United Nations
Educational, Scientific and
Cultural Organization

Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention
Phase 1: Mapping – Final Report
Appendix 2: Mapping of policies, programs and resources per country in Sub-Saharan Africa

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Summary

* Countries that are members of INEE ICQN: Angola, Botswana, Côte d'Ivoire, Democratic Republic of Congo, Kenya, Liberia, Mozambique, Somalia, South Sudan, Sudan, Tanzania and Uganda

Western Africa

Country: Benin

Policy	La loi du 11 novembre 2003 portant orientation de l'éducation national dispose que "l'école doit offrir à tous la possibilité d'appréhender le monde moderne et de transformer le milieu en partant des valeurs culturelles nationales, du savoir, du savoir-faire et du savoir-être endogènes et du patrimoine scientifique universel". En outre, elle "doit permettre à tous les niveaux une Education et une formation permanente, favoriser les spécialisations grâce à une orientation judicieuse qui tienne compte des capacités individuelles et des besoins de la nation". Aux termes de cette loi, l'école béninoise est "ouverte à toutes les innovations positives utiles et doit prendre en compte notamment l'instruction civique, la morale, l'éducation pour la paix et les droits de la personne, l'éducation en matière de population et à la vie familiale, l'éducation relative à l'environnement et l'éducation pour le développement conformément à l'article 40 de la Constitution".
Source	**Données mondiale de l'éducation (7ème édition – 2010/2011), document élaboré par UNESCO-BIE** **http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Benin.pdf**

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
Right To Play - Benin "Most children in Benin do not complete their primary school education, and only slightly more than half of those enrolled complete the fifth grade. We began working in the Kpomassè refugee camp in 2001, in response to the influx of Togolese, Nigerian and Chadian refugees seeking safety in Benin. Working with Benin's Ministry of Early Childhood and Primary Education, we developed and nationalized Benin's first early childhood play-based curriculum and teacher resources. The curriculum supports the holistic development of children aged two to five-years-old and is anticipated to reach approximately 80,000 children. Through our *"Play To Learn"* **project**, we involve more than 31,000 children from 107 schools in regular weekly games to induce significant positive changes related to the development of life skills and healthy practices around HIV/AIDS and other preventable diseases. Child trafficking in Benin continues at worrying levels. With out-of-school children among the most vulnerable, we are working to grow awareness and support for child rights and gender equality through non-formal and alternative education programs in an effort to address key cultural and traditional practices that may compromise children's well-being.	Right To Play Partners: Ministry of Sport, Youth and Culture; National, Regional and Local Sport Structures; Ministry of Health; Ministry of Solidarity, Human Rights and Gender; Ministry of Education; Mansion Shalom in Ruyigi; Amani (Peace) Africa Burundi; Norwegian Refugee Council; the United Nations International Children's Fund (UNICEF); the United Nations High Commissioner for Refugees	Non-Formal

Where we work in Benin: - Abomey-Calavi - Allada - Cotonou - Kpomassè - Ouidah - Tori - Zè Our programs engage: 167,334 children and youth; 864 Coaches; 1,052 schools and youth centers. Source: http://www.righttoplay.com/International/our-impact/Pages/BeninProject.aspx	(UNHCR); and the United Nations Human Settlements Programme (UN-HABITAT.

Country: Burkina Faso

Policy	« Le Gouvernement et le système des Nations Unies, dans leurs politiques, leurs stratégies et plans d'action, reconnaissent la nécessité de renforcer et d'approfondir les mécanismes de prévention et de gestion des conflits et partant, la défense des droits humains au Burkina Faso. Dans cette optique ils reconnaissent également l'utilité d'élargir les espaces de dialogue, d'éducation, et d'information pour renforcer une culture de tolérance et de la paix dans le respect des valeurs du pays. Ceci est conforme la priorité 5 de l'UNDAF (qui appuie également l'axe 4 du CSLP) et à la Stratégie nationale de promotion d'une culture de la tolérance et de la paix adoptée en 2006. » (Appui au Burkina Faso pour la Prévention et la Gestion des Conflits et pour la Promotion de la Tolérance et la Paix, p. 4)

« Conformément à la loi de 2007 portant orientation de l'éducation, le système éducatif burkinabé a pour finalités de faire du jeune burkinabé un citoyen responsable, producteur et créatif. Il vise essentiellement à assurer un développement intégral et harmonieux de l'individu, notamment en :
- Favorisant son développement personnel à travers son épanouissement physique, intellectuel et moral ;
- Stimulant son esprit d'initiative et d'entreprise ;
- Cultivant en lui l'esprit de citoyenneté à travers l'amour de la patrie afin qu'il soit capable de la défendre et de la développer ;
- Cultivant en lui l'esprit de citoyenneté responsable, le sens de la démocratie, de l'unité nationale, des responsabilités et de la justice sociale ;
- Développant en lui l'esprit de solidarité, d'intégrité, d'équité, de justice, de loyauté ; de tolérance et de paix ;
- Cultivant en lui le respect d'autrui notamment l'équité entre les genres mais aussi le respect de la diversité linguistique, confessionnelle et culturelle ;
- Garantissant sa formation afin qu'il fasse preuve de discipline et de rigueur dans le travail et qu'il soit utile à la société et à lui-même ;
- Développant en lui le sens des valeurs universelles ;
- Développant toutes ses potentialités afin de le rendre capable de participer activement par ses compétences au développement de son pays (article 13). » (Données mondiale de l'éducation, p. 2)

« Programme 5 : **Développement et révision des curricula et programmes d'enseignement et de formation pour la prévention et la réduction des risques de conflits et de catastrophes naturelles**
I. Objectifs spécifiques
· Donner aux élèves/apprenants les moyens d'accéder à de meilleures conditions d'hygiène et de santé ;
· Contribuer chez les élèves/apprenants au développement d'attitudes et de comportements civiques et solidaires, garants du lien social ; => **enseignement civique et solidaire**
· Donner aux élèves/apprenants et aux personnels d'éducation les moyens de connaître les risques de conflits et catastrophes et de se protéger efficacement en cas de survenue d'un phénomène de catastrophe ou de crise humanitaire ;
· Donner aux personnels d'éducation (enseignants et encadreurs) les connaissances et savoir-faire nécessaires à l'accompagnement psychosocial des enfants scolarisés victimes de situations de catastrophes ou de crises humanitaires. **»** (Stratégie de réduction de la vulnérabilité, p. 98)

« Des réflexions sont en cours concernant le cadre de suivi et d'évaluation du programme. Toutefois, la mise en œuvre de celui-ci reste à définir avec l'ensemble des acteurs, partenaires et bénéficiaires (système de partenariat de gestion et mécanismes de suivi-évaluation). D'ores et déjà certaines pistes de réflexions recueillies sur le terrain semblent s'orienter vers la création d'une cellule de coordination pour la mise en œuvre du volet « éducation |

	d'urgence ». Celle-ci sera composée des ministères en charge de l'éducation, mais aussi, en raison du transfert des compétences, des collectivités territoriales dont les représentants incarneront l'implication de la communauté. La participation des chefs de file du groupe *Cluster* (en l'occurrence Save the Children et UNICEF) au comité de pilotage du Programme de développement stratégique de l'éducation de base (PDSEB) a également été suggérée. De même, l'engagement du ministère de l'Action sociale et de la Solidarité nationale aux côtés du ministère de l'Education nationale et de l'Alphabétisation au sein du comité de pilotage semble essentiel. Par ailleurs, il serait souhaitable d'envisager la création d'une structure technique de gestion de l'éducation en situation d'urgence au sein du dispositif organisationnel chargé de la mise en œuvre et du suivi du PDSEB. » (Stratégie de réduction de la vulnérabilité, p. 104)
Source	**Appui au Burkina Faso pour la Prévention et la Gestion des Conflits et pour la Promotion de la Tolérance et la Paix : Programme conjoint des agences du système des Nations Unies 2006-2010** : http://www.pnud.bf/DOCS/procon_paix.pdf **Données mondiale de l'éducation (7ème édition – 2010/2011), document élaboré par UNESCO-BIE** http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Burkina_Faso.pdf **La stratégie de réduction de la vulnérabilité du système éducatif aux risques de conflits et de catastrophes naturelles au Burkina Faso (**Ministre de l'Education nationale et de l'Alphabétisation **- 2012)**

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
Ecole Instrument de Paix – Burkina « Depuis le renouvellement de l'instance dirigeante de l'Ecole Instrument de Paix au Burkina (E.I.P/B) le 9 mars 2008, les 10 membres commis aux tâches de dynamiser la structure nationale sont à pied d'œuvre pour l'installation des sous-sections et des clubs E.I.P à travers le pays. Au niveau des clubs des universités, on peut noter que les universités de Ouagadougou, Koudougou, et Bobo ont déjà mis sur pied leurs clubs qui sont fonctionnels. Une idée qui taraude les esprits des premiers responsables de ces clubs est la création d'une coordination des clubs E.I.P des universités mais la fermeture de l'université de Ouagadougou suite à la marche des étudiants pour réclamer de meilleures conditions de vie, retarde cette activité capitale. Au **niveau des établissements secondaires**, le renouvellement du bureau exécutif national a permis la **dynamisation de certains clubs** qui sont rentrés en sommeil. Il a également permis la **création d'autres clubs** qui sont venus en renfort aux activités de l'E.I.P nationale. Il faut dire que l'expérience des premiers clubs montre que leur création dans les établissements s'appuie sur l'existence de sous-sections E.I.P dynamiques ; lors de la rencontre du Bureau National tenue en mars 2008, cette problématique a été perçue et le bureau s'attache à la dynamisation des sous-sections qui sont des gages d'un bon fonctionnement des clubs sur le terrain. Constatant que le Burkina Faso est un pays à fort taux d'analphabètes qui utilise le français essentiellement dans les communications administratives, l'E.I.P a choisi d'utiliser les langues nationales et donc s'appuiera sur les entités linguistiques et les autorités coutumières qui sont des canaux de communications de premier plan.	EIP – Burkina	Formal & Non-Formal

Sur ce plan, la commission nationale et les sous-commissions nationales des langues Burkinabés seront sollicitées en temps opportun dans le plan d'action national de l'EIP. L'action de l'EIP/Burkina a besoin de visibilité parce que portant sur les préoccupations des larges masses qui ont besoin de vivre en paix comme le préconisent les textes de l'EIP/Internationale. Pour ce faire, dans son plan d'action 2007/2008, le Ministère de l'enseignement de base et de l'alphabétisation (MEBA), le Ministère des enseignements secondaires supérieurs et de la recherche scientifique (MESSRS), le Ministère de la promotion des droits humains (MPDH), le Ministère de l'action sociale (MAS) et le Ministère de l'information etc. ont été inventoriés par une stratégie de communication et d'action en vue de permettre à toutes les structures EIP sur le terrain de mener à bien leurs activités. » Source : Bulletin d'information 2008 http://portail-eip.org/SNC/eipafrique/burkina/2008/bulletinburk.pdf http://portail-eip.org/SNC/eipafrique/burkina/burkina.html		

Country: Cape Verde

Policy	No Relevant Data Founded
Source	

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
No Relevant Data Founded		

Country: Gambia

Policy	In terms of the Education Policy 2004-2015, the guiding principle for Education is premised on: i) non-discriminatory and all inclusive provision of education underlining in particular, gender equity and targeting of the poor and the disadvantaged groups; ii)respect for the rights of the individual, cultural diversity, indigenous languages and knowledge; iii) promotion of ethical norms and values and a <mark>culture of peace</mark>; and iv) Development of science and technology competencies for the desired quantum leap.
Comment	« La Gambie a mis en place divers mécanismes pour <mark>l'éducation à la paix et à la citoyenneté</mark>. » (Source : Consultant for UNESCO's West African Bureau)
Source	**Données mondiale de l'éducation (7ème édition – 2010/2011), document élaboré par UNESCO-BIE** http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Burkina_Faso.pdf

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
No Relevant Data Founded		

Country: Ghana

Policy	"**Mandates / Policies / Legislations about SEL / CRE / PE / CE in Ghana**
	"Ghana is making tremendous efforts to transform its social and economic status to a middle income level by the year 2015. To achieve this, there is the need for peace and stability which can best be attained when appropriate policies are put in place within the formal and informal sectors.
	In the formal sector and within Ghana's educational system, there is an underlying philosophy which seeks to create a well balanced individual (intellectually, spiritually emotionally and physically) with the requisite knowledge, skills, values and aptitudes for self-actualization and for socio-economic and political transformation of the nation. It is in that direction that Education comes in handy, contributing to improved security, health, prosperity and ecological equilibrium in the world. It promotes peace, tolerance, economic and cultural development as well as international co-operation.
	Evidence from Sub-Saharan Africa reveals that education plays an important role in building support for multi-party democracy and challenges to autocracy. Some underlying philosophy, principles and assumptions which inform pre-tertiary curriculum policy are as follows:
	(a) Focus on the Child or Young Person
	Education policy should be based on the needs, interest, and aspirations of children or young people and the needs of society as a whole. This requires that education policy must take into account child rights as expressed in the constitution of the Ghana and the International Convention on the Rights of the Child (CRC to which Ghana was the first signatory). The convention also makes it mandatory that all children should have access to education. Hence, once peace education is a component of the curricula, so long as many children stay in the school system, they will imbibe skills on peace education.
	(b) Focus on the School
	Education policy also focuses on the school plant itself because all educational policies and strategies involving teaching and learning ultimately take effect in the school. Schools must therefore be designed and equipped in such a way as to provide the facilities and type of learning children require for their development.
	(c) Focus on the Child and the School as part of Communities.
	School and community relationship is also a focus of the educational system. Young people are educated to contribute their knowledge and skills to the development of their communities and the nation. Schools should therefore develop strong relationships with their communities and tailor some of their programs toward assisting in the development projects of their respective communities. Each subject on the school curriculum should have a school-community focus to make children aware of their obligation in applying their knowledge to the development of their communities. Hence students act as agents of change including that for peaceful living in their communities.
	Curriculum Goals
	Curriculum goals reflect the goals and intentions of the society for producing citizens with specified characteristics. The broad goal of pre-tertiary education is to enable each learner to reach their full potential and contribute to the social and economic development of Ghana. Among the goals of Ghana's Pre-Tertiary Curriculum are the following:
	- Promote national unity, liberty, justice and democracy.
	- Promote human rights, respect for oneself and for others.
	- Foster high moral, ethical and spiritual values such as integrity, responsibility, equality and reverence for life.
	- Provide the type of education that prepares children and the youth for life.
	- Encourage perseverance, reliability, accountability and respect for the value and dignity of work.

	- Develop, understanding of the natural and social environment, civic responsibility, social skills and promote physical and mental health. - Develop knowledge, understanding and values, creativity and practical skills as a solid foundation for academic or vocational training and for creative, meaningful and productive adult life. - Foster and promote the spiritual and moral well being of the learner, considering the diversity and freedom of beliefs of individuals. - Extend national unity to the promotion of regional, African and international understanding, cooperation and peace. **Although there are no policies in place on SEL/CRE/PE/CE in Ghana**, inference can be made from several existing policies bordering on the rights of children and equality to education. These aim at curbing discrimination against individuals and groups and also provide individuals with quality education that will make them responsible members of the society who will lead meaningful and peaceful lives." (State of the field of Peace Education in Ghana**, pp. 15-16)
Comment	No reference to a education for peace / culture of peace in the principles and general objectives of education as of September 2010: **World Data on Education (7th edition – 2010/2011), compiled by UNESCO-IBE** http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Ghana.pdf
Source	**"State of the field of Peace Education in Ghana – Conference 2009"** in *Conference Reader: Implementation and Sustainability of Social and Emotional Learning (SEL), Conflict Resolution Education (CRE), Peace Education (PE), and Citizenship Education (CE)* Available at: http://www.creducation.org/resources/Collaboration_Across_Fields_Reader.pdf

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
"State of the field of Peace Education in Ghana – Conference 2009" **In *Conference Reader: Implementation and Sustainability of Social and Emotional Learning (SEL), Conflict Resolution Education (CRE), Peace Education (PE), and Citizenship Education (CE)*** **By Ms. Victoria Osei Achiaa**, Ghana Education Service, Ministry of Education, & **Mr. Francis Acquah Jnr**, West Africa Network for Peacebuilding (WANEP) **Introduction** "The West African sub-region has experienced violent conflicts in the past two decades. These conflicts have had devastating consequences on the sub-region, including, but not limited to: widespread violations of human rights. Several hundreds of thousands of people have lost their lives. A disproportional number of women and children have been killed as a result of the violence. The economic and social consequences include increased poverty, loss of livelihoods, and the breakdown of culturally significant social units such as the family. In the past, these social units (families) have played a vital role in preserving positive social values within African traditions. Unfortunately, the negative consequences associated with the violence and deterioration of the family has contributed immensely to an erosion of positive values of humanity and created a culture of violence especially among young people in our societies. A significant number of youth have been both victims and perpetrators of the atrocities referenced above. The effects of violent juvenile crime in the sub-region have included the devaluing of human life and a lack of respect	Ghana Education Service, Ministry of Education; West Africa Network for Peacebuilding (WANEP)	Formal

for oneself and his or her family. These factors have contributed to the loss of positive social values such as discipline and respect. It was therefore urgent and imperative that measures be taken to revitalize our social values beginning with the younger generation. It was in this light that the West Africa Network for Peacebuilding (WANEP) and its partners deemed it imperative to promote peace and social reconciliation among youth across the sub-region. The Peace Education programme was therefore an effort to respond to the high levels of violence in our schools, communities, homes, and places of worship.

In collaboration with the Curriculum Research and Development Division (CRDD) of the Ghana Education Service, WANEP undertook the Peace Education programme. The process involved education experts, teachers and other key stakeholders. Through workshops, the CRDD and teachers contributed immensely to both the development of materials and the strategic direction of the peace education programme. Through this collaboration, the programme has now been institutionalized in schools. A key product of this collaboration is the **"Peace Education Manual"** that is **being used in schools at the basic level**.

The Curriculum and Peace Education:
Peace Education in Ghana was an initiative that was led by the West Africa Network for Peacebuilding (WANEP). It was officially launched in August 2000 and became effective in May 2001. This project was funded by CORDAID and the EU. The project was started as a pilot project carried out in 7 countries namely Cote d'Ivoire, Guinea Conakry, Liberia, Sierra Leone, Nigeria, Togo and Ghana. The programme was implemented through the Ministries of Education in the respective countries. In Ghana, WANEP worked closely with the Curriculum Research and Development Division (CRDD) of the Ghana Ministry of Education and other development partners. This collaboration was very strategic as there was the urgent need to introduce Peace Education into the Curriculum.

A lot of initial activities, including training workshops for writers (teachers selected from all levels of education in the country) and peer mediation programs were undertaken. All these culminated in the development and printing of a manual on Peace Education for Basic School Teachers in 2005. The rationale for developing the manual was to compile in one book all the information and skill development activities necessary for the establishment of a culture of peace amongst children and the youth. It is believed that the *Development of Peace and Peaceful Living* curriculum will bode well for the future of individuals and communities throughout Ghana. This was envisaged to help:
- Lay a foundation in children upon whom the culture of peace will be promoted and sustained, by developing in them the principles and values of tolerance.
- Provide young people with the knowledge and skills required to ensure the promotion of positive life skills and attitudes that will help lead to a culture of non-violence
- Inculcate in young people those values which allow them to grow with heightened awareness of their human rights and duties, as well as their responsibilities
- Eradicate ignorance of the consequences of war and violence, and enable youth to make positive choices in life.
This exercise was funded by the United Nations Children's Fund (UNICEF).

Training of Trainers in Peace Education
The development of the Teachers Manual on Peace Education was followed by a Training of Trainers (TOT) workshop

organized in two phases for facilitators who would in turn train classroom teachers on how to use the manual. These activities were undertaken by the CRDD and WANEP. Copies of the manual have been supplied and are being used in Basic Schools and Training Colleges nationwide. To date, lessons on conflict management, conflict resolution, and peace education have been mainstreamed across the curriculum, with widespread integration in the following subject areas: Environmental Studies (for Kindergarten Level), Social Studies, Religious/Moral Education, and Language Arts (English and Ghanaian Languages) at the Basic School Level.

