



How can we incorporate these cross-cutting issues into book development policy for schools?

Learning to Live Together Sustainably

Addressing the Challenge of UN Sustainable Development Goal Target 4.7

Margaret Sinclair

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Abbreviations

CDRM	Conflict and Disaster Risk Management
EGR	Early Grade Reading
EAA	Education Above All
LS	Life Skills
LTLT	Learning to Live Together
NCDC	National Curriculum Development Centre (Uganda)
PEIC	Protect Education in Conflict and Insecurity
SAFE	Sequenced, Active, Focused and Explicit
SDG	Sustainable Development Goal
SEL	Social and Emotional Learning

The views and opinions expressed in this draft paper are those of the authors and do not necessarily represent the views of PEIC, EAA, or Spectacle Learning Media.

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This booklet was initially prepared in May 2016 as a work in progress to encourage new ideas, gather good practices and inspire innovative approaches to book development policy for schools. It has been revised in light of ensuing discussions and developments relevant to achieving meaningful progress toward UN Sustainable Development Goal Target 4.7, especially in low and middle income countries and in countries affected by conflict. We welcome your comments and suggestions for its further refinement as a useful tool for policy-makers as well as those directly involved in the production, dissemination and use of textbooks and learning materials.

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Foreword

This is a call to action. While we are aware of the fact that there are many manuals on peace building, we hope that the ideas and guidance offered in this booklet in your hands will facilitate your efforts to make this generation of learners and their communities more harmonious and able to live together happily without the threat of recurring conflict.

We live in a world that is broken, bruised and traumatized by the overwhelming force of conflict. Poverty, a by-product of conflict and war, has deprived many people of their dignity and their self-esteem. This book is thus an attempt to make us all partners in peace building and promoting harmony among the diverse communities where we live. The practical advice and guidelines in this book help support learning to live together, conflict transformation and peace at the individual, group and community levels. The framework for developing widely accessible, high quality learning materials supports the UN Sustainable Development Goals and is relevant to formal and non-formal education activities and projects.

We believe that the approaches advocated in this booklet can help young people and their teachers better understand their own situation and learn to tolerate differences among people based on their ethnicity, religion, social group and even their values, as long as there is dialogue and interaction towards positive common goals. The booklet is hopefully a contribution to curriculum innovations in our societies, since we all face challenges in responding positively to the rapid changes of the twenty-first century.

This document also raises important issues about the professional responsibilities of policy-makers at global and national level, who determine what content is addressed in the classroom. In particular, it addresses the need for education materials that support cross-cutting issues such as learning to live together, global citizenship education, and education for sustainable development.

As Director of a national centre for developing curriculum and instructional materials, I fully endorse this booklet. It reflects collaboration by my institution with the Education Above All Foundation and its PEIC programme, and with Spectacle Learning Media, in developing support materials for teaching about “peace, respect and learning to live together” in primary schools in Uganda.



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1. Background

Daily reports of conflict and violence perpetrated by extremists and beamed around the world via television and the Internet are a stark reminder of the urgent need for education systems to embrace social and emotional learning, peace building and other dimensions of ‘learning to live together’ as a cross-cutting issue. There are all too many situations where young people are confused about the world around them and what is the right thing to do. What can education systems do to build mind-sets supportive of peace, tolerance, respect for diversity and responsible citizenship?

The pages that follow describe an approach to conveying positive messages that can be used even in difficult situations, where there are over-crowded classrooms and poorly trained teachers. It suggests that book development policy (textbooks, supplementary readers, other education materials) should pay heightened attention to cross-cutting issues—notably but not exclusively ‘learning to live together’ themes and topics identified in UN Sustainable Development Goal 4 (Target 4.7) as critical to building a peaceful, sustainable world.

The term ‘learning to live together’¹ is used here as a convenient umbrella term for education supportive of pro-social behaviours and values development, from ‘life skills’ such as empathy, cooperation and conflict resolution, gender-sensitivity and HIV/AIDS prevention, to responsible local, national and global citizenship, including sustainable management of the environment and disaster risk reduction. Respect for human rights and responsibilities are the cornerstones of education for citizenship, though governments often prefer the latter term. All the foregoing are included under the title of ‘peace education’, which is often used as an umbrella term for ‘learning to live together’ themes, but again may be unacceptable to governments over the longer term. Regardless of terminology, all the themes just cited aim to convey pro-social values, skills, attitudes and behaviours that will help students build safe, peaceful, cohesive and caring societies.

Using any of these frameworks to develop effective teaching-learning materials for school use is not easy, however, especially at primary and lower secondary level. To have real impact, the materials must feature topics that directly appeal to the students and help guide their developing sense of identity to be inclusive and supporting of others who are different from them. This is a challenge in any setting but particularly so where education systems operate under difficult conditions. However, recent research and programme initiatives in social and emotional learning (SEL) in industrialized countries offer fresh possibilities for integrating these kinds of topics into classrooms in countries with low to moderate resources. By integrating such themes and skill building activities into level appropriate materials with clear guidance for teachers, systems can support this kind of expanded learning by building the capacity of textbook and other learning materials writers to incorporate SEL and SDG 4.7 topics teaching and learning in a sequenced and engaging way.

