



**NATIONAL POLICY**  
**AND A**  
**COMPREHENSIVE FRAMEWORK OF ACTIONS**

**On**  
**EDUCATION FOR SOCIAL COHESION AND PEACE**  
**(ESCP)**

**Social Cohesion and Peace Education Unit**  
**Ministry of Education**

**2008**

This Document was approved by the National  
Education Commission

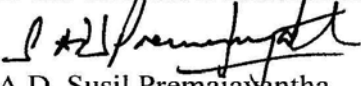
## **National Policy on Social Cohesion and Peace Education**

The overall aim of Education for Peace is to help build a peaceful world. Awareness of values and attitudes underpin peace education and need to be addressed through the curriculum and the whole school. Education for Peace is founded on the values and attitudes. Building a culture of peace involves providing children and adults with an understanding of the principles of and respect for freedom, justice, democracy, human rights, tolerance, equality and solidarity.

The Culture of Peace concept has taken shape as a broad socio-political movement, involving partners both in the UN system and beyond. Threats to peace take many forms, from the lack of respect for human rights, justice and democracy to poverty and ignorance. The Culture of Peace is a response to all such threats and seeks solutions that must come from within a society, not imposed from outside.

Educational institutions cannot single-handedly achieve social harmony, but they have long-term effects in building and sustaining a culture of peace and non-violence. A national policy specifically on social cohesion and peace education is a vital strategy in Sri Lanka's development. The policy document concludes by summarising the different responsibilities that the MOE, NIE, Provincial and Zonal authorities, Colleges of Education, Schools, and Universities have in the policy implementation process. The success of the implementation lies on the above responsible institutions as well as the individuals.

I convey my thanks to the social cohesion and peace education unit for forming the policy on peace and also Dr Ulf Metzger and staff of GTZ for their technical and the financial support in this invaluable national effort.

  
A.D. Susil Premajayantha

Minister of Education

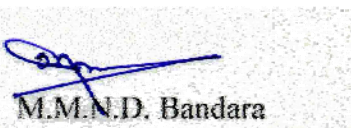
23<sup>rd</sup> January 2008

## **National Policy on Social Cohesion and Peace Education**

The word 'PEACE' is mostly used in a narrow sense to mean absence of war. Surely it is more than that. It should mean not only absence of war, but violence in forms such as conflict, threat to life, social degradation, discrimination, oppression, exploitation, poverty, injustice and so on. Peace cannot be built as long as violent social structures exist in society. Naturally such structures will lead people to act violently. Education is a powerful means to shape the people's minds and hearts towards peace.

Peace is important because it precisely means human life. Among the basic rights of mankind the first one is protecting life. The most important factor that reflects the importance of peace is psychological comfort. If you don't have psychological comfort at first you are stressed then depressed Anyway, but if peace is permanent like all other goods, the services of healthcare and education work continually. By this way people gather around a specific aim. Human learns to have respect for other's ideas, religions, point of views and most importantly learns to have respect for other's freedom.

This policy document on social cohesion and peace education has been formed for the purpose of streamlining the system towards peace. This document was developed based on the issues identified by the SCPE Unit of MOE. It suggests innovative strategies, provides coherence and coverage and also it tries to avoid unnecessary duplication. I appreciate this collective effort made by the Social Cohesion and Peace Education Unit of the Ministry with the cooperation of representatives of all educational institutions for fulfilling this national effort. I hope that all officers in the system may extend their contribution for the successful implementation of the 'Peace Policy'



M.M.N.D. Bandara


Secretary

Ministry of Education

## **National Policy on Social Cohesion and Peace Education**

The National Policy on Social Cohesion and Peace Education presented in this document is the final outcome of several studies that had been conducted and insightful reports that had been prepared on different aspects of Social Cohesion and Peace Education. The policy on social cohesion and peace education contained in this document reflects the consensus that was reached in the course of national seminars and workshops organized by SCPEU (Social Cohesion and Peace Education Unit) with the support of GTZ. The invaluable contributions were imparted by University Faculties, National Education Commission, Ministry of Education, National Institute of Education, and Provincial and Zonal departments of Education, National Colleges of Education and National Schools in preparing this policy document.

Education can be a very powerful tool for fostering understanding and tolerance among nations. We should seek solutions that proceed from mutual understanding, respect and tolerance of different cultures in our multi cultural world. In this respect, I believe education will be a powerful means to bridge the huge chasm that exists among different cultures of our global community. I commend it to all stakeholders in education for Social Cohesion and Peace Education to give their fullest support and cooperation in the task of implementing this National Policy on social cohesion and peace education. In implementing the National Policy recommendations care should be taken to avoid the possibility of negative backlash. The knowledge of being different might in still contempt, cause stereotyping and re-enforce ethnocentricity. To avoid this, it is necessary to integrate the importance of tolerance and respect for different people and cultures. It is beneficial to accept the existence of ethnic diversity within each nation.



Dr.(Ms) JMKB Hajarjhan Mansoor

Director  
Social Cohesion and Peace Education Unit  
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## EXECUTIVE SUMMARY

The need for a national policy on social cohesion and peace education (SCPE) stemmed from the continuing issues concerning conflict in Sri Lanka and from the view that various peace education initiatives in the country lacked coherence and coordination. The key role of education in social cohesion was recognised but needed to be strengthened.

The objectives of the SCPE policy are fivefold: to generate innovative strategies which build on existing provision; to provide coherence across the various organisations and activities involved; to provide coverage and avoid gaps; to avoid unnecessary duplication; to ensure sustainability. The policy is centred in the Social Cohesion and Peace Education Unit (SCPEU) of the Ministry of Education, a specialised unit whose existence demonstrates the importance given to SCPE.

The process of policy formation was conducted through a number of means: a situation analysis of existing work done in SCPE by various stakeholders; a workshop to share experiences of these stakeholders; a writing workshop to develop the themes and draft chapters; and a wide-ranging consultation exercise with government officials, universities, UN organisations, NGOs, principals, teachers and students.

The seven strategic areas identified, and the activities within them are as follows:

1. **Curriculum:** Reinforcement of the importance to ESCP of the existing *Life Competences and Citizenship Education* (grades 6-9) and the *Citizenship Education and Governance* (grades 10-11) curriculum, but monitoring the impact of this through research, and reviewing as appropriate.
2. **Teacher Education:** Development of curriculum, manuals and other materials for use in teacher training, to ensure that every teacher is exposed to ESCP goals and can work to promote ESCP concepts and vision, both in their curriculum subjects and in terms of classroom relationships.
3. **Second National Language:** Strengthening of the provision of 2NL, through the development of a clear policy on 2NL and the establishment of a specific National College of Education for 2NL teachers
4. **Whole School Culture:** Development of a clear focus on a **school culture and ethos** that fosters peace and respect for rights, in the school and the community, so that schools can become designated as a **Peace School in the Community**, after fulfilling stringent criteria for this recognition.

5. **Integration:** Promotion of further integrated schools, and if not physically possible, more ways of linking schools and sharing experiences found, such as twinning. Every child should be guaranteed a 'peace experience' such as an exchange.
6. **Co-curriculum:** Strengthening and monitoring of Co-curricular activities, including links with outside agencies, and using events and dialogues to promote intercultural understanding as well as skills of living in a democratic society.,
7. **Research:** Creation of a research network, to bring researchers in ESCP together, both to develop a programme and to submit proposals for funding. An ESCP research grant fund should be established.

Underpinning these strategies is **SCPEU**, which itself needs strengthening. This is to be achieved in two ways: through the establishment of an Advisory Board, a Coordinating Committee and 93 Zonal Committees for Peace; and through the provision of infrastructural support (equipment and support staff).

Finally, systematic monitoring and evaluation of ESCP is seen as essential to the success of this policy, right from the beginning of the policy implementation cycle. The establishment of a specific ESCP monitoring and evaluation group or body is proposed, coordinated by SCPEU, to look at progress in ESCP, to coordinate the monitoring and evaluation work done at provincial and Zonal levels and to liaise with the research network (7 above).

The policy document concludes by summarising the different responsibilities that the MOE, NIE, colleges, Provincial and Zonal authorities, Schools, and Universities have in the policy implementation process; gives an indication of the resource implications for each of the activities proposed in the policy; and draws up a time line showing the first steps or priorities for action and subsequent activity.

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# 1 Introduction: Why a national policy on education for social cohesion and peace ?

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## 1.1 Rationale and background

There is historical evidence to show that Sri Lanka was a country well known for its peace loving people. However, Sri Lanka is facing today many challenges in the nation-building task. Two such areas are ethnic disharmony and national disintegration which have caused innumerable barriers for the nation's development. Although education has a key role to play in nation-building, it has not always actively engaged itself in laying the foundations for the elimination of prejudice and stereotypes, especially after Independence. Communities have been disturbed by conflict, and schools not only prepare future citizens but can work immediately in and across these communities to promote cohesion and understanding. Educational institutions cannot single-handedly achieve social harmony, but they have long-term effects in building and sustaining a culture of peace and non-violence. A national policy specifically on social cohesion and peace education is a vital strategy in Sri Lanka's development.

The overall education policy of Sri Lanka is geared to meeting nine national goals, of which three are particularly relevant to social cohesion and peace. These are:

- The achievement of national cohesion, national integration and national unity
- The establishment of a pervasive system for social justice
- The active partnership in nation-building activities to ensure the continuous nurturing of a deep and abiding concern for one another (NEC Report 1992).

The General Education Reforms of 1997 proposed a new emphasis within pre-service and in-service education on human values, human rights, national cohesion, democratic principles, gender rights, the environment and language skills in all three languages. Teachers are expected to develop skills of empathetic listening, democratic leadership, developing children's self-esteem and conflict resolution through role plays (Perera et al 2000).

The proposals for a **National Policy Framework on General Education Sri Lanka** (2003) thus included the goals of

1. Nation building and the establishment of a Sri Lankan identity through the promotion of national cohesion, national integrity, national unity, harmony and peace, and recognizing cultural diversity in Sri Lanka's plural society within a concept of respect for human dignity
2. Creating and supporting an environment imbued with the norms of social justice and a democratic way of life that promotes respect for human rights, awareness of duties and obligations and a deep and abiding concern for one another.

It can be seen that these goals combine the ethics relating to unity, harmony and dignity with the political notions of justice, democracy and rights. Both aspects will be central to the development of a ESCP policy.

## 1.2 The Role of SCPEU

The creation of a specific unit in the Ministry of Education, what is now called the Social Cohesion and Peace Education Unit (SCPEU), is a reflection of the centrality of education in the achievement of national goals. It has become increasingly clear that in the Sri Lankan context the education sector must take a stronger account of the grassroots role of teachers in the promotion of social cohesion and peace. There are four themes in the ESDFP programme, and this comes under **Theme 2: Improving Education Quality**. Teachers mediate the curriculum and the messages it conveys; they can act as models for non-violence, democracy and the promotion of rights; they can be part of a whole school ethos which actively engages with peace-building. This means that teachers themselves must understand the causes of conflict and have an understanding of rights, both human rights and the rights of the child. All teachers need to be prepared to tackle controversial issues in order to promote critical thinking in their students.

SCPEU is now seeking to provide stronger assistance and guidance to the education sector. The Ministry of Education had agreed that while there were many peace education initiatives in schools, they were not coordinated and were not part of a long term coherent plan. A comprehensive framework was urgently needed to bring cohesiveness to current and future activities within the MOE. Such a framework should also acknowledge the 'respect for diversity' activities in other education units, including TTCs/NCoEs, Education Production Unit, National Institute of Education, Languages Unit (NIELU) and National Education Research and Evaluation Centre (NEREC). Greater coordination between all these units would bring stronger synergy between activities to achieve better outcomes.

