Country profiles are categorized according to a list of several “significant approaches” to peace education and cross-cutting “themes” that have been well documented in academic literature. There are many intersections and substantial overlap among many of these approaches, yet each approach brings a specific emphasis and generally emerges from a particular historical, social, or political context.

### Significant Approaches & Themes

Profiles have been reviewed to identify approaches & themes that have been historically significant, as well as
"significant" implies that the approach/theme has substantially shaped, or plays a major role, in peace education efforts. Other approaches may be practiced in the country, and will be referenced in other narrative sections of the profile. The threshold of “significant” approaches is determined by profile contributors and reviewers. These themes are designated as an aid for comparative research, allowing researchers to compare countries with similar approaches, contexts, and histories.

**Major Branches**

To further support comparative research, profiles are also categorized according to 16 “major branches” of peace education. These “major branches” are umbrella categories, encompassing several related approaches and themes. In most instances, branches have a close descriptive relationship to the social & political context from which they emerge (for example: disarmament education, divided societies). Other branches may be less descriptive of context, but represent widely adopted approaches (for example: conflict resolution education, social-emotional learning).

Learn more about the "major branches" and "significant approaches & themes," and tips for how to utilize these filters here.

### Major Branches

- Disarmament Education
- Divided Societies
- Education for Sustainable Development (ESD)
- Global Citizenship Education (GCED)
- Human Rights Education (HRE)
- Interethnic / Intercultural Education

### Significant Approaches & Themes

- Anti-Racist Education
- Anti-War / Abolition Education
- Coexistence Education

### Historical Context

This component provides a historical overview, with a particular focus on an analysis of historical conflicts. Historical context is critical for understanding current issues and conflicts as well as the approaches, themes, and pedagogies of peace education utilized in a given country.

The historical context section will generally include:

- a short summary of key historical facts (geographic, cultural, & political)
- an overview and analysis of historical conflicts, legacies of oppression, colonization, etc.

### Current Issues / Conflicts

Introduction and analysis of current issues and conflicts are taken up in this section, which explores ongoing issues and conflicts (current or recent within the past several years) with brief summaries.

### Additional Resources for More Context

It’s generally beyond the scope of these profiles to contain a complete history and analysis, so this section provides
**Peace Education Efforts**

This component is the heart of the profile. It provides an overview and analysis of historically significant and current challenges, trends, and approaches to peace education.

This section includes:

- a balanced review of both **formal** (schools, universities) and **non-formal** (community, NGO, non-profit) peace education efforts
- an overview of major historical trends, themes, and approaches in peace education (connected to the contexts from which they emerged)
- a review and analysis of current approaches and efforts
- a review and analysis of the efficacy and impacts of past and present peace education efforts
- identification and analysis of barriers and obstacles to peace education development
- an analysis of challenges and opportunities for future developments
- an overview of how (and if) peace education efforts are being monitored and evaluated

**Legislative and Policy Initiatives**

This section provides a summary review and analysis of policy and/or legislative initiatives supporting peace education in the country (with links to actual policies).

- It should be noted that only a handful of educational policies around the world are directly identified as "peace education." Educational policies listed and examined include a variety of complementary efforts including human rights, tolerance, anti-violence, anti-violent extremism, democracy building, etc. (all strands contributing to the development of sustainable peace through education).
- Policy analysis might examine strategies and challenges of implementation, explore any policy-implementation gap, and suggest opportunities for future improvements.
- Policy analysis should also examine how peace education policy/legislation implementation is being monitored and evaluated.

**Does Policy & Legislation Exist?**

The following two components provide a snapshot view of policy & legislation efforts. These components also exist as search criteria and can be used to filter the database.

**Policy/Legislation**

There are two options for "policy/legislation":

- **Direct** - indicates that a direct policy or mandate exists, supporting and/or requiring the inclusion of peace education in formal schools (and/or in non-formal education)
- **Supportive** - indicates that an indirect policy or mandate exists supporting and/or requiring the inclusion of **education supportive of peace education** in formal schools (and/or in non-formal settings). Examples of supportive education might include "citizenship education," "education for sustainable development," or "social-emotional learning" (these supportive efforts include many of the "significant themes" described above).

**Teacher Training**

There are two options for "teacher training":

"Mapping Peace Education" is a global research initiative coordinated by the [Global Campaign for Peace Education](http://map.peace-ed-campaign.org/view/mapping-peace-education/entry/304).
Mapping Peace Education is a global research initiative coordinated by the Global Campaign for Peace Education.

| Mandated | indicates that policy or legislation exists which mandates pre and/or in-service teacher training in peace education |
| Optional | indicates that policy or legislation supports, but does not mandate, pre and/or in-service teacher training in peace education |

**Policy / Legislation**
- Direct
- Supportive

**Teacher Training**
- Mandated
- Optional

**SDG Indicator 4.7.1 Data / Analysis**
We intend for the data curated here to support SDG Goal 5, Target 4.7, Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment.

Indicator 4.7.1 provides the data most compatible to the measurement of the mainstreaming and integration of peace education into national curricula.

See here for a detailed explanation of how this data will be utilized and analyzed.

**Secondary Image**

![Global Campaign for PEACEducation](image_url)

**Secondary Image Caption**
A caption describing the image above. "Global Campaign for Peace Education logo."

**Peace Education Organizations, Projects, & Models**
This component provides a linked list of significant organizations, schools, and universities conducting work on peace education (including domestic and/or international NGOs).
• Links provide direct access to the organizations'/schools' websites for additional information and networking.

**News**

This section provides a linked list of news-related articles on peace education in the country.

**Research**

This component provides a linked list of academic, peer-reviewed, research articles and books on peace education in the country.

**Where to Study Peace Education**

This section provides a linked list of opportunities for trainings, academic programs of study, and other learning opportunities specific to peace education in the country. These include programs, courses, and trainings specific to research and the study of peace education, and the preparation of formal and non-formal educators to teach for peace.

**Footnotes**

This section references any notes provided in any of the sections above, as necessary.

**Third Image**

“Mapping Peace Education” is a global research initiative coordinated by the Global Campaign for Peace Education.
"Mapping Peace Education" is a global research initiative coordinated by the Global Campaign for Peace Education.