Human Rights Manual
The Commission on Human Rights and Administrative Justice (CHRAJ) in collaboration with the GES has also produced a human rights training manual for teachers entitled "Human Rights Simplified for Basic Schools". This was first printed in June 2007 and reprinted in August 2008. The aim is to equip teachers with knowledge and skills that will enable them to deliver human rights lessons in schools to promote a culture of human rights in the school environment. Copies of these books have been distributed to schools nationwide.

Manual on Psycho-social Skills.
Furthermore, the GES, funded by UNICEF has developed a Manual for Teaching Psychosocial skills (which can be likened to Social and Emotional Learning) in Basic Schools. The aim is to help teachers inculcate into students those skills and competencies that will enable individuals to know and appreciate themselves, get along with others, and deal positively with the challenges of everyday life in today's global world. UNICEF again provided both technical and financial support for the production of a manual on strategies for assessing Psychosocial Skills in schools. Issues on psychosocial skills as well as human rights have been mainstreamed into the entire Basic School Syllabuses. School Officials have also been trained in the use of the Psychosocial Skills Manual.

The Curriculum and Citizenship Education
Since 2007, *Citizenship Education* has been taught as a subject at the Basic School Level (Primary 4 – 6) Citizenship Education in the Ghanaian curriculum is aimed at producing competent, reflective and participatory citizens who will contribute to the development of their communities and the nation in the spirit of patriotism and democracy. The subject exposes learners to the persistent issues hindering the development of the nation as well as the desired attitudes, values and skills needed to solve these problems. Furthermore, aspects of Social and Emotional Learning are treated in social studies, religious, and moral education.

Challenges
- Inadequate funds for replication of training of classroom teachers by regional and district trainers;
- Overburdened timetables and overpopulated classrooms;
- Very few professional teachers particularly in the rural communities;
- There is low morale and inadequate motivation of some of the teachers;
- One of the major challenges has to do with how to reconcile non-violence principles with schools authorities and the African societies' preference for corporal punishment;

- Drop-outs youths; - Sustaining the process has been extremely challenging at various levels especially with WANEP's experience. First of all, the programme has faced challenges raising funds to continue the various initiatives on the ground and to monitor effectively the impact of the programme so far; - The transfer of teachers and changing of schools of students involved in the programme also affects the programme; - Though students and school authorities are doing their best to provide alternative non-violent solutions to problems through mediation, adequate and appropriate space for mediation continues to be an issue. In most schools, mediation sessions were held outdoors somewhere on the compounds of the schools the programme was started. Obviously with no space, keeping of records of mediation sessions became another challenge in itself; - At the school level, tensions between the use of mediation to resolve problems and the use of other punitive measures preferred by some teachers and schools authorities; - The influence of acts of violence by youth groups within the non-formal sector continues to pose a huge challenge to development of personal non-violent skills; - Tensions between the use of mediation to resolve problems and the use of other punitive measures preferred by some teachers and schools authorities; - Replicating Peace Education and Conflict resolution skills in Non-formal Education. **Way Forward** - Development of audio-visual aids to support the teachers and learning of CE, PE; - Mentoring and evaluation of CE and PE; - Revamping peer mediation and peace clubs in schools; - Reviewing and publishing the peer mediation manual for students mediation in schools; - Training of teachers and students in the implementation of peer mediation in school with the help of a manual; - Introducing conflict resolution education and peace education in the non formal education sector; - WANEP will strengthen its collaboration with the Ghana Education Service in the review and subsequent inculcation of peer mediation principles into mainstream education." (pp. 12-19) Source: http://www.creducation.org/resources/Collaboration_Across_Fields_Reader.pdf		
Youth Development through Football – Ghana "The Republic of Ghana is located on the Gulf of Guinea and only a few degrees north of the Equator. With a population of about 24 million people, the country is home to more than 100 different ethnic groups. Ghana is today regarded as one of the economically sounder countries in Africa. Still, about 28 percent of the population lives below the international poverty line. HIV and AIDS is an issue, but with a national prevalence rate of less than two percent, the spread of the disease is comparatively low. Ghana currently has one of the highest school enrolment rates in West	Youth Development through Football	Non-Formal

Africa with 83 percent of its children in school and a similar ratio for girls and boys. Football is the most popular sport. The national men's football teams have participated in many championships. In 2009, Ghana became the first African nation to win the FIFA U-20 World Cup by defeating Brazil in a penalty shootout. **A solid partnership in the West of Africa** In January and February 2008, the African Cup of Nations took place in Ghana. YDF used the opportunity to conduct a baseline study in order to explore potential partnerships for the Youth Development through Football project and areas of intervention. The host country proved to be a suitable partner as a number of mainly smaller governmental and non-governmental organizations were either already involved in youth development or in football. Most of them were merely working on a local level though. To connect them and to use their experiences and forces for an enhanced and more systematic approach became the intervention area of choice. Subsequently, Ghana has become the first African partner country of YDF South Africa. The concept of youth development through football was introduced to suitable organizations during two workshops in Accra. A Coordinating Committee was elected and put in charge of taking the project forward. In November 2008 the YDF-Ghana-Network was officially established and is offering membership opportunities to every institution that is related to youth development through sport. A guiding document outlines the network's policies and procedures. **Ten partners support the YDF idea** YDF implements the project in close cooperation with the GIZ-Office in Ghana and in partnership with ten governmental and non-governmental institutions. The focus is on further establishing and consolidating a platform for mutual learning, not only between the different participating organizations, but also on a transnational level. The project further emphasizes on the development of concepts for a successful implementation of the youth development through football idea, of training programmes and on training project partners accordingly. Football-for-development-events will be used to rouse the interest of the wider public and attract and motivate young people to participate in YDF activities in the communities. **The network approach has yielded fruit** The network approach exposed governmental to non-governmental organizations and vice versa. It yielded first fruits, when the National Sports Council of Ghana joined as a strong partner of YDF. Besides ongoing networking activities and joint events the YDF manual for coach instructors and the manual for coach training will be implemented in 2010. The partners will decide on the life skills components that are imparted in addition to the football training according to their needs. In a first step instructors will be trained, who will then train coaches and volunteers in Ghana in order to establish standardised youth development through football activities on a broad scale in the country." Source: http://www.za-ydf.org/pages/ghana/		
YDF network celebrates Global Peace Games in Cape Coast **Cape Coast, 7 November 2009.** Cape Coast, with its approximately 150,000 inhabitants, is more than just the capital of the central region of Ghana. With the UNESCO World Heritage Site 'Cape Coast Castle' at its centre, it bears witness not only to the atrocities endured by millions of slaves incarcerated in castles and forts prior to their shipment to the	Youth Development through Football	Non-Formal

'New World', but also to the resilience of Africans who, never forgetting their past, have decided to move on with the hope of building a better future. This hope is also at the core of peace activities such as the celebration of the Global Peace Games in Cape Coast on 7 November 2009. The event was organized by the Ghanaian network of 'Youth Development through Football (YDF)' together with Play Soccer Ghana and the National Sports Council, both active partners of YDF in Ghana, and received additional sponsoring from MTN Ghana Ltd. The theme for the 2009 Global **Peace Day celebration** was 'Unity in Diversity: Peace for All'.

The event, in which 450 children and youths from 6 local junior high schools took part, started with a procession through the main streets of Cape Coast with two brass bands playing and children holding placards that proclaimed messages such as: 'Peace ensures development'; 'No more wars'; and 'It is better to Jaw-Jaw than to War–War'.

The procession ended at the Robert Mensah Sports Stadium where all the children recited the Global Peace Games Pledge before the games started. In his welcome address Kodwo Morgan, Country Programme Director for Play Soccer Ghana, stressed the need for peace, saying that "our differences should not bring about any conflict or violence".

Christiane Frische, YDF Country Team Manager, read the message from the Special Advisor to the Secretary-General of the United Nations on Sport for Development and Peace, Wilfried Lemke. The message from FIFA President Sepp Blatter was read by Philippina Frimpong, Project Officer of the National Sports Council, Ghana.

An exhibition football match between Play Soccer Ghana and guests from the GTZ Head Office in Germany was the first item on the programme. Then the children from the various schools were divided up into four mixed-gender groups and moving through four stations, learned about the Play Soccer health, social and football activities. Two of the stations focused specifically on possibilities for achieving the seemingly impossible when working together (up to 6 children standing on one sheet of paper) and on the forces of communal effort.

Children from one of the girls' high schools entertained the crowd with cultural dances depicting war and peace. The games ended with a football match between a team selected from the Play Soccer Site in Cape Coast and boys from a local junior high school. 250 children signed the UNESCO Manifesto 2000 for a Culture of Peace and Non-Violence.

The NGO 'Play Soccer Ghana' was established in 2001 to provide disadvantaged children with health-awareness and social skills using the power of football and to strengthen the wider fabric of community life through capacity building and empowerment. With its country office in Accra acting as the administrative hub, Play Soccer Ghana operates at 11 sites in 4 of Ghana's 10 provinces.

The National Sports Council is an agency that falls under the Ghanaian Ministry of Youth and Sports. It aims to promote and encourage the organization and development of, and mass participation in, amateur and professional sports in Ghana by coordinating and integrating all efforts to raise the standards of performance in amateur and professional sports throughout the country."

Source: http://www.za-ydf.org/pages/news_archive_2009/?zDispID=NewsArtYDF_network_celebrates_Global_Peace_Games_in_Cape_Coast

Right To Play – Ghana **"One of the biggest challenges to development in Ghana is equitable access to a quality education**. More specifically, there is a lack of quality learning materials to enhance student achievement, quality of teaching requires significant improvement, and the quality of educational materials focused in issues of health, environment and HIV and AIDS prevention require updating and upgrading. Beyond basic access to education issues, Ghanaian society still excludes girls, not only from a full education, but also from activities such as sport. As such, it is a country that stands to benefit from Right To Play's prioritization of gender equality and equity at all levels. Originally partnered with the Ghanaian Ministry of Health, Right To Play first began operations in Ghana in December 2001. Initial programming was aimed primarily at supporting vaccination campaigns and community mobilization events for refugees from Côte d'Ivoire and Liberia. In 2006, however, the focus of the program shifted towards the implementation of regular Right To Play activities in schools and communities. In subsequent years, Right To Play has implemented programming to promote holistic development through engaging children in sport and play-based activities. Through its unique educational resource, *Red Ball Child Play*, Right To Play fosters intellectual, physical, emotional, and social development by focusing on the healthy development of the child as a whole. Play-based activities outlined in this resource teach children about the value of healthy choices, building satisfying relationships, and making a positive contribution to the community. The goal of the program in Ghana is to create a safe and interactive learning environment conducive to the active participation of children and youth, particularly girls. Participation in regularly scheduled sport and play activities contributes to improving basic education, health and the development of life skills. Programs incorporate capacity building work specifically focused on parental involvement. Furthermore, Right To Play supports the development of leadership skills that enable children and youth to actively engage in their communities to secure a better future for themselves and their peers. The expected results of Right To Play programs in Ghana include: a reduction in violent behaviour, increased co-operation among children, and an increase in healthy behaviour relating to HIV and AIDS prevention. **Beneficiary populations** Direct beneficiaries: Right To Play Ghana's direct beneficiaries have been children and youth. Indirect beneficiaries are Right To Play's partners, other local Non Government Organizations (NGOs) and Community Based Organizations (CBOs) whose teachers and staff have been trained as coaches. **Project Locations** Southern Ghana: Volta, and Greater Accra Regions. Northern Ghana: Northern and Upper East Regions. **In 2011, Right To Play plans to reach: 49,209** children and youth (50 per cent female); **1,075** coaches and certified teachers (52 per cent female); **171** schools; **8** community centers" Source: http://www.righttoplay.com/international/our-impact/Pages/Countries/Ghana.aspx	Right To Play Partners: Catholic Action for Street Children (CAS) Action Child Mobilization (ACM), Ghana Education Service (GES), Campaign for Female Education (CAMFED), OrphanAID Ghana, Gender Development Institute (GDI), Tomorrow People Soccer Academy (TOPSA), Accra Street Academy, Youth Action for Reproductive Order (YARO), Child Research and Resource Centre (CRRECENT), Comfort Stars Academy, Special Education Division (SPED), School for Life (SfL)	Non-Formal

	Unknown	Non-Formal
Peace Education Center in Ghana article by Nina Meyerhof (November 17, 2003) "The **2004 OPATAFO Peace Builder Program** (Opatafo meaning peace maker in Twi) is focused on <mark>3 core concepts: Peace, Conflict Transformation, and Leadership Youth will learn peace-building skills and then train other youth from the local areas.</mark> The **Apeadu Children's Peace Center** is the first peace center in Ghana, and perhaps in Africa. This Center provides young people with a refuge from the demands of daily life in Africa and is a place of beauty and hope. The Center brings young people together to learn peace-building, peace-making, peace-keeping, and most of all, peace-being skills. In August of 2002 the **first international leadership conference** of 50 young people from around the world, 25 international and 25 local youth from Ghana, seeded the beginnings of this Center. These youth committed to action in support of building this center, as well as other action plans which further peace. The **2003 International Youth Leadership Program** was offered at the end of June and focused on Health and HIV-Aids as a part of Peace education. This program was followed by a Teacher Education retreat. The Center is now only a beautiful piece of open land gifted by Chief Osei Boakye Yiadom II as a tribute to her late husband who died in a UN peace mission. Chief Nana Apeadu (her other name) is also known as the Peace Maker and Earth Mother. As the spiritual leader of her community she has full support of the local people as well as the Ministry of Education of Ghana for this endeavor. The Center's mission is to abide by the pledges of the Manifesto 2000 for the Culture of Peace and Non-Violence: Respect all life, Reject violence, Share with others, Listen to understand, Preserve the planet, Rediscover solidarity." Source: http://cpnn-world.org/cgi-bin/read/articlepage.cgi?ViewArticle=92		

Country: Guinea

Policy	No reference to a education for peace / culture of peace in the principles and general objectives of education as of December 2010
Source	**Données mondiale de l'éducation (7ème édition – 2010/2011), document élaboré par UNESCO-BIE** http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Guinea.pdf

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
Radio Programs - Talking Drum Studio "Search for Common Ground (SFCG) seeks to develop the capacity of local media organizations to contribute peace-building efforts through professional and reliable radio programming. Radio can play a key role in managing and mitigating conflict through thoughtful and innovative programs and education. SFCG, informed from its extensive experience in the region and in cooperation with the Ministry of Information and local and international NGO partners, develop programming and journalism education programs unique to the region and Guinea. SFCG's Talking Drum Studio in Conakry provides this support through a coordinated effort utilizing journalism training, technical support and the production of quality radio programming." "In recognition of the key role radio can play in managing and mitigating conflict, and informed from its extensive experience in the region, Search for Common Ground (SFCG) seeks to develop the capacity of local media organizations to contribute peace-building efforts through professional and reliable programming in cooperation with the Ministry of Information and local and international NGO partners. SFCG's Talking Drum Studio in Conakry provides this support through a coordinated effort utilizing journalism training, technical support and the production of quality radio programming." Source: http://www.sfcg.org/programmes/guinea/guinea_radio.html **Radio Soap Opera:** *Feu N'est Pas Incendie* "Our new Soap Opera is called "*Feu N'est Pas Incendie*," which translates as "fire isn't always destructive" in the Manlike language, one of the local languages spoken in the Kissidougou region of the country. The radio drama focuses on issues that are relevant within the communities of people who are reached by the broadcasts. For example, it addresses the importance of educating girls, who have long been victims of discrimination.	Search For Common Ground	Non-Formal

It also addresses HIV/AIDS awareness and contributes to reducing tensions in families, created because of the discrimination and stigmatization of infected people in their own communities. Another example is the public health crisis caused by the large number of deaths from malaria, which in turn contributes to social conflicts between families in the community. "*Feu N'est Pas Incendie*" has 10 main characters who appear in the dramas, and address these key themes areas - sometimes in humorous and sometimes in dramatic ways - to stimulate positive behavior change and to provide positive role models. The radio program is funded by UNICEF and is produced by SFCG-Guinea, in collaboration with a local drama group in Kissidougou that assists in contextualizing the themes, and the rural radio station in Kissidougou. The programs are broadcast twice a week in two languages, French and Manlike. The series will have 39 episodes, 4 of which will be broadcast in both languages. The launch ceremony took place at the rural radio in Kissidougou town with the presence of local authorities (the prefet and the mayor), UNICEF representatives from Conakry in Kissidougou, and other members of different local organizations." Source: http://www.sfcg.org/programmes/guinea/guinea_radio.html **Terrain D'Entente (Common Ground) / radio program** "We are proud to announce the debut of a new show called *'Terrain D'Entente"* (Common Ground). *Common Ground* is a round table show that can shed light on people and news topics that could contribute to peace, governance and democracy." Source: http://www.sfcg.org/programmes/guinea/index.html		
Final Evaluation Report: Youth and Non-Violence in Guinea Search for Common Ground (SFCG) in Guinea recently completed an 18-month project entitled Youth and Non-Violence in Guinea, whose overall goal was to promote the use of non-violent methods for resolving conflicts among youth in the cities of Kindia, Mamou and Kankan. The project had two specific objectives: 1) To increase the knowledge of youth in conflict management techniques, human rights and their civic responsibilities; and 2) To build the capacity of youth in the target areas to resist manipulation and the use of violence to resolve conflicts. In order to achieve the aforementioned results and objectives, SFCG planned and executed three types of activities: the training of 72 young Guineans in the three project locations; the organization of sensitization events, including peace festivals; and the production and broadcast of two weekly radio programs. **Final Evaluation Report** [English] **Key Findings** [English] **Final Narrative Report** [English]	Search For Common Ground	Non-Formal

Principaux Résultats [Français]

SFCG requested the present evaluation in April 2010, setting three main objectives: 1) to evaluate the impact of the project; 2) to collect stories of change caused by the project; and 3) to provide recommendations for future planning. Over a period of 28 days (including 14 in Guinea), the evaluation team reviewed the achievements of the project and identified the following results:

Relevance
- The relevance of the project to Guinea's current situation cannot be stressed enough. All key stakeholders interviewed made explicit references to the role young people played during the violence of January and February 2007, and stressed the importance of engaging youth during the transition, lest violence on the scale of the 2007 events happens again.
- Whereas the project intended to address political violence and the role youths tend to play in it, one outstanding result is that it uncovered many layers or types of violence into which both urban and rural youth are drawn, including for example domestic, work-related, ethnic, inter-generational etc.

Effectiveness
- The knowledge of project participants has definitely increased in line with the project's objective.
- In regards to the project's different activities, the analysis of collected information suggests a high level of effectiveness. The responses we received from all those interviewed were generally very positive.
- The radio programs were very appreciated by young participants, community leaders and the radio stations themselves. Participants enjoyed the opportunity to participate in the production of the show and even more so the responsibility of facilitating discussions on the interactive show.

Impact
- A key result in terms of impact is how the Youth and Non-Violence project seems to be changing the role of Radio Rurale in the three cities. As mentioned before, the Directors of Programs in all three locations said that the project's radio programs were responsible for an increase in listenership, especially among young people.
- All people interviewed—young participants, beneficiaries, local authorities and civil society leaders— stated that no major instances of violence have occurred in their respective cities after the events of 2007. They all acknowledged that violence has decreased considerably, and all appreciated how the youth in Kindia, Mamou and Kankan have started playing a more positive role in their communities.

Some challenges were also indentified, chief among them the low level of participation by women and young girls. Also, the project experienced some logistical problems, specifically around the production and broadcast of the radio programs. Finally, young participants have expressed some frustrations with the level of resources allocated for sensitization events, which they judged to be below their expectations.

The challenges do not in any way detract from the overall achievements of the Youth and Non-Violence project, which have been largely successful. Furthermore, the evaluators found that the relevance and potential impact of the project are even greater now as the country moves towards national elections, than at any other time during its implementation.

