How Do We Learn To Live Together Through Education Systems?

Desk Research From Selected Countries In The Asia-Pacific Region

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Outline of the presentation

1. Background
2. Framework for the research
3. Preliminary research highlights
   - Vision, policy frameworks and institutional arrangements
   - Curriculum
   - Teacher policies
4. Next steps
5. Concluding thoughts
Background
What is LTLT?

Delors et. al., 1996:
"[…] learning to live together, by developing an understanding of others and their history, traditions and spiritual values and, on this basis, creating a new spirit which, guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way."
How has LTLT been conceived internationally?

**International normative frameworks:**
- *Universal Declaration of Human Rights* (1948)
- *UN Declaration on Human Rights Education and Training* (2011)

**International programmes:**
- Education for All Goal 3 (2000)
- World Programme for Human Rights Education
- UN Decade of Education for Sustainable Development (2005-2014)
- International Decade for a Culture of Peace and Non-Violence (2001-2010)
- UN Secretary General’s Education First initiative (education for global citizenship as one of the three priority areas)
- Teaching Respect for All initiative
Rubrics for classifying LTLT-related programmes (content)

<table>
<thead>
<tr>
<th>Cluster Type</th>
<th>Programmatic Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education for Peace</strong></td>
<td>1. Peace building education</td>
</tr>
<tr>
<td></td>
<td>2. Education for conflict management and transformation</td>
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<td></td>
<td>3. Education for social cohesion and development</td>
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<tr>
<td><strong>Citizenship education</strong></td>
<td>1. Citizenship education</td>
</tr>
<tr>
<td></td>
<td>2. Education for democracy and social justice</td>
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<td></td>
<td>3. Human rights education &amp; education for sustainable development</td>
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<td></td>
<td>4. Moral/values education</td>
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<tr>
<td><strong>Life skills education</strong></td>
<td>1. Life skills education &amp; the promotion of individual well-being</td>
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<td></td>
<td>2. Life skills education &amp; interpersonal skills</td>
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<td></td>
<td>3. Health related life skills (including HIV/AIDS prevention education)</td>
</tr>
</tbody>
</table>

Rubrics for classifying LTLT-related programmes (context)

<table>
<thead>
<tr>
<th>Conflict status</th>
<th>Nonconflict; relative peace</th>
<th>Internal trouble; social unrest; “pre-conflict”</th>
<th>Armed conflict</th>
<th>Transition out of violence; peace process</th>
<th>“Post-Conflict”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of educational initiative</td>
<td>Education for prevention (including human rights education)</td>
<td>Education in emergencies</td>
<td>Education in emergencies</td>
<td>Education for social and civic reconstruction</td>
<td></td>
</tr>
</tbody>
</table>

Framework for the research
Learning to live together

Discovery of others

Experience of shared purposes

Examples of core competencies

- Empathy
- Knowledge of other cultures
- Cultural sensitivity
- Understanding of discrimination
- Acceptance
- Tolerance

- Communication skills
- Teamwork
- Leadership
- Trust
- Political participation
- Community involvement
- Concern for the environment
Desk Research – The Details

14 Countries:
Afghanistan, Australia, Bhutan, China, India, Indonesia, Japan, Malaysia, Myanmar, Pakistan, Philippines, Singapore, Sri Lanka, Thailand

Scope:
Formal education at primary and secondary levels

Three key areas:
1. Vision, policy frameworks and institutional arrangements
2. Curriculum
3. Teacher (education) policies

Major sources:
- Ministry of Education/national sources
- Secondary sources including UNESCO IBE World Data on Education, case studies from programmes such as peace education, human rights education, ESD, EIU, etc.)
Preliminary research highlights

Vision, policy framework and institutional arrangements
National visions of education
LTLLT-related aims as reflected in national visions of education

- Sense of nationhood / love of country / patriotism
- Knowledge / preservation of their history / culture
- Citizenship
- Peace / harmony
- Tolerance
- Integrity
- Social justice
- Democracy
- Morality / values
- Spirituality / religion
- Socialism
- GNH
- Human rights
- Sustainable development
- Responsibility / self-control / discipline
- Learning society
SRI LANKA:
The vision of the Ministry of Education is to reach excellence in global society through competent citizens who share the Sri Lankan identity.

