Post-conflict Post-disaster working group

**Principle:** All policies in all countries (whether ‘fragile’ or not) should be based on principle of ‘do no harm’, should be cognizant of the potential effect on social cohesion - and should be context specific

- Education sector is part of broader social, political and economic environment and alone cannot ensure peace or social cohesion
- Decentralization – needs to be managed so that there is clarity on which tasks and responsibilities at different levels are decentralized so it does not lead to fragmentation, disparities and reduced social cohesion.
- Formulate teacher recruitment, training and deployment policies that recognize diversity and mitigate marginalization and promote equity – which translates into certain communities requiring special incentives, special quotas and additional support for teachers
• Curriculum for teacher training (pre-service and in-service) needs to include a focus on:
  – promoting equity and social cohesion,
  – modeling good pedagogical practices that promote respect for diversity and encouraging critical thinking/problem solving
  – Strengthening disaster risk reduction and emergency preparedness
  – building links to local communities.