The significance of SCPEU as a distinct unit cannot be underestimated, nationally and internationally. While there can be arguments to put together all cognate areas such as environmental education or religious education, this strategy ends up diluting the central importance of a focus on peace. The experience from a Global Review of UNESCO Associated Schools (Davies, Harber and Schweisfurth 2002) was that schools sometimes choose to do 'safer' subjects such as environment and heritage, rather than tackling the more controversial issues surrounding national unity and national conflict. Yet it is crucial that future citizens have a sound understanding of conflict and the problems of integration if they are to avoid simplistic or prejudicial ideas and if they are to create a better society. While across the world there are a plethora of initiatives around peace education, from a host of different providers or governments, research has been unable to locate a country with a comprehensive **national policy** on this area. It tends to be mentioned within overall policy, without the specificity needed for clear implementation. This unit and the emergent policy could act as a model for other countries, or at least as a framework for interesting international debate.

### 1.3 The policy process

A first part of the process of designing a framework was to conduct a situation analysis and draw up a matrix of all the various existing activities and agencies involved in social cohesion and peace education. A workshop was held to bring together people active in this area and to share experiences. Many of the ideas from this workshop are also included in this policy framework document. An initial matrix of expertise has been completed, and can become part of a dynamic process of continuous review (see Davies and Balasooriya (2007): *Situation Analysis of Stakeholders related to Social Cohesion and Peace Education*). The matrix locates organisations and activities working in the areas of: cultural integration; language; textbooks; democratic participation; human rights and children's rights; understanding national conflict; non-violent conflict resolution; peace schools/whole school culture; environment; and critical media education. It also identifies expertise in training, research and publication on social cohesion and peace.

A second part of the process was to prepare a draft framework for consultation. A three day workshop in June 2007 brought together expertise from MoE, NIE and the university and school sectors to determine the structure of a framework and generate ideas on the content (see *Report of Writing Workshop on ESCP*: separate document). The draft framework has then been sent to a wide range of people in the state, NGO and private sector for comment and review. School students (girls and boys) and their teachers from single medium and tri-medium schools have also given their ideas on what should be learned within an ESCP curriculum and within a 'Peace School'.

### 1.4 Objectives of the policy

Before moving into this policy itself, it should be prefaced by an indication of what it is trying to achieve. Participants at the writing workshop identified the problems in Sri Lanka that social cohesion and peace education would help to solve, and therefore what sort of citizen ESCP should produce. Problems that ESCP could tackle that were highlighted by participants and by others subsequently were:

1. **Intercultural disharmony**, ethnic conflict, lack of cross-cultural understanding, lack of tolerance, discrimination, negative attitude towards differences, superiority of the majority, segregation, mutual fear, extremism
2. Lack of, or problems in **communication** and interaction; not listening to others; not looking at a problem with an **open mind**; inability to communicate in **each other's languages** resulting in miscommunication and mistrust
3. Lack of protection of the **rights** of others, lack of knowledge of, and respect for human rights and children's rights
4. Increase in **violent behaviour**; a gun culture; acceptance of violence as normal because of media coverage
5. Lack of **sharing** (resources) or of helping each other, improper distribution of power and resources, selfishness
6. Lack of **trust** in the intentions of others, mistrust among communities

7. Reluctance to follow **rules and regulations**, indiscipline, not being law-abiding
8. Little transference of religion and knowledge to **practice in everyday life**, with too much materialism
9. Lack of **teamwork**, lack of common values among children
10. Lack of **gender equity** and **socio-economic equity**
11. Lack of **environmental awareness** and **health awareness**
12. Lack of public awareness **of peace values**

The desired citizen who is a product of ESCP is therefore one who:

1. Can live in a **multicultural society**, respects diversity, does not compete based on differences, values or tolerates other cultures, trusts others, treats others as human beings; is not racist; can analyse the causes of intercultural disharmony objectively
2. Is **democratic** in decision-making, can work in a team without conflict, seeks to understand the ideas of others, can share resources, has an open mind, thinks critically, can act assertively
3. Respects and ensures others' **rights**
4. **Communicates** well, and in each others' language, is an active listener
5. Can **solve problems** and face challenges, particularly challenges of the multicultural society
6. Can **transform conflict**, and can think positively
7. Has discovered **inner peace**, has a peaceful and sustainable lifestyle, can understand his/her own capacity and scope of work
8. Is politically enlightened
9. Is not corrupt or does not accept bribes; serves others without expectations, has **civic virtues**, is willing to sacrifice
10. Has a global vision and is a **global citizen**; has the courage to participate in the development of the world; is environmentally friendly
11. **Does no harm** to anybody in thoughts or deeds; respects others' feelings, is **empathetic**
12. Can protect Sri Lankan **traditions, culture and values**
13. Obeys the laws; also **has qualities beyond the rules and regulations**

It is hoped that this policy can go towards producing achieving this citizen and a building a peaceful and cohesive Sri Lanka. As with any policy, the objectives of this policy are fivefold:

- It is to suggest **innovation** in strategies – the need to re-strengthen the activities already available in the system for promoting ESCP
- It is to provide **coherence** – that there are common threads that run through all the various activities and through the work of departments and organisations, and ambiguity or contradiction is avoided
- It is to provide **coverage** – that all the necessary elements are covered with no gaps
- It is to avoid unnecessary **duplication** – while reinforcement of values is essential, it is important that there is efficiency in the provision and a clear demarcation of responsibilities.
- It is to maintain **sustainability** in the activities – the programmes launched at different times need to be sustained and monitored.

#### **1.4 Basic principles considered in developing the present policy**

- Using the recommendations of the National Education Commission on peace education and the available circulars and guidance of the Ministry of Education on social cohesion and peace education as the basis for the development of the present policy framework.
- Considering that Peace is for life and must be sustainable.
- Accepting the commitment of the global community including Sri Lanka, to achieve sustainable development and is one of the mentioned Millennium Development Goals (MDG's).
- Agreeing with the European Union, Japan, India and many other countries that have adopted Education for Sustainable Development.
- Working in agreement with UNESCO's policy of adopting Education for Peace and Sustainable Development as a focused programme for their next medium term plans. (2008- 2013).
- Adopting the concepts and suggestions appear in the UNESCO publication "Learning the Way of peace; A Teachers Guide to Peace Education" which was published in the latter part of 2001. (This guide has received wide recognition and was launched in the Sri Lankan Parliament in May 2003, during the visit to Sri Lanka of Mr. Koichiro Matssuura, the Director General of UNESCO).
- Accepting all the above would enable technical and financial support from donors to be forthcoming for implementation of education for peace and sustainable development.
- Avoiding duplications in producing research, source materials and indicators of success, monitoring and evaluation methods, which have already been developed or being developed by other countries and specialized agencies.
- Monitoring and implementing a common approach to achieve the desired objectives, will be more logical and made very easy.

#### **1.5 The structure of the policy**

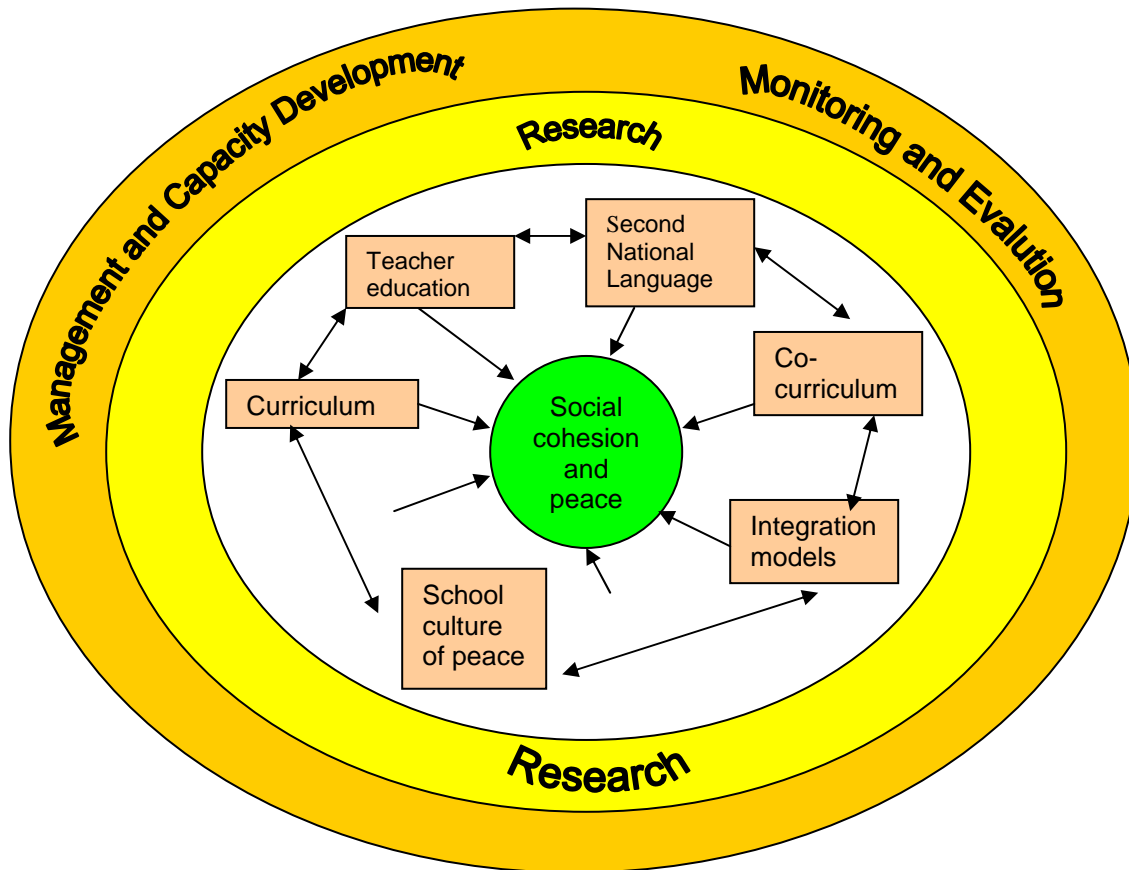
Each section of this policy under the heading of 'strategies' explores the background to the aspect, outlines the activities proposed and who is responsible for these, and gives an indication of the resource implications where appropriate. The two chapters on 'support', that is, management structure/capacity development, and monitoring and evaluation, present the ways in which these strategies will be coordinated, managed and consistently evaluated. Finally the major themes are summarised and represented in a different way, showing in a matrix the specific responsibilities of MoE, NIE, TTCs, NCoEs, Provincial and Zonal officers, Schools and Universities<sup>1</sup>. The resource implications are then summarised, showing human resources, financial resources and sources of funding. Finally, a timeline is indicated for the first 3 year period.

The logic and scaffolding of the policy and its presentation is of seven key strategic areas feeding into the promotion of social cohesion and peace – curriculum, teacher education,

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<sup>1</sup> While universities are under the administration of the Ministry of Higher Education, this policy framework assumes strong collaboration with the university sector. University representatives participated in drawing up the framework and in scrutinising the document.

second national language, co-curriculum, school culture and integration models. They also link with each other to make a synergy. Surrounding all these is research and a dedicated research strategy. Encircling and supporting these is a management strategy and structure; and simultaneously a monitoring and evaluation system, which tells us whether all the other strategic areas are working effectively and making a difference.



## 1.6 Preview and summary of recommendations

While it will be seen that the policy contains a number of specific and detailed recommendations, the major directions which are to emerge can be summarised as follows:

1. Strengthening the role and function of the **Social Cohesion and Peace Education Unit** in the MoE and provincial councils through the establishment of an Advisory Board, Coordinating Committees and Zonal ESCP Committees; and the provision of infrastructural support for SCPEU.
2. Confirming the importance to ESCP of the existing *Life Competences and Citizenship Education* (grades 6-9) and the *Citizenship Education and Governance* (grades 10-11) curriculum, by monitoring the impact of this through research and reviewing as appropriate.