As a consequence, the evaluators' main recommendation is to ensure the continuation of the project and its activities. This will allow to consolidate the results so far achieved, to increase impact and to reach sustainability. Other recommendations include: ▪ Improve the collection of relevant output- and outcome-level data by creating a monitoring system better tailored to the project's specific formula. ▪ Develop a more explicit gender strategy to ensure greater participation by women and young girls to all project activities. ▪ Organize more consistent and regular follow-up with project beneficiaries—i.e. community members who are supposed to benefit from the sensitization events and the radio broadcasts. ▪ Increase the amount of resources allocated to young participants for the organization of sensitization events. Click here to read full report / Authors: Dr. Dennis Bright and Bernardo Monzani / Date: April 2010		
2010 Baseline Paper: Urban Youth and Political Violence in Conakry The central goal of this baseline report is to inform regarding the socioeconomic situation of Conakry's most conflict-prone youth and explain the danger of youth manipulation in the direction of political violence. "Ghetto" youth face a myriad of problems including poverty, susceptibility to political manipulation, and prevalence of drug use. Despite this, however, the baseline report notes that these youth generally express strong hope for peaceful elections, democratic structures within youth gangs, and high potential for art as a means of constructive political expression. Ultimately, the baseline report provides concrete suggestions for future projects working with the youth in Conakry including working with a team of people from the same social environment as these youth, organize youth gatherings to promote a sense of solidarity and non-violence in the upcoming June 2010 elections, and work within the youth's internal pattern of authority throughout the project implementation. **Read the Baseline Paper**	Search For Common Ground	Non-Formal
Encourage Youth to be non violent actors of change "Working approximately with 23,000 young men and women in the disadvantaged neighborhoods of Conakry and in Forest Guinea, the project, supported by the United Nations' Secretary General Peace Building Fund, will be implemented by UNICEF in partnership with **Search for Common Ground**, the United Nations Industrial Development Fund (UNIDO) and the Ministry of Youth and Sport. Young people aged 15-34 years old represent 30% of the population in Guinea. Many of them have not completed basic education, often unemployed and lack access to information. They have very few opportunities to express their needs, aspirations and grievances, and to participate in social, political, and economical decision making processes. The lack of understanding and opportunities paired with the deficit of information has led to youth being easily manipulated and caught in outbreaks of political violence.	Search for Common Ground United Nations Industrial Development Fund (UNIDO) Ministry of Youth and Sport UNICEF	Non-Formal

Through our programme, young people learn about their rights, non violent ways of dealing with adversarial situations, and about democratic change. Better informed, they are able to resist political manipulations and will become a non violent drive of positive change during and beyond the transition in Guinea" said the Country Director of Search For Common Ground, Quentin Kanyatsi. In total, the Peace Building Fund is providing $6 million to the UN system in Guinea to support peace building and conflict prevention activities in support to the peaceful transition towards and beyond democratic elections." Source: http://www.sfcg.org/programmes/guinea/pdf/UNICEF-SFCG-PBF-press-release-100510.pdf		
Barada: Magazine **Goal**: Sensibiliser et éduquer les jeunes pour un changement de comportement, un esprit citoyen pour la consolidation de la paix et surtout la réduction de la violence en milieu jeunes. Target : Jeunes Source : http://www.sfcg.org/programmes/guinea/pdf/Guinea%20Newsletter%20(French)%20-%20March%202013.pdf	Search For Common Ground	Non-Formal
Ecole Instrument de Paix EIP – Guinée *Tradition orale et éducation citoyenne en Guinée* Guide pédagogique reconnu et approuvé par l'Institut national de recherche et d'actions pédagogiques, Guinée Source : http://portail-eip.org/SNC/eipafrique/Guinee/APIC/pdf/ParoleEnseignante.pdf http://portail-eip.org/SNC/eipafrique/Guinee/Guinee.html	EIP – Guinée l'Institut national de recherche et d'actions pédagogiques, Guinée Avec le soutien du Département de l'Économie, de l'Emploi et des Affaires extérieures. Direction des affaires extérieures, Service de la Solidarité. République et Canton de Genève.	Formal

Country: Guinea-Bissau

Policy	No Relevant Data Founded
Source	N/A

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
National Children's Parliament (NCP) "Search for Common Ground invited the **National Children's Parliament (NCP) from Guinea-Bissau** to Angola for an exchange experience with **School Parliamentarians**. During the visit, both groups met and discussed a variety of issues related to youth and shared ideas on the role of student government organizations like the School Parliament. Among the various topics discussed were the implementation of the eleven commitments to children, which protect various children's rights such as the rights to a healthy life and physical and social security, the applicability of the Convention on the Rights of the Child, and the problem of child labor and street children. According to them, some of the biggest problems facing youth and children in Africa are the lack of education, poor health care, poverty, and the refusal of governments to protect the rights of children. Hussainatu Mendes, a member of the NCP, pointed out the inconsistency of governments on children's rights saying, "The African countries also signed the Convention on the Rights of the Child, but they are the ones that break it." One conclusion reached by a member of the group was that government support is essential in promoting children's rights, but that children and youth also need a voice in solving their own problems. During their stay in Angola both groups visited various organizations that deal with children's issues, including the National Institute of Children, the United Nations Fund for Children and Childhood, the Angolan Institute of Electoral Systems and Democracy, the National Assembly, and the National Council Ministry of Children, Family, and Promotion of Women. Laurindo Vipipili, President of the Angolan School Parliament, said the Guinean delegation gave them the idea to create a National Children's Parliament in Angola as well. Overall, representatives from both groups said they learned much from the experience and from what the other group had to share. "*It will be good to start informing children about issues of gender equality from a young age in order to end the idea that boys have more value than girls.*" — Jonatas Hanque, Deputy of the NCP" Source: http://www.sfcg.org/programmes/angola/angola_school_parliament.html	???	Non-Formal

Country: Ivory Coast*

Policy	Conseil des Ministres – Mercredi 12 Septembre 2012 « Le mercredi 12 septembre 2012, un Conseil des Ministres s'est tenu de 10h à 12h30 au Palais de la Présidence à Abidjan, sous la Présidence de Son Excellence Monsieur Alassane OUATTARA, Président de la République, Chef d'Etat. Au titre du Ministère de l'Education Nationale, en liaison avec le Ministère des Droits de l'Homme et des Libertés Publiques Sur présentation du Ministre, le Président de la République a signé un décret portant création d'une nouvelle discipline d'enseignement intitulée «Education aux Droits de l'Homme et à la Citoyenneté (EDHC)». L'intégration de cette nouvelle matière spécifique aux différents programmes d'enseignement et de formation vise à inculquer aux élèves, étudiants et travailleurs, les notions de Droits de l'Homme et de la Citoyenneté, de façon à prévenir les conflits, les violations des droits de l'homme et à renforcer les processus participatifs et démocratiques dans notre pays. » Source : http://www.gouv.ci/conseil_ministre_1.php?recordID=139
Comment	EDHC seems to be only included in the secondary level so far.
Source	Official Website of the Government

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
Education aux Droits de l'Homme et de la Citoyenneté (EDHC) « Le vendredi 03 avril 2009, au cours d'un atelier, le Ministre de l'Education Nationale a procédé au lancement officiel des activités opérationnelles du Programme Mondial en faveur de l'Education aux Droits de l'Homme en donnant pour instruction de rattraper le retard accusé, conformément aux souhaits du Chef de la Division des Droits de l'Homme de l'ONUCI. cet effet, l'atelier a adopté comme résolution essentielle l'intégration des Droits de l'Homme dans le système éducatif en tant que discipline spécifique au même titre que les mathématiques, l'anglais ou les autres matières enseignées, sous la dénomination **Education aux Droits de l'Homme et de la Citoyenneté** (EDHC) vient **en remplacement de l'éducation civique et morale. »** Source : http://www2.ohchr.org/english/issues/education/training/docs/replies/COTE_DIVOIRE_RAPPORT_DETAPES_9April2010.pdf **Cote d'Ivoire: Education aux droits de l'homme - Vers l'introduction de la discipline dans le système éducatif** **Par Marcellin Boguy, 22 Juin 2012**	Ministère de l'Education nationale	Formal

« L'Unesco, la Bad et la Cedeao, en collaboration avec les ministères de l'Education nationale, de l'Enseignement supérieur et de la Recherche scientifique, ont organisé à l'Ecole normale supérieure (Ens), récemment l'atelier de relecture et finalisation des programmes éducatifs de la discipline **Education aux Droits de l'Homme et de la Citoyenneté (Edhc)**. Cet atelier a réuni 58 participants dont les représentants de plusieurs structures et institutions comme, entre autres, l'Ens, le Comité national du Programme mondial en faveur de l'éducation des Droits de l'Homme.

L'atelier, vu l'importance de l'Edhc dans l'éducation à la culture de la paix et de la cohésion sociale, a recommandé le recrutement à l'Ens de stagiaires à former pour la discipline Edhc, la démultiplication des programmes éducatifs pour les enseignants de tous les ordres, l'enseignement effectif de l'Edhc dans l'ensemble des établissements d'enseignement préscolaire, primaire, secondaire et les instituts de formation initiale.

Au cours de cet atelier, M. Kané Soumaïla, chef des programmes des Cafop à la Direction de la Pédagogie et de la Formation continue, a procédé à la restitution des travaux de Lomé. Pour la bonne marche des travaux, 5 ateliers ont dû être constitués (les centres de formation initiale de l'enseignement supérieur, les Cafop, la maternelle, le primaire et le secondaire général et technique). Par la suite, il y a eu la restitution des travaux en ateliers. »
Source : http://fr.allafrica.com/stories/201206230320.html

« Le 12 septembre 2012 est une date à retenir et à marquée d'une pierre blanche dans l'histoire du système éducatif Ivoirien. En effet, au titre du Ministère de l'Education Nationale, en liaison d'une part avec le Ministère des Droits de l'Homme et des Libertés Publiques, et d'autre part avec le Ministère de la Poste et des Technologies de l'Information et de la Communication

Sur présentation de la Ministre, le Président de la République a signé deux décrets portant création de deux nouvelles disciplines d'enseignement dans le système éducatif Ivoirien. Le premier porte **création d'une discipline intitulée «Education aux Droits de l'Homme et à la Citoyenneté (EDHC)»**. La finalité de la nouvelle discipline est d'inculquer aux élèves, étudiants et travailleurs, les notions de Droits de l'Homme et de la Citoyenneté, de façon à prévenir les conflits, les violations des droits de l'homme et à renforcer les processus participatifs et démocratiques en Côte d'Ivoire. »
Source : http://ticeduforum.akendewa.net/tag/edhc/

Culture de la paix : LE MOULE DU CITOYEN NOUVEAU
(**Fraternité-Matin** 15/06/2012)
« Papa Banga Guissé expert de l'Unesco, principal animateur de l'atelier. C'est par un appel à la prise de conscience collective à formater la nature humaine, foncièrement «rebelle» au moulage éthique, que le Pr Lou Mathieu Bamba, secrétaire général de la Commission ivoirienne pour l'Unesco, a axé son discours, à la cérémonie de clôture de l'atelier de relance et de finalisation des programmes éducatifs de la discipline «Education aux droits de l'homme et à la citoyenneté» (Edhc). C'était le 13 mai, à la salle de conférences de l'Ecole normale supérieure (Ens), à Abidjan-Cocody.

Et Lou Mathieu Bamba, face à la pertinence des conclusions de l'atelier, corrélativement à l'urgence de reconstruire les défenses de la paix dans l'esprit des jeunes ivoiriens, en l'occurrence, souligne que l'enseignement de l'Edhc est

«le moule du citoyen nouveau». Un moule que le Pr Cissé Sindou, représentant le ministre de l'Enseignement supérieur et de la Recherche scientifique et parlant au nom des ministères en charge de l'éducation, considère comme étant «le credo d'une nouvelle société démocratique». Il appartient donc désormais aux autorités ivoiriennes, pour que ce projet d'inscrire l'enseignement à la culture de la paix, à travers l'Edhc, discipline qui remplace l'Education civique et morale (Ecm) dans tous les ordres d'enseignement, ne soit pas lettre morte, d'activer la finalisation des conclusions de l'atelier afin que les manuels soient disponibles à l'échéance du deadline d'octobre 2012. D'autant plus que Dr Papa Banga Guissé, coordonnateur du Projet Unesco/Bad/Cedeao, a insisté sur l'intérêt et l'urgence que les bailleurs multilatéraux accordent à ce domaine dans la reconstruction post-crise de la Côte d'Ivoire. M. Gnamessou Benoît, le coordonnateur national, ainsi que les 58 enseignants de l'Ens, des Cafop, de l'Ipnetp, de l'Insaac, à l'instar d'enseignants des trois dernières promotions de philosophie de l'Ens (en phase pilote), sont convaincus que l'enseignement de cette matière «préviendra les violences de masse et sera le levier à l'enseignement des valeurs humanistes et citoyennes». Du 2 au 6 juillet, rappelle Papa Banga Guissé de l'Unesco, principal panéliste de l'atelier, avec l'aval des ministères en charge du secteur éducation/formation en Côte d'Ivoire, et s'appuyant sur la restitution des experts, les pro forma d'impression de trois imprimeurs nationaux ou de l'espace ouest-africain, aux fins d'éditer les manuels officiels de l'Edhc, devront être fournis au pool des bailleurs, à moins de voir la Bad retirer son financement. Ce sera au cours d'une réunion multipartite, à Ouagadougou. Il faut noter que ce projet transversal initié en 2003, puis activé en 2006, concerne 6 pays de la Cedeao (Côte d'Ivoire, Guinée, Guinée-Bissau, Liberia, Sierra Leone et Togo) qui étaient en crise ou en sortaient. » Source : http://www.africatime.com/ci/nouvelle.asp?no_nouvelle=676758&no_categorie=4		
L'Ecole Instrument de Paix (EIP) - Côte d'Ivoire L'Ecole, Instrument de la Paix Côte d'Ivoire (EIP-CI) est la section ivoirienne de l'association mondiale pour l'Ecole Instrument de Paix basée à Genève. EIP-CI intervient dans plusieurs domaines liés aux droits de l'homme, l'éducation, la démocratie, les nouvelles technologies de l'information et de la communication. **Principe:** L'EIP-CI met tout en œuvre pour diffuser en Côte d'Ivoire les principes universels d'éducation aux droits de l homme. **But:** Promouvoir l'éducation aux droits de l'homme et à la paix par la prise de conscience du rôle que devrait jouer l'école mis au service de l'Humanité. **Objectif général :** Promouvoir en Côte d'Ivoire, l'éducation aux droits de l'Homme et à la paix notamment par la résolution non violente des conflits et la lutte contre toute forme d'inégalité et d'injustices, sources de ruptures et d'exclusions.	L'Ecole Instrument de Paix (EIP) - Côte d'Ivoire	Formal & Non Formal

Objectifs Spécifiques :
- Faire prendre conscience sur le rôle que devrait jouer l'école mis au service de l'humanité.
- Susciter des attitudes favorisantes le développement et l'épanouissement personnel, ainsi que l'acceptation de l'autre ;
- Encourager des comportements nouveaux de coopération et de paix entre les personnes, les groupes et les Nations ;
- Transmettre des savoirs propres à améliorer les connaissances en matière d'enseignement de la paix et des droits de l'homme.
Cibles: Le monde de l'éducation formelle et non formelle, la société civile, les autorités politiques et l'opinion publique en général
Actions: Les deux dernières années, EIP-CI s'est engagée pour le respect des droits de l'homme, la démocratie et aussi pour la construction d'une paix durable en Côte d'Ivoire à travers divers projets :
- Contribution comme partie prenante à l'EPU de la Côte d'Ivoire par :
  • Participation à la stratégie de préparation, déroulement et suivi engagée par la CEPUCI ;
  • Production d'un rapport thématique sur l'éducation ;
  • Lobbying lors de cet examen au Conseil des Droits de l'Homme.
- Participation au processus d'intégration de l'Education aux Droits de l'Homme et à la Citoyenneté (EDHC) comme discipline spécifique.
  • Elaboration de la base thématique de l'EDHC en collaboration avec la Commission nationale ivoirienne pour l'UNESCO.
  • Participation a l'élaboration des curricula de la future discipline EDHC avec la collaboration avec le CNEDH dont EIP CI est membre.
- Initiation et Co-présentation de conférences sur la démocratie participative en collaboration avec l'Ambassade des Etats Unis en Côte d'Ivoire.
- Edition de l'ABC des droits de l'homme,: illustration ivoirienne, un manuel d'éducation en droit de l'homme
Perspectives
- Formations des acteurs du secteur éducation formation et des ONG en droits de l homme.
- Soutien à la scolarisation d'enfants démunis. »
 	
Source : http://www.portail-eip.org/SNC/eipafrique/Cote_d_Ivoire/BROCHURE_EIP-CI.pdf		

SOS Exclusion, une ONG locale, avec son <mark>**programme de formation des enseignants sur les notions de paix, de tolérance, de citoyenneté et de démocratie**</mark> ⇨ Need for more information	SOS Exclusion	Formal and Non-Formal

	Search for Common Ground	Non-Formal
***The Team*: television series** Also the radio/TV program, **The Team**, provides an illustration of problem solving scenarios through the experiences of a fictional soccer team. Goals: - Increase tolerance, cooperation and national unity in societies traditionally wracked by conflict. - Encourage dialogue instead of violence to address conflicts and differences. - Develop and expand the creative and technical capacities of local writers and technicians. Outreach and evaluation: - Social media tools will be used for outreach and to receive audience feedback. - Evaluation Surveys will be conducted pre- and post-broadcast. - Focus groups and case studies will be utilized to gather information on program impact. What makes *the Team* so innovative? - *The Team* uses popular culture to communicate positive messages. Well-crafted, entertaining programming can have a profound impact on how people think about themselves, their neighbors, and their society. Using this "edutainment" medium, The Team is able to promote co-existence and connect with a broad and diverse audience otherwise hard to reach. - The series portrays positive role models and young people taking responsibility for their actions. - In rural areas where TV is not accessible, mobile cinema screenings are set up for public showings, followed by moderated discussions. - Each TV series will have a companion radio series to expand the program's reach. "In its multi-nation, episodic drama *The Team*, Search for Common Ground has merged the global appeal of soccer/football* with soap opera to help transform social attitudes and diminish violent behavior in countries grappling with deeply rooted conflict. The television series addresses the very real divisive issues facing societies in a dozen African, Asian and Middle Eastern countries, using sport as a unifier to surmount barriers. Each production of The Team follows the characters on a football team who must overcome their differences – be they cultural, ethnic, religious, tribal, racial or socio-economic – in order to work together to win the game. *The Team* rings true for viewers, given that all of the series are created and produced locally. Actors and scriptwriters, who have experienced violent conflict and divisions firsthand, are drawn from local populations in countries like Kenya, Morocco and Cote d'Ivoire. Local production companies and technicians take the lead, with additional technical assistance and support from Common Ground Productions." In Ivory Coast, *the Team* is raising the question of tensions and political divisions between the North and South regions. DVDs of the series will be distributed through local associations, community groups, schools, religious groups and universities. Source: http://www.sfcg.org/programmes/cgp/the-team.html		

"Côte d'Ivoire has been embroiled in civil unrest and national instability since the violent military uprising of 2002. As part of ongoing peacebuilding efforts, Search for Common Ground began collaborating on a local production of The Team (L'Equipe) in 2008, creating a drama series that aims to shift the way Ivoirians think about their neighbors and themselves.

Using television to promote positive social change, L'Equipe dramatizes cooperative ways of overcoming ethnic, religious and socioeconomic divisions, reflecting the desire of all Ivoirians to live together in peace. L'Equipe encourages a greater commitment by both civil society and the government to the country's process of democratization, strengthening of rule-of-law, poverty reduction, and other pressing issues.

When young Ivoirians from very different backgrounds find themselves playing on the same soccer/football* team in L'Equipe, the only thing they have in common is their mutual love of football and their desire to win. They must find ways of overcoming their differences and learning to cooperate so that they can score goals and win the game. While each episode focuses on a different set of issues and challenges for the young players, the underlying theme of youth empowerment is ever present.

