outside?\_\_\_\_\_

4.1 Do the children move quickly and quietly?

Yes
No

4.2 Does the teacher prevent potential problems in classroom management or does s/he correct the problems after they occur?

Prevent

Correct

4.3 How is this done?

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5. If the lesson was too long for the time allowed, what took the time?

*[underline reason]*

organisation of the class

introduction

length of time explaining the activity

discussion

other activities

discipline of the class

conclusion

### Psychological Environment

1. Teacher Attitude. *[Circle the appropriate words]*

1.1 Describe the body language of the teacher.

warm

caring

formal

distant

uncaring

enthusiastic

1.2 Does the teacher maintain eye contact with everybody in the group?

Yes
No

1.3 Does the teacher use his/her peripheral vision to keep control of the class?

Yes
No

1.4 Describe the teacher's voice. (Please circle)

enthusiastic

monotonous

loud

clear

varied

soft

weak

1.5 Does the teacher have the interest and attention of the class?

Yes
No

1.6 How does the teacher maintain the interest of the class?

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2. Blackboard work

2.1 Does the teacher write clearly on the board?

Yes
No

2.2 Is the board work orderly?

Yes
No

2.3 Does the teacher organise the board work from left to right?

Yes
No

3.1 Does the teacher ask specific children or the whole class? Specific

Specific
Whole class

3.2 How do the children respond?

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4. What were the teaching strengths in this lesson?

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5. What were the teaching weaknesses in this lesson?

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6. Have these been discussed with the teacher?

Yes
No

6.1. How will the teacher improve on these for the next lesson?

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## Product/Outcomes

1. Have you or the teacher noticed any change in behaviour or attitude of the children?

Yes
No

Please specify

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## ***Appendix 5 Peace Education Community Workshop Evaluation***

### **Content**

1. Was the course interesting?

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2. Was the course useful?

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3. What aspects of the course do you think you will use?

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4. What improvements to the course content can you suggest?

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### **Methodology**

5. Which activities did you like best?

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6. Which activities do you think you will remember?

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7. Which activities did you like least? Why?

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8. Was the facilitator's manner appropriate?

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9. What improvements can you suggest for the methods used?

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### **Environment**

10. Was the Course the right length of time? Too short? Too long?

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11. Was the venue appropriate?

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**Outcome**

12. What changes do you expect as a result of this course?

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13. What changes do you hope for yourself as a result of this course?

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14. How do you think you can integrate Peace Education into your job?

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**Other comments:**

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## ***Appendix 6 Peace Education Teacher/Facilitator Training Evaluation Sheet***

### **General**

Were your expectations of the course fulfilled?

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Please explain which sections were fulfilled and if this was useful, and which sections were not.

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### **Content**

1. The course covered the content of Peace Education, classroom methodology, some developmental psychology and some philosophy of Peace Education.

Do you agree?

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Please describe which sections of the course were most useful to you. If you feel that the course was not useful, or parts of it were not useful, please describe which parts.

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2. Which sections of the course had information which was new to you?

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3. Which sections of the course were most helpful to you and why?

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4. What additions would you make to the content of the course?

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5. Are there any subjects/topics you would like to see in a follow up course?  
Please list.

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## Method

6. Were there any methods demonstrated in the course that were new to you?  
Please list them.

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7. Which of these methods would you use?

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### Environment - Physical

8. How would you rate the training venue?

excellent

good

fair poor

very poor

Give reasons for your choice

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### Environment - Psychological

9. Did you feel comfortable expressing your views during the course?

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Why or why not?

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10. Do you feel that a trust has been developed among participants and between participants and the facilitators? Please give reasons for your answer.

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11. What do you think of the facilitator(s)' understanding of the content of the course?

excellent

good

fair

poor

very poor

Give reasons for your choice

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12. What do you think of the facilitator(s) attitude and manner during the course?

excellent

good

fair

poor

very poor

Give reasons for your choice

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### **Outcome/Product**

13. Do you have any suggestions for improving this course? Please list.

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14. Do you have any other comments you wish to make?

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Thank you for completing this questionnaire.