3. Development of **curriculum and training materials for teacher education**, to ensure that every teacher is familiar with ESCP goals and can work with ESCP concepts and vision, both in their subjects and in terms of classroom relationship.
4. Strengthening the provision of Second National Language, through the development of a clear policy and the establishment of necessary training facilities for 2NL.
5. Development of a clear focus on **school culture and ethos**
6. Promotion of more **integrated schools**, and if not physically possible, more ways of linking schools and sharing experiences found, such as twinning. Every child should be guaranteed an opportunity of ‘peace experience’ such as exchange of student.
7. Strengthening and monitoring of **Co-curricular activities** such as events and dialogues to promote intercultural understanding.
8. Creating a **research network**, to bring researchers in ESCP together, to develop a programme to enhance ESCP activities.
9. Establishment of an **ESCP Monitoring and Evaluation Group** or body, coordinated by SCPEU, specifically to look at progress in ESCP provincial and Zonal level.
10. Creating an awareness of social cohesion and the concept of Brotherhood of Man through religions amity.

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## 2. Forging Peace through the Curriculum

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The NEC report of 1992 had identified a number of issues with regard to peace education, and a programme was implemented which included teacher training and the production of training materials. The 1997 General Education Reforms with regard to pre-service and in-service programmes for teachers emphasised human values, human rights, conflict resolution and national cohesion. The NIE carried out activities in peace education, conflict resolution, conflict transformation, and more recently, in life competencies, citizenship education and governance. The MoE also provided in-service training for teachers, for example, in highlighting existing peace concepts in textbooks. There was admittedly sometimes some uncertainty about roles and responsibilities for curriculum, and some lethargy in terms of curriculum implementation, as well as lack of public awareness about the curriculum and what it was trying to do. There was not much analysis or research on the impact of the various peace initiatives and of how the materials sent to schools were used.

The current situation is that NIE prepares the syllabus and the overall curriculum policy for schools and teacher education, and the Education Publication Department (EPD) of the MoE prepares and produces the textbooks for Grades 1-11 in Government schools and non fee-levying assisted schools. EPD has its own programme for promoting social cohesion and multi-ethnic understanding, under two aspects, producing the 2NL texts and ensuring that textbooks accommodate Sri Lanka's pluralistic society. This latter aim is achieved through giving boards of writers additional guidance in assessing sensitive issues in textbooks which may affect peaceful co-existence among students; paying attention to the selection of writers to the subject panels in order to ensure a representative ethnic and religious mix; and ensuring that there is no discrimination or bias in the textbooks with regard to appearance, belief system, religion, race, gender, disability and family structure.

In January 2007 a new curriculum was introduced for *Life Competences and Citizenship Education* (Grades 6-9) and *Citizenship Education and Governance* (Grades 10-11)<sup>2</sup>. While these were not initially examinable subjects, they now form part of the national examination structure. This curriculum includes many peace related concepts – for example, the multicultural society, conflict resolution, democracy and human rights, as well as interpersonal relationships. It chimes well with what young people say they want to know about: The 70 students from Year 10 participating in focus group exercises as part of the consultation process ranked various aspects of ESCP learning, and they wanted firstly to know about the causes of national conflict; then about racism and discrimination and skills to tackle these; then human rights and the Convention on the Rights of the Child. Other important areas for them were: conflict resolution skills; democracy; and critical analysis of media. However, there were interesting debates and other suggestions related to the

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<sup>2</sup> Grades 6 and 10 are completed, with textbooks, and have started; the curriculum for Grades 7 and 11 is completed and will start in January 2008; and Grades 8 and 9 are to be completed and are due to start in 2009 and 2010 respectively.



psychology of conflict, and students also proposed values of cooperation and respect for others' views as important areas of learning.

Thus the central direction of curriculum policy with regard to social and cohesion and peace would be to build on the existing curriculum and textbook production. It is not considered necessary or feasible to design a whole new curriculum for ESCP for schools, nor to allocate a specific period on the timetable. Instead, social cohesion and peace concepts should permeate the whole curriculum as well as being represented in the *Life Competences, Citizenship Education and Governance* curriculum. Language subjects for example can introduce critical media analysis, to ensure young people are able to analyse political messages as well as challenge acceptance of violence; but other subjects can also look at how events or science are covered in the media and elsewhere. Problem-solving, creative thinking and critical thinking can be emphasised and assessed in every subject of the curriculum.

The contribution that this strategy will make is that values and skills can appear in all subjects and that students are more likely to internalise these values, as well as developing relevant knowledge and orientations towards active practice.

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### 3. Re-skilling teachers and educational leaders

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Teacher Education in Sri Lanka - pre-service and continuing education - is being carried out at NIE, with pre-service also being carried out in the 17 NCoEs and through the Universities in their BEd and Diploma programmes. In the NCoE curriculum, the major areas are Professional, Special, General and Co-curricular Activities. Social Cohesion and Peace Education is already in the curriculum of the above, but the teacher educator is not always competent enough to impart it to the teacher trainees, with the result that it does not go to the child in the classroom. In the in-service training, the stress is more on the content areas of the subjects, and social cohesion and peace education is not stressed at professional development sessions. Teachers' manuals such as that by UNESCO have been developed and sent to schools in large quantities, but UNESCO itself says that much still needs to be done to monitor and assess their implementation and to upscale those programmes.

The concepts of social cohesion and peace are therefore not embedded in the students, as the teacher is not always aware of them and also because more stress is given to focussing the children on the examinations - which is also the major concern of the parents. Due to this, more importance and emphasis is given to private tuition, which again focuses mainly on the content areas of the subject and on individual achievement. Therefore it is difficult to develop a cooperative environment in schools as well as in society. While teachers are concerned about discipline, peace-building is not just about students obeying rules, but about learning skills and orientations to participate in society, to make their voice heard, not to be swayed by messages justifying violence (whether from terrorist groups or politicians) and to engage in the electoral process to ensure that peace-oriented people are in power locally and nationally. In general, implementing a curriculum integrated with ESCP concepts is a current essential need of the school system to achieve social harmony and non-violence.

A knowledgeable teaching force will help to take the message across to the students of the Sri Lankan schools – as well as parents and community. Teachers should possess the same skills as would be expected from a student that is the skills of:

- Problem solving (interpersonal and intrapersonal)
- Creative thinking
- Critical thinking
- Non-violent conflict resolution and mediation (for teachers, using counselling skills where appropriate)
- Decision-making
- Protecting others' rights
- Communication and interpersonal relationships, using empathy and respect for others
- Behaving assertively, not aggressively nor passively
- Working democratically

The teacher education curriculum should stress these skills, which are closely related to ESCP. Ways of assessing teacher competence in these areas need to be developed in NIE and the colleges.

Underlying the skills are attitudes and orientations, which teachers should display in their everyday interactions with students: these include non-violent living, delight in bringing about justice, truthfulness, sense of humor, respecting children's rights, and service to others, such as engaging in volunteering in the community.

Teaching methods and principles are particularly sensitive to diversity and to addressing inequality. The World Bank (2007) identified the need for inquiry based 'communities of learners' with high expectations of students; building on the existing knowledge, cultural and linguistic resources of students; working with individuals, families and communities to elicit histories, stories and traditions, and to demonstrate respect for values; and encouraging critical thinking by including the discussion and investigation of inequity and injustice as part of the curriculum. This has implications for training in inquiry-based teaching methods and in the curriculum for ESCP.

Besides, the education leaders should be given continuous training on peace strategies in order to build the peace culture in the school system. As the main players of the school system the principals should create the supportive environment to teachers in implementing social cohesion and peace building practices through their learning teaching process including co-curricular activities.

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## 4. Second National Language Learning for Cross-cultural Understanding

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Teaching and learning of the Second National Languages (2NL) is crucial to Sri Lanka's national integration and cohesion, which is also, exemplified in the first of the National Education goals (NEC Report, 2003). Being a multi-ethnic multi-religious, pluralistic society, it is incumbent upon every Sri Lankan to learn a national language other than his or her own.

The 13<sup>th</sup> Amendment to the Constitution has made Sinhala and Tamil Official Languages of Sri Lanka and English the link language. However, the Population and Housing Census of Sri Lanka, 2001 (cited in Perera, 2007) indicates that the number of Sri Lankans who are competent in the two National Languages as well as in the link language is minimal. Thus, if the language policy mandate is to be successfully implemented Sri Lanka needs people proficient in both National Languages and the link language.

In schools 2NL is expected to be taught both at primary and junior secondary grades. In the junior secondary grades two timetabled periods are allocated to the teaching of 2NL. Under the free textbook policy, the EPD has produced textbooks *Tamil as a Second Language* (Grades 6,7,10,11) and *Sinhala as a Second Language* (Grades 6,7,10,11); similar books for Grades 8 and 9 will be produced in 2008 and 2009 respectively. However, existing research (CESL, 2003; Perera, 2007) claims that in reality 2NL is not taught in all schools. This is mainly due to lack of professionally competent teachers of 2NL. Further, 2NL is not a compulsory subject at the GCE (O/L) and according to the proposed education reforms (2007) 2NL is grouped with modern languages, and students have to select only one subject from the group. Before 2007, 2NL was an optional subject and only a limited number of students offered it. With the new Reforms there is no guarantee that the number offering 2NL will increase; as a consequence the number of Bilinguals in 2NL will not increase in the foreseeable future. As a result, the achieving of the first of the National Goals is doubtful.

The improvement of teaching English as a link language and the Second National Languages are both very important in ESCP. However, there is a specific policy regarding the teaching of English in the school system and it is part of the general curriculum. Hence ESCP initiatives will be built into the existing curriculum, as discussed in Section 3. On the other hand, as there is no clear policy regarding the teaching and learning of 2NL in the schools, this chapter elaborates on how 2NL can be linked to ESCP.

If an effective Second National Language teaching and learning programme is incorporated into the Social Cohesion and Peace Education (ESCP) programme, and a specific policy developed regarding the teaching of 2NL in schools and teacher education institutions, it will contribute as follows, and these constitute the objectives:

- The number of students offering 2NL at the GCE (O/L) will increase.
- The number of teachers competent to teach 2NL as well as teacher educators for 2NL will increase.
- Innovative learning materials for teaching learning 2NL incorporating ESCP will be produced.

- The number of bilinguals will increase and cross cultural understanding developed.
- Unity in diversity will be accepted as an ethos of the society.

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## 5. Thinking outside the box: Co-curricular Activities

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Co-curricular activities on social cohesion and peace education are being conducted by the MoE, NIE at national and regional level. The provincial and zonal level officers conduct activities at provincial and zonal level. Teacher Training colleges and National Colleges of Education and schools can conduct their own activities too. ESCP ideals would be possible in some of these activities, but are not always practised, as teachers are not aware of how they should be conducted. Activities may not be tackled in an appropriate way to promote social cohesion, for example in who is included. There is currently a little coordination or monitoring of co-curriculum, so that the relative merits and impacts of different types of activities cannot be evaluated.

The strengths of using co-curricular activity for ESCP are that

- National events can bring students together with a sense of purpose and impact
- Interaction with other ethnic groups is facilitated, and mutual appreciation and rapport
- Communication gaps and misconceptualisations can be minimised
- Students are helped to appreciate diversity
- Student parliaments and debates foster democracy

Co-curricular activities can help to develop a knowledgeable student population who can take the peace message across. Through work in the community and beyond they can help produce a citizen who practises sustainable development and actively promotes peace.

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## 6. Fostering the Culture of Peace in School and Community

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How curriculum and co-curriculum are delivered and received, taught and learned, depends very much on the culture or ethos of the school. This is difficult to define and measure, but it relates to all the sets of relationships, values and practices within the school as well as the school's relationship with the community. Even the best ESCP curriculum will have little impact if the school culture is antithetical to it, for example, if there are divisions among the students, lack of free speech or democracy, or an acceptance of violence or inhumane punishment as a solution to a problem.