- Season 1 had a weekly viewing audience estimated at 3.4 million people.
- Season 1 won first prize for the best African TV Series at the African Film Festival in Verona, Italy.
- The series was co-produced by JNB Productions, an Ivoirian production company. Jean-Noel Bah, head of JNB, co-wrote, directed and produced the series.
- A radio version was broadcast on Ivorian national radio.
- Mobile cinema screenings were held in five Côte d'Ivoire cities, two of which had been torn apart by the country's civil war, reaching some 15,000 viewers
- Some 3,000 copies of the series have been distributed, primarily to youth, in 12 cities.
- Because of the show's popularity, RTI is rebroadcasting Season 1 while waiting for Season 2.
- The series has been acquired by CFI for francophone satellite distribution in Sub-Saharan Africa."
Source: http://www.sfcg.org/programmes/cgp/the-team-cote-divoire.html

Evaluation:
"With the third season underway, following about a year of civil war known as the "Crisis" that disrupted L'Equipe (The Team), the TV series continues to dramatize cooperative ways of overcoming ethnic, religious and socioeconomic divisions, reflecting the desire of all Ivoirians to live together in peace. It encourages a greater commitment by both civil society and the government to Côte D'Ivoire's process of democratization, strengthening of rule-of-law, and poverty reduction. The civil war and eventual inauguration of elected president Alassane Ouattara provided many difficulties for the evaluation with a traumatized audience, while the Côte D'Ivoire national TV (RTI) requested the series to be replayed in 2011.
The final evaluation survey and key informant interviews in 2012, while not being conducted in normal situations, were designed to measure the knowledge, attitude and behavior of a cross-section of the Ivorian society on the

themes presented in the drama shown after the crisis. These themes focused on issues relevant to the situation created by the crisis, rather than the original baseline themes of L'Equipe of HIV/AIDS and sexual assault. These new themes included: • Tribalism, Xenophobia, and Religious Tolerance • Role of the media • Handling conflicts • Citizen, civil society, and government collaboration • Corruption • Government and civil society response to public issues The survey results show that the general population may not have found the coverage of L'Equipe effective on most issues. However, specific positive results regarding government and civil society involvement and conflict resolution should encourage SFCG staff in the Ivory Coast to use this evaluation, and other lessons learned, to prepare for a new third season which would meet Ivoirians where they are in 2012, not where they were in 2009." Source: **Evaluation Report – key findings** (2012), p. 1. http://www.sfcg.org/programmes/ilt/evaluations/CIV_KF_March12_L'Equipe%20Cote%20D'Ivoire%20Final%20Evaluation%20Report.pdf		
Youth in Action program The *Youth in Action* **program** fosters youth engagement through **radio programming** and **conflict resolution training**. "Search for Common Ground's (SFCG) outreach program aims to promote dialogue at the community level and strengthen local peace actors' ability to analyze, manage, and mediate conflict. Capacity-building activities target community members, partner organization personnel, and staff of local radio stations and include training workshops, dialogues, and solidarity events. SFCG's community level activities seek to empower Ivorians to be in charge of the mediation of conflict. To reinforce the local capacity for peace building, Search for Common Ground provides training and mentoring for local peace activists helping them effectively intervene in community conflicts. Conflict transformation trainings target individuals who are in positions of influence and who have conflict mitigation roles in their communities. Participants learn how to mediate and improve listening skills; to reframe angry statements to elicit constructive responses; to differentiate people's positions and interests; and to analyze the causes and symptoms of conflict. Using interactive and participatory approaches, the trainings draw on local experiences and prepare the participants to transfer the skills and knowledge they gain to other members of their communities, using a "training of trainers" (TOT) framework. SFCG also organizes and facilitates workshops and dialogues between divided groups in communities vulnerable to violence. Implemented with a participatory approach, and including techniques such as role-playing and	Search for Common Ground	Non-Formal

dramatizations, these interactions provide community members with the opportunity to discuss difficult issues and foster confidence, mutual trust, and reconciliation. This is turn helps communities to prepare for the reintegration of returnees and ex-combatants. At each dialogue and workshop, participants are encouraged to move their discussion into action by developing joint action plans. Finally, SFCG supports locally solidarity events that combine shared interests like art and culture to provide a platform for communities, including marginalized groups, to celebrate peaceful coexistence around festivities. Local artists and musicians from different ethnic backgrounds will perform together, helping to overcome negative stereotypes and prejudices that groups may have about one another." Source: http://www.sfcg.org/programmes/cote/cote_conflict.html		
Youth Training Manual: *Prévention et Gestion des Conflits : Le rôle des jeunes dans le maintien de la paix* « Ce manuel est préparé à l'attention des participants à la formation des jeunes leaders organisée par S*earch for Common Ground* en Côte d'Ivoire, dans les régions de la Vallée du Bandama, des Lacs, Moyen-Cavally, Bas-Sassandra, des Savanes, 18 Montagnes et la zone métropolitaine d'Abidjan. Il est conçu pour servir d'aide-mémoire aux participants à la formation et leurs pairs au niveau national et communautaire, et pour leur servir de support dans la prévention et la gestion des confits, fournissant des principes et des exercices participatifs nécessaires pour qu'ils puissent diriger des ateliers à venir au niveau communautaire. En plus des grandes lignes de la formation, ce manuel contient certaines expériences vécues et partagées par les participants dans le domaine de la prévention et gestion des conflits dans leurs communautés. » ***Objectifs de la formation*** - Permettre aux jeunes de devenir des médiateurs dans leurs propres communautés en utilisant à la fois des méthodes traditionnelles et modernes de résolution des conflits. - Renforcer le rôle des jeunes dans la gestion des structures locales ou municipales en renforçant leurs connaissances et leurs compétences pour travailler dans le domaine de la paix et la résolution des conflits - Former le groupe de formateurs dans les techniques de résolution des conflits, y compris les pactes de non-agression (alliances interethniques) et leur renforcement ultérieur - Développer une conscience d'éducation pour la paix, au niveau intra et intercommunautaire. - Orienter et préparer les participants de la formation pour sensibiliser d'autres jeunes à se convertir en agents sociaux et comme médiateurs. ***Connaissances à acquérir*** Les participants ont acquis une meilleure compréhension : - Des conflits en général, la façon dont ils peuvent résulter en violence ou en changements positifs - Des différents types de conflits et leurs étapes	Search for Common Ground US State Department	Non-Formal

- Des interventions qui peuvent être menées pour résoudre un conflit - Du processus de médiation et la transformation des conflits - De leur rôle, en tant que médiateurs communautaires - Du rôle et responsabilités des jeunes dans la construction de la paix - De l'alerte précoce et ses objectifs ***Compétences escomptées*** Les participants sont capables : - D'analyser un conflit - D'écouter et communiquer efficacement - D'agir comme facilitateur/médiateur de conflit au niveau communautaire - De rédiger un rapport d'alerte précoce Source : ***Prévention et Gestion des Conflits : Le rôle des jeunes dans le maintien de la paix*** http://www.sfcg.org/programmes/cote/pdf/Youth-Conflict-Transformation-Manual.pdf		
Final Evaluation Report: Supporting a Conversation with Youth on Leadership in Cote d'Ivoire (August 2010) The *"Supporting a Conversation with Youth on Leadership in Cote d'Ivoire"* Project was carried out over an 18 month period (September 2008-May 2010) with support from the U.S. Department of State Bureau of Democracy, Human Rights, and Labor. This internal and external evaluation was undertaken over one month from July 12, 2010 until August 12, 2010 with a focus of two of the seven geographic areas of the project. The general purpose of this final evaluation is to provide a platform for learning, with insights into relevance, effectiveness, coherence and coordination. The evaluation formulates recommendations which could be useful for similar projects in the future, but also gives substantive accountability to the donor on the project achievements. To that end, the evaluation has gathered both qualitative evidence - to put lessons learnt in context - , and quantitative facts and figures to reinforce these findings. The project itself had three-fold objectives: (1) increase youth's knowledge and skills of conflict resolution concepts and techniques as well as democratic principles and values, including diversity and tolerance; (2) build youth's confidence to play a key role in preventing manipulation and violence around the democratic process; and (3) promote and depoliticize the dialogue among diverse youth groups. Ultimately, the evaluation found that the project was effective at meeting all three objectives and relevant to the context in which the project was implemented." **Final Evaluation** [English] **Key Findings** [English] **Case Study** [English] **Narrative Report** [English] "In September 2008, Search for Common Ground (SFCG) signed a contract with the United States (US) Department of	Search for Common Ground US State Department	Non-Formal

State's Bureau of Democracy Human Rights, and Labor (DRL) to implement an 18-month project in Cote d'Ivoire to strengthen youth capacity to mitigate conflict and promote tolerance. The project is entitled "Supporting a Conversation on Youth Leadership in Côte d'Ivoire". The project has engaged Ivoirian youth through a conversation about leadership, delivered across a series of training and exchange workshops (24 workshops in 4 different regions across the country and 1 in Abidjan), follow-up sessions (22), supports for youth initiatives (e.g exchange sessions, theater performances), interactive theater workshops and radio programs (including the magazines Passerelle and *Unis dans nos differences*, and the radio soap operas *L'Equipe* and *Woro Woro Tour*). With the purpose of enhancing the reliability of findings, the evaluation sought to triangulate data collection methods, sources of information and means of analysis. The evaluators gathered a mix of quantitative and qualitative datas by using five different tools, including a document review, a theory of change workshop with SFCG staff, Focus Group Discussions (FGD) with participants to the project and beneficiaries, semi-structured individual interviews with key stakeholders and informants, and two surveys." Source: *Evaluation – Key Findings* (2010) p. 1. http://www.sfcg.org/programmes/ilt/evaluations/CIV_KF_Aug10_Final%20Evaluation%20Report%20-%20Supporting%20a%20Conversation%20with%20Youth%20on%20Leadership.pdf		
Peace & Sport: Programme d'éducation et d'intégration de la Jeunesse vulnérable Ivoirienne par le Judo. **Peace and Sport** was founded under the High Patronage of HSH Prince Albert II of Monaco. The organization uses sport to promote mutual respect, sharing and tolerance by implementing programmes in post-conflict zones which lack social cohesion and in areas affected by extreme poverty. **Goal & Strategy:** To provide a future for the nation, it is vital to provide vulnerable Ivorian youth with education, support and guidance so that they regain their rights and their place in society. Recognizing this challenge, the Ivorian government developed a National Program for the Development and Promotion of Sport for Peace Education, for which it requested Peace and Sport's cooperation. This program aims to use sport as a means of disseminating a culture of democracy, peace-promotion and developing a sector for job creation and social inclusion for young people. **Beneficiaries of the program** supported by **Peace and Sport** are: - **Street kids** who don't attend school, particularly child shoe-shiners - **Orphans**, some of whom look after their younger siblings - **Demobilized child soldiers** who have experienced trauma - **Young people with disabilities** Since **October 2008**, we have worked closely with the National Judo Federation. With the support of the International Judo Federation (IJF), this partnership has led to three judo centers being opened in Bouake, Marcory and Duékoué. Instructors in these centers are trained in leadership, general education and the specific methodology of using sport	Peace and Sport Partner: Ministry of Youth, Sport and Culture Fédération Ivoirienne de Judo et Disciplines Assimilées	Non-Formal

for peace created by the Ivorian Judo Federation and Peace and Sport.
- Bouaké: 3 instructors / 271 children
- Marcory: 4 judo instructors/ 2 teachers and 1 cultural art teacher / 300 children
- Duékoué: over 30 children / 1 instructor

Source: http://www.peace-sport.org/cote-d-ivoire/actions-in-cote-divoire.html

Programme National de Développement et de Promotion du Sport pour une Education à la Paix
« Le Gouvernement a présenté son **Programme National de Développement et de Promotion du Sport pour une Education à la Paix**. Ce programme vise à faire du sport un moyen de diffusion d'une culture démocratique, de promotion de la paix et de développement d'un secteur créateur d'emplois et d'insertion sociale pour les jeunes.
La délégation a également rencontré le Comité National Olympique et les Fédérations Sportives Nationales. De ces rencontres a pu être établi le constat suivant : le sport, autrefois très structuré et vecteur d'une véritable dynamique éducative, doit se redéployer en Côte d'Ivoire car il fait parti de la culture ivoirienne.
Parmi les autres constatations et besoins identifiés figurent :
- La nécessité d'apporter à la jeunesse vulnérable des activités saines et porteuses de valeurs positives,
- La nécessité d'apporter à la jeunesse vulnérable une éducation de base sur des thèmes primordiaux tels que la prévention VIH-SIDA, la démocratie, la citoyenneté ou l'environnement,
- La nécessité de favoriser une identité ivoirienne et un rassemblement des camps politiques,
- La nécessité d'apporter à la jeunesse des perspectives d'avenir où le mot paix prendrait tout son sens.
Afin d'apporter des réponses à ces besoins exprimés, **Peace and Sport** travaille depuis avril 2008 en collaboration avec les autorités nationales, la gouvernance du sport locale ainsi que diverses Organisations Non Gouvernementales sur un programme d'encadrement, d'éducation et d'insertion de la jeunesse par le sport. Dans ce pays, Peace and Sport a décidé de travailler principalement avec les Fédérations Nationales afin de les aider à se redéployer à travers le pays par le social. » (p. 3)
(p. 10)
Source : http://www.peace-sport.org/images/stories/projetssurzone/coteivoire/Projet_%C3%A9ducation_et_int%C3%A9gration_de_la%20jeunesse_vuln%C3%A9rable_par_le_Judo.pdf

Country: Liberia*

Policy	"A major objective of the Government is to make education more relevant to the socio-economic reality of the country, so that the Liberian children will be able to live a productive and meaningful life. One of the cardinal principles guiding reforms in education is the achievement of gender equity and quality in the education system. In the pursuit of its philosophy and cardinal principles of social and economic development, the Government considers education as the central instrument for the promotion of peace, unity and reconciliation as well as for ensuring overall national, social, economic, political and cultural development. To this end, the Government has adopted long-term educational goals which include the following: - Develop the total individual so that he/she will become a loyal citizen and make useful and continuous contribution toward his/her own development and that of the nation; - Provide universal basic education through the formal and no-formal processes, so as to help the masses improve their living standards and tackle the immediate problems of illiteracy, health and sanitation (including HIV and AIDS, population and family life, etc.), food production and preservation; - Stimulate, conserve and promote the cultural heritage and strengthen the national policies of unification and integration; - Ensure equitable decentralization of delivery services and facilities, as well as equitable geographic distribution of educational opportunities; - Ensure access, relevance and quality at all levels and in all educational programmes and services for all citizens." (World Data on Education, 2010, p. 2) Primary education: "A peace studies curriculum is being developed to promote social cohesion and national stability." (World Data on Education, 2010, p. 8)
Source	**World Data on Education (7th edition – 2010/2011), compiled by UNESCO-IBE** http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Liberia.pdf

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
ECOWAS Project on "Peace and Development": draft reference peace education manual "A **draft reference manual on how to teach culture of peace, human rights, citizenship, democracy and regional integration in formal education** is expected to be finalized this week. Experts from **West African countries**, ECOWAS (Economic Community Of West African States), UNESCO and development agencies will meet in Lomé, Togo from 21-25 May 2012 to discuss the draft manual to be used by trainers of trainers. "The manual is one of the pillars in the Project on "Peace and Development" in the 15 ECOWAS countries. The project particularly focuses on six countries affected by crises or post-conflict countries, namely Côte d'Ivoire, Guinea, Guinea-Bissau, Liberia, Sierra Leone and Togo. The project is funded by the **African Development Bank** and coordinated by UNESCO Dakar. The first phase of the project ran from 2006 to 2011	Economic Community Of West African States (ECOWAS) UNESCO Dakar African Development Bank	Formal and Non Formal

and including fact finding missions to the six countries as well as sharing of experiences, and the draft outline of the manual. A second phrase was launched in 2012 to finalize and disseminate the manual (in paper copies and online) and to train trainers of trainers. **Desperate need for peace education** "The manual is part of ECOWAS's efforts to focus on prevention and conflict resolution as a prerequisite for any development," says Pape Banga Guissé, who is coordinating the project at UNESCO Dakar. "The recent developments in the region underscore the desperate need for more peace and human rights education," he adds. The meeting this week will bring together the same six countries as well as Benin, Ghana, Mali and The Gambia. "After this meeting we will have a technical validation workshop in July 2012 and finally the manual is expected to be endorsed during a ministerial conference in October 2012," explains Guissé. **Training of volunteers** From 7-12 May 2012, ECOWAS, UN Volunteers and UNESCO organized a <mark>training workshop in Liberia</mark> for some 20 young volunteers specialized in various fields from West-Africa. They received training on several modules related to human rights, citizenship, culture of peace and democracy. The volunteers will now be deployed in Liberia. Others will be recruited and trained to be deployed in Guinea, Guinea-Bissau and Sierra Leone to engage in peace education programmes. This training is also part of the peace project. The objective is to train some 160 volunteers to be deployed in the four pilot countries." Source: http://www.unesco.org/new/en/dakar/about-this-office/single-view/news/finalizing_draft_manual_on_peace_education_in_west_africa/ See also the **ECOWAS Project on "Peace and Development" Training of Trainers Manual (2012)**		
Strategic plan for the "Implementation of Peace, Human Rights and Citizenship Education" (2008) "**UNESCO** provided **technical guidance and support** to the **Ministry of Education of Liberia** to produce a strategic plan for the "Implementation of Peace, Human Rights and Citizenship Education". The plan outlines steps for the implementation of peace, human rights and citizenship education as core components of the national curriculum of the Liberian education system. <mark>As a follow-up to the plan of implementation, curriculum materials and resources are being developed</mark>." (p. 5) Source : UNESCO'S Work on Education for Peace and Non-Violence - Building Peace Through Education (2008) http://unesdoc.unesco.org/images/0016/001607/160787e.pdf	Ministry of Education UNESCO	Formal

***The Team*: television series**
 	
Goals:
  - Increase tolerance, cooperation and national unity in societies traditionally wracked by conflict.
  - Encourage dialogue instead of violence to address conflicts and differences.
  - Develop and expand the creative and technical capacities of local writers and technicians.
Outreach and evaluation:
  - Social media tools will be used for outreach and to receive audience feedback.
  - Evaluation Surveys will be conducted pre- and post-broadcast.
  - Focus groups and case studies will be utilized to gather information on program impact.
What makes *the Team* so innovative?
  - *The Team* uses popular culture to communicate positive messages. Well-crafted, entertaining programming can have a profound impact on how people think about themselves, their neighbors, and their society. Using this "edutainment" medium, The Team is able to promote co-existence and connect with a broad and diverse audience otherwise hard to reach.
  - The series portrays positive role models and young people taking responsibility for their actions.
  - In rural areas where TV is not accessible, mobile cinema screenings are set up for public showings, followed by moderated discussions.
  - Each TV series will have a companion radio series to expand the program's reach.
 	
