



EIU Best Practices Series **No. 25**

School-based In-service Programme

EIU Best Practices 2011
A Case from Bhutan



United Nations
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APCEIU

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under the auspices of UNESCO

국제연합
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Foreword

Faithful to its mandate, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has served as a regional centre to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region since its establishment in 2000.

As educators are faced with great challenges in the fast-shifting world of globalization, APCEIU is well aware of how collective efforts can form a greater force towards a Culture of Peace by learning from one another and from the past. On this account, APCEIU has been publishing the EIU Best Practices in order to provide a platform to share diverse experiences and perspectives among various professionals in the field of education.

The EIU Best Practices aims to promote a Culture of Peace by supporting local initiatives in 47 UNESCO Member States in the region and encouraging innovative EIU practices in different local contexts. The EIU Best Practices Programme advocates the idea of “Learning to Live Together” (LTLT), which encourages participatory learning and critical thinking to develop mutual understanding towards the relationship between selves and others. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific region as well as numerous efforts of EIU practitioners, APCEIU has published and disseminated a number of monographs of distinctive cases over the past five years. This year, five new cases are introduced with series number 22 to 26.





Series number 25 introduces a case from Bhutan about the educators' steady efforts to raise awareness towards the importance of peace among students, teachers and the regional community. The school-based initiatives were made through various activities and programmes, such as SBIP (School-based In-service Programme), school literary activities, and community campaigns on EIU themes. This case particularly presents that the educators' aspirations toward education for peace can only be achieved by the combination of excellent school leadership, strong commitment and high competence of educators as well as the full support from the school body and the community.

May the cases in this year's publication continue to spread inspiration to construct further openness, equality and diversity in the Asia-Pacific region and beyond. I also expect that through this endeavor, various EIU Best Practices can be shared among educators, scholars, policy makers and activists who are committed to promoting a Culture of Peace in the region.

December 2011

A handwritten signature in black ink, reading 'Lee Seunghwan', is positioned above the printed name.

LEE Seunghwan
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together”. A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a Culture of Peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and

disseminate them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU's MOU partners in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.

Author



Ms. Yeshi Pemo is a teacher from Damphu Lower Secondary School in Tsirang, Bhutan. She holds a Bachelor's Degree in Education from National Institute of Education in 2001 and Post Graduate Diploma in English from Sherubtse College in 2008. Ms. Yeshi Pemo has 10 years of professional teaching experience in school education. She is the Head of the English

Department in School Level Monitoring and Support Services since 2006 and a UNESCO club coordinator since 2007.

Aside from being a member of the examination committee, Ms. Pemo is also a focal person of trainee teachers from the National Institute of Education in Bhutan who yearly come for teaching practice.

In 2010, Ms. Yeshi Pemo participated in the 10th Asia-Pacific Training Workshop on EIU held by APCEIU in the Republic of Korea.

Acknowledgement

I would like to sincerely express my gratitude and acknowledge the Asia-Pacific Centre of Education for International Understanding (APCEIU) for encouraging me, morally boosting my confidence, and enhancing my interest in such noble responsibility as a peace advocate. Moreover, the conduct of my EIU related activities would not have been possible if I had not participated in the 10th Asia-Pacific Training Workshop on EIU organized by APCEIU in 2010. The Workshop has been one of the best experiences of my life as an educator. As it was an excellent exposure to a Bhutanese teacher like me to learn not only what is beyond the mountains but also learn what beyond those limits.

My immeasurable thanks go to the administrators of the school, principals, teachers, students and the club members who helped and cooperated in many activities. Their unwavering support contributed to the success of the programmes. I am also thankful to Ms. Rinzin Wangmo, for her valuable ideas and suggestions on the activities related to EIU concepts and reports.

I sincerely pay my respect and gratitude to the District Commissioner and District Education Officer, especially to Dasho Dzongda – Mr. Pemba Wangchuk who has always boosted our morals with his kind words of wisdom and encouragement. My appreciation also goes to Dasho Dzongrub – Mr. Kinley Gyeltshen, the District Assistant Commissioner who has taken part in the club activities particularly during the conduct of the skit for the community. His presence during the programme enhanced wider audiences and made the themes of conflict and violence portrayed through the skit more effective and encouraging to the participants.

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School-based In-service Programme

1. Introduction

The case is about the practice of Education for International Understanding (EIU) in a school in Bhutan. Participating in the 10th Asia-Pacific Training Workshop on EIU (APTW) under the theme Making Waves for a Culture of Peace in the Republic of Korea paved the way to implement such initiatives.



▲ 10th Asia-Pacific Training Workshop on EIU (APTW) in the Republic of Korea

The school-based programmes included issues related to the importance of education, conflict and violence, dismantling the culture of war, cultivating inner peace, education for spirituality of peace, cultural preservation and environmental preservation.