The links to community historically have been through parents and religion, with religious organisations having a monopoly on education at one time. Now 'community' also includes services such as police, medical centres and civic centres as well as business. The media has given and continues to give importance to education, and problems and changes are often reported; they are watchful of education. With regard to ESCP, parents and community have high expectations, in terms of schools producing a good citizen with values related to social cohesion and peace, but also with employment skills. Religious organisations expect spiritual and moral development. Other stakeholders, such as the police, would also have an interest in ESCP in the school; students can work with the police to identify trouble spots, advise on local crime or gangs and hence try to reduce violence. In monitoring and evaluation, an indicator of success of this and the school ethos would be a reduction in the number of complaints made to the police station about students. With the language policy on 2NL the school can reach out to all language communities surrounding it.

A conducive ethos in a school can be recognized as a harmonious blending of the natural, physical and human aspects which promote a culture of peace, reflected in the school atmosphere. It refers to the whole school climate and its sense of compassion. On a visit to a school, one may be able to see or feel an atmosphere of peace, in terms of the environment, relationships and discipline. A school with a peaceful environment will be non-violent; it will produce self-disciplined students and teachers, and law-abiding citizens; it will be conducive to the inculcation of cooperative values, human rights and national cohesion in students and teachers; and it becomes a 'popular school' where students actively participate in curricular, co-curricular and community-related activities. However, not all schools have this ethos and environment, due to:

- Lack of knowledge, skills, attitudes and values on the part of some of the staff pertaining to building up a conducive school atmosphere; lethargy of administration
- Lack of knowledge of children's rights and of positive, non-violent discipline; homes may be violent and/or authoritarian, with expectations that the school is the same.
- Emphasis on examination success rather than time spent on ESCP, by school and parents
- Fear by teachers of students knowing their rights and participating in school decision-making

- Unnecessary transfers and displacements of principal or staff, so that is little continuity in maintaining culture
- Conflict situation due to war; tensions within the community itself
- No security against destructive forces on school premises, with no motivation to improve or maintain a beautified environment.
- Non cooperation or lack of knowledge of parents about ESCP and what the school is trying to do; existing strengths which are not made use of, e.g. PPA, SDS, SDC, well-wishers; parents not acting collectively to support the school and functioning as individuals.
- Corruption in education and in the community
- Tensions between different religions, and questions of finding balance in involvement; religions may not respect the rights of students with humanist or secular value systems
- Interference and victimisation

The strengths however of the school within the surrounding environment and culture are

- Schools acting as a model for peaceful and equitable relationships between students and between teachers and students, thus promoting good relationships among the whole community
- Schools modelling cooperative values rather than competitive individualism
- Parents bringing in new inputs, ideas and resources for ESCP,
- Parents practising ESCP at home too – ESCP becoming part of the ‘home curriculum’
- Parents and community can monitor the changes in students as a result of ESCP (and vice versa)
- Religious organisations may have similar objectives, contents and structures of relationships (teachers being like gurus, pupils like disciples)
- Religious organisations aware of the need for ESCP and their responsibility in this.
- Local and national media being able to give ESCP messages and coverage of events to a larger population, and are highly respected by the public.
- Students can be motivated by publicity given to peaceful behaviour and to participation in peace-related activities.

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## 7 Revitalising Integration: different models for integration of schools

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In Sri Lanka, the existing school system can be used to promote integration for social cohesion in three ways.

a) There are schools where students from different communities learn together peacefully. Their language backgrounds may differ but they study in one language, apparently without discrimination (for example, Tamil children learning in Sinhala in a Sinhala medium school, and, more rarely, Sinhala children learning in Tamil in a Tamil medium school). The processes of these schools and the students' experiences need to be studied and good practice disseminated to other schools.

b) There are schools that have two or three language mediums side by side, and principals of these schools have said that this creates social cohesion and harmony among different ethnic groups, through different cultural events, sports activities, aesthetic activities etc. One tri-media school in fact caters for *four* religions, with shrines for each. There is however no accepted and official way to establish this kind of school in the system. Girls' schools with three language mediums are rare. These schools are not able to be established in mono-lingual areas of Sri Lanka. There are debates about the degree of harmony and balance in the bi or tri-media schools, and whether there can be tensions between groups or imbalance in terms of who is in control.

c) 'Amity schools' were established to bring together high achieving students from different ethnic groups studying and working together, with all students to be trilingual at graduation. However, what was actually implemented was a 'far cry' from the intentions (Perera et al 2004)<sup>3</sup>. In practice, education authorities gave schools that opted to offer classes in English the 'green light', but little else was accomplished.

Whatever model, integrated schools have the objectives to

1. Reduce communication gaps and increase the capacity to understand each other among different students and different cultures
2. Enable students to gain experience living in harmony within a diverse atmosphere
3. Produce students with a peaceful 'mental model'.

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<sup>3</sup> Perera, L, Wijetunge, S and Balasooryia, A. S (2004) 'Education Reform and Political Violence in Sri Lanka' in S. Tawil, and A. Harley (eds) *Education, Conflict and Social Cohesion*, UNESCO International Bureau of Education, Geneva

## 8. Broadening out the Research Base to ESCP

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While there is a growing body of research on social cohesion and peace education in Sri Lanka, there are still gaps in our knowledge and a need to have a coherent research programme. Research is needed for example on:

- The historical development of ESCP in Sri Lanka and how this compares to other countries, in order to frame future activities
- The current awareness of ESCP by different personnel (teachers, students, officers etc) and whether ESCP is already incorporated or could be incorporated into the curriculum
- Impact of conflict on education, the individual and communities, and causes of conflict
- Using indigenous knowledge on ESCP: analysis of Sri Lankan texts to extract concepts and practices
- A needs survey of what is wanted by different groups within ESCP
- Whole school culture: whether teachers and students know about and respect rights as based on the conventions, use democratic practices and non-violent conflict resolution.
- Agencies involved in ESCP and their objectives/achievements
- Further research on teaching of 2NL

Research would obviously link to evaluation, and evaluation studies are needed on:

- Evaluation of ongoing programmes in ESCP (such as *Life Competences /Citizenship /Governance*), using cohort studies to assess impact and identify areas where curriculum revision is needed
- Evaluation of the curriculum for principal training or orientation courses, using a content analysis to see how far ESCP is included
- Evaluation of university level courses and orientation to in-service seminars
- Evaluation of 2NL programme
- Research on different models of integrating schools
- Ethnographies of schools attempting to become ‘peace schools’

In order to derive field-specific rich patterns, qualitative research methodologies and data collection techniques relevant to the investigation of ESCP can be encouraged and used, such as case studies, interviews, observations, questionnaires and action research (as is already happening with the NIE action research programme). The areas for research also need to be specified to suit the Sri Lankan situation and policy on ESCP, for example, researchers should look for evidence of collaborative work and teamwork, skills of negotiation and mediation, peaceful conflict resolution, critical thinking, inquiry based learning etc. With such research, a good data base can be established, and the scientific data and findings can inform the decision-making process on the following aspects of questions related to ESCP:

- How can we go further?
  - What specific curriculum revisions do we need?
  - What type of training programmes do we need, and for whom?
-

The plan of actions presented in this section is based on the policy framework described in the previous sections. It describes the activities that should be implemented at the school level and the national level. The school level activities are extracted from the UNESCO publication “Learning the Way of Peace : A Teachers’ guide to Peace Education’ published in the year 2001.

### **9.1 Activities to be implemented at School Level: Practices that make school a place of Peace**

#### **9.1.01 Developing codes of conduct for classes**

Classroom conduct of can improve students’ discipline and promote school culture conducive to children’ moral growth. Developing a code of conduct follows the procedure given below.

1. Discusses with the students the need of having a code of conduct for the class and get their consent
2. Groups the class and request each group to prepare the code. According to their own needs .It should be able to guide students’ behaviour in the classroom and schools
3. When the groups have completed their drafts they present them to the class. Following each presentation a short discussion is held to get feedback in order to improve them
4. Appoint a committee to prepare the final draft from the drafts submitted by the groups. Once they have prepared it the teacher can refine it through editing. The code should be simple and brief.
5. Let committee present the draft and get the consent of the class. Display the code of conduct in the classroom
6. Once a week say every Friday the teacher should conduct a progress review of the conduct of the class

#### **9.1.02 Developing a school discipline guide**

**School discipline guide is policy like document that recommends standard conduct for the students in the school.** It is detailed research paper like document that proposes standard conducts in various conflicting situations arising in school. A team of teachers , appointed by the principal, develops the document. They do a close study of the factors leading to the problem behaviour. They interview teachers, student prefects, students and parents and study the past school records of the disciplinary actions. They look into the causes, trends, backgrounds, and situations leading to the problem behaviour of students and also to positive behaviour.

Then the team analyses and recommends actions at various levels of the school. The document brings into focus the responsibilities of all levels of the school community, beginning with class teacher developing and maintaining discipline in school. It recommends actions to parents as well. More importantly, it gives clear guidance to students on right behaviour in various situations, e.g.

- What to do when a teacher is absent in a period?
- What to do when you find something valuable within the schoolyard
- How to behave in the playground?

Code of conduct developed from the guide could be exhibited in appropriate places such as the school corridor, science lab, playground etc. The recommendations and standards given in the document legitimize good conduct. Based on the guides, the principal assigns the duties and responsibilities to class teachers, subject teachers, divisional heads, deputy principal, management committee and parents. However the guide should be positive and user-friendly in its approach. Mostly it is a visionary guide from which codes of conduct could be drawn at all levels.

In the preparation of the guide all levels of school community should participate so that all of them feel responsible and remain faithful to it.

### **9.1.03 Practices for developing self esteem**

Peace education stresses the need of improving children's self esteem in school. The school has to find many creative strategies and practices at all levels for it. In the attempt school can implement various methods of identifying students' potentials and promoting them further through various methods of rewarding, encouraging, guiding and facilitating. For example

- I. Selecting the best students, weekly, termly and annually (The school can announce the areas of selection, e.g. academic performance, special talents in art, drama, music, leadership, problem-solving, helping behaviour). This can take interesting forms such as selecting the school scientist, engineer, mathematician, artist, actor, orators etc. Selection can be done through exhibitions, competition, classroom evaluations and so on.
- II. Awarding badges, certificates and prizes,
- III. Arranging special occasions for display of talents
- IV. Recognition in the morning assembly

#### **9.1.04 Using special activities and exercises for developing peaceful competencies**

These type of activities have been discussed at length .One of the indicators of the school practising peace education is the constant use of active and participative learning methods in lessons. There is a wide range of activities available to teachers to suit all age levels of students. The activities may be used for

- Making learning interesting and happy/Increasing motivation
- Energizing
- Improving cooperation in the classroom/team building
- Improving critical thinking and problem solving capacities
- Improving social skills such as communication and assertive behaviour/socializing students
- Expanding consider ness/experience inner peace
- Releasing stress of boredom, monotony and learning
- Evaluating learning

#### **9.1.05 Moral instruction for the day**

Starting the day with a moral or spiritual thought provides inspiration. This can be done at the school level in the morning assembly by giving a short talk on a topic related to character building. Both teachers and students can deliver such talks. Alternatives such as listening to recorded songs and short talks; reading from literature could be used for change.

A simple practice at the classroom level: Start the day by putting up a motto on the wall in front of the class. Discuss briefly the message in it. This daily activity could be assigned to students as well.

#### **9.1.06 School/classroom wall paper**

A wall paper in a class or school is useful in many ways. It can provide currently important news and other information to students. They can improve their skill in creative writing, by contributing essays, short stories and articles to it. The paper could be produced in many different and interesting ways such as on themes, on subject bases and so on. As a policy, the paper can take peace as the central concept. An appointed committee can work as the editors' board.