"In its multi-nation, episodic drama *The Team*, Search for Common Ground has merged the global appeal of soccer/football* with soap opera to help transform social attitudes and diminish violent behavior in countries grappling with deeply rooted conflict. The television series addresses the very real divisive issues facing societies in a dozen African, Asian and Middle Eastern countries, using sport as a unifier to surmount barriers. Each production of The Team follows the characters on a football team who must overcome their differences – be they cultural, ethnic, religious, tribal, racial or socio-economic – in order to work together to win the game.
The Team rings true for viewers, given that all of the series are created and produced locally. Actors and scriptwriters, who have experienced violent conflict and divisions firsthand, are drawn from local populations in countries like Kenya, Morocco and Cote d'Ivoire. Local production companies and technicians take the lead, with additional technical assistance and support from Common Ground Productions."
In Liberia, *the Team* is raising the question of tensions around social class differences between children. DVDs of the series will be distributed through local associations, community groups, schools, religious groups and universities.
Source: http://www.sfcg.org/programmes/cgp/the-team.html
 	
"On October 30, 2010, Search for Common Ground (SFCG) launched the ground breaking football drama series *The Team: Tabella FC* in partnership with four top television stations in Monrovia.
	Search for Common Ground
	With support from:
	USAID
	US State Department
	DFID
	Norway
		Non-Formal

The ten-episode series follows the story of Martha Sonie a wealthy Liberian woman, who returns to home after making a fortune in the United States. Her goal is to raise her spoiled son Bryant to be a better person. When Bryant joins the local football team he must learn to interact with his new teammates Yassah and Koa who come from very different backgrounds. Together the threesome must learn to overcome their differences if they want to win the championship. Through the eyes of these young footballers, *The Team: Tabella FC* explores issues affecting modern Liberia including corruption, sexual exploitation, political favoritism, price fixing, tribalism, drug abuse, and the role women play in shaping Liberia's future. Written and produced by top Liberian artists, the show's name "Tabella" refers to Liberians' affectionate term for football. Through its entertaining and simple story, the program holds a mirror up to Liberian society, and calls on all Liberians to live up to young peoples' hopes and dreams for a brighter – and more cooperative – future. The show fits into SFCG's overall goal in Liberia: building an inclusive society where political reforms translate into real gains for ordinary people. In a country where peace is fragile and memories are long, *The Team: Tabella FC,* plays a creative and constructive role, holding out hope for all Liberians to overcome their differences and work towards a common objective. The broadcast marks a new phase of SFCG's work in Liberia, expanding into TV, by building on its famous **Talking Drum Studio** tradition of engaging with local radios and speaking out for peace and understanding. SFCG is currently producing *The Team* in 12 countries around the world. *The Team* is created by local actors, writers and filmmakers. It has garnered praise around the world as an innovative program for increasing tolerance and cooperation, encouraging dialogue, and building the skills of media producers." Source: http://www.sfcg.org/programmes/liberia/pdf/Liberia%20-%20Team%20Update.pdf		
Regular airing of education and awareness programming **Evaluation** "Such programming has yielded demonstrable results in changing attitudes and behaviors with regard to, for example, women's rights (including gender based violence and rape), health, education, and nonviolent local conflict resolution." Source: *Impact Evaluation Radio Programme* (2009), p. 3. http://www.sfcg.org/programmes/liberia/pdf/New%20Community%20Radio%20Assessment%20FINAL.pdf	Search for Common Ground	Non-Formal
Right To Play – Liberia **"Though rich in natural resources, Liberia is one of the poorest countries in the world**. Its national economy reflects years of instability due to civil war, and while armed conflict ended in 2003, the people of Liberia still	Right To Play Partners: Ministry of Youth and Sports (MoYS), Ministry of Education (MoE), Federation of	Non-Formal

suffer greatly today. There are high incidences of malnutrition, infectious disease and other health problems. There are also low rates for school enrolment and literacy, and a lack of access to almost every basic social service. The country also suffers from the threat of HIV and AIDS and a lack of peaceful conflict resolution practises. Although official operations were not launched in Liberia until March 2006, Right To Play had already been working with Liberian refugees for years. Through its work in refugee camps in Sierra Leone, Guinea, Côte d'Ivoire, Benin and Ghana in 2001, Right To Play began training exiled Liberians as volunteer leaders for camp-based programs. When it did finally establish itself in Liberia, Right To Play launched programs in the capital, Monrovia. The capital-region programs were so successful that an additional project was developed in late 2007, for the country's remote and underserviced South-East, reaching some of the country's most isolated and vulnerable communities. A third program was developed in 2008 for Montserrado, Margibi, and Bong counties to support the large number of children who were directly affected by the recent civil conflict. Taking a holistic approach to child and youth development, Right To Play Liberia employs its *Red Ball Child Play* and *Live Safe Play Safe* educational programs to ensure that projects promote peace building, health promotion, and inclusion in communities through regular sport and play activities. This approach, coupled with extensive capacity building activities for parents, Right To Play staff and local partners, works to ensure the long-term sustainability of activities. The expected results of Right To Play programs in Liberia include: a reduction in violent behaviour and increased co-operation among children, as well as an increase in healthy behaviour in relation to HIV and AIDS prevention. **In 2011, Right To Play plans to reach: 40,250** children and youth (40-50 per cent female); **1,500** leaders and teachers (40-50 per cent female); **166** schools; **186** community centers" Source: http://www.righttoplay.com/international/our-impact/Pages/Countries/Liberia.aspx	Liberian Youth (FLY), Liberia Youth Network (LIYONET), Liberian Association of Psychosocial Services (LAPS), Monrovia Consolidated School System (MCSS), ReMinistry of Youth and Sports (MoYS), Liberian National Red Cross Society (LNRCS), Restoring Our Children's Hope (ROCH)	
Youth Education for Life Skills (YES) **2004-2006: Program Evaluation (2006)** "The program as designed aimed to assist war-affected young Liberians to become productive members of their communities through community-based life-skills education. The seven modules of the curriculum aimed to empower war-affected young Liberians to become productive citizens by **fostering healthy relationships between people living in the selected communities.** YES had two intermediate results. The first intermediate result was to improve knowledge, skills and attitudes and enable 15,000 youth to make informed life decisions. The second intermediate result was to enable 285 communities to actively support and accept the integration of war-affected youth as productive members of their society. Mercy Corps commissioned Alexa Inc (AI) to perform an end of program evaluation for its (YES) program, utilizing in-depth discussions, focus group discussions and a questionnaire, to achieve the following objectives:	Mercy Corps	Non-Formal

- To assess the changes in Life Skills session participants as a result of the curriculum,
- To appraise the role of the YDC and YMC in the reintegration of war affected youth, and
- To examine the impact of the program on the Learning Facilitators, Master Trainers and Youth Members.

Program Strengths

1. Women represented the majority of the participants in the twenty-four communities visited by the team. Out of the 633 participants, 361 participants were women. Through the **YES Life Skills training**, which aimed to enhance their self-esteem and voice their opinions on matters affecting their community, the women were empowered to be more active and outspoken in the community. Many could also now write their names, count from one to hundred, and say their ABCs.

2. Participants reported an increase in the awareness of methods to prevention diseases, such as HIV/AIDS and malaria.

3. Master Trainers, Learning Facilitators, and YES Management Committee members underwent anger management, conflict resolution and problem solving skills training that transformed their outlook on life by reinforcing their ability to better address adversity in a more logical and systematic way.

4. In many instances, the program greatly enhanced community cooperation through the work of the YES Management Committee and the Youth Development Club.

These organs served as conduits of cooperation between the youth and the elders in the community. This was especially evident in Cycle 1 and some Cycle 2 communities, where the YES program had funded complementing projects.

Program Weaknesses

1. The low participation of male ex-combatants, a segment of war-affected youth, affected the overall true impact of the program. Women represented the majority of the program participants. Of the 633 youth participants of the twenty- four communities visited by the team, only 11 6 claimed to be ex-combatants

2. The discontinuation of the additional Creative Associate/OTI funded community driven projects (i.e. wells, latrines, rice mills) in Cycle 2 negatively affected the level of participation of the youth in the program and undermined the integrity of the program, as some Cycle 2 communities were promised projects that were never implemented.

3. The lack of incentives such as grades, stipends or sitting fees for project participants, along with an increase in other competing NGOs offering such incentives affected the level of participation in the program.

4. The program proved inflexible to changes given the reality of implementation, which influenced an increase in the dropout rate. When asked about why some participants had dropped out of the program, respondents to interviews or focus group discussion responded that people dropped out of the program due to pregnancy, sickness, farming engagements, poor lighting facilities and most importantly, the lack of incentives.

5. The program as design did not create the conditions for greater support to the Learning Facilitators by the YES Management Committee and the Youth Development Club. Greater support and coordination between these groups could have had a positive impact on the number of participants in the program. 6. The program lacked a concise exit strategy from communities. Neither the YDC nor the YMC were prepared to continue some variation of the program after the exit of MC. Click here to read full report Final Program report available at: http://pdf.usaid.gov/pdf_docs/PDACJ192.pdf Source: http://networkforyouthintransition.org/forum/topics/end-of-prog-evaluation-mercy		
Youth Education for Life Skills (YES) "**Youth Education for Life Skills (YES)** is a community-focused reintegration programme established by **Search for Common Ground** (SFCG) in response to Liberia's post-conflict crisis. In a consortium with **World Vision and Action Aid**, and with support from the US Agency for International Development (USAID)'s Office of Transition Initiatives (OTI), the YES programme was implemented in April 2005 for the purpose of increasing war-affected young people's self-esteem and confidence, community participation, peace building capacities, and life problem-solving skills necessary to cope in post-conflict Liberia. The beneficiaries of the YES programme include **Liberia's youth (18-35 years), who are not currently in school and who reside in Bomi, Cape Mount, Gbarplou, or Montserrado counties**. The project works to provide Liberia's youth with the capability to express their opinions, fears, questions, and concerns through drama and focus groups. These groups then reach out to communities and feed into a media outreach component dealing with issues relevant to youth. The project hopes to help educate the larger Liberian population about youth-related issues, to help remove social stigma related to youth combatants, and to increase accountability for social reconciliation. **Communication Strategies:** SFCG uses a two-pronged outreach and multi-media strategy that engages and provides youth with non-violent problem-solving strategies, as well as informs stakeholders, actors and communities about the benefits of YES and their role as implementation agents. The outreach component of the programme involves youth focus groups that explore issues and build youth self-esteem and confidence. Town hall meetings introduce and perpetuate community mobilization; drama performances are also designed to educate youth and communities on current youth issues. Since the programme began, SFCG has trained 48 community drama groups. It has also provided logistical, technical, and financial support to its drama teams, who then pass their knowledge on to peer drama teams and the greater community. Twelve of the most effective drama teams were selected and are used to introduce and prepare their communities for further implementation of YES activities.	Search for Common Ground Partners: World Vision, Action Aid, USAID's Transition Initiatives (OTI).	Non-Formal

Outreach is extended further through media tools including jingles, spot messages, radio programmes, and soap operas. The outreach programmes focus on subjects pertinent to Liberia's youth including HIV/AIDS education, self-esteem and tolerance. For example, SFCG broadcasts a series of one- to two-minute jingles based on the contents of the training modules used in the **YES curriculum**. Based on focus group discussions with the YES participants, SFCG features success stories from the YES programme in its regular national media products, Young Citizens and Woman, which focus on the role of youth and women, respectively, in the consolidation of peace in Liberia.

SFCG's scriptwriters weave the issues raised within the YES training modules, as well as the focus group success stories, into the characters and storylines of the soap opera Today is Not Tomorrow (TNT).

Development Issues: Youth.

Key Points:
Following more than a decade of violent civil conflict under former president Charles Taylor, Liberia held its first democratic elections in November 2005. Leading up to this process, a United Nations (UN) peacekeeping force (UNMIL) was established to support the reconstruction and peace process - including the disarmament and demobilization of ex-combatants. When UNMIL officially concluded disarmament on October 31 2004, 90,000 former combatants had been disarmed and demobilized. The repatriation of refugees from Liberia's neighboring countries still poses a challenge: To date, some 160,000 displaced people have returned home, leaving around 140,000 in camps.

According to organizers, tensions remain high in many communities as resident populations, including combatants and returnees (once driven out by these combatants), compete for the same limited resources. To advance development and stability in Liberia, SFCH argues, social reconciliation and reintegration are needed, especially among youth, who played an active role in the war and are now faced with finding new livelihoods. Traditionally minimal, ethnic differences, organizers contend, have been manipulated for political gain during the past two decades so that resentment and suspicions still deeply divide Liberia.

Source: http://www.comminit.com/democracy-governance/content/youth-education-life-skills-yes

Country: Mali

Policy	"Le système éducatif malien a pour finalité de former un citoyen patriote et bâtisseur d'une société démocratique, un acteur du développement profondément ancré dans sa culture et ouvert à la civilisation universelle, maîtrisant les savoir-faire populaire et apte à intégrer les connaissances et compétences liées aux progrès scientifiques, techniques et à la technologie moderne. A ce titre, le système éducatif a pour objectifs de : - Faire acquérir à l'apprenant, au niveau de chaque ordre d'enseignement, des compétences lui permettant de s'insérer dans la vie active ou de poursuivre ses études ; - Doter l'apprenant des instruments de l'expression et de la communication parlée, écrite, graphique et symbolique, développer ses capacités de compréhension, d'analyse, de raisonnement formel et de résolution de problèmes ; - Amener l'apprenant à analyser, apprécier et exploiter l'histoire et la culture de son pays, les caractéristiques principales de son organisation politique, sociale et économique et l'informer des potentialités et des perspectives de développement dans un contexte de mondialisation ; - Développer les capacités de l'apprenant à planifier et à organiser ses apprentissages et son perfectionnement culturel en lui fournissant les outils de base de son propre travail intellectuel autonome ; - Asseoir chez l'apprenant par la pratique des méthodes actives, participatives et le dialogue et par l'organisation de la classe et de la vie sociale, l'apprentissage de la vie en commun, du travail en équipe et des bienfaits de la coopération ; - Entrainer l'apprenant à connaître et à pratiquer tant les prérogatives que les obligations d'un membre actif d'une société démocratique respectueuse de la paix et des droits fondamentaux de l'homme et du citoyen ; - Rendre l'apprenant attentif et sensible aux valeurs de l'engagement personnel et de la solidarité familiale et sociale, de la responsabilité parentale, de la préservation de la santé d'autrui et de la protection de l'environnement ; - Créer et stimuler chez l'apprenant l'esprit d'initiative et d'entreprise ; - Fournir à l'apprenant, tout au long de la scolarité, notamment dans les années terminales de chaque ordre ou type d'enseignement, toute information apte à l'éclairer et à l'orienter sur les débouchés possibles dans la vie active et faciliter ainsi un choix conscient et responsable de ses activités futures ; - Répondre aux besoins du pays en cadres ayant un niveau élevé de savoir-faire, d'expertise et de recherche scientifique et technologique (article 11). » (Données mondiale de l'éducation, 2010, pp. 2-3) Innovations prévues : « L'éducation à la citoyenneté, à la démocratie, aux droits de l'homme et à la paix : cette innovation a pour objectif d'appuyer la démocratie naissante au Mali à travers le développement chez les élèves des notions et des attitudes de tolérance et de respect des droits de l'homme tant sur le plan national que sur le plan international. » (Données mondiale de l'éducation, 2010, p. 12)
Source	**Données mondiale de l'éducation (7ème édition – 2010/2011), document élaboré par UNESCO-BIE** http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Mali.pdf

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
Coaching for Hope **« Project overview** Mali ranks as the fifth least developed country in the world, with the lowest levels of adult literacy on the planet. The project trains local coaches and youth workers to deliver HIV/AIDS and life skills education to vulnerable young people, using football as the means to pass on key messages. Young people involved in the project take part in a minimum of eight educational sessions that use football games to generate debates around key concepts such as: healthy living, respecting one's peers, self belief, 'playing safe', and avoiding risks. **How we achieve these goals** Young people involved in the project take part in a minimum of eight educational sessions that use football games to generate debates around key concepts such as: healthy living, respecting one's peers, self belief, 'playing safe', and avoiding risks. **Our impact so far** The Mali project capitalizes on the strengths CFH West Africa has demonstrated since its inception in 2005. CFH reaches approximately 3,500 young people a year who receive accredited sports coaching and attend sexual health education awareness workshops across West Africa." Source: http://www.laureus.com/projects/africa/coaching-hope	PeacePlayers International — South Africa (PPI-SA) Partners: - Harvard School of Public Health's Centre for the Support of Peer Education - Laureus Sport for Good Foundation - Arbinger Institute	Non-Formal
Right To Play – Mali "Since beginning its operations in Mali, Right To Play has focused on addressing the health issues challenging Malian society. Many children and youth in Mali are particularly vulnerable to HIV and AIDS. Sexual education remains taboo, especially in rural areas of the country, and formal sexual health programs in the school system are rare. Structural poverty in Mali prevents the majority of families from sending their children to school, with fewer than 50 per cent of Malian children having access to basic education. This is especially true for girls and young women. Right To Play programs in Mali foster child and youth life skills development, health promotion, disease prevention, and inclusion through child rights promotion and gender equality. To effect change, Right To Play works in the regions of Bamako and Sikasso with 219 educational institutions and 639 Coaches, and with numerous technical and implementing partners, to implement its holistic child development programs. Right To Play began operations in Mali in November 2002 with the initiation of the *SportHealth* project in the country's capital, Bamako. The project focused primarily on promoting vaccination campaigns through social mobilization events. The project transitioned to include HIV and AIDS preventative education through *Live Safe Play Safe* activities in 2005,	Right To Play Partners: Bamako Teaching Academies, CAP; Pedagogical Animation Centres (7), COCECM (Malian Collective of Community Listening Centres - CECs), CARITAS, APAFE, Local authorities (Mairies) of Bamako's Communes Ii, IV, V and VI, Special Olympics, Club des 7-11	Non-Formal

and further evolved to include *Red Ball Child Play* programming. In 2007, with the support of the Canadian International Development Agency (CIDA), the *SportHealth* program evolved into *Play To Learn*. To increase the reach and benefits of sport and play programming, Right To Play focuses on activity implementation in primary schools. In order to combat the health and education challenges outlined, the program focuses on holistic child development and promotes peace building, health promotion, and community inclusion. It also maintains a strong strategy for female empowerment though the use of female peer leaders as community role models. In Mali, Right To Play uses seven sport and play-based education resources: *Red Ball Child Play*, *Early Child Play*, *Live Safe Play Safe*, *Youth As Leader, Team Up*, *Football for Development* and *Abilities First*. The expected results of Right To Play programs in Mali include: enhancing the quality of formal and non-formal basic education for girls in Right To Play target communities and increasing awareness and action of HIV and AIDS prevention in children and youth. In 2011, Right To Play plans to reach: 40,721 children and youth (45 per cent female); 290 coaches, leaders and teachers (40 per cent female); 226 schools; 26 community centers." Source: http://www.righttoplay.com/international/our-impact/Pages/Countries/Mali.aspx	ans, ENDA Tiers Monde, Centre Diamakoulou, La Cité des Enfants, Groupe de Recherche Action – Bureau International Catholique pour l'Enfance), Reference Health Centres and Community Health Centres, BØRNEfonden, Rural Communes (Bougouni, Yanfolila, Kéléya, Sientoula, Ouroun) and District authorities, Pedagogical Animation Centres	
Ecole Instrument de Paix EIP – Mali « Rapport d'activité (Mai 2009) « Le 28 février 2009 s'est tenue une table de concertation de l'EIP Mali, dans le cadre de la restitution des modules de formation conçus de novembre à décembre 2008 avec le soutien technique du CIFEDHOP, au Lycée Hammadoun DICKO de Sévaré-Mopti. Ont pris part à la présente rencontre les représentants de deux clubs EIP de Mopti : • Club EIP Lycée Hammadoun DICKO de Sévaré : MM. Boubou SIDIBE (professeur d'Histoire et Géographie), Amadou NIANGALY (professeur de Lettres), Ousmane DOUMBIA (professeur de Lettres), Mme BA Aïché BA (professeur d'Anglais) ; • Club EIP Institut de Formation des Maîtres (IFM-YAB) : Mme Fatoumata DEMBELE (professeur de psychopédagogie) et M. Doudou SOW (professeur d'histoire et Géographie). Objectifs : • Restituer les deux modules de formation « Droits de l'Homme et Forces armées et de Sécurité », « Droits de l'Homme et Culture Traditionnelle/Culture Sociologique » aux membres enseignants-es des clubs EIP concernés ; • Partager le dossier élaboré par « Planète Jeunes N°95 octobre-novembre 2008 » portant sur la violence à l'école, au collège et au lycée ; • Etablir un chronogramme de restitution des trois documents en classe ; • Rappeler les objectifs de l'EIP.	EIP – Mali	Formal

Le représentant EIP Mali, M. Oumar TRAORE, a d'abord fait la genèse du projet de formation Droits de l'Homme et l'Internet, initié par le CIFEDHOP et mis en route avec certaines EIP comme l'EIP Mali, Guinée, Burkina Faso, Cameroun et Canada dont la WEB master Véronique TRUCHOT a été d'un apport considérable dans l'élaboration à distance des modules. Ensuite, il s'est étendu sur la présentation des deux modules et du dossier élaboré par le journal « Planète Jeunes » sur la violence à l'école. Tous les participants, ayant reçu les modules, les objectifs de l'EIP et un exemplaire du journal dans lequel se trouve en annexe dans le dossier les représentants Africains de l'Association Mondiale pour l'Ecole Instrument de Paix, pouvaient donc suivre aisément les différentes parties brossées dans les documents. Les représentants des deux clubs présents à la rencontre ont salué l'initiative, posé des questions d'éclaircissement et se sont engagés à démultiplier les informations reçues dans leurs classes, par le biais de la pédagogie intégratrice. Vivement les séances de restitution dans les classes du Lycée Hammadoun DICKO et de l'IFM-YAB. » Source : http://portail-eip.org/SNC/eipafrique/Mali/2009/Rapport_2009.htm http://portail-eip.org/SNC/eipafrique/Mali/Mali.html		

Country: Mauritania

Policy	No reference to a education for peace / culture of peace in the principles and general objectives of education as of December 2010
Source	**Données mondiale de l'éducation (7ème édition – 2010/2011), document élaboré par UNESCO-BIE** http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Mauritania.pdf

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
No relevant data found so far		