One of the biggest problems is scalability. There have been many small-scale initiatives related to peace education and similar themes. But they often rely on intensive teacher training and unsustainable material support, rendering them unsuited to nation-wide implementation in countries with limited resources. The approach presented here is to **maximize outreach through including social and emotional learning and ‘learning to live together sustainably’ competencies more systematically and explicitly in textbooks, supplementary readers and other teaching-learning material, especially in low resource countries and countries affected by conflict.**

SDG 4 calls upon the world to ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. For education systems to build the capacities they

need to achieve this and related SDGs, much more focus is needed on providing easily accessible, high quality learning and teaching materials that effectively incorporate key messages and mental tools for ‘learning to live together sustainably’ and other priority cross-cutting issues.

Box 1: Sustainable Development Goals and ‘Learning To Live Together’

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

—Goal 4, target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through **education for sustainable development and sustainable life styles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.**

—Goal 4, target 4a: Build and upgrade education facilities that are child, disability and gender sensitive and **provide safe, non-violent, inclusive and effective learning environments for all.**

Goal 16. Promote just, peaceful and inclusive societies.

2. What are the key tools for learning to live together sustainably?

For modern life, students need a locally adapted version of the competencies or what may be called ‘mental tools’ for ‘learning to live together sustainably’, listed in Box 2 below. These tools should be introduced during the early grades and reinforced over the years of schooling through repetition but in progressively greater depth and with a wider range of applications (the ‘spiral curriculum’). The basic skills, values and behaviours in Box 2 are applicable to personal life as well to individuals’ roles in the community, workplace, and as responsible citizens at local, national and global level. For younger children, the key focus will be on developing the basic skills and values, while for older students, there will be more focus on their application.

Box 2. Key learning to live together sustainably competencies for students²

Social and Emotional Learning (SEL) and Life Skills (LS), including:

- *Emotional awareness and self-management, grit (persistence)*
- *Empathy, caring, helping, inclusion, non-discrimination, avoiding stereotypes*
- *Gender sensitivity, gender equality*
- *Resisting bullying, appropriate assertiveness*
- *Cooperation, teamwork*
- *Responsible decision-making, critical thinking*
- *Negotiation, conflict management/resolution, reconciliation*
- *Participation, advocacy, leadership*

Areas of application of SEL and LS, including:

- *Personal life, relationships and health*
- *Roles in the community and workplace*
- *Active citizenship: helping promote equity, social cohesion, respect for diversity, rule of law, national unity, peacebuilding, human rights and responsibilities, humanitarian principles, international understanding, global citizenship*
- *Environmental care, disaster risk reduction, climate change adaptation*

The competencies listed in Box 3 constitute a set of mental tools to help achieve the key learning outcomes identified for ‘global citizenship education’.

Box 3. Key Learning outcomes for global citizenship education³

Cognitive:

- *Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness of different countries and populations.*
- *Learners develop skills for critical thinking and analysis.*

Socio-emotional:

- *Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.*
- *Learners develop attitudes of empathy, solidarity and respect for differences and diversity.*

Behavioural:

- *Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.*
- *Learners develop motivation and willingness to take necessary actions.*

3. Helping students strengthen their LTLT mental toolkit: a 'wide coverage' model

Behaviour change and values education usually draw upon a stimulus activity⁴ followed by a facilitated discussion of the experience. The process can be quite elaborate, using high-impact 'intensive' processes of experiential learning in small groups with skilled facilitation in settings ranging from the Harvard Law School's negotiation classes to many small scale peace education, bullying prevention and adolescent health programmes across the world. However, scaling up this type of experiential approach in education systems in under-resourced, post-conflict and fragile settings has always been problematic due to factors such as overcrowded classes, under-prepared teachers, narrow focus on examination subjects, lack of classroom and teacher resources, inflexible timetables and so on.

More effort is therefore needed to develop a 'wide coverage' model that can reach a larger number of students and their teachers, though with less intensive methods. What is proposed here is to build the 'learning to live together' dimension into textbook writing and the development of other teaching-learning media, including wall charts, story cards and supplementary readers. The 'wide coverage' approach aims to introduce students to the mental tools in Box 2 above, through specially designed, teacher- and learner-friendly materials using simple techniques such as focused age-appropriate stories that build key competencies. At every level, the stories can be designed to be read aloud and linked to class discussions and activities that facilitate learners' comprehension of and potential application of the tools in real life.

The materials must be creatively designed to create emotional engagement, model skills and values, and support class discussion that can bring peers to affirm positive values in the class setting. There is substantial research to support the impact of carefully crafted, relevant stories on listeners in terms of bringing about associated behavioural change (see Annex 1).

Ideally, these materials would be made accessible to all students and teachers, clearly supportive of parallel topics and themes in the curriculum, and linked to national examination systems to ensure that they are not sidelined in favour of examination subjects.