#### **9.1.07 Displaying peace mottos**

Having peace mottos displayed in the school plant, class rooms, corridors and garden acclimatize children to peace attitudes and values. Gradually they begin to appreciate such life guiding moral sayings. They May remember such sayings throughout their

lives. The school hall can be given names of values, e.g. Hall of Compassion, Hall of joy. Constant exposure to peace thoughts helps internalize such values.

### **9.1.08 Peace day/week**

The school can organize peace days or weeks with a view to raising awareness on peace. Select a currently significant theme and draw a programme for the day or week. Themes on environment, social justice, inner peace, non-violence human rights and globalization will be useful to students. Seminars, lectures, discussions, art exhibitions, debates and drama can be organized under the selected theme. Such a programme should have a community peace building activity so that it has a practical value.

### **9.1.09 Appointing class mediators**

A class mediator or peacemaker is a student who is appointed to resolve conflicts in the class. Conflicts are referred to him or he will mediate when necessary in the conflicts arising in the class. This makes them understand that students in the class bear the responsibility to resolve their conflicts. At the same time students appointed as mediators will improve skills in conflict resolution. In mixed schools class may have two peace makers, a girl and a boy.

The selections should be made by the consensus made by the whole class. By rotating the position monthly quarterly more students get the opportunity to practice conflict resolution. However on the appointment, they need to be given a basic training in it. Awarding a special badge is necessary for the formal recognition of the position.

However the peace maker should be a friend of the class rather than formal leader. The conflict is referred to the teacher only if the collegial mediation is fail. In addition to the role of mediators, they can also act as peer counsellors to colleagues who have varied problems. Children need a supporter who will listen to their problems and with whom they can discuss them in confidence. The peacemaker's performance will depend upon the kind of training given to them by the school. Therefore the school has to give effective training.

### **9.1.10 Appointing peace committees**

The peacemakers in the school could form a committee, which can draw, organize and run peace programmes for the whole school. For instance, they can organize thee week for the school. This is a good means of handling over the responsibility of peace work to the students themselves.

### **9.1.11 The morning assembly**

Morning assembly provides a good stage for developing peace vision and attitudes in the school community. Given below are some ideas to enrich it.

- Presenting a day's peace thought (by student or teacher)
- Reading a portion from world literature that appeals to noble thought
- Listening to a peace song
- Presentation of world news of the week
- A drama with a moral sense
- A short mediation session
- A guest speech
- A recorded radio programme/ or a programme produce by students
- A session of devotional songs
- Presentation of life stories of great men and women

### **9.1.12 School link programmes**

Children need a lot of socializing experiences. School linking programmes provide opportunities for them to meet, build friendships, share and get together with other school students. These programmes can be organized at school level, grade level, interest group level and student club level. On such occasions children can organize various educational, cultural, environmental and community development activities.

## **9.2 Activities to be implemented at National Level**

### **9.2.01 Forging Peace through Curriculum**

#### **9.2.011. Activities**

- Produce guidelines on how different subjects can introduce or emphasise aspects of social cohesion and peace. For some this will be more obvious (for example, history), but for others (for example, physics) there may need more creative thinking and encouragement of teachers to think with a wider vision. Every subject can nonetheless find a way to introduce values of non-violence, respect, cooperation, truthfulness or empathy, and the skills of critical analysis. Guidelines should include how formal curriculum areas can be complemented with ESCP related activities, for example in community work and media work (see also Section 5 of this document). *(Include the description given about different subjects in the UNESCO document)*
- Subject the new *Life Competences, Citizenship and Governance* curriculum to evaluation and research, beginning immediately for Grades 6 and 10, to assess the way it is taught and the impact. If necessary, start to review the completed curriculum after a period of three years in operation, but also build in relevant findings to the drafting of Grades 8 and 9.

### **9.2.012 Responsibilities**

NIE, NCoEs, TTCs and the University Faculties of Education would be responsible for ensuring that all pre-service and in-service teachers receive a grounding in peace-related aspects of their curriculum teaching. Zonal Education Officers would have a similar responsibility in their in-service training.

At school level, principals would have a responsibility within the schools to ensure that teachers understand this work and feel confident to carry it out. Liaison between subject teachers and the *Life Competences and Citizenship/Governance* teachers would be important. Explaining to parents and demonstrating the work locally would help in public awareness.

### **9.2.013 Resource Implications**

- While most training would be within existing courses, there would be a need for additional capacity building of principals and ISAs
- Existing modules within teacher education would need scrutiny and updating, which has implications for staff time
- Tools should be developed for monitoring the impact of ESCP curriculum and there will be research costs.

## **9.2.02 Reskilling Teachers and education Leaders**

### **9.2.021 Activities**

Target Groups are

- Teacher Educators ( NCoEs/ TTCs/ TCs)
- In-service Advisors
- Leaders (Principals)
- Teachers
- Student teachers

Activities for these groups are

- In the training of trainers, stress the use of the same methods in training that should be used in the classroom, so that the skills outlined above are learned and practised by teachers (critical thinking, inquiry based learning, democratic learning etc) and that these are reflected in their competency assessment.
- Prepare curriculum materials to ensure that every teacher has been exposed to ESCP concepts, and can use them both in their own subject and in classroom relationships. Existing manuals such as those developed by UNESCO (and which have already been translated into Sinhala and Tamil) can profitably be used, with some additional



modules to ensure that all the relevant areas are covered relating to understanding of injustice/inequality, the rights of the child, and conflict transformation, inter-group as well as interpersonal.

- Conduct school-based teacher development programmes on ESCP by using teachers' manuals; make use of other developed modules and local practices for incorporation into the models for teacher training such as UNESCO's, to ensure local ownership.
- Conduct co-curricular activities in the colleges: peace events, trainee exchange programs (nationally/ internationally), aesthetic programmes, literacy events, celebrations of days of peace, religious celebrations etc, and projects linked with school and community, so that teachers are prepared to conduct such activities in the schools.
- Develop the following themes built into the teacher education curriculum and try to inculcate them in teacher trainees.
  - i. Think positively – training the teacher to aim developing a positive mind set in students
  - ii. Be compassionate and Do no harm – inculcate empathetic qualities such as love , kindness, friendliness and so on
  - iii. Discover inner peace- it is concerned with resolution of one's own psychological conflicts and problems and discovering the peace of mind
  - iv. Learning to live together- it is important today in a world where there is so much polarization of human beings is on the increase
  - v. Respect Human Dignity- this is based on human rights, duties and justice
  - vi. Be your true self- this means the strength of the character to be honest and direct in expressing one's needs, feelings and thoughts without letting others down.
  - vii. Developing critical thinking- this is an essential intellectual skill helpful to problem solving
  - viii. Resolve conflict non violently- this encompasses such skills necessary for conflict resolution as conflict analyses ,negotiation, active listening, mediation, creative problem solving and alternative solution seeking
  - ix. Build peace in community- this provides an opportunity for children to be exposed to social realities and understand people's problems and work with them
  - x. Caring for the planet- this is a global educational need not only for children but for the masses as well  
(UNESCO Publication, "Learning the Way of Peace", 2001)

## **9.2.022 Responsibilities**

. Policies on teacher education are formulate by the NEC through the recommendations forwarded by the MoE. NIE would have overall responsibility for the

curriculum of teacher education and training in the area of ESCP. However, TTCs and NCoEs should participate in curriculum review and development for teachers, and in the design of materials. For particular levels of training, the responsibility would be as follows:

|   |                               |
|---|-------------------------------|
| Training of teacher educators ( NCoEs/ TTCs/ TCs) | NIE                           |
| Training of In-service Advisors                   | NIE                           |
| Training of Leaders ( Principals)                 | NIE                           |
| In-service training of teachers                   | Principals/ TCs/ Zonal/ Prov. |
| Training of student teachers/prospective teachers | TTCs/ NCoEs                   |

### 9.2.023 Resource Implications -

- In the schools, funds from SDS can be utilized for teacher’s professional development in social cohesion and peace
- Funds would be needed for the training of trainers programs conducted by NIE
- Human resources in existence will be used for the above stages

## 9.2.03 Second language learning for Cross cultural understanding

### 9.2.031 Activities

| Activity   | Targets   | Outcomes  |
|--|---|---|
| 1. Formulate a clearly stated 2NL teaching/learning policy, including making 2NL a mandatory subject in all teacher education courses.   | Student teachers<br>Teachers<br>Teacher Educators<br>Students | Deployment of 2NL teachers.<br>Systematic teaching/learning of 2NL in schools and teacher education institutions. |
| 2. Preparation of learning materials, using multi media and catering to the interests and needs of the students, (Incorporating ESCP). Wherever possible existing material can be incorporated, provided that they are suitable for the purpose. | Students<br>Student teachers                                  | Set of learning materials which will enhance the quality of 2NL+ESCP  |

|  |  |  |
|--|--|--|
| 3. Collection of baseline data and documentation of existing manpower and physical resources for teaching 2NL                      | Policy makers<br>Teacher Educator provider institutions<br>2NL provider institutions | Data bank of available human and physical resources.             |
| 4. Based on 3, identification of gaps and finding ways to bridge the gaps.   | All stakeholders   | More effective teaching and learning of 2NL                      |
| 5. Make 2NL compulsory at GCE (O/L)  | Students   | Increase in number of bilinguals in 2NL                          |
| 6. Separate NCoE for producing 2NL teachers. Develop methodologies for teaching 2NL based on second language acquisition research. | Students<br>Student Teachers<br>Teacher Educators                                    | Enhancement of 2NL teaching                                      |
| 7. Organize co-curricular activities involving community participation and incorporating ESCP                                      | Students   | Develop mutual understanding and internalize unity in diversity. |
| 8. Restore the checking in the Year 5 scholarship exam that students can write in 2NL script                                       | Students   | Will motivate learning from an early age                         |

### 9.2.032 Responsibilities

| Institution/Level                       | Responsibility   |
|---|--|
| MoE                                     | Overall responsibility through 2NL Division; policy discussion and consultation; establishment of a NCoE 2 <sup>nd</sup> National language college; EPD to produce textbooks |
| Provincial and Zonal Education Officers | Monitoring, manpower forecasting, needs analysis   |
| NIE                                     | 2NL curriculum and training of the teacher educators   |
| EPD                                     | Preparation of textbooks on 2NL for school students  |
| Teacher Education Provider Institutes   | Teaching of second language to language teachers; enhancing methodologies  |
| 2NL provider institutes                 | Teaching of second National Language   |
| Schools                                 | Effective teaching of 2NL; action research to see results  |
| Community                               | Taking part in co-curricular activities  |

### **9.2.033 Resource implications**

Activity 3 will provide the information as to what already exists and what will need new resources. Funding is needed for a national survey to collect base line data.

It is strongly recommended that, without reinventing the wheel, existing human and physical resources be used with Continuous Professional Development and revision of material. For this purpose collaboration between the different 2NL provider institutions and the teacher education institution, the NIE and the MoE is vital.

A specific college for teachers of 2NL will require expenditure on refurbishment and equipment.

## **9.2.04 Thinking Outside the Box: co-curricular activities**

### **9.2.041 Activities**

Suggested co-curricular activities would include:

#### **At national level**

(organised by MoE)

- Student exchange visits
- Pals of two cities
- Student Parliament
- Drama festivals
- Friendship forums
- Peace School
- Conferences and Seminars

(organised by NIE)

- Peace events
- Aesthetic activities
- Peace forums

#### **b) At local level**

- Peace events and demonstrations
- Literacy and cultural programmes, with activities based on common Sri Lankan culture as well as celebrations of festivals of different religions and cultures
- Art exhibitions
- Environment days
- Debates, seminars and special lectures on peace related issues
- UN days and Model United Nations General Assemblies (MUNGAs)
- Media clubs

- Peace camps
- Students making magazines and wallpapers, writing articles or newsletters
- Community events which specifically focus on 2NL and intercultural exchange
- Engagement of students in exchanges (real or virtual) with schools of different ethnic groups

All these events should seek to bring different ethnic, lingual, religious and socio-economic groups together and/or to promote the ideals of social cohesion and peace in the local community. It is important however that exchanges, interaction and dialogue between groups is encouraged to be longer term, rather 'one-off' occasions. Media coverage of events and of sustained interaction can also be used for nation-wide publicity. Student Parliaments, debates and student newsletters should not be afraid to tackle controversial and political issues.