As a coordinator of UNESCO club in the school, it was an advantage to have the opportunity to insert relevant EIU themes and values in every possible literary activity conducted by the club. The programme was implemented to discuss and to learn the important themes of EIU and share them with the student and the community. Such undertaking would create awareness on the importance and the need for peace.

Besides this, our community consists of many uneducated parents who are not aware of issues related to conflict, violence and its effects to the community. They also lack knowledge about the issues of global warming and HIV/AIDS. Through the conduct of such activities, people in the community came to realize the danger of the issues and the effects to the community.

Most of the additional initiatives evolved as a result of the school's annual practice through celebration of the international days, such as International Literacy day, Global Action Week, World Health Day, World Environment day and World AID's Day. The programme was made productive through the support given by the officials from the Bhutan National Commission for UNESCO, school principals, club members and teachers of the school.

1.1 Description of the Programme

The programme aims to promote EIU in school, family and community by creating awareness and motivating them to deepen their understanding towards EIU and a Culture of Peace.

The specific goals of the programme were specified as below:

- to create awareness on the local issues;
- to protect the environment through plantation and cleaning campaigns;
- to understand and preserve culture by visiting monasteries and temples; and
- to participate in exchange programmes and cultivate values within.

The main targets were students, teachers, parents, community and the UNESCO club coordinators of the country.

Pedagogical/ Teaching Methods

Activities were conducted under the themes of non-violence, conflict and resolution, importance of education, education for the spirituality of peace and sustainable development. Innovative aspects of the teaching methods

used in the programme aim to improve the audience's and participants' analytical skills through group work, lecture, slide shows, meditation, and hand-outs. The other methods used to convey the messages on peace education were made through:

- workshop (SBIP: School-based In-service Programme)
- skit/role play
- art competition
- speech in the assembly
- essay writing competition
- field trip
- cleaning campaign
- debate in Dzongkha (national language)
- debate in English
- poster making

The different ways of teaching methods proved effective in achieving the goals/objectives of the programme by giving them hands-on experience of putting themselves in the shoes of an actor in the play and realize the need of peace and dismantle the culture of war. The question and answer portion helped the participants to be aware and to reflect on the different themes of EIU.

2. Activities of the Programme

2.1 EIU Workshop for the Students, Teachers and Local People

The objectives of the programme were:

- to impart the knowledge gained from the attended 10th APTW (Republic of Korea) to the staff and students of the school;
- to share the pedagogical skills learnt from the attended 10th APTW (Republic of Korea) to the teachers of the school;
- to create awareness among teachers, students and community about EIU and its noble themes; and

- to be a part of the promotion of a culture of peace in own level, to contribute to a wider level.



▲ Students participating in "Making Waves for a Culture of Peace" activity

An EIU workshop under the theme Making Waves for a Culture of Peace was conducted for the principals, teachers, and students on 25 August 2010. The participants were briefed on the concept of EIU along with the relevant themes. During the workshop, an interactive activity was done with the participants by forming groups and asking each group to do presentation after answering a list of questions given for discussion.

The questions were as follows:

- why is there a need for peace?
- why is war so horrible?
- how can we as the new generation contribute to peace?
- what attribute do I have which hamper peace?
- what skill do I need to develop to obtain peace in my family, school

and community?

2.2 Workshops with UNESCO Club Coordinators

A number of EIU workshops were conducted to the new UNESCO club coordinators and officials of the Bhutan National Commission for UNESCO from 23 to 25 December 2010.

The implemented strategies included:

- lectures;
- display and distribution of handouts;
- interactive activities (group work, peer work, presentation); and
- question and answer.

The workshops also aim to mobilize the interested teachers and the new enthusiastic UNESCO club coordinators to impart what they learned to their respective students and teachers.



▲ Group photo of the principals, teachers and club members after an EIU workshop

2.3 Literary Activities

The main objectives of the skit and the art work competition were:

- to celebrate the international literacy day;
- to weave the concept of EIU in promoting peace in the community;
- to increase the awareness towards consequences of violence through activities;
- to express their views on the role that education plays to eliminate

violence;

- to create awareness to uproot and dismantle the culture of war and hatred; and
- to make people participate in promoting peaceful mind and peaceful home.

2.3.1 Skit

The conduct of literary activities was an effective method of creating awareness on the EIU themes. In particular, the themes including education for reconciliation, disarmament and non-violent conflict transformation were introduced through the conduct of role play/skit performance at the school and the community/public area. This method was effective as the skit portrayed messages along with humor which made people feel more open to listen to it. It also helped audiences put themselves in the shoes of the roles played, the audience then had a chance to reflect on their lives as well as lives of other people in the community.