Box 4. Comparison of ‘intensive’ and ‘wide coverage’ approaches to learning to live together		
	‘Intensive’ approach	‘Wide coverage’ approach
Stimulus activity	Experiential activities, e.g. role plays/skits, structured ‘games’ to introduce the themes	Specially tailored education materials, including stories related to students’ lives, to introduce the themes (can also be tailored to reinforce needed language skills) with suggestions for experiential activities where conditions permit
How stimulus activity connects with student identity/internalization	Empathy and emotional interaction with teacher and classmates through experiential activities and class discussion	Empathy and emotional engagement with teacher and classmates generated by specially tailored stories and class discussion
Class size	Small	Can be large
Teacher preparation required	Intensive training and ongoing mentoring support	Limited training/orientation supported by teacher prompts embedded in reading materials (and ideally by support materials -print, online, texting - and mentoring, as applicable)
Linkage to national exams	Not usually connected to exams; schools may therefore use the allocated time for examined subjects instead of ‘learning to live together’ topics	Exam questions linked to some aspects of the materials can encourage teacher allocation of time to this activity

4. How can ‘learning to live together sustainably’ be included within the school curriculum?

Research into social and emotional learning supports programmes that are SAFE: sequenced, active, focused and explicit.⁵ The student must be aware that the ‘learning to live together’ activity relates to his or her own behaviour and values, through focused and explicit teaching and learning of the skills, concepts and values, repeated in different contexts so that the brain can structure them into new mental tools. (See Box 4 and Annex 2.)

Box 5. Applying the ‘SAFE’ criteria to learning to live together (LTLT) materials

Focused and explicit: LTLT skills, concepts and values need to be taught in a clearly labelled way, either in a stand-alone textbook, such as for citizenship or civic education, or as a separate module within the textbook for carrier subjects such as social studies or language lessons. Supplementary reading materials may also have an explicit focus on age- and context-appropriate LTLT content.

Sequenced: the concepts of empathy, inclusion and cooperation, gender equality, or the skills for negotiation and conflict reconciliation cannot be effectively taught just once. They need to be introduced in a simple form for younger children and then encountered repeatedly over the years, in their application to different topics relevant to the age-group and ensuring that children encounter the various thematic areas of LTLT.

Active: In using stories as providing an emotional surge to link content to personal identity, the primary activity should take the form of intervening questions as the story unfolds, followed by a more holistic discussion at the end of the story that engages students in higher levels of understanding, critical thinking, and application of the key messages. Additional activities such as vocabulary building and other written exercises based on the story, role play, creation of alternative endings or original stories, songs, artwork, and community service are options where time and teaching conditions permit. Ideally there should be reinforcement through a whole school approach including class and school councils and special events.

Important considerations for including LTLT in the school curriculum

- **Choice of principal examined carrier subject.** ‘Learning to live together’ should feature as a discrete topic within an examined subject such as language studies or social studies. Including ‘learning to live together’ sections in national textbooks on examined subjects increases the probability that the materials will continue to be used on a sustainable basis.
- **Reinforcement.** ‘Learning to live together’ messages should be reinforced through **inclusion** in school materials for all subject areas—as has happened in many places in terms of gender issues.
- **Early grade reading materials.** There is enhanced international focus on early grade reading and associated materials development to support basic and emerging literacy skills. There is also renewed emphasis on early acquisition of values such as empathy and respect for others as a means of constructing inclusive group identities as well as a means of protecting much older children and youth against the acceptance of extremist thinking. Writers and illustrators for early grade materials—international, national and local—can therefore benefit from training on ‘learning to live together’ content and its inclusion in education materials, such as charts, reading cards, vocabulary lists, teacher stories, and student reading materials. The terms of reference of projects relating to EGR can ideally include this specification.
- **Focused selection of a few themes.** The school timetable and curriculum are overloaded in many countries, so it is not possible to include more than a few carefully selected locally-and age-appropriate ‘learning to live together’ sections in textbooks. Where practicable, the creation of tied-in supplementary reading materials can allow greater depth and breadth of coverage. In a recent drafting exercise in Uganda, led by the National Curriculum Development Centre, three main themes were selected for lower and middle primary: (1) emotional awareness; (2) empathy and helping; and (3) respect for diversity—supportive of inclusive relationships and national unity; with various applications of these to realistic life situations including disaster risk reduction. Upper primary readers repeated these themes, adding in a five-step model of negotiation for conflict resolution and reconciliation.

5. Ensuring comprehension and emotional accessibility of LTLT/SDG 4.7 content

Children’s vocabulary and understanding of the world are built by learning new words and concepts. This can be problematic, however, if the gap between student reading competence and comprehension and the presented text is too great. This explains some of the rote learning found in many countries.

For texts intended to promote students' identification with 'learning to live together' values and behaviours, it is important that comprehension can flow easily so that emotional response can take place. New concepts and vocabulary can be introduced ahead of a story, for example, and creative activities added at the end to ensure that students enlarge their reading lexicon. The stories should be written at a level that is comprehensible without extensive explanations from the teacher, however, so that students can focus on digesting the ethical and values content, and on exploring the skills and behaviours that are being introduced for their consideration.