For purposes of coherence, it is recommended that SCPEU continue to organise the national level activities, and that all other Units in the MoE who organise co-curricular activities should inform SCPEU of any ESCP related ones.

#### **9.2.042 Responsibilities**

Responsibility would occur at all levels, that is:

| <b>Organisation</b>   | <b>Responsible for</b>   |
|---|--|
| MoE (SCPEU and Co-curricular and Guidance and Counselling Unit) | Guidelines to schools on running co-curricular activities related to ESCP; giving information to schools on national level events organised by SCPEU; receiving monitoring reports on Zonal and local level activities; fillings gaps where appropriate. |
| NIE   | Preparing materials and guidance to be used in ESCP co-curricular work; researching the impact of the co-curriculum; training of trainers in co-curriculum   |
| Provincial  | Organising provincial level events   |
| Zonal (Peace Coordinators)                                      | Organising Zonal level events; reporting on these to Provincial level  |
| TCs   | Training on how to develop co-curricular activities; organising their own for students   |
| TTCs  | Training on how to develop co-curricular activities; organising their own for students   |
| NCoEs   | Training on how to develop co-curricular activities; organising their own for students   |
| Schools   | Can decide their own co-curricular activities. These should be specified in the school Annual Development Plan   |

### **9.2.043 Resource implications**

- Funds for activities organised by schools can be found from SDS and SDC.
- INGOs, NGOs and specific donor agencies can be involved in such activities, through a sector-wide approach of the MoE
- MoE funds the activities organised by SCPEU.

## **9.2.05 Fostering the culture of Peace in school and community**

### **9.2.051 Activities and Indicators**

#### **a) in school**

- Understanding and agreeing the roles, rights and duties/responsibilities of the school community and acting accordingly; involvement of students in drawing up such codes of conduct for their class and school
- Promoting orderliness and discipline of the school e.g.: punctuality and attendance, and observance of expected norms of conduct by both students and teachers
- Enabling student participation in decision-making and therefore the learning of democracy, through student forums and other forms of representation
- Reducing violence (c.f. the chapter in *Learning the Way of Peace*)
- Beautifying the school to give a sense of peace e.g.: flowers, vegetation both natural and man-made; works of art by students and artists on the walls; putting up inspiring quotations and ‘thought for the day’ by students and by ‘great thinkers’.
- Promoting cleanliness of the school – proper garbage disposal, good hygienic conditions etc; maintenance of building and furniture - colour washing and painting;
- Training of students and teachers in conflict resolution and mediation; understanding conflict and racism.
- Respecting the school culture of justice and fair play, shown through minimising segregation or grouping children according to ethnicity, and giving equal opportunities to participate in school functions.
- Ensuring equitable and respectful relationships between principal and staff; students and teachers ; among students; among teachers
- Learning problem solving and critical thinking, so that students can evaluate issues relating to social cohesion and peace for themselves
- Getting supports from religious leaders to implement the co-curricular activities, specially for celebrating national events.

#### **b) in the community**

- Ensuring good relationships between the school and parents (SDS /SDCs and PPA)
- Announcements of activities and notices in the school in all three languages
- Organizing exhibitions and displays on ESCP areas, and encouraging parents’ and community members’ visits to the schools.
- Explaining ESCP and its activities to the parents, including explaining by students as well as teachers

- Inviting different people from civil society and from the political arena to the school to have debates – e.g. ‘Meet your MP’ day
- Inviting religious leaders to the school to discuss peace and social cohesion with students and teachers; encouraging ESCP at religious schools
- Inviting parents to submit reports to the school on the development of their child with regard to ESCP concepts and activities, and vice versa; teachers meeting parents to discuss their child’s development
- Linking with the media to promote school’s activities in ESCP and jointly organizing events and competitions related to ESCP
- Ensuring schools are ‘parent and community friendly’, as well as ‘child friendly’.
- Making links with early childhood education at one end and universities at the other, so that there is continuity

Such activities will require training of teachers to draw out peace and value concepts in the curriculum as well as in understanding rights, justice, democracy and positive discipline for themselves. Leaders and teachers would benefit from exposure to schools that practice peace in other countries (such as Israel/Palestine Peace Schools, or UNICEF’s ‘Rights Respecting Schools’ in UK). In addition, while it is possible to provide schools with a ‘model’ of a peace school, it would be better if heads, teachers, students and community worked together to design their model for themselves, exploring a range of emphases for implementation. This would make an interesting exercise and give a sense of ownership.

Schools, teachers, students and parents will benefit from recognition of their ethos, and could apply to be designated as a ‘Peace School’, by having to demonstrate that they adhere to specific criteria related to the promotion of peace, rights and democracy, and after review by Zonal officers. (This would be similar to the UNESCO Associated Schools). A celebration or ceremony could be held to give this recognition. Case studies of successful Peace Schools should be conducted and booklets drawn up to share good practice. Indicators should be drawn up in consultation with teachers, students and parents: as well as the more obvious ones of different races and religions learning together, and absence of violence, the student participants in the consultation exercise gave some interesting clear pointers such as *‘a school with a pleasant environment without any loud voices’*, *‘the barriers between students and teachers should be broken down....to associate with each other in a friendly manner’*. As well as many indicators relating to harmony and equity, teachers produced ideas such as *‘make each student feel they are important’* and *‘a teacher should be a model...children will be stress free’*. It is clear that a Peace School will need to satisfy many attributes.

### 9.2.052 Responsibilities

- *Central Ministry level*
  - SCPEU, MoE (*organising Peace School ceremonies*)
  - Department of Co-curricular activities of MoE (*to develop guidelines on positive non-violent discipline*)
  - Dept of Religious Education in the MoE
  - NIE – Dept. of Teacher Education and Curriculum development (*materials and guidelines on democratic schools*).
- *Provincial Ministry level*
  - Provincial Ministry of Education (*guidance and monitoring*)
  - Zonal Departments of Education (*guidance and monitoring*)
- *School level*
  - Principals, staff, pupils, parents, community (*student participation, school environment, positive discipline*)

Responsibility for outside links would occur mostly at Zonal and school level. Working with the community in ESCP would be included in the teacher education curriculum.

### 9.2.053 Resource Implications

- Training costs for training of school leaders, teachers and student leaders
- Public awareness programmes on building up the school ethos
- Provision of security for the schools

## 9.2.06 Revitalising integration : different models for schools

### 9.2.061 Activities

- Identifying through Zonal officers and research those schools successfully serving different language communities, and promoting good practice
- Strengthening the existing schools which already have bi-media or tri-media by providing required resources and moral support
- Identifying new girls' and boys' schools which could introduce a bi-media or tri-media system
- Providing pre-conditions and logistics for implementing new integrated schools, and establishing how they are administered in terms of the joint control by school leaders representing different language communities
- Maintaining the concept of Amity schools, but ensuring that they are genuinely tri-media.
- Extending close supervision directly by SCPEU
- Conducting action and evaluation research to follow the progress of new schools and different models of integration.
-



### **9.2.062 Responsibilities**

- Formulation of new policy initiatives with regard to schools serving different communities and with regard to bi-media or tri-media, through the Policy Planning and Review Division in the MoE
- Implementation and coordination should be done by SCPEU
- Monitoring and supervision at school level should be conducted by the school principals; external supervision should be conducted by SCPEU in collaboration with provincial and Zonal authorities.

### **9.2.063 Resource Implications**

1. Existing schools need to build up human resource capacity (teachers), and ensure that all languages have sufficiently competent teachers
2. New schools require need physical and human resources

## **9.2.07 Broadening the research base to ESCP**

### **9.2.071 Activities**

- Include a research component in all ESCP programmes
- Conduct policy research
- Academic research by the universities
- Conduct action research by practitioners (officials, teachers, students)
- Training in research methodologies for practitioners
- Preparation of a bibliography in respect of ESCP studies
- Dissemination of research in various outlets – journals, media, academic publications, national and international conferences

A research network on ESCP needs to be established, bringing together researchers from different institutions to formulate a programme. This may be under the auspices jointly of NEREC and NIE.

### **9.2.072 Responsibilities**

The universities and NIE would be responsible for broader survey research, and for training in methodologies. With the collaboration of universities and NIE, schools and student teachers would be responsible for generating action research and reporting findings.

After discussion with the Advisory Board, SCPEU could take the initial lead to call a meeting of researchers in ESCP in order to form a network and decide its coordination. The network should then be self-sustaining, perhaps under the coordination of NEREC and NIE Department of Research.

### **9.2.073 Resource implications**

Funds for research must be sought by the network, both for surveys of needs in ESCP and for specific areas of qualitative and quantitative inquiry. One possibility is to establish an ESCP research fund, to which researchers can submit bids. National level research would be conducted by NIE or universities, or jointly; at grassroots level there would be participation of different stakeholders, particularly in action research and practitioner research; freelance researchers can also submit bids. The Advisory Board could then adjudicate on grants at specific times in the year in order to select a number of research projects.

Dissemination conferences and seminars need funding, to ensure maximum impact and public as well as professional understanding of research findings.

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## 10. Recommendations, responsibilities and resources

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The chapters and their strategies are now brought together to determine the various roles and responsibilities of different participants in the ESCP policy and implementation process. It is important to establish clearly who should and can make decisions at various levels, and who should report to whom, that is, the information flows. Resource implications are summarised, to indicate what human and financial resources are needed, and existing and possible sources of funding. It is also important to establish the timing of the various initiatives, and what are the preconditions for other activities to happen. These questions are represented in the three tables on the following pages. First the major recommended directions are summarised: it can be seen that these are interlinked and together provide a synergy and strong sense of purpose.

### 10.1 Recommendations: Major changes and developments

While there are a great number of recommendations and detailed suggestions in the preceding sections, the major developments for an effective ESCP policy are as follows:

1. Strengthening the role and function of the **Social Cohesion and Peace Education Unit** in the MoE and provincial councils through the establishment of an Advisory Board, Coordinating Committees and Zonal ESCP Committees; and the provision of infrastructural support for SCPEU.
2. Confirming the importance to ESCP of the existing *Life Competences and Citizenship Education* (grades 6-9) and the *Citizenship Education and Governance* (grades 10-11) curriculum, by monitoring the impact of this through research and reviewing as appropriate.
3. Development of **curriculum and training materials for teacher education**, to ensure that every teacher is familiar with ESCP goals and can work with ESCP concepts and vision, both in their subjects and in terms of classroom relationship.
4. Strengthening the provision of Second National Language, through the development of a clear policy and the establishment of necessary training facilities for 2NL.
5. Development of a clear focus on **school culture and ethos**.
6. Promotion of more **integrated schools**, and if not physically possible, more ways of linking schools and sharing experiences found, such as twinning. Every child should be guaranteed an opportunity of 'peace experience' such as exchange of student.

7. Strengthening and monitoring of **Co-curricular activities** such as events and dialogues to promote intercultural understanding.
8. Creating a **research network**, to bring researchers in ESCP together, to develop a programme to enhance ESCP activities.
9. Establishment of an **ESCP Monitoring and Evaluation Group** or body, coordinated by SCPEU, specifically to look at progress in ESCP provincial and Zonal level.
10. Creating an awareness of social cohesion and the concept of Brotherhood of Man through religious amity.