(New Vision for Education 2010-2011)

BHUTAN:
The vision of education is to build "an educated and enlightened society of 'gyalyong gakid pelzom' at peace with itself, at peace with the world, built and sustained by the idealism and the creative enterprise of our citizens."

(Education Policy Guidelines and Instructions, 2012)

AFGHANISTAN:
Our vision for the Afghan education system is to develop a human capital based on respect for and ensuring equitable access to education, so as to enable them to contribute to sustainable growth, stability and security of Afghanistan.

(National Education Strategic Plan for Afghanistan 2010-2013)

CHINA:
Education in the People's Republic of China shall serve the construction of socialist modernization, be combined with production and labor, and satisfy the needs of training constructors and successors with all round development of morality, intelligence and physique for the socialist cause.

(Education Law 2005)
National policies/programmes and institutional structures focused on LT-LT

<table>
<thead>
<tr>
<th>Country</th>
<th>National policies/frameworks/plans/programmes</th>
<th>Units/structures within Ministry of Education or other national body</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Australian Sustainable Schools Initiative</td>
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<td></td>
<td>National Framework for Values Education in Australian Schools (2005) → Australian Values Education Program</td>
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<tr>
<td></td>
<td>Basic Plan for Promotion of Human Rights Education and Encouragement (2002)</td>
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<td></td>
<td>National Environmental and Education Awareness Act (2008)</td>
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<tr>
<td>Singapore</td>
<td>Framework for 21st Century Competencies and Student Outcomes (2010)</td>
<td>Student Development Curriculum Division, Ministry of Education: Character and Citizenship Unit (responsible for themes of social and emotional learning, national education, civic and moral education, community involvement programme, service learning)</td>
</tr>
<tr>
<td></td>
<td>Sufficiency Based Schools</td>
<td>Office of the Basic Education Commission, Ministry of Education, Bureau for Innovative Development in Education (BIDE) focused on ESD and environmental education</td>
</tr>
</tbody>
</table>
The case of Sri Lanka: National Policy on Social Cohesion and Peace Education

The case of Singapore: Framework for 21st Century Competencies and Student Outcomes

Source: Singapore Ministry of Education, 2010
Preliminary research highlights

Curriculum
Australia:
The Australian Curriculum includes a focus on seven general capabilities
- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Ethical behaviour
- Personal and social capability
- Intercultural understanding

and three cross-curriculum priorities
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

(ACARA. http://www.australiancurriculum.edu.au/Curriculum/Overview)
**Thailand:**

Basic Education Core Curriculum emphasizes five key competencies:

1) **communication capacity**;
2) thinking capacity;
3) problem-solving capacity;
4) **capacity for applying life skills** and
5) capacity for technological application.

These are associated with 8 desirable characteristics:

1) **love of nation, religion and King**;
2) **honesty and integrity**;
3) **self-discipline**;
4) avidity for learning;
5) **observance of principles of Sufficiency Economy Philosophy in one’s way of life**;
6) dedication and commitment to work;
7) **cherishing Thai-ness** and
8) **public-mindedness**

(Ministry of Education, 2008)
National curriculum frameworks: Japan – “Zest for Life”

Source: MEXT, 2009
How are the core competencies featured in curricular timetables?

Special subjects/periods or dedicated subject approach
(e.g. values/moral/religious education, civics/citizenship, life skills)

Earmarking special units within academic ‘carrier’ subjects
(e.g. social studies, history)

Infusion/permeation through non-academic ‘carrier’ subjects/activities
(e.g. arts, physical education/sports, student activities)
### Special/dedicated subjects