Recent research has shown that primary school students in many countries read far below their official grade level. For example, in Uganda, schools mostly use a local language as the primary language of instruction up to grade 3 with transition to English medium in grade 4. This means that the ability to read texts and to participate effectively in class discussions in English will be limited during the transition year and for some time thereafter.

In such situations, it is especially important that teachers read the 'learning to live together' stories aloud to the class and ensure that vocabulary is understood, in addition to facilitating discussion of intended skills, values and behaviours. Students may then practice reading the same materials or a simplified version independently or in small groups to reinforce the learning.

Box 6. Coping with language transition in Uganda

The National Curriculum Development Centre in Kampala has initiated materials development for 'learning to live together' (LTLT) themes in support of the national policy for conflict and disaster risk management (CDRM). To cope with the language transition issues, the project used the following schema:

Grades 1-3: picture charts with LTLT themes, to be presented through teacher-led oral work in the mother tongue and/or English, building vocabulary, concepts, skills and values; with guidance to the teacher on the reverse side of the chart.

Grades 4-5: illustrated reading story cards with an LTLT theme, for guided reading and discussion

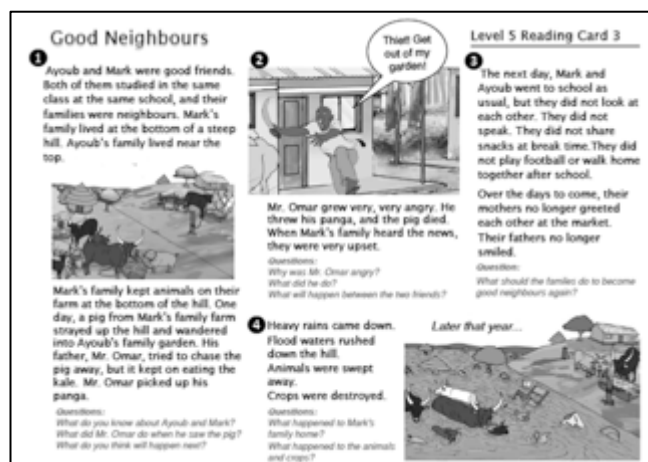
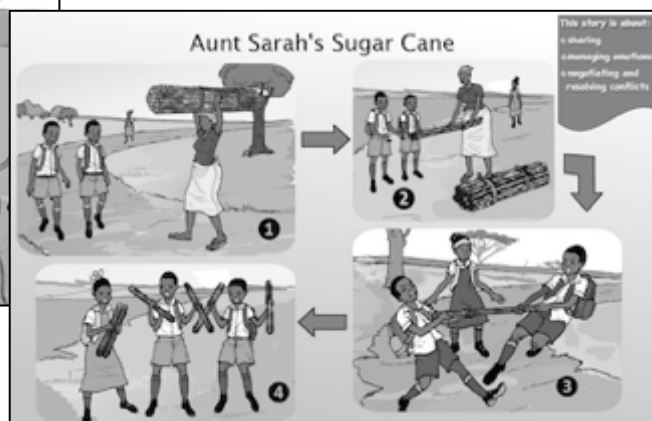
Grades 6-7: supplementary readers, comprising stories on LTLT themes, discussion prompts for teachers and exercises for students.



Figure 1: Ugandan primary school children participate in a language and literacy assessment exercise as part of the NCDC materials development process



Grade 1-3 wall charts



Grade 4-5 story cards



Grade 6-7 readers

Figure 2: Sample materials drafted as part of the Uganda NCDC Project 'Mainstreaming CDRM into the Curriculum'

Annex 1. Some underpinnings of the use of stories

1. Emotional impact of stories. Stories make contact with the personality of the student, and can help bring about values development and behaviour change —we all want to hear the end of a story. We have moist eyes after a sad film, or sometimes after a happy ending. We want a happy ending. At night, at night we dream in stories; that is part of how our brains work. Stories have sometimes been used to encourage violent behaviour (as in extremist recruitment videos online), but they have also been used in traditional societies for centuries as a means of transmitting moral and cultural values. In modern education systems, stories can and should be used more widely to encourage positive values, responsible behaviours and as a means of promoting social cohesion.

2. The role of empathy. Empathy can help broaden our sense of identity to include all human beings —we nearly all share some basic responses. When we see footage of a father gingerly holding a badly burned 3-year-old blast victim in a makeshift hospital, our first thought is not about whether this child is Sunni or Shia, Palestinian or Israeli, Dinka or Nuer. First we think how we would feel to be in that situation—the horrific pain, the parental grief and helplessness. We automatically run a programme in our brains which echoes the feelings of a human child and parent. Relevant here is the ‘mirror neuron’ phenomenon, whereby our own brains parallel what we see happening to others. This reflects the description of empathy as ‘being in the other person’s shoes’. With carefully selected stories and guidance, empathy can help students to care about all human beings.