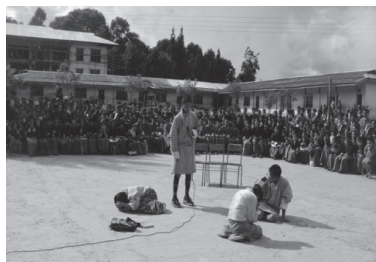
The skits under the theme conflict and violence were conducted twice, at the school and at the outdoor assembly ground where the audience from outside could also witness the skit besides the students. The other performance was done at the public ground for the local people in order to promote peace and tell people to stop domestic violence and encourage them to love one another.



▲ Participants during the skit programme



▲ Displaying messages and demonstrating domestic violence as the root cause of unhappiness and the existence of a culture of war.



▲ Skit performed by students at the public ground and at the school



▲ Students urged the audience to write their promises for peace. All the pieces were hung on the tree as a reminder of their promises.

2.3.2 Contests

Different competitions were conducted such as debate, art competition and essay writing contest with themes such as ‘Education for Sustainable Future’ and ‘Importance of Literacy and Education’. For the debate competition, two particular themes of EIU were selected to discuss as it was relevant to the local context. The themes were ‘Education for Reconciliation, Disarmament and Non-Violent Conflict Transformation’ and ‘Education for Sustainable Future’. The contests emphasized on ‘why’ and ‘how’ the conflicts arise, then the discussion leads to the solution of how to dismantle a culture of war.



▲ Art competition on the theme 'Education Creates Peace in the World and Helps Stop Violence'



▲ Teachers, students, and judges looking at the works of the contestants



▲ Students in the essay writing competition



▲ Debaters during a debate competition

2.4 Education through Religion

2.4.1 Prayer in the School

As a Buddhist society, every school in Bhutan has the culture of praying in the morning at the assembly ground for around 10 minutes. Moreover, in the evening after school, the senior students would gather for evening prayer that lasts for about half an hour.



▲ Students doing their evening prayer

2.4.2 Meditation Programme

The general morning activity of every class in the school is practiced for about 2 minutes, such as meditation before the start of classes. The prayers and meditation follow the concept of education for spirituality of peace, where each individual was made aware of inner peace to pursue for peace in the community and the world. By physically being well with inner peace and contentment, the path to happiness can be started through such activity as meditation. Physically, our well being can be achieved by economic prosperity and wealth but the inner peace and contentment can be achieved by being mindful through the practice of meditation.



▲ Students doing their regular meditation before the start of classes

2.5 Creating Awareness on the Importance of Education

Since UNESCO club focuses on the literary activities of the school, the club was able to focus on the EIU themes. The other way was through the observation of international days as planned and scheduled in the beginning of the year. The plan remained flexible depending on the situation and circumstances of the other activities of the school, and the convenience of the coordinators and participants.

Most of the club activities were conducted in forms of debate, quiz, extemporary speech and role play. The club also invited guest speakers from other organizations to participate and share their expertise. The target groups were students of the school, teachers and community. The activities were often held outside in an open air for the benefit of the community, as it captured larger scale of audience.

3. Relevance to EIU

The literary activities incorporated the holistic nature of EIU which includes sustainability, cultural diversity, dismantling a culture of war, cultivating the inner peace, human rights and many more.

The focus was made on dismantling the culture of war through the skit performed by the club members. The skit conveyed messages saying

that violence is the root cause of war. Nurturing of inner peace and the spirituality of peace is incorporated through prayer and meditation/mind training practices of the school. This is a practice of peace promotion through training of the mind which leads to promote peace in one's mind, family, country and the world. Promoting human rights and responsibilities is incorporated in gender equality, hence any activity the club conducted made it mandatory that both girls and boys partake in any activities conducted and for some activities priorities are given to girls. The school also has this culture of having equal gender responsibilities assigned to the prefects of the school. A boy prefect and a girl prefect take turn to hold the assembly and be the captain responsible for any activity and programme of the day. Moreover this method applies to all the male and female teachers of the school, so the responsibility for both male and female is equal without bar.

The other clubs support the venture of accomplishing the mission of promoting peace through their own initiatives. Through these clubs the students address the preservation of the environment that touches the EIU theme on sustainable future and living in harmony with the earth. And the activities they carry out are the plantations of saplings where every student of the school takes part in the plantation.



▲ Students doing tree planting and digging pits

The students are also involved in the waste management and the beautification of the school environment where flowers and plants are planted in the school area. The health club takes care of sick children in the

school, and maintains the cleanliness of the school and the children. Some common strategies implemented were as follows:

- to help the economically disadvantaged students;
- to organize counseling for students whenever necessary;
- to create awareness on health and hygiene; and
- to ensure proper sanitation for the students and teachers.