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Lower secondary</th>
<th>Upper secondary*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values education</td>
<td>All countries except Australia, India and Myanmar</td>
<td>All countries except Australia and India</td>
<td>Afghanistan</td>
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<tr>
<td>Moral education</td>
<td></td>
<td></td>
<td>Bhutan</td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td></td>
<td>Indonesia</td>
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<tr>
<td>Religious studies/education</td>
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<td>Malaysia</td>
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<td>Pakistan</td>
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<td>Singapore</td>
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<td>Sri Lanka</td>
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<td>Thailand</td>
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<tr>
<td>Civics</td>
<td>Australia</td>
<td>Afghanistan (grade 8)</td>
<td>Australia</td>
</tr>
<tr>
<td>Citizenship education</td>
<td>China</td>
<td>Australia</td>
<td>Indonesia</td>
</tr>
<tr>
<td>Politics</td>
<td>Indonesia</td>
<td>China</td>
<td>Japan</td>
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<tr>
<td></td>
<td>Philippines</td>
<td>Indonesia</td>
<td>Malaysia</td>
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<td></td>
<td>Singapore</td>
<td>Singapore</td>
<td>Singapore</td>
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<td></td>
<td>Thailand</td>
<td>Thailand</td>
<td>Thailand</td>
</tr>
<tr>
<td>Life skills</td>
<td>Afghanistan</td>
<td>Malaysia</td>
<td>Malaysia</td>
</tr>
<tr>
<td>Culture and living in</td>
<td>Thailand</td>
<td>Myanmar</td>
<td>Thailand</td>
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<tr>
<td>society</td>
<td></td>
<td>Sri Lanka</td>
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<td></td>
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<td>Thailand</td>
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</tr>
</tbody>
</table>

Source: IBE World Data on Education Reports 2010-2011   * Curricular timetable not available for China at upper secondary level
### ‘Carrier’ subjects

<table>
<thead>
<tr>
<th>Social studies /sciences</th>
<th>Primary</th>
<th>Lower secondary</th>
<th>Upper secondary*</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>All countries except Malaysia</td>
<td>All countries</td>
<td>All countries except Pakistan grade 9 (except as elective in humanities stream)*</td>
</tr>
<tr>
<td>Geography</td>
<td>All countries except Malaysia</td>
<td>All countries</td>
<td>All countries except Pakistan grade 9 (except as elective in humanities stream)*</td>
</tr>
<tr>
<td>Economics</td>
<td>All countries except Malaysia</td>
<td>All countries</td>
<td>All countries except Pakistan grade 9 (except as elective in humanities stream)*</td>
</tr>
<tr>
<td>Anthropology</td>
<td>All countries except Malaysia</td>
<td>All countries</td>
<td>All countries except Pakistan grade 9 (except as elective in humanities stream)*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental studies</th>
<th>Afghanistan</th>
<th>China</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature</td>
<td>Bhutan</td>
<td>Sri Lanka</td>
<td></td>
</tr>
<tr>
<td></td>
<td>China</td>
<td></td>
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<td></td>
<td>India</td>
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<td>Japan</td>
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<td></td>
<td>Sri Lanka</td>
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</tr>
</tbody>
</table>

* Curricular timetable not available for China at upper secondary level

Source: IBE World Data on Education Reports 2010-2011
Non-academic ‘carrier’ subjects/activities (arts, PE, etc.)

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Lower secondary</th>
<th>Upper secondary*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>All countries</td>
<td>All countries</td>
<td>All countries except Bhutan, Myanmar and Pakistan (except as elective in humanities stream)</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Aesthetics</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cultural activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical education</td>
<td>All countries</td>
<td>All countries</td>
<td>All countries except Myanmar and Pakistan</td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-curricular / student activities</td>
<td>Japan, Myanmar, Singapore, Sri Lanka, Thailand</td>
<td>Japan, Myanmar, Singapore, Thailand</td>
<td>Singapore, Thailand</td>
</tr>
</tbody>
</table>

* Curricular timetable not available for China at upper secondary level

Source: IBE World Data on Education Reports 2010-2011
Preliminary research highlights

Teacher policies
What kinds of teacher policies?