3. Narrative transportation. When we are absorbed in a story we are mentally ‘transported’ into that world. Research on the use of stories in advertising shows that we are often influenced by the message conveyed through the story: other thoughts are put aside and we can absorb new ideas. Features leading to positive influence include *identifiable characters, an imaginable plot, use of realism, and familiarity*.⁶

4. Neural coupling. As we hear or tell a story, our brains re-enact it, including the emotional dimension. Research shows that when a story is told, there is a similar pattern of brain responses in narrator and listeners, with the listeners a few seconds behind or sometimes a few seconds ahead, anticipating what will happen next. This ‘neural coupling’ helps to build empathy. It follows that we can empathise with lead people in the story unless we decide to disconnect from them because they are different from us or because their behaviour is bad. The implication is that a class teacher, reading a story aloud, can have the whole class aligned brain-wise, and use this group synchronization and emotional build up to lead into a discussion on values and behaviours in relation to the events in the story. This class discussion can have the positive effect of testimony in front of the peer group.

5. Making it stick. Characteristics that make ideas stick in the mind have been summarized as: *simple, unexpected, concrete, credible, emotional and any kind of story* (Heath & Heath 2010). *Emotional, novel and memorable* (TED Talks) is another such list for successful and durable communication of ideas.⁷ Examples of mental tools that have stuck with many of us include classic moral tales like ‘The Hare and the Tortoise’ (emotional self-control and persistence) and proverbs (that perhaps remind us of a multitude of stories) like ‘Many hands make light work’ (cooperation). We also have a shared repertoire of stories about famous people whose remarkable actions can serve as a mental tool and stimulus for good.

Annex 2. Explicit and focused inclusion of ‘learning to live together’ (LTLT) and SDG 4.7 themes in textbooks for carrier subjects and in other teaching-learning materials

	Inclusion of LTLT in carrier subject textbook (examined)	Separate books/materials focused on LTLT
Signposting that this content relates to student’s life and identity	Separate sections for the LTLT content; clear personal messages addressed to students; illustrations probably minimal	Introductory note to teacher and/or students signposting the LTLT learning goals; text supported through detailed illustrations and other graphics
Length of stories	Short thumbnail stories; accompanied by content making the LTLT learning goals explicit	Longer stories; focus on motivational supplementary content, making the LTLT learning goals explicit
Fact and fiction	True stories fit more easily into textbooks, e.g. biographies of national and global heroes, activities of national organisations like Red Cross/Red Crescent	Mixture of fictional and true stories that relate to students’ lives and interests are both acceptable
Linkage to core and examined subjects	Examined ⁸	Note to teacher and/or students showing links to examined subjects; sample questions
Reinforcement in other subjects and stories and whole school activities	Important	Important
Feedback, monitoring and evaluation	Important to help adjust content for greater impact	Important to help adjust content for greater impact

Annex 3. Examples of famous people and institutions whose stories illustrate ‘learning to live together’ themes

Stories about famous people **need to be adapted to child readers in different parts of the world**. Balance is needed by gender, ethnicity, geography, religious affiliation, and so on. Institutions also have a story behind them.

Each of these categories should also be balanced by inclusion of national role models and institutions, written to engage the interest and appreciation of students.

- Henri Dunant: helping the wounded on the field of battle, ‘all brothers’ regardless of which side they fought on, leading to the creation of international humanitarian action (Red Cross/Red Crescent movement) and law (first Geneva Convention)
- Mahatma Gandhi: care for those at the bottom of the social ladder; non-violence
- Martin Luther King: non-violent opposition to racial discrimination; compassion for those who oppress
- Nelson Mandela: racial equality; forgiveness and reconciliation
- Archbishop Tutu: Truth and Reconciliation Commission
- Natalia Partyka: Paraolympic athlete, advocate for persons with disabilities
- Florence Nightingale and Doctors Without Borders: helping the sick and wounded
- Eleanor Roosevelt: the Universal Declaration of Human Rights
- Wangari Maathai: environmental care, peace and democracy
- Ellen Johnson Sirleaf: female president leading reconstruction
- Malala Yousafzai: girls’ education advocate
- Entrepreneurs and celebrities who became philanthropists: Bill and Melinda Gates, Pierre and Pamela Omidyar, Mo Ibrahim, Bono, Forest Whitaker
- Stories of institutions that help the world: Red Cross/Red Crescent Movement, UNICEF, UNHCR, UNESCO (World Heritage Sites), World Health Organisation, Save the Children, Oxfam, International Rescue Committee
- Stories related to sports and sports organisations that convey a feeling of global citizenship (audience of a billion for some events and many national teams) and have a message of teamwork and mutual respect between different ethnicities and religious affiliations, respecting shared rules, and other learning to live together messages

Annex 4. Sample text for inclusion in textbooks on core competencies for learning to live together sustainably⁹

1. INTRODUCTION FOR STUDENTS:

These next lessons (*or this section of a book*) can help you live happily with others and be a good citizen. They tell you about important skills and values that help you to live in harmony with other people and with the environment:

- Understanding emotions
- Empathy (caring) for other people and wanting to help them
- Avoiding stereotypes (biased view of others)
- Including others, even if they are different
- Not bullying
- Cooperation and teamwork
- Negotiation
- Reconciliation and forgiveness
- Sense of identity as a citizen of your locality, your country and the world.

