

UPPER Good Practice	
<b>Code</b>	International Institute of Humanitarian Law (IIHL) – Practice n°5
<b>Name (title) of the good practice:</b>	Peace education framework for teacher education
<b>Country/region</b>	India/International as UNESCO initiative
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<ul style="list-style-type: none"> <li>▪ <b><u>Policy Making</u></b></li> <li>▪ <b><u>Teachers Competence Development</u></b> <ul style="list-style-type: none"> <li>□ Self-Assessment</li> </ul> </li> <li>▪ <b><u>Concrete School Practice</u></b> <ul style="list-style-type: none"> <li>□ Community Building</li> </ul> </li> <li>▪ <b><u>Mainstreaming</u></b></li> </ul> <p><i>Short Description:</i> This 2005 document proposes a comprehensive approach to bringing peace education into the school environment.</p>
<b>Full Description</b>	The framework is articulated in four sections: the first (Peace Education: Meaning, Concept and Scope)distinguishes Inner Peace, Social Peace and Peace with Nature; the second (Curriculum and Content) suggests ways to integrate peace education into school/training programmes; the third proposes “new pedagogy”to support the idea of appreciating the “other”, the fourth (Planning and Management Dimensions) gives a series of practical implementation, including the use of media and the sources of funding.
<b>Why is the case interesting?</b>	<p>The practice (document and related logics of intervention) represents a predecessor of UPPER Peace Education Handbook and deserves attention, even if it was developed in 2005.</p> <p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> <li>1. Transformative</li> <li>2. Observable results</li> <li>3. <b><u>Methodologically structured</u></b></li> <li>4. <b><u>Potential for re-contextualisation</u></b></li> <li>5. Beneficiaries consider it a GP</li> </ol>
<b>Coordinating institution</b>	UNESCO New Delhi, NIEPA (National Institute of Educational Planning and Administration)
<b>Strategies (more than one)</b>	1. Avoiding segregation

<p><b>strategy may be indicated)</b> Please rank the different strategies in order of importance: 4 max, 1 min)</p>	<p>2. Leadership/governance 3. Information on diversity 4. Teacher education on diversity 5. Diversity in teaching workforce <b>6. Curriculum and pedagogies</b> 7. Multilingual education 8. Interactive, culturally relevant methods <b>9. School-Society relationship</b> 10. Socially responsible ICT 11. Involving NGOs and Youth organisation 12. Incentives and reward for GP 13. Social integration 14. Awareness of injustice <b>15. Promotion of Peace Value</b> 16. Other (please specify)</p>				
<p><b>Accessibility of data and persons by UPPER Team</b></p>	<p>Easy – <b>Average</b> - Difficult</p>				
<p><b>Impact</b></p>	<p>Not available</p>				
<p><b>Brief description of the context in which the practice was applied</b></p>	<p>The practice emerges from the collaboration between UNESCO and the Indian National Educational Planning Institute</p>				
<p><b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)</b></p>	<p>(1min to 5max)</p>				
<p><b>Matrix</b></p>	1	2	3	4	5
<p>Partnership structure</p>		X			
<p>Methodology</p>				X	
<p>Content of training</p>					X
<p>Stakeholders involvement</p>	X				
<p>Evaluation approach</p>	X				
<p>Training to practitioners</p>					
<p>Other (please specify) Innovation</p>			X		
<p><b>Critical aspects in the application of the practice</b></p>	<p>The approach proposed is rather general and not too conditioned by Indian curriculum; it starts from the conceptualisation of peace education and applies it to both contents and teaching/learning methods.</p>				

<b>Sustainability elements and recommended use in UPPER</b>	The main sustainability element comes from the institutional origin, that guarantees its penetration into the school environment
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<b>Web link(s)</b>	<a href="http://www.nuepa.org">www.nuepa.org</a>
<b>Filled by</b> [name and partner institution]:	Mr Claudio Dondi, International Institute of Humanitarian Law (IIHL)