## 11.2 Responsibilities: Decision making and responsibility at various levels

|                                   | <b>MOE</b>  | <b>NIE</b>   | <b>NCoE</b>  | <b>TC</b>  | <b>Provincial</b>  | <b>Zonal</b>  | <b>School</b>  | <b>University</b>  |
|-----------------------------------|---|--|--|--|--|---|--|--|
| School Curriculum                 | EPD continue to provide textbooks on Life Competences; continue to monitor racism, bias etc in books                            | Review existing Life competences curriculum after research on impact   | Training of <i>Life Competences</i> teachers; Ensuring all subject teachers can use ESCP issues in their teaching                  | Training of <i>Life Competences</i> teachers; Ensuring all subject teachers can use ESCP issues in their teaching                  | Training of ISAs in ESCP   | Training of ISAs in ESCP  | Delivery of Life competences curriculum; Providing staff development on including ESCP issues in all curriculum subjects |  |
| Teacher Education                 | Chief Commissioner Teacher Education has overview of teacher education and ESCP activities                                      | Develop ESCP curriculum for teacher trainees (pre-service and in-service); CELD to ensure ESCP included for school leaders | Participation in development of ESCP curriculum for teachers; delivering this to trainees  | Participation in development of ESCP curriculum for teachers; delivering this to trainees  |  |   | Provide guidance on ESCP to student teachers on teaching practice  | Participation in ESCP curriculum and delivery for teachers (undergrad/postgrad,) |
| 2 <sup>nd</sup> National Language | 2NL Dept has overview of policy and strategy  | 2NL Department   | Separate college established   |  |  |   | Ensure effective allocation of teachers to 2NL   | Research on 2NL delivery and perception  |
| Co-curricular activities          | Co-curricular and Guidance and Counselling Dept has overview of policy and strategy; SCPEU engages in national level activities | Guidance on co-curricular activities for schools; organising college level co-curricular activities                        | Guidance and experience of co-curriculum in training   | Guidance and experience of co-curriculum in training   |  | ISAs and Peace Co-ordinators to participate                             | Put ESCP co-curricular activities on Annual Development Plan.  |  |
| The Peace School in the Community | Organise ceremony for recognition as a Peace School<br>Disseminate good practice by paper and on web-site                       | Develop indicators of a peace-promoting school   | Ensure all teachers know about aspects of the peace school such as the Convention on the Rights of the Child, and the implications | Ensure all teachers know about aspects of the Peace School such as the Convention on the Rights of the Child, and the implications | Participate in Peace School awards; organise ESCP events at provincial level | Participate in Peace School awards; organise ESCP events at Zonal level | Schools work towards being a Peace School in the Community through relationships and activities                          |  |

|                                     |  |   |   |   |   |  |  |  |
|-------------------------------------|--|---|---|---|---|--|--|--|
| Working with INGOs, NGOs and donors | Policy & Planning Unit to provide information on donor agency activity; SCPEU to call meeting of NGOs & prepare guide-lines on involvement |   |   |   |   |  |  |  |
| Integrated schools                  | SCPEU to coordinate with relevant departments on development of these.   |   |   |   |   |  | Integrated schools to work on cohesion and equity in the school and its management | Research on different models of school integration   |
| Research                            | SCPEU to call an initial meeting to establish a research network   | Dept of Research to engage in research on ESCP, linking with universities; continue action research programme | Develop research culture among teachers and ensure knowledge of methods of investigating ESCP | Develop research culture among teachers and ensure knowledge of methods of investigating ESCP | Officials conduct action research   | ISAs conduct action research                                 | Participate in action research in their school; Develop students as researchers    | Participate in research programme, teach relevant research methods, encourage dissertations in this area |
| Monitoring and Evaluation           | Establish an M and E group within SCPEU  | Conduct curriculum evaluation and research  |   |   | Receive M and E reports from Zonal officers & present at Coordinating Cttee | Engage in M & E of ESCP through Peace Education Coordinators | Assist in M and E, and self-evaluation of the school                               |  |

### 11.3 Summary of Resource Implications

| Activity  | Human Resources   | Financial Resources   | Source                                  |
|---|---|---|---|
| Guidelines on ESCP in subjects and leadership training                              | Staff time at NIE and NCoEs   |   | job                                     |
| Monitor Life Competences/Citizenship/Governance curriculum                          | Staff time at NIE, SCPEU and NEREC  | Research budget for monitoring                                | Job                                     |
| Reviewing methods in teacher training to ensure ESCP skills are learned by teachers | Staff time at NIE and NCoEs   |   |   |
| Preparing teachers' manuals on ESCP in the school                                   | Staff time  | Production of/purchase of teachers' manuals                   |   |
| Co-curricular activities in NIE and the colleges                                    | Staff time outside working hours  | Costs of activities   | Existing budget of NIE and colleges     |
| Formulate policy on 2NL   | Staff time  | Costs of activities and consultation                          |   |
| Additional learning materials for 2NL   | Staff time  | Cost of materials production                                  |   |
| Base-line data on existing manpower for 2NL   | Staff time  | Research costs  |   |
| Establish separate college for producing 2NL teachers                               | Lecturing and administrative staff  | Adaptation/acquisition costs<br>Maintenance costs<br>Salaries |   |
| Guidelines on ESCP co-curricular activities   | Staff time  |   |   |
| Training of trainers and teachers   | Staff time  | Costs of attendance of participants at training               |   |
| Organising co-curricular activities in schools, related to ESCP                     | Staff time outside school hours; in existing job description of provincial and Zonal officers | Costs of activities   | SDS and SDC<br>Donors can be approached |
| Enhancing school ethos and culture  | Staff time in training and awareness programmes   | Training costs  |   |
| Improving environment and security of schools                                       |   | Costs of upgrading and beautification                         |   |

|  |            |   |  |
|--|------------|---|--|
| Conference of NGOs                                   |            | Costs of conference   |  |
| Guidelines for NGO involvement                       | Staff time |   |  |
| Strengthening and expanding bi-and tri-media schools |            | Salary costs<br>Refurbishment costs   |  |
| Development of research programme                    | Staff time | Salary costs for research assistants<br>Research costs                                      |  |
| Strengthening SCPEU                                  |            | Costs of Board and Committee meetings; equipment for SCPEU<br>Salary costs of support staff |  |
| Monitoring and evaluation                            | Staff time | Costs of meetings of M and E group<br>Consultation with evaluation experts                  |  |



### 11.3 Timeline

|  | Jan-June<br>2008 | July - Dec<br>2008 | Jan-Jun<br>2009 | Jul-Dec<br>2009 | Jan-July<br>2010 |
|--|------------------|--------------------|-----------------|-----------------|------------------|
| Establish funding and resources for implementation               |                  |                    |                 |                 |                  |
| Establish Advisory Board and Coordinating Committee              |                  |                    |                 |                 |                  |
| Work on teacher education curriculum and materials for ESCP      |                  |                    |                 |                 |                  |
| Introduction and implementation of teacher education curriculum  |                  |                    |                 |                 |                  |
| Policy on 2NL  |                  |                    |                 |                 |                  |
| Production of learning materials for 2NL                         |                  |                    |                 |                 |                  |
| Establishing new college for teachers of 2NL                     |                  |                    |                 |                 |                  |
| Consultation and production of indicators for school ethos       |                  |                    |                 |                 |                  |
| Schools work on becoming a Peace School                          |                  |                    |                 |                 |                  |
| Exploring possibilities for more integrated schools              |                  |                    |                 |                 |                  |
| Establishing a research network and deciding a programme         |                  |                    |                 |                 |                  |
| Beginning and engaging in research                               |                  |                    |                 |                 |                  |
| Establish monitoring and evaluation structure and start training |                  |                    |                 |                 |                  |
| Monitoring process begins  |                  |                    |                 |                 |                  |
| Monitoring of Life Competences curriculum with regard to ESCP    |                  |                    |                 |                 |                  |

## Part B - Supportive Frameworks

### 11. Management Structure and Capacity Development

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#### 11.1 Background

There has been a unit in the MoE for promoting peace, termed Social Cohesion and Peace Education. Under this unit, the following events have been implemented:

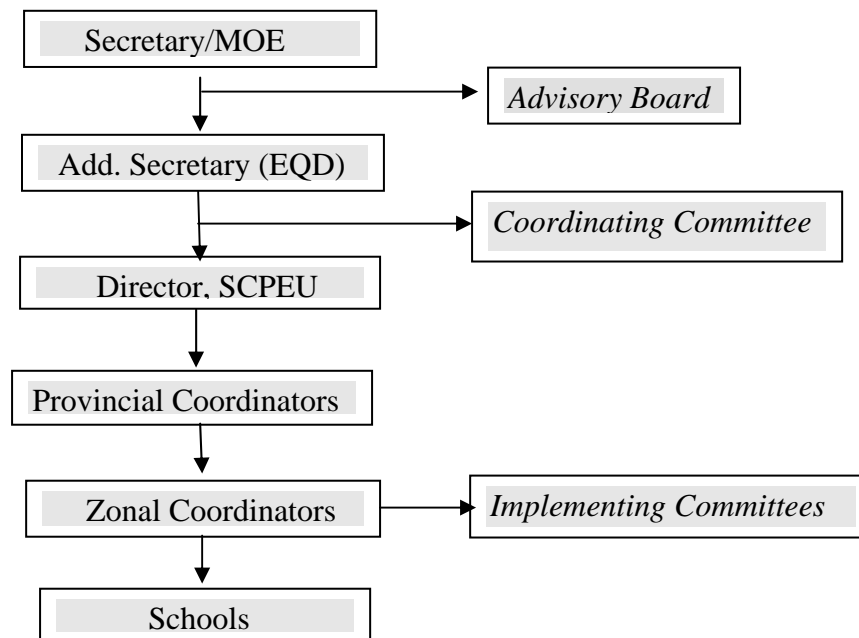
- Student Parliament
- Cultural Integration Programme
- Model School Programme
- Friendship Forums
- Peace celebrations
- Leadership programme for students

At the same time, there are many other units in the education system and its governance which can promote peace in Sri Lanka, such as NIE, EPD, NCoE, Teacher Education Unit and Co-Curricular Activities Unit. There is a separate Ministry department called *National Integration and Constitutional Affairs*.

Other agencies that conduct or support peace education programmes are GTZ, UNESCO, UNICEF, Save the Children, Plan Sri Lanka, National Peace Council etc. The issues are that

- There is no comprehensive framework within the MoE for ESCP.
- There is a lack of coordination among the various peace related unit and agencies, reflecting a general lack of coordination in the system of education.
- There is a lack of human, physical and financial resources for the education system generally
- There is a lack of results-based monitoring
- MoE has been involved directly in running co-curricular activities, rather than taking an administrative and strategy role.

## 11.2 Suggested New Structure



The **Advisory Board** would have the following roles:

1. To identify the strategic level policy ideas related to the integration of different values and the promotion of social cohesion in Sri Lanka
2. To review the progress of activities quarterly
3. To identify the areas and suitable agencies to conduct research and development

The composition of the Advisory Board would be 10:

- 1 Secretary, MOE
- 2 Director General, NIE
- 3 Secretary of the Constitutional Affairs and National Integration Ministry
- 4 Nominees from the University Faculties of Education (Sinhala, Tamil and Muslim)
- 5 Secretary, Human Rights Commission
- 6 Chief Commissioner, Teacher Education
- 7 ADG –Curriculum Development
- 8 ADG-Leadership Development
- 9 Director -SCPEU,MoE

Secretary to the Board: Director, SCPEU

The **Coordinating Committee** would have the following roles:

1. To provide guidance to implement new policy initiatives in collaboration with the relevant authorities which are responsible for ESCP
2. To receive requests for capacity development and other resources
3. To monitor peace education programmes monthly, receiving reports from the Implementing Committees

The composition of the Coordinating Committee would be 18:

1. Additional Secretary (Ed.Devt) (Chair)
2. Director, SCPEU (MoE)
3. ADG Curriculum Development, NIE
4. ADG Leadership Development NIE
5. Director, Research, NIE
6. Director, Institutional Development, NIE
7. EPD Commissioner
8. Chief Commissioner, Teacher Education
9. Director, Humanities and Language, MOE
10. Provincial Coordinators (9)

Secretary to the Committee: one officer from NIPEU

There would be **93 Zonal level committees**, which would

- Oversee the implementation of the policy at Zonal level
- Decide Zonal level events
- Work with Teachers' Centres on promoting ESCP

### **11.3 SCPEU roles and functions**

SCPEU itself would have a number of **coordinating and dissemination** roles.