Always remember the 'Golden Rule': treat others as you would like others to treat you.

2. ORIENTATION TO SKILLS AND VALUES FOR LEARNING TO LIVE TOGETHER

Here are some skills and values that are important in life in the twenty-first century.

- **Understanding emotions**

Human beings all have emotions. We can all feel happy, sad, angry or afraid. We want to feel that we belong to a family, group of friends, society.

If we get angry or very sad, we should 'turn the control button', to bring our emotions back under control.

[Add a very short story about emotions.]

[To the student-] Can you tell the story in your own words? How did the people feel? Can you create a new story about emotions?

- **Empathy (caring) for people**

Our emotions can 'mirror' those of other people. We feel happy when our friend wins a prize. We feel sad when someone is hurt or hungry, and we want to help.

[Add a very short story about empathy.]

[To the student-] Can you tell the story in your own words? How did the people feel? Can you create a new story about empathy/caring for others?

- **Avoiding stereotypes (biased view of others)**

Our minds use stereotypes to save time. For example, we have a mental picture (or stereotype) of a table. But there are many different kinds of tables, which are useful and good. How many kinds of tables can you think of?

Likewise, our minds get fixed ideas (stereotypes) about other people who are different from us – different appearance, different religion, different sex, or different nationality. In fact, every person is different. We should not think that some groups of people are superior to others. We should treat each person with respect as a human being.

[Add a very short story about stereotypes/bias.]

[To the student-] Can you tell the story in your own words? How did the people feel? Can you create a new story about stereotypes?

- **Including others, even if they are different from us**

No one wants to be left out or lonely. We should include others. We should not discriminate against them.

[Add a very short story about including people.]

[To the student-] Can you tell the story in your own words? How did the people feel? Can you create a new story about including people?

- **Not bullying**

No one wants to be bullied. We should tell the bully to stop, or we should ask a teacher or other person to stop the bullying.

[Add a very short story about bullying.]

[To the student-] Can you tell the story in your own words? How did the people feel? Can you create a new story about preventing bullying?

- **Cooperation and teamwork**

Most of our life is organized through cooperation. People cooperate to grow food, to organize schools and so many other things. If we cooperate, we can solve problems and have a good life.

[Add a very short story about cooperation and teamwork.]

[To the student-] Can you tell the story in your own words? How did the people feel? Can you create a new story about cooperation?

- **Negotiation.**

When people disagree, then they should discuss their needs and agree on a solution to the problem. This is much better than fighting, which can lead to injuries, death and poverty.

Negotiation has several stages:

FIVE STEP NEGOTIATION (TO SOLVE DISPUTES OR CONFLICTS)

- A. What happened? Each side tells its story and the other side listens.
- B. What are your future needs? What is it that you really need most?
Each side speaks in turn.
- C. What are possible solutions? Think of actions that could please each side and help find a compromise.
- D. Agree on a win-win solution: Each side gets some things that it needs.
- E. Make a public agreement, keep your promises and try to reconcile.

[Add a very short story about negotiation.]

[To the student-] Can you tell the story in your own words? How did the people feel?
Can you create a new story about negotiation?

- **Reconciliation and forgiveness**

If we realise that each one of us has our own value as a human being, then we can try to forgive and reconcile after an argument or conflict.

[Add a very short story about reconciliation and forgiveness.]

[To the student-] Can you tell the story in your own words? How did the people feel? Can you create a new story about reconciliation and forgiveness?

- **Sense of identity as a citizen of your locality, your country and the world**

This country has many different cultural traditions and a beautiful natural environment. We must care for the people and environment in our locality and the country where we live and on our planet.

[Add a very short story about being a responsible citizen.]

[To the student-] Can you tell the story in your own words? How did the people feel? Can you create a new story about caring for the people and environment in the place and country where you live and on our planet?

Annex 5. Incorporating core skills for learning to live together (and SDG 4.7) in school textbooks: some challenges and suggestions

SOME CHALLENGES

Challenges of including behaviour and values development and change in textbooks may include:

- **Stereotype of a textbook**
- **Carrier subject or learning area bias**
- **Pressures to include multiple cross-cutting issues**
- **Diverse stakeholders**

Challenge 1: Stereotype of a textbook. In many countries, textbooks are perceived as collections of facts or procedures that students have to learn for an examination, and that have little or no obvious connection to their lives.

Responses to this challenge may include:

- (a) Incorporate learning to live together (LTLT) and other behaviour-related content in a separate section or module, which begins by stating the objective of making a connection with each student as a person and future citizen.
- (b) Clearly address the student in each learning unit within the section, especially at the beginning and then at the points of discussion/review and conclusion; and include prompts in the text for the teachers/students to stimulate discussion.
- (c) Suggest ways that students can contribute their ideas and experiences relevant to the content of the unit, for example through written responses, simulated debates, and poster displays. Encourage students to contribute stories from their own experience and the collective memories of their communities.
- (d) Supplement core textbooks with readers/primers that feature engaging stories that explicitly focus on LTLT themes in local contexts. Perhaps give short sketches in textbooks and longer versions in supplementary materials.