Country: Niger

Policy	"Sur la base de la loi n°98-12 du 1 juin 1998 portant orientation du système éducatif, la politique éducative nigérienne a pour finalité l'édification d'un système d'éducation capable de mieux valoriser les ressources humaines en vue d'un développement économique, social et culturel harmonieux du pays (article 12). Elle vise la suppression de toutes les discriminations et affirme le droit à l'éducation qui exige que soient mises en œuvre des pratiques garantissant à un plus grand nombre de filles et de femmes l'accès à la formation et à la certification pur qu'elles participent pleinement au développement du pays. L'éducation doit être complète. Elle vise le développement des capacités intellectuelles, physiques et morales, l'amélioration de la formation en vue d'une insertion sociale et professionnelle et le plein exercice de la citoyenneté (article 13). Le système éducatif a pour objectifs de :
	- Former des femmes et des hommes en mesure de conduire dans la dignité leur vie civique et professionnelle ;
	- Former des hommes et des femmes responsables, capables d'initiative, d'adaptation, de créativité et de solidarité ;
	- Cultiver les vertus propres à l'épanouissement de l'individu, à la promotion et à la défense de la collectivité,
	- Garantir à tous les jeunes, sans discrimination, l'accès équitable à l'éducation ;
	- Eradiquer l'analphabétisme ;
	- Développer l'enseignement technique et la formation professionnelle sur le plan qualitatif et quantitatif en rapport avec l'environnement socio-économique du pays ;
	- Développer la recherche en général et la recherche appliquée en particulier ;
	- Identifier et éradiquer les freins socio-économiques et culturels, les handicaps pédagogiques et autres obstacles entravant le plein épanouissement de la fille et de la femme dans le processus d'apprentissage (article 14).
	En ce sui concerne les contenus et les méthodes, le système éducatif vise :
	- A dispenser une formation centrée sur les réalités objectives du milieu tout en tenant compte de l'évolution &économique, technologique, sociale et culturelle du monde ;
	- A valoriser l'enseignement scientifique et technologique ;
	- A donner une éducation sur la protection et la préservation de l'environnement ;
	- A enseigner au citoyen les principes de la démocratie, le sens du patriotisme, de l'unité nationale, de l'unité africaine et les valeurs de civilisation universelle ;
	- A développer en chaque individu l'esprit de solidarité, de justice, de tolérance et de paix ;
	- A privilégier l'esprit d'observation, d'analyse et de synthèse ;
	- A allier la théorie à la pratique ;
	- A créer et à stimuler l'esprit de créativité, d'initiative et d'entreprise (article 15). » (Données mondiale de l'éducation, 2010, pp. 2-3)
	« Les programmes révisés qui datent de 1987 restent encore inadaptés malgré les retouches qui y ont été apportées. Les contenus et les méthodes ne permettent pas une transmission de connaissances et le développement de compétences nécessaires à une insertion efficiente dans la vie active. La composante qualité du Programme décennal de développement de l'éducation (PDDE 2003-2013) a pour noyau fédérateur la réforme des curricula. Elle couvre tous les processus intervenant dans l'amélioration de l'efficacité du système éducatif et la qualité des apprentissages…Dans le processus d'élaboration des curricula : prise en compte de l'élaboration des curricula (tronc commun) des nouveaux contenus éducatifs, notamment : santé

	nutrition – VIH et SIDA, <mark>éducation à la paix</mark>, éducation en matière de population et à la vie familiale, éducation environnementale. » (Données mondiale de l'éducation, 2010, p. 10)		
Source	**Données mondiale de l'éducation (7ème édition – 2010/2011), document élaboré par UNESCO-BIE** http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Niger.pdf		

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
École instrument de paix (EIP) – Niger <mark style="background-color:red">No info on their programs</mark> http://portail-eip.org/SNC/eipafrique/Niger/Niger.html	École instrument de paix (EIP) - Niger	Formal and Non Formal
Promotions of human rights, peace and democracy through the school system (Chad, Niger – 2001-2002) "Within the context of the UNESCO-DANIDA Framework Agreement, a sub-regional project was designed with the view to promote human rights, peace and democracy through the school system and to contribute to the development of democratic practices in three countries of **Western and Central Africa**: **Chad, Niger and Central African Republic**. The choice to develop a sub-regional project in these three countries was made on the following assumptions: they are all categorized as LDC's, they are geographically located in the sub-Saharan region, they are more or less experiencing the same type of democratic transition (from a military regime to a civil one), and they have adopted educational policies which emphasize the fundamental role of education in the building of a democratic society. With these assumptions, needs assessment missions were organized in the three countries concerned: Chad (April and November 2000) Central African Republic (May 2000), Niger (February 2000). In each country, meetings were held with the national authorities (essentially Ministries of education) and other potential stakeholders (NGOs, local associations) and partners (UN agencies, Bilateral donors including DANIDA's representations in those countries) in order to identify the needs and to define appropriate plans of action, taking into account the sub-regional character of the project and the specificities on each country. The missions came up with recommendations regarding the objectives and modalities of implementation of the project at national and sub-regional levels. A final project document was elaborated and submitted to national authorities for review and approval. In 2001, a cooperation agreement was signed between UNESCO and each country. According to the Project document approved by UNESCO and the national authorities (cf. Plans of operations), the project was intended to <mark>promote the teaching of peace, human rights and democracy in the school system</mark> through the following activities: - the elaboration of national strategies of education for peace, human rights and democracy with the view to revising and adapting the curricula of primary and secondary schools; - the development of instructional materials for integrating human rights and democracy into the school curriculum;	UNESCO-DANIDA UNESCO headquarters and fields offices (mainly the UNESCO Regional Bureau for Education, BREDA) Ministries of Education	

- the training of teachers and key personnel both at national and at sub-regional levels, and the renewal of teaching methods. Following the decision of the funding agency (DANIDA) to phase out its assistance to this project by the end of 2002, the scope and objectives of the project were revised and a new work plan was elaborated. <mark>The project focused on the elaboration of a national strategy and on the development of teaching materials. Geographically, it was also decided that the project would cover only two countries: **Niger and Chad** where the educational authorities had already initiated the revision of the curriculum in order to introduce peace and human rights education into the school system.</mark> Moreover, Central African Republic was entering a period of civil turmoil and the subsequent political instability was considered as a major impediment to the implementation of the project." (p. 4) "**Findings and Lessons Learned:** The project has achieved significant results in terms of production of educational materials, mobilizing national partners and raising awareness of the importance of human rights, peace and democracy education. It has also contributed to the strengthening of capacity-building of these countries (For example, local personnel are now conducting training sessions themselves, without being assisted by international experts). The importance of this kind of projects has been stressed by the involvement that Member States showed since the beginning of its implementation. The national authorities were very committed to the process of integrating **Education for Human Rights, Peace and Democracy** into their curricula and management structures. <mark>However, its long term sustainability could not be achieved because of the lack of resources from the Government. As a matter of fact, where external funding was withdrawn, the Government was not able to continue the project."</mark> (p.5) Source: **Education for Peace, Human Rights and Democracy / Chad & Niger – Final Report (2002)**		
Peace and Disarmament Education project in schools "The **Peace and Disarmament Education project in schools** sponsored by the **Hague Appeal for Peace** in partnership with the **UN Department for Disarmament Affairs**, started in February 2003 in the town of N'guigmi, located in the southeastern part of Niger, where some Tubu reside. The purpose of this project is to help sustain the collection of light weapons and small arms and to positively change mindsets of the younger generations not to resort to violence as a means to resolve conflict. In order to prevent the perpetuation of the cycle of violence and reduce the desire for revenge, these lessons demonstrate some of the ways in which time and space is provided for individuals to express themselves, to be heard and to become empowered in resolving conflict peacefully. **Source**: Idi Cheffou, Coordinator / Education, Peace and Disarmament for Development **Age Range**: Elementary and secondary school students **Going Further**: In the community of N'guigmi, 10% of the population is literate and <mark>radio is a primary method of educating about peace and nonviolence</mark>. Programs focus on such concepts as forgiveness and nonviolent conflict resolution to promote healing, reconciliation and resolution in a community traumatized by Tubu armed rebellion. They	Sponsored by the Hague Appeal for Peace in partnership with the UN Department for Disarmament Affairs	Formal and Non Formal

help educate youth about the scourge of war in order to shift consciousness about resorting to violence and its consequences. Programs are aired in the local languages including Hausa, Kanuri, Fulfulde, Tubu, and Arabic giving all individuals the opportunity to speak out, to listen to one another and to be exposed to new ways of thinking.

Twenty people were selected from N'guigmi to go to capital city of Niamey to learn how to operate a radio program. The team included ex-combatants, village chiefs, representatives from local government, teachers, widows of armed rebellion, representatives from the Women Educator's Association and the Women Homemakers' Association and student "Peace Messengers" from a secondary school. In their radio programs, the team utilizes techniques such as interviews, roundtables and storytelling to promote sensitization campaigns in N'guigmi. Programs reflect real social concerns and use both indigenous and modern conflict prevention and resolution methods to analyze them. Since radio waves reach do not extend all across N'guigmi, the team travels to local markets to conduct further outreach.

Schools may have radio programs to implement similar campaigns on peace, human rights and conflict resolution. A radio program, however, is only one way to raise awareness and promote discussion about these topics in schools: teachers and students can make announcements over a loud speaker or in class at the beginning and/ or end of each day. Announcements could include stories and/ or quotes to which the entire student body could listen and/ or include quizzes in which they could participate."

Source: **Disarming Our Mindsets** available at
http://www.haguepeace.org/files/morePeaceLessons/Disarming%20Our%20Mindsets%20(Idi%20Niger).pdf

Country: Nigeria

Policy	"The 1969 National Curriculum Conference was the first national attempt to change the colonial orientation of the education system and to promote national consciousness and self-reliance through the educational process. A seminar held in June 1973 on the National Policy on Education adopted several recommendations of the 1969 Conference, including the proposal concerning the new structure of the education system. The various subjects included in the curricula of primary and secondary education have been specified in the National Policy on Education. The 1997 NERDC National Feedback Conference provided five broad categories of subjects: languages, humanities, sciences (including mathematics), social sciences and technology (including vocational electives). Integrated science and social studies represent a broad field approach to various disciplines. Other content areas have a non-examination status such as population education, environmental education, citizenship education, peace education and drug abuse prevention. These subjects are to be infused into identified subjects in the curriculum and are mostly at the pilot project stage." (World Data on Education, 2010, p. 9)
Source	**World Data on Education (7th edition – 2010/2011), compiled by UNESCO-IBE** http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Nigeria.pdf

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
Manuels de l'enseignant sur les droits humains et la citoyenneté, NIGERIA 2005-09-14 10:00 am - Le **Bureau de l'UNESCO à Abuja**, en collaboration avec la **Commission nationale pour les instituts de formation des maîtres (NCCE),** le ministère fédéral de l'Education, le Conseil nigérian de développement et recherche en éducation (NERDC), le Teachers Registration Council of Nigeria (TRCN), la Commission nationale nigériane pour l'UNESCO et la Basic African Culture and Language Awareness Foundation (BACALAF) ont mis au point **quatre versions du Manuel de l'enseignant pour l'enseignement de l'éducation aux droits de l'homme, l'éducation pour la paix et la citoyenneté** sur la base d'un atelier organisé en juin 2005. Source : http://portal.unesco.org/education/fr/ev.php-URL_ID=42094&URL_DO=DO_TOPIC&URL_SECTION=201.html	UNESCO Ministère fédéral de l'Education Conseil nigérian de développement et recherche en éducation (NERDC), le Teachers Registration Council of Nigeria (TRCN), la Commission nationale nigériane pour l'UNESCO et la Basic African Culture and Language Awareness Foundation (BACALAF)	Formal
Peace education as an embedded curriculum into the Civic Education and Social Studies "Peace education as a mainstream curriculum is now being favored as a solution to school violence involving the youths. In line with this reality, the **Federal Government of Nigeria**, through the **National Education Research Development**	National Education Research Development Council (NERDC**)**	Formal

Council (NERDC) introduced <mark>peace education as an embedded curriculum into the Civic Education and Social Studies</mark> for Junior Secondary Schools Students beginning from the 2008/2009 school session" Source: **Evaluating Peace Education as a mainstream curriculum: a case study of Nigerian Junior Secondary Schools (Dissertation by Titus Kolawole Oyeyemi) (March 2012)**		
Campus Peace Educators' Training Program **(article by Raphael Ogar Oko**) **Campus Peace Educators' Training Program for Scholars, Youths and NGO Leaders**, May 7 – 12, 2007, Abuja, Nigeria "Following the formal Launching the **Campus Peace Initiative (CPI)** in Abuja, the Nigeria chapter of **Teachers Without Borders** is pleased to announce the convening of the **Campus Peace Educators Program for scholars** who wish to become peace educators, youths and students who are interested in becoming **Peer Peace Educators** in the campus and other schools and colleges. As part of efforts by the Nigeria Chapter of Teachers Without Borders to promote the realization of a culture of Peace in Nigerian educational campuses, plans are underway to hold periodic and concurrent training programs on Integrated Peace Education and Conflict Resolution with particular emphasis on eradication of violence on campus for the realization of peace on campus thereby establishing a culture of peace and making the campus educational communities for peace. The Campus Peace Educators Program involves the following: - Introduction of the basic component of the TWB Teaching Mastery Course - Training of educators and others interested in peace building as campus peace educators - Training of volunteers who on completion of the course shall be appointed as Campus Ambassadors for Peace, to be drawn from scholars, students and other members of campus communities in Nigeria as those who are making a commitment to promoting the culture of peace on campus, or who pledge to support the campaign for peace on campus - Development of techniques for the formation of Campus Peace Councils, a deliberative organ to support the campus governing council and campus senate, with representatives from all sectors of the campus community - Training on establishment of Campus Peace Centers, where culture of peace education programs and services can be coordinated on campus. Other activities of the Campus Peace Educators Programs shall include introduction to the Campus Peace Sports Festivals (CPSF), Campus Community Service for Peace (CCSfP) as well as peace pilgrimages to places of peaceful interest. Source: http://cpnn-world.org/cgi-bin/read/articlepage.cgi?ViewArticle=327	Campus Peace Initiative (CPI): Nigeria chapter of Teachers Without Borders	Formal & Non Formal

Country: Senegal

Policy	"La loi n°91-22 du 16 février 1991 portant orientation de l'éducation nationale au Sénégal vise les principes et objectifs suivants: - Préparer les conditions d'un développement intégral assumé par la nation toute entière, en formant des hommes et des femmes capables de travailler efficacement à la construction du pays, et porter un intérêt particulier aux problèmes économiques, sociaux et culturels rencontrés par le Sénégal dans son effort de développement ; - Promouvoir les valeurs dans lesquelles la nation se reconnaît (liberté, démocratie pluraliste, sens moral et civique et respect des droits de l'homme, des lois et des règles de la vie sociale, etc.) ; - Elever le niveau culturel de la population : en permettant aux hommes et aux femmes qu'elle forme, d'acquérir les connaissances nécessaires à leur insertion harmonieuse dans la communauté et leur participation active à la vie de la nation ; en leur fournissant les instruments de réflexion leur permettant d'exercer un jugement et de contribuer à l'avancée des sciences (article 1). » (Données mondiale de l'éducation, 2010, p. 2) « Selon la Lettre de politique générale pour le secteur de l'éducation et de la formation (janvier 2005), la finalité de l'enseignement élémentaire est de doter chaque enfant d'un substrat moral, civique, intellectuel et pratique solide pur servir de base à une vie accomplie ». (Données mondiale de l'éducation, 2010, p. 16) « Au Sénégal, le Programme de développement de l'éducation et de la formation (2001-2015) vise à « améliorer la qualité des apprentissages qui prend en compte l'éducation aux droits de l'Homme, à la paix et à la citoyenneté » et le curriculum de l'école de base a intégré de façon significative l'éducation aux droits de l'Homme et à la citoyenneté démocratique, sous le vocable « vivre ensemble ». » (OIF, 2009, p. 50)
Comment	If these elements are up to date, the time allocated to Peace Education is very limited… "La réactualisation et la rénovation du programme d'éducation civique en vigueur depuis 1982 au Sénégal ne concerne que l'enseignement élémentaire. Cet aspect est pris en charge au niveau de l'enseignement moyen et de l'enseignement général. » (source : external consultant for UNESCO's West African Bureau)
Source	**Données mondiale de l'éducation (7ème édition – 2010/2011), document élaboré par UNESCO-BIE** http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Senegal.pdf **Guide de l'enseignant – Education aux Droits de l'Homme – Organisation Internationale de la Francophonie (2009) :** http://portail-eip.org/Fr/Divers/2010/Guide_EDH.pdf

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
Cours d'éducation civique (document date unknown) « La prise en compte d'une telle exigence commande la réactualisation et la rénovation du Programme d'Education Civique en vigueur depuis 1982. » => completed ?	Ministry of Education	Formal

En classe de 5ème « Paix et solidarité » & en classe de 3ème « Vivre ensemble » & en class de 1ère « Culture de la Paix » et en classe de Terminale « Protection et promotion des droits de l'homme » (inclus prévention et gestion pacifique des conflits), ONU & Paix) Source: http://igen.education.sn/programmes/Programme%20Education%20Civique.pdf Source: http://igen.education.sn/index.php?op=edito		
Citizen Action Program in public school in Casamance "This study focuses on the **Citizen Action Program** (CAP) of **CIVITAS-Senegal**, an education oriented human rights organization, which ever since 2003 has worked with schools in the Casamance region of Senegal. […] Ever since 1992, NGOs in Casamance have increased their efforts to help restore peace to this region. Given the ongoing conflict in Casamance, the goal of CAP is to aid in the restoration of peace by imparting skills and knowledge related to human rights and thereby to the more active political participation of ordinary citizens. As for this writing in March of 2011 CAP is about to expand its outreach to embrace all schools in Senegal. This move comes after Senegal's Minister of Education recently reiterated the need to integrate into all of the nation's schools both CAP and other programs focusing on international humanitarian law, as a way of building upon the reform plan for civic education focusing on human rights education that was adopted by the Ministry of Education in 2008. Needless to say, this official's support for the broad dissemination through the public education system of key concepts pertaining to human rights, democracy, and peace is absolutely vital, but so is CAP's commitment to ensuring that its teachers are well trained in implementing and evaluating the program. The program is targeted for students in grades four and five of junior high school and was able to reach 630 students. The program begins in the 5th grade, and students between 13 and 14 years of age continue with the class above them (children aged between 14 and 15) and this gives us an opportunity to come back in two or three years to assess whether students have retained the knowledge. In addition, the meeting with alumni after 7 years lets us see if the information served them in their life. The teachers involved in this program chiefly teach such social-science subjects as history and geography but they also have been responsible for teaching civic education classes that explore the issues of tolerance, conflict, solidarity, and social and economic development. Given that CIVITAS is headquartered in Washington, D.C. it comes as no surprise that in the history curriculum the human rights issue is viewed largely from a U.S. perspective. It emphasizes the two world wars which led to the introduction of The Charter of Human Rights. But CAP goes beyond teaching the history of the U.N. Charter and the history of political and civil rights, also requiring the students to learn about public policy and local social and economic problems and to relate them to international human rights standards. All of this means that CAP students acquire an ability to identify problems in their communities and to press for solutions to them by doing advocacy work. Thus what makes the CAP program so significant is that it seeks not just to provide students with a theoretical course on human rights by also to put them right at the center of the action, educationally speaking. Or as the school's principal at	CIVITAS-Senegal	Formal

Malik Fall has put it: "The child is placed in the center of learning ... Eventually the child participates in the construction of his own knowledge and skills" (Interview with Ndour, 2010). In CAP classrooms, teachers begin imparting human rights by introducing the right of citizens to participate in the protection and promotion of their rights, and the vital role that public policy plays in addressing rights-related concerns. Teachers then assist their students as they brainstorm the issues they feel they must address collectively. This work takes the forms both of desk research and of field surveys that include interviews with community members. The students are provided with fact sheets, and the entire process teaches them about data collection techniques and their implementation. The choice of themes is democratically left up to the students, and after they have identified what they deem to be the most important problems in their communities, they then must acquire the necessary techniques to conduct accurate surveys that will help them to further probe those themes." (pp. 155-163) Source: **Human Rights Education's Impact in Peacebuilding Contexts: Seven case studies (by** Tracey Holland for USIP – 2011) Available at: http://ford.vassar.edu/abstracts/index.html?project=109		
Title: Civitas Senegal Project Citizen **Country:** Senegal **Authors:** Center for Civic Education et al. **Category:** Curricular Materials **Date of Publication:** Currently in Experimentation **Keywords:** action plan, civic dispositions, community and local government issues, competent citizenship, democratic values and principles, feelings of political efficacy, participatory skills, problem solving, public policy, responsible participation, tolerance **Resource Language(s):** French **Pages:** 45 **Level of Education:** Middle School **Publisher:** Civitas Senegal / INEADE (Institut National d'Etude et d'Action pour le Développement de l'Education, Ministry of Education, Senegal **Access:** Boubacar Tall, Civitas Senegal Director, email: bztall@refer.sn **Abstract:** We the People: Project Citizen is **a curricular program for middle school, secondary, and post-secondary students**, youth organizations, and adult groups that promotes competent and responsible participation in local and state government. The program helps students to learn how to monitor and influence public policy. In the process, they develop support for democratic values and principles, tolerance, and feelings of political efficacy. Entire classes of students or members of youth or adult organizations work cooperatively to identify a public policy problem in their community. They then research the problem, evaluate alternative solutions, develop their own solution in the form of a public policy, and create a political action plan to enlist local or state authorities to adopt their proposed policy.	Civitas Senegal Ministry of Education	Formal