- A website should be developed which gives information on ESCP events and activities and celebrates and showcases the work of schools.
- A regular newsletter on ESCP activities should be produced, also for those not able to access the website
- SCPEU should develop a resource directory of expertise in ESCP, and also build up a resource bank of peace education materials, books and articles on peace education, videos, CDs etc. These should be available for loan or at least consultation.

SCPEU would continue to take responsibility for **organising** some national level co-curricular events related to ESCP, as well as receiving information about others. In addition SCPEU should take on a number of **initiating roles**: calling people to begin a research network, ensuring research network development, and starting a monitoring and evaluation group. Finally, it should engage in a **risk assessment analysis** and prepare a risk management plan, particularly in this controversial area of ESCP development.

## **11.4 Capacity Building**

SCPEU would, in consultation with all the various levels, draw up a capacity building plan which pulled together all the resources needed at different times and different levels. The budget for this would be agreed by the Advisory Board, who would also receive reports on expenditure. The Coordinating Committee would receive specific requests for capacity building and staff development. It needs to be noted that the Social Cohesion and Peace Education Unit itself needs to be strengthened in order to implement the above framework effectively. However for the moment it is felt it has sufficient personnel, apart from the need for support staff, and requires mainly logistical support.

## **11.5 Resource Implications**

The main resources needed for the management structure would be:

- a) support staff and equipment for SCPEU (computer, fax, camera, website support)
  - b) cost of dissemination and recognition of ESCP work through newsletters etc
  - c) cost of meetings for Advisory Board and Coordinating Committee
  - d) cost of building up a resource bank
-

## 12 Monitoring and Evaluation

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### 12.1 Background

With the programmes on social cohesion and peace in the country not being conducted within a national policy, monitoring and evaluation have equally not shown coordination. There is a difficulty in supervising or monitoring the content, the intervention strategies and the progress of these programmes, as well as their activities and their impact on reducing conflicts among communities. Therefore it is understood that there should be an accepted policy and programme for monitoring ESCP.

One immediate task is the development of indicators for 'success' in ESCP. This is difficult, in that the evaluation of peace education is notoriously problematic. Long term impact assessment has the problems of tracing cohorts of students into later life, and of controlling for other effects. It is however possible to monitor immediate short term behaviour and to involve students and teachers in action research. It is also possible to assess competences, for example within the Life Skills and Citizenship/Governance curriculum – a form of result-based monitoring. Monitoring can be done of how far curriculum and programmes are actually delivered in schools; evaluation can be achieved through a variety of methods, such as investigating perceptions of stakeholders regarding their experience of learning and teaching, as well as more quantitative measures of knowledge, skills and attitudes related to ESCP. Programmes on non-violence in schools for example can be evaluated by noting decreases in violent incidents, whether by students or teachers.

With the implementation of an efficient programme in Monitoring and Evaluation the following benefits can be achieved, and these would be the objectives:

1. Review of the effects of national policy to ensure acceptability to all stakeholders in ESCP
2. Avoiding repetition or monitoring among different organizations and institutions
3. Improving the efficiency of programmes
4. Functioning as a Clearing House, coordinating different data on programmes related to ESCP
5. Minimizing misconceptions regarding ESCP through making public the results

### 12.2 Activities

1. Establish a National Body or group for monitoring and evaluation of programmes island-wide within the SCPEU at the MOE. SCPEU should have a major role in the coordination, monitoring and assessment of the national policy.
2. Strengthen the work of Monitoring and Evaluation Coordinators at Provincial level through training and continuous support

3. Strengthen the work of Monitoring and Evaluation Coordinators at Zonal level through training and continuous support
4. Ensure the ESCP Advisory Board receives and comments on the results of monitoring
5. Coordinate with the research programme and research network on ESCP
6. Consult evaluation experts to develop instruments and indicators for monitoring
7. Build up on-line and other data collections on monitoring, assessment, analysis and evaluation on ESCP, including indicators of success. The International Bureau of Education, for example, is producing guidelines on 'Monitoring the Impact of Peace Education'

### **12.3 Responsibilities**

MoE would be responsible for the establishment of a specific ESCP monitoring group.

Provincial Directors of Education would be responsible for training and support of those undertaking monitoring and evaluation at provincial level, and for conveying results to the Coordinating Committee in SCPEU for discussion

Zonal Directors of Education would be responsible for training and support of those undertaking monitoring and evaluation at Zonal level, and for reporting data and results to the provincial level.

There should be a representative of monitoring and evaluation on the research network, so that there is coordination and avoidance of duplication.

SCPEU should undertake to invite evaluation experts to work with the monitoring and evaluation group.

### **12.4 Resource Implications**

Efficient and quality monitoring needs high level funding, in terms of human resource time, travel, communications with other data providers and technical support.

If evaluation experts are consulted, there are consultancy fees

## Appendix One

### List of those who provided inputs to the policy through workshops and/or consultation

|                               |  |
|-------------------------------|--|
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| Prof.C..Kariyawasam           | Retired Professor, Faculty of Education, University of Colombo   |
| Prof. Lal Perera              | Retired Professor, Faculty of Education, University of Colombo.<br>Vice Chairman – National Education Commission |
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| Dr Ulf Metzger                | Programme Coordinator, GTZ-ESC   |
| Dr.Jayanthi Gunasekara        | ADG –Planning and Curriculum, NIE.   |
| Mr W.W.J. Perera              | AD)-Leadership Development, NIE  |
| Prof Lynn Davies              | University of Birmingham, UK.  |
| Prof. S. Sandrasegaram        | Head of Dept of Social Science Education, University of Colombo  |
| Dr.K.Somasundaram             | Subject Matter Specialist – 2 NL – GTZ-ESC   |
| Dr.Godwin Kodithuwakku        | Director, Dept of Research, NIE, Maharagama  |
| Dr.J.M.K.B. Hajarjhan         | Director-Social Cohesion and Peace Education Unit, MoE   |
| Dr. H.D.A. Lalitha Batuwitige | Subject Matter Specialist, Peace & Value Education, GTZ-ESC  |
| Ms.Lilani Amarasinghe         | Director-Institutional Development (Teacher Education )<br>NIE   |
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| Dr Rüdiger Blumör             | GTZ Head Office  |
| Dr Nihal Wickramasinghe       | Director, NIE  |
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| Mr Y. A. N. D. Yapa,          | Director, Teacher Education, MoE   |
| Mr S. Divakalala              | Technical Advisor, GTZ-ESC   |
| Mr R.P. Perera                | Secretary General, UNESCO ,Sri Lanka   |
| Mr P. W. Gunasekera           | Consultant, Ministry of Education  |
| Mr S. P. N. Jayamaha          | Technical Advisor, GTZ-ESC   |
| Mr U. L. M. Hashim            | Director, Akkaraipattu   |
| Mr Prasath Herath             | Deputy Director, WP, Education Dept  |
| Dr T. Kamalanathan            | Former President, NCoE, consultant, MoE  |
| Mr S. M. R. S.                | Director, Quality Assurance, MoE   |
| Kapugedara                    |  |
| Mrs A. M. P. Karunarathne     | Director, MoE  |



|                              |   |
|------------------------------|---|
| Ms.Claudia Kreussler         | Junior Expert, GTZ – ESC                              |
| Mr.S.Mallawarachchi          | Consultant, MoE                                       |
| Ms.Renuka Malalasekara       | Principal- Devi Balika V, Colombo                     |
| Ms Rachel McKinney           | UNICEF Emergency Education Coordinator                |
| Mr Ranjith Premasiri         | Secretary – National Education Commission             |
| Mr.D.M.D. Disanayake         | Deputy Principal-DSS College,Colombo 4                |
| Mr S. Muralitharan           | National Advisor, GTZ-ESC                             |
| Mr K. Murugapille            | Director, EP, Trinco                                  |
| Mrs F. Nanayakkara           | Consultant, EPD, MoE                                  |
| Mr U. Nawarathnam            | Director, NIE   |
| Mr M. T. A. Nizam            | Director, ZE Office, Kalmune                          |
| Mr Niroshan Padmapriya       | MIS/IT Expert, GTZ-ESC                                |
| Mrs B. A. W. R. Padmashanthe | Deputy Director, MoE                                  |
| Mrs Asoka Pandithasekara     | Director, MoE   |
| Mr M M Rathakrishman         | Deputy Director, NP, Trinco                           |
| Mr Gamini Rathnatissa        | T C Manager, Teldeniva                                |
| Mr Sudath Samarasinghe       | Director, NIE   |
| Mr A.L. A. Rasool            | President, NCOEs, Adalachenei                         |
| Ms.Sheela Sridharan          | Secretary – GTZ-ESC                                   |
| Ms.Malani Swaris             | Rtd.Principal, Teachers’ Training College, Peradeniya |
| Mr M. T. A. Thowfeek         | Director, ZE Office, Samanthurei                      |
| Mr S. U. R. Wanigasinghe     | Deputy Director, NWP, Education Dept                  |
| Ms.L.M.Wansawathie           | Vice-President, Ruhuna NCoE, Galle                    |
| Mr H. M. Wasantha Perera     | Coordinator NWP, Education Dept                       |
| Mrs K. D. V. K. Wijesekera   | Deputy Director, MoE                                  |
| Mrs Nandanie Ekanayaka       | Chief Project Officer, NIE                            |
| Mr. W. A. Wijethunge         | Deputy.Director-MoE                                   |
| Mrs.Badra Withanage          | Deputy.Director- MoE                                  |
| Mr S. Ahmed Zainodeen        | Coordinator, Peace Education, Akkareipattu            |
| Mr P. M. Abayarathne         | Chief Project Officer, NIE                            |
| Mr. Upali Munasinghe         | Chief Project Officer, NIE                            |

Also the students and teachers of the following schools:

D.S.Senanayake Vidyalaya, Colombo

Davi Balika Vidyalaya, Colombo

## Appendix Two

### Acronyms and Abbreviations

|        |  |
|--------|--|
| ADG    | Assistant Director General                                       |
| CELD   | Centre for Educational Leadership Development                    |
| ELU    | English Language Unit  |
| EP     | Eastern Province   |
| EPD    | Education Publication Department                                 |
| ESCP   | Education for Social Cohesion and Peace                          |
| ESDFP  | Education Sector Development Framework and Programme             |
| GCE    | General Certificate of Education                                 |
| GTZ    | German Technical Cooperation                                     |
| INGO   | International Non-Governmental Organisation                      |
| MOE    | Ministry Of Education  |
| NCoE   | National College of Education                                    |
| NEC    | National Education Commission                                    |
| NEREC  | National Education Research and Evaluation Centre                |
| NGO    | Non-Governmental Organisation                                    |
| NIE    | National Institute of Education                                  |
| SCPEU  | Social Cohesion and Peace Education Unit                         |
| NP     | Northern Province  |
| NWP    | North Western Province   |
| PPA    | Past Pupils Association  |
| SCPE   | Social Cohesion and Peace Education                              |
| SDC    | School Development Council                                       |
| SDS    | School Development Society                                       |
| 2NL    | Second National Language   |
| TC     | Teachers' Centre   |
| TTC    | Teacher Training College   |
| UN     | United Nations   |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNICEF | United Nations Children's Emergency Fund                         |
| WP     | Western Province   |
| ZE     | Zonal Education  |