Challenge 2: Carrier subject or learning area bias. If the carrier subject were ‘social studies’, for example, then the LTLT content would tend to be more analytical than if the carrier subject is ‘language’. Some curriculum or textbook writers and teachers might not consider ‘emotional awareness’ or ‘empathy’ or ‘assertiveness’ as suited to this subject. If the carrier subject is language studies, however, then ‘emotional awareness’ and ‘empathy’ would fit well but stereotyping, non-discrimination and 5-step conflict resolution might be out of the comfort zone of writers and teachers.

Responses might include:

- (e) To avoid confusion, select one subject as the main carrier subject and then add related materials and practice in other subjects to reinforce the learning.
- (f) In each case, introduce the LTLT sequence of competencies explicitly, and then adjust the presentation to suit the carrier subject.
 - For social studies textbooks, place more emphasis on concepts such as stereotyping, hybrid identity (overlapping identity criteria between members of different groups), and non-discrimination.

- For language studies, place more emphasis on practicing emotional awareness, two-way communication and its role in negotiation/conflict resolution/reconciliation.
- For ‘life education’ and similar subjects, there can be more emphasis on personal relationships, inclusion, relationships across identity groups and so on
- (g) Use stories as a learning and engagement tool in all subjects. In social studies, use more real life examples linked clearly to the skill/value being learned, including local people doing valuable work for the society. This can give more of a ‘factual’ feel while being motivational.

Challenge 3: Diverse stakeholders. National textbooks are used by teachers and students from different identity groups and should be acceptable to all. (If textbooks favour one particular identity group or veer towards an ‘activist’ position, then political leaders may come under pressure to discard or change them.)

Responses may include:

- (a) Convey and practice LTLT skills using topics that relate to children’s lives and are in line with national policies such as respect for all, care for those with disability, care for the environment, helping marginalized children access and succeed in school, and so on.
- (b) In developing new textbooks, ensure that both text and images convey a realistic, balanced and respectful representation of different social, cultural and religious groups, being sure to include those who have been under- or misrepresented in previous editions.¹⁰
- (c) Include positive examples, both local and global, of how peoples of different groups have successfully resolved their differences and lived together in harmony for extended periods of time.
- (d) Illustrate sensitive topics by reference to events in other countries. If there is pressure to teach about recent events in the home country, do this using a multiple narratives approach (presenting each side of the story).
- (e) Suggest classroom activities that help build learners’ understanding of personal and cultural identities as fluid, contextualized and multiple, therefore raising awareness of how to place personal, group and societal conflicts that may arise in their lives into broader perspective.

APPROACHES TO TEXTBOOK DISCOURSE

Examples are offered below of possible textbook discourse aiming to relate to the personal identity of the student. Actual content should be identified through brainstorming with teachers, students, youth and women’s groups, and through piloting in schools:

Social studies, as main carrier subject: modules on ‘Building my life, building my society’:

- Who am I and how can I lead a good life? Do I care about others? (Positive values, attitudes and life skills: focus on empathy, respect for diversity, responsibility and teamwork, negotiating win-win solutions, active participation).
- What does it mean to be me? (multiple/hybrid identities, membership of local, national and global communities)
- Who helps or depends on me?
- What are positive and negative behaviours for my age group, and for older and younger people?

- How do the laws and government of the country help me?
- What makes me a good citizen? (positive and negative behaviours of a citizen)
- What do I know about groups that help society work and help those in need? How can I help?
- Wrap-up: How do I plan to be a good local, national and global citizen?

(Use stories drawing on the lives of famous people (global/national), as well as nationals doing useful work that can provide a role model for students.)

Languages, as a reinforcement subject:

- Who am I and how can I lead a good life? How can I engage with others? (Positive values, attitudes and life skills: focus on empathy, communication, negotiation and advocacy)
- Am I a good communicator? (two-way communication, perception, bias/stereotypes)
- Where can we use communication skills? (family, friends, school, sports, clubs, committees, workplace, dispute resolution)
- How can we communicate positive messages? (drama, dance, music, media, social media, blogs, posters...)
- Organise a campaign (e.g. on conflict/disaster risk reduction) (preparing materials and event(s))

Endnotes

¹ The term 'learning to live together' was introduced in the Delors Report (UNESCO 1996) as one of the 'four pillars' of education for the 21st century. The other three are: learning to know, learning to be, and learning to do.

² This list draws upon a range of sources, including the social and emotional learning framework developed by the collaborative for Academic, Social and Emotional Learning (CASEL), the life skills framework developed by the World Health Organization, UNICEF and UNESCO, education for global citizenship education (UNESCO), humanitarian norms (ICRC, IFRC), numerous sources for peace education, human rights education and other themes. For more detailed discussions of themes and individual source references see, for example, UNESCO IIEP, UNESCO IBE and PEIC (2015); Sinclair (ed.) (2013), and GTZ (2008).

³ UNESCO (2015:21-43) includes a schema of key themes for lower and upper primary, lower and upper secondary education.