Participants develop a portfolio of their work and present their project in a public hearing showcase before a panel of civic-minded community members. Source: http://ceri.civnet.org/Home/ViewBook/511		

Association Sénégalaise pour l'école instrument de paix (EIP-Sénégal)
 	
Objectifs :
    § Défendre et promouvoir le droit à l'éducation
    § Promouvoir l'éducation aux droits de l'homme et la paix notamment par la résolution non violente des conflits
 	
L'éducation à la paix, pourquoi, comment, le rôle de l'école
« Au Sénégal, il faudra redynamiser certaines structures qui existent déjà et en créer d'autres pour favoriser la participation des élèves et permettre la mise en pratique de certains principes démocratiques. En particulier l'école doit :
-doit s'inscrire d'abord dans un <u>projet</u> qui énonce les grandes valeurs à promouvoir et le cadre de vie qu'elle voudrait créer.
-l'école doit élaborer une <u>charte</u> avec toutes les composantes de la communauté scolaire, fondée sur les droits de la personne et qui énonce <u>des règles claires</u> et des comportements souhaitées mais aussi des réparations comme conséquences aux manquements à une règle.
-Le <u>foyer socio-éducatif</u> ou <u>association étudiante</u> avec ses assemblées, <u>ses clubs</u> doivent permettre la libre expression des élèves. Outre les conférences, les activités récréatives , il doit constituer en son sein un comité de médiation pour résoudre les conflits.
-<u>le conseil d'élèves</u> : composé de délégués d'élèves dans un établissement, devrait pouvoir se réunir régulièrement et se prononcer sur les grandes questions liées à la bonne marche de l'établissement.
-<u>la coopérative scolaire :</u> doit jouer véritablement son rôle d'initiation des élèves des écoles primaires à l'exercice de la démocratie et à la citoyenneté en vue de la réalisation du projet d'école.
- <u>l' assemblée de classe ou le conseil de coopération</u> : C'est la réunion de tous les enfants de la classe qui avec le maître , ensemble et en cercle, gèrent la vie en classe ; ce qui va bien , ce qui ne va bien, par exemple, l'organisation de la vie en classe, du travail, des responsabilités, des jeux, des relations interpersonnelles, les projets ; en somme elle tente de résoudre certains problèmes et prend des décisions pour la classe. C'est un lieu de gestion où l'on apprend entre autre à comprendre, à prévoir, à planifier, à décider, à organiser, à apporter des solutions, à évaluer, c'est un lieu où chaque enfant à sa place, où il est reconnu avec ses forces et ses faiblesse et accepté avec sa personnalité ; un lieu ou l'on accorde autant d'importance au groupe qu'à l'individu., c'et un moment d'apprentissage de l'acceptation des différences, de la compréhension , les enfants constatent rapidement qu'il y'a des droits collectifs et des droits individuels mais ils apprennent aussi que ces droits impliquent des responsabilités.
L'école doit permettre aux élèves de vivre les valeurs énoncées plus haut ,notamment par :
- <u>l'exemplarité,</u> c'est à dire mettre en pratique les idées que l'on prône, cela suppose que la communauté scolaire est en mesure de favoriser les expériences nouvelles.
	Association Sénégalaise pour l'école instrument de paix (EIP-Sénégal)	Formal

-le dialogue , la concertation, la négociation dans la résolution des conflits :l'école doit être un espace de dialogue entre les membres de la communauté scolaire, enseignants, membres de l'administration, élèves ; faire de la concertation une règle dans toutes les structures de l'école, et en faire des lieux de parole. A ce niveau l'on peut s'inspirer de certaines valeurs éthiques Africaines et de certaines pratiques comme les règles relatives aux conflits, la tolérance religieuse, les décisions par consensus avec la palabre etc..

La participation, qui se situe à plusieurs niveaux :
-aux activités de classe : ici il faudrait développer la pédagogie de l'expression, accorder la parole aux élèves, pendant les cours et lors des séances du Conseil de coopération, l' enseignant doit instaurer un vrai dialogue, s'intéresser à chacun d'eux en leur témoignant une considération positive inconditionnelle, les entraîner à la réflexion, à l'autonomie , les inciter à découvrir par eux-mêmes, à s'approprier les connaissances, et à coopérer ; dans ce contexte l'enseignant devient un facilitateur d'échanges et comme le disait Galilée " On ne peut enseigner une chose quelconque à quelqu'un, on doit seulement l'aider à la découvrir " ; en définitive , l'enseignant comme l'enseigné, chacun s'implique dans le processus éducatif et comme le dit Paulo Freire dans pédagogie des opprimés " l'éducateur n'est plus celui qui simplement éduque, mais celui qui en même temps qu'il éduque est éduqué dans le dialogue avec l'élève ; ce dernier en même temps qu'il est éduqué est aussi un éducateur, tous deux deviennent des sujets dans le processus en ce sens qu'ils progressent ensemble "
-à la vie de l'école : les élèves comme dans une petite cité doivent participer à l'élaboration de la charte de l'école , des règles de vie, à participer activement aux activités du foyer socio-éducatif , à la coopérative scolaire, à prendre la parole dans les réunions mais aussi à prendre une part active dans l'organisation d'activités extrascolaires.
-à la vie de la communauté : l'école doit développer des projets d'entraide en faveur des plus démunis dans son environnement proche, protection de l'environnement, projets interculturels etc.. En d'autres termes, l'école doit s'ouvrir à la vie, mais aussi aller vers elle, s'intéresser aux problèmes de la communauté.
L'école doit lutter contre l'exclusion : Elle doit être plus intégratrice et accueillir les enfants de la rue, les enfants travailleurs, les petites bonnes, les handicapés et mettre ainsi en œuvre l'idée chère à Jacques Mûhlhethaler et à l'UNESCO d' " une seule école pour tous ", énoncée depuis la conférence de Salamanque(Espagne) en 1994.
L'école doit lutter contre l'élitisme, la compétition en mettant en ouvre une véritable pédagogie différenciée, en changeant de mode d'évaluation ; pour cela un véritable engagement de la communauté scolaire est exigée, mais aussi une volonté politique.

CONCLUSION :
L'école, parce qu'elle est un des lieux privilégiés de formation des futurs citoyens, le vecteur des nouvelles valeurs, mais surtout parce qu'elle n'est pas non plus épargnée par la vague de violence qui sévit dans la société, elle doit éduquer à la paix. Pour cela elle doit s'inscrire dans un véritable projet d'éducation à la citoyenneté, s'appuyant sur le dialogue, la concertation, la participation, la coopération, et lutter contre l'exclusion.
SALIOU SARR, professeur, formateur à l'EFI de THIES, responsable du ==SEA (UNESCO), président de l'EIP/Sénégal et membre de l'équipe pédagogique du CIFEDHOP(Centre International de Formation à l'enseignement des droits de l'homme et de la paix de Genève , SUISSE).==

Source : http://portail-eip.org/SNC/eipafrique/senegal/edpaix.html		
Promotion des droits humains : L'école mise à contribution par l'EIP à Ziguinchor (mai 2005) « Après Thiès en avril dernier, la section sénégalaise de l'Association mondiale pour l'école instrument de paix de Genève, (EIP) a organisé un atelier de renforcement de capacité des enseignants de la région Sud pour une culture de paix, de droits humains et de citoyenneté démocratique dans les écoles. Cette initiative a permis au monde scolaire de Ziguinchor de dégager des projets d'actions en faveur des enfants pour « une école Casamançaise au service de la paix ». Comment promouvoir une culture de paix et de la non-violence au profit des enfants de la Casamance ? Tel a été l'objectif visé au cours de l'atelier de formation et d'échanges qui a réuni les enseignants et les experts de l'EIP-Sénégal. En effet, durant trois jours, les enseignants de la commune de Ziguinchor, ont réfléchi à travers des tables rondes et des ateliers sur plusieurs thèmes liés à la promotion d'une école comme véritables instruments de paix. Selon, le président de l'EIP-Sénégal, le professeur Saliou Sarr, à travers cette formation, il s'agit d'installer chez les enseignants de Ziguinchor des compétences cognitives, affectives et des habiletés pour faire de l'école un instrument de la non-violence. Le choix porté sur le monde scolaire de la ville de Ziguinchor n'est pas du tout fortuit. A en croire M. Sarr, dans cette région qui a souffert d'une crise armée, la section sénégalaise de l'Association mondiale pour l'école instrument de paix de Genève a jugé nécessaire de renforcer les capacités des enseignants en matière de paix et de droits humains afin qu'ils puissent transférer aux élèves des compétences pour le respect des valeurs et des principes véhiculés par la déclaration universelle des droits de l'homme et la convention des droits de l'enfant. L'atelier a permis en outre aux enseignants d'améliorer leurs connaissances et leurs compétences pour la résolution pacifique des conflits à l'école et hors du champ scolaire afin de contribuer à la réalisation de projets interculturels relatifs à la paix. « L'école en tant qu'institution et lieu de transmission des valeurs doit aussi jouer sa partition dans la consolidation d'une paix durable en Casamance » a souligné le président de l'EIP-Sénégal. A ce sujet, les enseignants de Ziguinchor au cours des tables rondes, ont essayé d'identifier et de développer des stratégies pour contrer les préjugés socioculturels dans nos sociétés. Ils estiment qu'il est nécessaire de tenir en compte les spécificités culturelles pour parvenir à une universalité des droits humains. Pour le cas spécifique de la Casamance, les participants ont dégagé des esquisses de projets pouvant aider à la résolution pacifique de conflit en tenant compte nos mécanismes traditionnels de gestion et de résolution de crise. Ziguinchor va aussi procéder à la création de cellules EIP afin de mieux ancrer dans la conscience des enfants une véritable culture de paix et de citoyenneté en Casamance. » Source : SSPP Le Soleil http://portail-eip.org/SNC/eipafrique/senegal/2005/ArticleSoleil.htm	Association Sénégalaise pour l'école instrument de paix (EIP-Sénégal)	Formal

Programme National d'Education à la citoyenneté (PNEC) dans la Zone de concentration opérationnelle, notamment dans les régions de Louga et Saint-Louis *Guide du formateur (2009)* « Le PNEC « vise à poser les fondations de la société de demain en travaillant avec les enfants et adolescents, dans un premier temps au sein des structures officielles d'éducation. » L'objectif principal de ce programme financé par la Coopération luxembourgeoise dans le cadre du Programme Indicatif de Coopération, plus précisément sa Composante Accompagnement SEN023, est de **permettre aux jeunes de jouer leur rôle de citoyen actif dans un contexte de promotion de la bonne gouvernance locale.** Un programme qui se décline dans un premier temps dans les établissements d'enseignement technique et professionnel identifiés dans la Zone de concentration opérationnelle du partenaire technique et financier. La ZCO correspond aux régions administratives de Louga, Matam et Saint-Louis. Ces écoles pourront par la suite devenir les relais d'un travail de sensibilisation dans la région pour amener d'autres écoles à adopter les bonnes pratiques expérimentées, consignées dans un **Guide du citoyen républicain** — document de référence qui sera vulgarisé et distribué à tous les établissements d'enseignement du Sénégal. A ce titre **l'Education à la Citoyenneté** est un élément novateur d'activités de vie scolaire dans nos établissements; et l'école, en tant qu'institution de socialisation, peut être un agent de changement, un lieu d'incubation de l'ECA. L'accent est davantage mis sur l'acquisition de compétences, la construction du savoir, le développement de l'esprit critique et surtout sur le vivre ensemble avec la participation de tous les acteurs et partenaires de l'éducation à la gestion de l'école. L'école essaie, au-delà de l'instruction et de la formation technique, d'apprendre aux élèves à être, à faire, à devenir et à vivre ensemble dans un espace de démocratie, de justice et de liberté » (p. 4) Source: http://portail-eip.org/SNC/eipafrique/senegal/2010/guide_ECA_ForumCivil.OK.pdf	Forum Civil Partner: Coopération luxembourgeoise	Formal
WANEP-Sénégal **WANEP-Sénégal** a été créé le 29 Octobre 2003 par une vingtaine d'organisations de la société civile sénégalaise, réparties dans six (06) régions (Ziguinchor, Kolda, Sédhiou, Tambacounda, Dakar, Thiès). WANEP-Sénégal a son siège à Ziguinchor, en Casamance, au cœur du conflit. Cependant, WANEP-Sénégal est avant tout une structure nationale avec des organisations membres et des activités à portée nationale voire sous-régionale « Le WANEP-Sénégal a pour objectifs globaux O1. De promouvoir la culture de la paix et d'œuvrer pour la paix au Sénégal, dans la sous région, en Afrique et dans le monde. O2. D'œuvrer à la prévention, à la gestion et à la transformation pacifique des conflits dans les différentes sphères de la vie sociale, économique, politique et culturelle, O3. De renforcer les capacités des organisations engagées dans des activités de consolidation de la paix.	WANEP-Sénégal	Formal & Non-Formal

Ces objectifs de WANEP-Sénégal seront atteints à travers cinq (05) programmes qui sont : - **Un Programme de Conscientisation et d'Education à la Paix et à la Non Violence et à la Culture de Paix (CEPNV)** - Un Programme des Femmes dans l'Edification de la Paix (WIPNET) - Un programme d'Alerte Précoce (WARN) - Un Programme d'Information, de Documentation et de Réseautage (DIR) - Un Programme de Justice et Paix (PJP) » Source : http://www.wanep.org/wanep/networks-our-networks/senegal.html?start=3		
Sinankunya, or JOKING KINSHIP as a means of solving conflicts ⇨ Not clear what happened since this article was written *"Level: nursery school, primary school, secondary school* 'i gere bore mu i sanakhure': the joking kinsman is not an opponent (Soussou proverb) This article was based on the activity report entitled **Prevention, resolution of conflicts and education for citizenship in Africa**, initial phase, May-December 1999 and describes a project run by the Enda-Tiers Monde association financed by UNESCO. Through its co-ordination and communication team COORCOM, Enda is committed to research and action aimed at disseminating the huge advantages and hidden meaning of 'joking kinship', thus **contributing to the building of sustainable peace based on local cultures**. Raphaël Ndiaye is the coordinator of the Enda-Coorcom project and his account is taken from the Sub-regional workshop: Joking kinship, citizenship and culture of peace, Dakar, Cercle de l'Union, 24-27 January 2000. Peace is built with men and women in an appropriate context, by consensus and by desire. Each individual, each society is in search of peace and, to this end, establishes mechanisms, which make it possible to create friendly relations, solidarity, tolerance and acceptance of differences with regard to others. Among these mechanisms there is joking kinship. It is a genuine network, which allows people to establish chains of patronymic equivalence across the vast territories of West Africa by basing national and regional citizenship on friendly relations. Joking kinship forms a set of privileged and permanent connections, the crux of which is 'a relationship free from all bitterness and therefore made of gentleness', which operates on the basis of humor and polite derision. Joking kinship can be applied to almost all the structures in society: the family, age groups, those bound by marriage, alternate generations, neighboring villages, neighboring territories and neighboring ethnic groups. The Dakar sub-regional workshop, held in January 2000, made it possible to pool the results of research carried out in Guinea and Mali as since the reign of Soundiata Keita, which started in 1235, the joking kinship practice has continued to play a role in social regulation by easing crises and conflicts. Raphaël Ndiaye: In 1987 in a village in Djoliba, south west of Bamako on the banks of the Niger I met an old Malian who was no doubt a Bamanan and having greeted him I enquired after his patronym. He was a Diarra and I knew that this is the equivalent of Ndiaye. So I struck up a conversation about the connection between patronyms. He was glad to oblige	Enda-Tiers Monde association With the support of UNESCO	Formal and non-formal

and as he dictated I took notes asking him to specify where possible the ethnic entities from which the names came: Diarra (Bamanan) was equivalent among other names to Ndiaye (Sereer, or Soninke, Toucouleur and Wolof) or to Koné (Malinke); as well as Sissoko (Bamanan) = Bagayogo = Doumbia = Sinayogo.
As a result, I could become Diarra with Bamanan people and Koné with the Malinké without losing the name Ndiaye.
I became aware that I could travel in West Africa from the northern banks of the Senegal River in Mauritania as far as Guinea or Burkina Faso by changing patronyms and that a Diop could do the same, as Diops are joked about by Ndiayes. Although I was derided as 'a lazy coward....' as a good Ndiaye is supposed to be in the eyes of those who make fun of us, I was always welcomed as a distinguished guest. West Africa became my homeland with guaranteed immunity, adding human rights, the delights of humor and the warmth of hospitality to this fundamental fact.
This is how I discovered the similarities and connections between patronyms on one hand and what we call 'fun-poking' relationships, or 'cousins in jest'. This is how the idea of a research project into the strong, popular and living traditions in our regions came about.

These traditions are still alive and are part of greeting rituals.
When greeting people you give your patronymic which often makes it possible to identify the other ethnically and socially, and if one knows the codes of equivalence and connections between patronymics as well as the joking relationships, these systems can be used automatically. Greeting is thus the first 'acknowledgement of others.'

As they form a genuine web, joking kinship, the equivalence between patronymics and the ethnic-patronymic connections can make an appreciable contribution to the emergence of a West-African citizenship. In Africa, joking kinship is a widespread social reality. The hospitality and friendliness of the Malian people, for example, are legendary.
In Mali, the research carried out in the framework of the **"Prevention, conflict resolution and education for citizenship" project** dealt with three ethnic entities, namely the Peuls, the Dogon and the Minianka.
Joking kinship is characterized by mutual trust. In fact one of the functions of joking kinship in traditional societies within which surveys were carried out is to criticize one's partner with humor by telling him exactly what one thinks of him in the conflicts that arise.
The joking kinship application scales can be divided into three sorts:
• social scales (matrimonial ties)
• generation scales
• territorial scales (villages, ethnic groups).

The parties involved in this system are obliged to respect certain relations hospitality, mutual aid, loyalty, a refusal to hurt each other and mutual recognition. By doing this, joking kinship makes it possible to defuse aggressiveness by means of a catharsis conveyed through humor and polite derision.
Furthermore, thanks to the system of similarities cross-border patronymic chains can be established, forming a transversal system which interrelates and integrates ethnic entities and relativizes the impression of fragmentation deriving from ethnic pluralism. The system is known and practiced by people, sometimes when moving to a new area,

who adopt the patronymic that corresponds to their own or find it is given to them.

Kinship plays an important part in the prevention of conflicts. The Peuls for example have established joking kinship relations with all the peoples they meet in a strategy geared to gaining access to water and pasture for their cattle. The scene takes place on a coach. Two passengers, a Peul and a Séreer, seated side by side are on the verge of fighting. But suddenly the tension drops in intensity. And as if by magic the two protagonists start laughing. They have just discovered through a fellow passenger that they are joking kinsmen.

Joking kinship at school

The work of the Enda association aims to popularize joking kinship by making it known to those who are not familiar with it and helping those with limited knowledge of it to master it. In both cases, the purpose is to encourage as broad a population as possible to implement it in day to day life at school. As the pupils are young and not yet deeply rooted from a cultural point of view, they are a prime 'target' in this approach.

In countries where this is possible, the opportunities offered by decentralization may be used to invite local state education authorities - such as the various academies - and local communities to include joking kinship in the 25% of the curriculum which they have to define.

Pupils may be asked a series of questions with a view to identifying:

- Joking kinsmen according to the pupil's name
- His/her joking kinsman depending on the ethnic entity
- His/her joking kinsmen depending on the home village
- His/her joking kinsmen depending on the region
- His/her joking kinsmen depending on the mother's lineage.