4. Impact of the Programme

All the activities conducted by the club based on the themes of EIU proved to be very effective. It made the students aware of the importance of the main messages conveyed through the activity. For example, the skit that portrayed the theme on conflict and violence did help the children in getting themselves into the role of the victims of conflict and feel the pain in the consequences that the victim experienced. The audience was able to feel and give a thought as to how to reconcile such conflict. The skit was done using the national language which had a greater impact on the audience as some of the audiences are local people from the community who are more familiar with the national language than official language.

The promotion of EIU towards a culture of peace was done through literary activity which helped the students to learn the rules and regulations of the activity, improve their language skill, build their confidence, give them time and freedom to interact and learn from one another, share their own skills and knowledge, understand friendship and brotherhood, experience and understand individual differences, live in harmony, share local cultural differences and many more. All these values are in a way learnt and adopted to be a responsible individual prepared to be peace advocates and ultimately help to cultivate a peaceful world. The programme had a successful influence in our school and the local community.

Appendix

I. The National News

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APCERU



Peace and empowerment

9 September, 2010 - Literacy Day - Education is a must to stop violence, writes a group of students and teachers of Damphu lower secondary school in Tsirang, who were made to write promises of promoting peace in the world.

It was written on a piece of cloth, provided to various groups when the school observed the international literary day on September 8.

The pieces of cloths with various such messages were hung on the trees of the school like prayer flags fluttering in the wind to remind the students and teaches of the promises they made.

About 45 member students of the school's UNESCO and young volunteers in action (Y-via) club staged a skit on how domestic violence at home is the root cause of unhappiness and the existence of a culture of war.

The students, through the skit, urged the audience to stop violence and live in peace, according to the UNESCO club coordinator of the school, Yeshi Pelmo. "It was to create awareness on peace and the need to uproot violence in society," she said.

Yeshi Pelmo said the occasion was observed to mark the international theme - literacy and empowerment. "We have also tried to weave together the theme of making waves for a culture of peace for without it there would be no empowerment of any kind."

The school also organized an open art competition on the theme 'education creates peace in the world and helps stop violence'.

By Tashi Dema

▲ The school activities on the national newspaper Kuensel Online

II. An Essay Written by a Student from Damphu Lower Secondary School

Importance of Education for Women

Women are the source of creation of all mankind. They are the mothers of human race on earth. Women are the sources of love, happiness, compassion and life. They are the stock of affection and the most influential of all creation. Yet why are some of them still left behind in the kitchens when they play such an important role in shaping our country into a brighter and a happier one. Even they have the right to emerge from the kitchens and be educated in order to take their places along with men in becoming supplementary bread winner.

As Goethe quoted "The society of women is foundation of good manners" So, women must be educated in order to make the pillars of society strong. For this they must be educated for the progress of a nation dearly depends upon the care and skill with which they rear their children.

As a famous saying goes "If you educate a man, you educate a member of the family but if you educate a woman, you educate the whole family." Women's education stimulates educational consciousness and civic sense among the family members, thereby educating the whole family. It is the mother who is with the children for most of the time and it is the mother from whom most of the children learn. Educating girls means educating future mothers. We need to open the door of literacy and education especially to rural women.

Women must be educated so that they do not become mere dancing dolls in the hands of both literate men and women who exploit and take advantage of their arrogance. The following story will teach us how innocent illiterate women face problems in their day - to - day life. It is based on true life story of my mother.

My mother, Passang Lhamo is a vegetable vendor who sells vegetables at the weekly Sunday market. For her, 'black letters equals buffaloes'. During the market, she faces lots of difficulties as she is an illiterate person and she doesn't know how to calculate properly. Sometime, she suffers losses as she is not educated. Sometimes tricky and sly customers trick her by giving less than they need to.

On the other hand, I being educated help her so she can do her business profitably. My mother regrets for not getting proper education and advises me to study hard so that I don't face problems like her.

We should all learn from this story that people especially women must be educated so they can also enjoy the same privileges as the men do. Therefore, it is must that girls and women get education.

Written by
Yeshey Lhamo (13 years old) - Grade: Class VII D

Field Visit

On behalf of APCEIU, Ms. Lee Jihong, Junior Programme Specialist of the Education and Training Team, undertook a field visit to Damphu Lower Secondary School in Tsirang, Bhutan. The visit was held from 23 to 29 November 2011 to carry out the following missions: 1) to confer the EIU Best Practices Award to Ms. Yeshi Pemo, 2) to visit the Damphu Lower Secondary School, 3) to provide guidelines for finalizing the report, and 4) to have an in-depth interview with the principals, teachers and students as well as to discuss how to further enhance the EIU-related activities.



▲ Ms. LEE Jihong, Junior Programme Specialist of APCEIU, during her visit to the Damphu Lower Secondary School, Tsirang, Bhutan



- ▲ Hon. Thakur S. Powdyel, Minister of Education of Bhutan (middle) conferring the award to Ms. Yeshe Pemo (left) in the presence of Ms. Jeongmin EOM, Chief of Education and Training Team of APCEIU (right)