⁴ For a review of stimulus activities, see e.g., Sinclair (2013: 25-30). Examples include listening to stories, finding stories behind photos/ pictures, game-like structured activities, role plays/skits, cultural references/proverbs, expressive activities, reading a section of a textbook. In each case the stimulus is selected to be relevant to the learning objective, and should lead to class/group discussion. For difficult classroom settings, listening to stories may be the most practicable.

⁵ See e.g., Durlak et al. (2011). See also www.casel.org for programme guides for social and emotional learning at primary and for middle and high school level.

⁶ See e.g., Sorofman (2013) and Van Laer et al (2014) for research on 'narrative transportation' in relation to consumer response. See e.g., Green and Brock (2002) and Slater (2002) for research on 'narrative transportation' in other contexts including entertainment education.

⁷ See Gallo (2014: 8, 41-74).

⁸ The examination linkage is often seen as inappropriate where personal values and behavioural intentions are the learning goal. This is a valid objection in situations where motivation is guaranteed by small class size and highly trained facilitators. However, for less fortunate situations, non-examined content is often omitted from the school day, and hence a link to some of the cognitive aspects of the content in examinations can lead to the full range of objectives being addressed by many of the teachers. There is a fear that the content will be addressed through rote learning methods in such settings—but if stories are used for motivation, then the rote learning of a five step model of conflict resolution, for example, is not necessarily a bad thing.

⁹ This text is derived in part from the collaboration between NCDC, Spectacle Learning Media and PEIC, and is reproduced in UNESCO IIEP (2015). The text may be freely adopted or adapted with or without acknowledgement for inclusion in school textbooks and other materials, having due regard to reading levels. Simpler materials can be used to introduce these concepts to younger students while older students can re-visit these concepts as they study different aspects of citizenship and 'twenty-first century skills'.

¹⁰ See UNESCO (2014) pp. 16 for additional guidelines for developers of textbooks and learning resources to promote values, attitudes and skills for learning to live together.

Some key resources

Ashton, C.; Sinclair, M. (2012) *Curriculum resource: introducing humanitarian education in primary and junior secondary schools*. Education Cluster, Geneva and PEIC, Doha, 2012.

>>>This booklet exemplifies the use of stories to show how Henri Dunant, the reluctant schoolboy, laid the foundations of international humanitarian action and law, after witnessing the Battle of Solferino, and how these areas have developed in modern times.

GTZ (2008) *Learning to live together: design, monitoring and evaluation of education for life skills, citizenship, peace & human rights*. (Eschborn: GTZ).

>>>This guidebook was prepared as part of UNESCO International Bureau of Education and GTZ collaboration on learning to live together and includes summaries of key topics as well as suggestions for monitoring and evaluation.

ICRC (2009) *Exploring humanitarian law: resource pack for teachers*. (Geneva: ICRC)

>>>This resource pack caters to senior secondary school level (and is suited to teacher training institutions and textbook writers). It includes explanations of humanitarian principles and law together with real-life stories and photographs as the basis for class discussions.

McMaster University (2008) *Peace stories – Afghanistan Peace Education Program*. (Ontario: Centre for Peace Studies, McMaster University)

>>>These 16 stories about a particular Afghan family were developed following a peace education workshop in Peshawar with Afghan refugees. They show the psychosocial consequences of the civil conflict in Afghanistan in a politically neutral way and illustrate positive responses. The stories were subsequently used by Help the Afghan Children in peace education lessons in junior secondary classes in various parts of Afghanistan. For the stories and related materials, see http://www.humanities.mcmaster.ca/~mpeia/media_culture/stories.html

Sinclair, M. (ed.) (2013) *Learning to live together: education for conflict resolution, responsible citizenship, human rights and humanitarian norms*. (PEIC, Doha)

>>>This book includes profiles of citizenship, peace and related education programmes together with a policy and content overview of learning to live together themes.

UNESCO (2014) *Textbooks and learning resources: guidelines for developers and users*.

>>>These guidelines are the practical outcome of a series of expert meetings on the role of textbooks and learning materials in building and sustaining world peace.

Available at <http://unesdoc.unesco.org/images/0022/002261/226135e.pdf>

UNESCO-IIEP (2015) *Education for safety, resilience and social cohesion: a guide for curriculum developers*. (Paris: UNESCO International Institute for Educational Planning (IIEP); Geneva: UNESCO International Bureau of Education; Doha: PEIC).

>>>This set of 8 policy booklets has been used in Uganda, South Sudan and elsewhere.

Available at www.education4resilience.iiep.unesco.org

UNESCO (2015) *Global citizenship education: topics and objectives*. (Paris: UNESCO)

>>>This guide was developed through extensive international consultations and includes suggested themes for local, national and global citizenship education at primary and secondary school levels.

UNRWA (2013) *Human rights, conflict resolution, and tolerance education: teacher toolkit*. (Amman: UNRWA)

>>>Introductory guide and activity suggestions on general human rights, participation, diversity, equality and non-discrimination, respect, conflict resolution, community links.

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