There seems to be 2 different types of policy documents which reference the role of teachers in the effort to teach students to ‘live together’:

1. Teacher training/education policies/frameworks
2. Professional standards/expectations for teachers

In addition, the research revealed some interesting examples of in-service training initiatives as well as other types of large-scale, ad hoc projects focused on equipping teachers to support LTLT.
Teacher training/education policies/frameworks

Philippines

• **Executive Order No. 570, September 26, 2006 – Institutionalizing Peace Education in Basic Education and Teacher Education**

• Section 2. The Commission on Higher Education (CHED) shall introduce and mainstream peace education in teacher education.
• The National Professional Standards for Teachers in Pakistan (2009) puts forth 10 professional standards for the initial preparation of teachers in Pakistan.

• Standard 3 is “Knowledge of Islamic Ethical Values/Social Life Skills” and posits that teachers must “understand the Islamic ethical values and practices in the light of Quran/Sunna and other religious contexts, and the implications of these values for bringing national and global peace, unity and social adjustment” (Ministry of Education, 2009)
Professional standards/ expectations for teachers

Thailand

• The Education Professional Standards is a set of desirable behaviours for teachers.
• Standards 9 and 10 specify that teachers must “constructively cooperate with others”.
  • Standard 9 states that teachers must constructively cooperate with others in education institutions while
  • Standard 10 states that teachers must constructively cooperate with others in community.
• Both of these Standards mean realizing the importance of listening to other people’s opinions, recognizing knowledge and ability of others in the community, and cooperating in the development of the educational institution’s works. (Teachers Council of Thailand, 2005, p. 15)
In-service training / projects

• The Beijing Institute of Education promoted EIU by setting up In-Service Teacher Training on EIU from 2008 to 2010 in order to strengthen teachers' knowledge and skills, thereby aiding in the implementation of EIU into schools. This training programme was approved and funded by Beijing Local government.

• The project provided the trainees with background knowledge, holistic teaching strategies, and skills on EIU through workshops, class observation and case studies. The trainees learnt to create school-based curriculum, to design effective EIU lesson plans, and to organize EIU-based activities in their classrooms. (APCEIU, 2009)
Next steps
Project: Learning to Live Together through Education in the Asia-Pacific Region

- National mapping exercise focused on 8 countries
  Afghanistan, Indonesia, Malaysia, Myanmar, the Philippines, Sri Lanka, Australia, Republic of Korea

- Target
  - Accurate, contextualized and in-depth information on country experiences
  - Deeper analysis & additional domains:
    - Teaching practice
    - Classroom/school ethos
    - Assessment
    - Youth perspectives (via UNESCO Youth Peace Ambassadors)
5th UNESCO Youth Peace Ambassadors
Training Workshop
6-14 November 2012
Thoughts from UNESCO’s Youth Peace Ambassadors

“Education should promote the basic tenets of love, mutual respect and living in harmony” - Dwight, Philippines

“When people know and understand how to live together, peace is possible.” — Author and country unknown

“Through education, people can be educated to understand and respect each other from a very young age, so the idea of people sticks in their mind in the future and they can implement what they have learned” - Rusydan, Indonesia

“Through education we learn the basic values of life; it can teach us harmony, solidarity and peace. And by getting to know the above values we can surely live together and accept each other as citizens of the same global village.” - Mohammad, country unknown
Concluding thoughts
Observations, challenges and opportunities

- All countries examined recognize the importance of education promoting LTLT
  - International frameworks and programmes may be driving national agendas on LTLT
  - But how are lofty visions and ideas translated into actual teaching and learning?

- How can LTLT “fit in” to already overcrowded, exam-oriented curricula?
  - Holistic approach needed for integrating LTLT in the curricula.
  - Explore the domains of arts, physical education and co-curricular/extra-curricular activities, which have rich potential.
Observations, challenges and opportunities (cont’d)

- Teaching pedagogy and practice, classroom and school ethos are vitally important.
  - But more in-depth national research is needed to study these areas.

- Explore and leverage the experiences of civil society, UN agencies, specialized Institutes (e.g. APCEIU, APNIEVE)
“Since war begins in the minds of men [and women] it is in the minds of men [and women] that the defenses of peace must be constructed.”
(UNESCO Constitution, 1945)
THANK YOU!