The pupil can be asked which patronymics correspond to his (eg. Ndiaye = Diarra = Condé, etc.). This would allow one to broaden the basis of joking kinship among patronymic chains.

To enhance the idea of mutual aid, one can have a series of questions about what one may not do to a joking kinsman, and if there is a breach of this, the risks one can run.

Regarding the use of humor and derision, they can be asked to give examples of how one 'teases' a joking kinsman. What does one call him? How does one welcome him?

Next, there may be a series of questions to do with socio-historical experiences, explaining how, thanks to joking kinship, a light-hearted situation was created thus preventing or resolving conflicts. Similarly, the pupils may be asked to relate stories, (myths and tales) and proverbs on joking kinship.

Finally, in order to answer these questions the pupils are obliged to speak to each other, with their parents and grandparents. This dialogue, which is desirable, can allow these adults and elderly people to play an important educational role again while reviving this traditional dimension.

As "one never gets over one's childhood", as is often maintained, the aim here is to integrate our traditional values of friendliness, tolerance and solidarity, etc. from childhood. Thus we should target basic education so that these different values are included in the curricula. We shall endeavour to add joking kinship to the curriculum as a means to promote and convey a culture of peace and trans-border citizenship.

For the teachers

Teachers' handbooks will include the following themes: how it works, the ideal situation, customs, patronymic or ethno-patronymic networks, concepts of joking kinship with examples for illustration.

Training teachers and workshop leaders in joking kinship will be done in two stages:

First stage: political and academic authorities should be informed and made aware as well as parents' and teachers' associations so as to gain acceptance for the approach.

Second stage: collecting and developing tools in collaboration with pedagogical institutes and local resource people.

These tools will comprise :

• handbooks for teachers

• manuals for pupils (bearing in mind the two levels of basic education)

• supplementary material to inform, edify, illustrate (book of proverbs, sayings, tales and maxims on the subject of joking kinship).

For the pupils
The pupils' manuals will include the following themes: tolerance, friendliness, solidarity, each of which will be developed according to sub-themes.

Suggested activity sheet on a theme

• The group chooses the theme friendliness

• The sub-theme chosen is humor (expression of humor)

• Class chosen: primary school, 8-9 year-olds

• Duration of lesson: 45 minutes

• Objective: by the end of the lesson the pupil must be able to establish a friendly relationship by means of humor.

• The pedagogical approach shall be interactive, using role-play to illustrate the points e.g.; accident between two vehicles whose drivers are joking kinsmen

• Illustration through examples from local tradition

• Teacher's intervention describing the principle of friendliness and the way in which humor helps put it into practice

• Each pupil identifies at least one joking kinsman

• Evaluation : ask 2 or 3 questions to see if the objective has been achieved

• Summing up to retain the lesson, the result.

Teaching aid for pre-school children : The picture box
The objective is to enable children to discover joking kinship through the grandparent/grandchild relationship; it is a lesson in language about the family using the following approach :

• First make a motivating presentation.

• Then stimulate observation using the pictures in a question/answer manner, for role play and short summaries.

• Then move on to a conceptualization, a formulation of the objective. Finally, evaluate this and attempt to apply it to daily life.

It is important to integrate joking kinship in all forms of education: elementary, primary, secondary and higher and

present joking kinship not as an extra subject to be included but rather as a new mindset and a more relevant approach to civic education.
To this end:
• Identify the problems civic education must address so that it may become a framework for teaching joking kinship;
• Involve workshop leaders, pedagogues, journalists and parents and have them work together;
• Use school or rural radio networks, museums etc. as channels of intervention to reach populations.

* Sub-regional workshop: Joking kinship, citizenship and culture of peace, Dakar, Cercle de L'Union, 24-27 January 2000, Raphaël NDIAYE.

Source: http://portal.unesco.org/education/en/ev.php-URL_ID=6911&URL_DO=DO_TOPIC&URL_SECTION=201.html

Country: Sierra Leone

Policy	No relevant data found so far
Source	N/A

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
Sierra Leone: Education Minister Receives Draft Peace Education Curriculum By Moses Lamin Kamara, 6 July 2010 "Freetown — The Minister of Education, Youth and Sports has received the **draft copies of the Peace Education Curriculum (PEC)** at the ministry's conference room, New England Ville in Freetown. Presenting the PEC to Dr. Minkailu Bah, course director **Dr. Thomas Mark Turay (founder of cdpeace)** said peace education will be introduced to selected secondary schools come September 2010; and that he was honored and privileged to present the draft copies of the revised modules for both senior primary and junior secondary schools. He went on to say the draft copies contain five modules which are peace, conflict resolutions, ethical communication, human rights and gender and that the modules are strong pillars for peaceful co-existing in the school community." Source: http://allafrica.com/stories/201007090725.html	Minister of Education, Youth and Sports Centre for Development and Peace Education (cdpeace)	**Formal**
Centre for Development and Peace Education (cdpeace) The primary function of this rural, community-based development centre has been to enhance the capacity of its learning partners to build sustainable cultures of peace, non-violence, justice, self-reliance, participatory governance, and human security both locally and globally. **cdpeace's learning partners** will enhance their capacity to: - Live peacefully and non-violently - Facilitate citizens' education for peace, non-violence, and human rights - Build cultures of peaceful schools and communities - Nurture principles, values, and practices of a culture of peace and sustainable community-centered development in their education and development programs - Collaborate with non-governmental organizations, government agencies, and private institutions committed to the alleviation of rural/urban poverty in their societies - Build local and global partnerships and knowledge networks for the promotion of socio-economic, environmental,	Centre for Development and Peace Education (cdpeace)	Formal & Non-Formal

and cultural justice - Promote life-long learning - Integrate indigenous knowledge and practices into development approaches - Promote sustainable participatory governance Source: http://www.cdpeace.org/about/		
International Education and Resource Network of Sierra Leone **iEARN SL's peace education promotion program** works directly with the **government of Sierra Leone** to introduce and maintain peace education in Sierra Leone's school curriculum. iEARN SL recognizes that the youth who have suffered from war and war's effects need special tools and skills in order to transform their lives, their communities and their country. Source: http://www.iearnsierraleone.org/pages/projects/peace_educate.html#peacerec	iEARN SL Partner: Government	Formal
Peaceful Schools International – Sierra Leone Vision: - school should be a place in which children can learn without fear; - this is possible if we provide our children with the tools they need to live well with others; and - each school's journey to create a culture of peace is unique. **Peaceful Schools International** provides support to schools that have declared a commitment to creating and maintaining a culture of peace. PSI has over **340 member schools around the world**! In these schools, students, teachers and community members work together to ensure that everyone feels safe, respected and valued. Schools in Sierra Leone: • Maso Community Primary School / Paki Masabong Chiefdom, Bombali District • Mathombo Primary School / Mathombo • Mayagba Primary School / Paki Masabong, Mayagba Section • Paki Masabong Junior Secondary School / Mapaki, Bombali District List of all school members: http://peacefulschoolsinternational.org/become-a-psi-member-schools/psi-members A handbook for schools in Pakistan was written for this project. **Creating A Culture of Peace: A Practical Guide for Schools** contains ideas and activities that are culturally appropriate for schools in Pakistan. The ideas were tested in the pilot schools that participated in this project. Source: http://peacefulschoolsinternational.org/	Peaceful Schools International	Formal

***The Team*: television series** Goals: - Increase tolerance, cooperation and national unity in societies traditionally wracked by conflict. - Encourage dialogue instead of violence to address conflicts and differences. - Develop and expand the creative and technical capacities of local writers and technicians. Outreach and evaluation: - Social media tools will be used for outreach and to receive audience feedback. - Evaluation Surveys will be conducted pre- and post-broadcast. - Focus groups and case studies will be utilized to gather information on program impact. What makes *the Team* so innovative? - *The Team* uses popular culture to communicate positive messages. Well-crafted, entertaining programming can have a profound impact on how people think about themselves, their neighbors, and their society. Using this "edutainment" medium, The Team is able to promote co-existence and connect with a broad and diverse audience otherwise hard to reach. - The series portrays positive role models and young people taking responsibility for their actions. - In rural areas where TV is not accessible, mobile cinema screenings are set up for public showings, followed by moderated discussions. - Each TV series will have a companion radio series to expand the program's reach. "In its multi-nation, episodic drama *The Team*, Search for Common Ground has merged the global appeal of soccer/football* with soap opera to help transform social attitudes and diminish violent behavior in countries grappling with deeply rooted conflict. The television series addresses the very real divisive issues facing societies in a dozen African, Asian and Middle Eastern countries, using sport as a unifier to surmount barriers. Each production of The Team follows the characters on a football team who must overcome their differences – be they cultural, ethnic, religious, tribal, racial or socio-economic – in order to work together to win the game. *The Team* rings true for viewers, given that all of the series are created and produced locally. Actors and scriptwriters, who have experienced violent conflict and divisions firsthand, are drawn from local populations in countries like Kenya, Morocco and Cote d'Ivoire. Local production companies and technicians take the lead, with additional technical assistance and support from Common Ground Productions." DVDs of the series will be distributed through local associations, community groups, schools, religious groups and universities. Source: http://www.sfcg.org/programmes/cgp/the-team.html « The Team", a local Sierra Leonean production, is a television drama series created by Search for Common Ground/Talking Drum Studio in cooperation with its partner the Sierra Leone Broadcasting Corporation (SLBC), that is centering around the happenings within the football team, FC Poda-Poda in Freetown, Sierra Leone. It is combining the worldwide appeal of football with drama (soap opera) to help transform socio-political attitudes and	Search for Common Ground (support from: USAID US State Department Skoll Foundation European Union USIP Foreign & Commonwealth Office	Non-Formal

reduce violent behavior in post-war Sierra Leone. Using Football (soccer) as the unifier, the TV series concentrate on the very real divisive issues challenging in the post-war environment in Sierra Leone. Issues like post-war reconciliation, HIV/AIDS, and female empowerment are all confronted and dealt with by the team players in the show. The Team (or L'Equipe) has already been produced in 12 different African, Middle Eastern and Asian countries, including Kenya, Nepal, Angola, Côte d'Ivoire, DRC, Morocco and the Palestinian Territories AND IS FINALLY COMING TO SIERRA LEONE! The Team will tell fictionalized stories of young people who play on the same soccer team and who reflect the regional, ethnic, religious, and social diversity of Sierra Leone. The core metaphor will be very simple. If characters do not play together, they will not score goals. Storylines will emphasize civic education around such issues as accountability, diversity, gender equality and women's participation, maternal mortality, free and fair elections, governance and transparency. The production mirrors Sierra Leone as a Maroon Town Football Team (Poda Poda F.C) and Sierra Leoneans as characters (players, sponsors, coach and supporters) on the football team. The team is faced with so many challenges (political, gender, health, ethnic cultural) which they should overcome (for Season One) to win the tournament organized for Maroon Town's 50th Anniversary. The series is created and produced locally. Also Actors and scriptwriters are drawn from the local population. **Check out** *The Team's* **page on Facebook...**" Source : http://www.sfcg.org/programmes/cgp/the-team-sierra-leone.html		
Regular airing of education and awareness programming: *Golden Kids News* "Search for Common Ground's **Talking Drum Studio** - Sierra Leone (TDS-SL) develops, creates, and broadcasts on all eleven stations in Sierra Leone. The formats for these programs vary and target different audiences, but their messages all have the same goal: to promote peace and reconciliation. One such program is *Golden Kids News*. This news and issues program is partially initiated, reported, and produced by children. It is truly a show for kids by kids. This show engages children of mixed backgrounds who serve as producers, reporters and actors and who identify issues for and about children and advocate on their behalf." Source: http://www.sfcg.org/programmes/sierra/index.html "**Common Ground Feature** This is a news series in a magazine style featuring stories depicting interests and issues that are shared by conflicting groups. TDS-SL staff conducts interviews on a wide-range of topics, recording opinions from the different groups involved in order to clarify positions and assist in the process of peace building, reconciliation, and reconstruction. This series has a signature tune written and sung by Jimmy B, who is very popular and has become closely identified with the show. This series creates a public forum where issues can be delved into that normally would not be. This show airs twice a week for	Search for Common Ground	Non-Formal

thirty minutes on eighteen stations.

Home Sweet Home
Home Sweet Home is a program focused on targeting information for returnees and refuges. This program is formatted in a soap-opera style, with information intertwined with the dialogue to provide not only an entertaining drama, but also a series that informs and educates refugees about the issues they must face and overcome in returning home.

Atunda Ayenda / Lost and Found
TDS-SL launched *Atunda Ayenda* in December 2001, and it has grown to be the studio's most popular program. This serial drama is divided into a number of phases, with appropriate storylines for each stage that match the current environment in Sierra Leone. After first addressing the disarmament and demobilization process, the programme later focused on the reintegration of ex-combatants, and now has shifted attention to democratization and good governance. Before writing the script for each phase, the scriptwriters travel to upcountry regions to meet with a variety of people in the communities to better inform the story.
Atunda Ayenda is usually produced in the Krio language. Talking Drum Studio and the BBC World Service have co-produced a special English language version of the show. Listen to this programme now in WinMedia or RealMedia

Wi Yone Salone
This program aims to provide information about current issues affecting Sierra Leoneans. The first twelve episodes featured material on the various districts of Sierra Leone, what was happening there before, during, and after the war in terms of livelihoods, economic activities, health, education, governance etc. TDS-SL has now moved to a format of addressing large issues in multi-part series, covering topics ranging from the state of education to conflict diamonds.

Salone Uman
This program is about key issues affecting women in post conflict Sierra Leone. In collaboration with local human rights groups issues that affect the status of women and require exposure and reflection are identified. SFCG's production team then collects actualities from women around Sierra Leone vis-a-vis the issue identified. Two fifteen-minute programs highlighting the predicament of women are produced per week and air on twelve stations.
Watch audience reactions to *Salone:***Salone Wins With Women**

Leh Wi Mek Salone (formerly Troway Di Gun)
As disarmament has completed and peace is solidifying, TDS-SL has adjusted its program targeting ex-combatants. It now focuses on current issues facing this volatile population. The program is co-hosted by two ex-combatants, namely a retired colonel of the RUF and a senior trainer of the Civil Defence Forces. They have both disarmed and have gone through their own reintegration process. This program seeks to inform ex-combatants about the reintegration process, both in the short and the long term.

Luk wi Pipul
Luk wi Pipul provides news and information geared towards the needs of the Sierra Leonean refugees presently residing in Liberia and Guinea. Thirty-minute episodes are aired every weekday morning by one station. The program seeks to provide a broad spectrum of information for the refugees to help them make informed decisions about their lives. The information is presented in a magazine style programme that includes peace messages, Guinean and Sierra Leonean

music and some family messages, too." Source: http://www.sfcg.org/programmes/sierra/sierra_radio.html **Evaluation** "Such programming has yielded demonstrable results in changing attitudes and behaviors with regard to, for example, women's rights (including gender based violence and rape), health, education, and nonviolent local conflict resolution." Source: *Impact Evaluation Radio Programme* (2009), p. 3. http://www.sfcg.org/programmes/liberia/pdf/New%20Community%20Radio%20Assessment%20FINAL.pdf		
Regular airing of education and awareness programming: *Sisi Aminata* "In 2004, Search for Common Ground-Sierra Leone, in collaboration with the Ministry of Education, Science and Technology (MEST), CARE and UNICEF, initiated a radio program called Sisi Aminata - a radio show designed to increase knowledge and discussion about adolescent sexual and reproductive health and related issues among young people. The show is produced in an enquiry-based interactive format between young people and an older female presenter. In the question-answer format, a woman representing an older sister answers young people's questions about issues of sexual and reproductive health. The answers are then also discussed by a peer group of young people to explore their relevance and analysis In November and December 2007, Search for Common Ground/Talking Drum Studio undertook an internal learning evaluation of the Sisi Aminata radio program. The objectives of this evaluation were: - To assess the impacts of Sisi Aminata regarding sexual and reproductive health in Koinadugu and Bombali districts; - To discover ways in which Sisi Aminata has not been successful; and - To gather lessons learned about the implementation of the Sisi Aminata program. The main findings from the Sisi Aminata evaluation are the following: 1. Sisi Aminata has had a large impact in Koinadugu district while it has had almost no impact in Bombali district, as measured both in listenership and in attitude and behavioral change. 2. When initiating the Sisi Aminata program, it is important to do community sensitization and to involve community leaders in order to prevent too much community resistance. 3. Sisi Aminata increases public discussion about sexual and reproductive health and HIV/AIDS, especially in Koinadugu district. 4. Sisi Aminata does not increase youth's ability to ask their parents for advice about sexual and reproductive health, but it does increase parents' ability to offer advice to their children. 5. Sisi Aminata increased the belief in the existence of HIV/AIDS among youth in Koinadugu district. 6. Sisi Aminata has contributed to increased confidence among young girls with regards to their ability to control their sexual and reproductive lives and to pursue their interests in school.	Search for Common Ground Ministry of Education, Science and Technology (MEST) CARE UNICEF	Non-Formal

7. Parents believe that Sisi Aminata provides good advice, although some parents believe the show should not teach children about condoms. 8. Sisi Aminata has inspired many youth to focus more on their studies and their future. 9. Both parents and youth attribute a decrease in early pregnancy to the Sisi Aminata program. 10. Sisi Aminata has increased youth's ability to advise each other about sexual and reproductive health, as well as other life issues (such as poverty, education, etc.). 11. Sisi Aminata is more effective when the radio program is combined with other community activities, such as teaching in school, club meetings, live concerts, quiz competitions, etc. " Source: Evaluation report (2007), p. 3 http://www.sfcg.org/programmes/ilt/evaluations/SLE_EV_Dec07_Sisi%20Aminata%20Evaluation%20Report%20(2).pdf		
World Vision International's *Youth Reintegration Training and Education for Peace Project* "World Vision International's *Youth Reintegration Training and Education for Peace Project* (YRTEP)103 in Sierra Leone uses football, in addition to dances and a confession process, to help ex-combatant youth reintegrate into their communities.(J. Lea-Howarth, *Sport and Conflict: Is Football an Appropriate Tool to Utilize in Conflict Resolution, Reconciliation, or Reconstruction?* (2006), pp. 35-37) The project was designed to provide non-formal education activities to 45,000 youth affected by the war — approximately half of whom are ex-combatants. On the first day of the process, ex-combatants and villagers play football on opposing teams. On the second day, ex-combatants participate in a confession process and a second match is played with the same teams. On the third day, ex-combatants and villagers play football again, but on integrated teams. This is followed by a three-month comprehensive training program for ex-combatants and non-combatants in areas such as: reintegration and sensitization for ex-combatants; vocational and life skills counseling; livelihood skills development; environmental protection; health; peace and conflict prevention education; and functional literacy and numeracy.105 At the end of this period, the process is repeated. While it is difficult to isolate the effect of the sport component of the program, the programs' coordinator believes it has played a significant role in their 94% self-reported success rate. An independent external evaluation confirms that the program is meeting its objectives and making a significant difference in the lives of the young people participating, who feel they are accomplishing things that would not have been possible without the program.106 Participants reported decreased violence on the part of youth who participated and improved functioning in the community.107" Source: Right To Play : Sport and Peacebuilding (2010 ?), p. 229 http://www.righttoplay.com/International/our-impact/Documents/Final_Report_Chapter_6.pdf	World Vision International USAID/OTI Management Systems International (MSI)	Non-Formal

Evaluation of the YRTEP by USAID

"The YRTEP Program has accomplished what it set out to do and has done it extraordinarily well. The program has made a significant difference in the lives of the participants, and they have done things they would not have done if they had not participated. They have gained information they would otherwise not have had the opportunity to acquire. They have learned to read and write gaining the power that literacy brings to their lives. They have learned to work with numbers in very practical ways that they use in their day-to-day lives. Their physical health has benefited from the information they have been exposed to and they are better able to manage health concerns. They have learned about democracy and good governance and are prepared to participate more fully in the electoral process and in the governance of their communities. They have learned a variety of ways to manage stress and conflict. They have become more self-reliant and are better able to generate income. They have learned the importance of the environment and how it affects their well being. They have learned much about farming practices that were it not for the war, would have been learned from their families. And perhaps, most importantly, they have rediscovered who they are and what they are capable of doing and becoming. They have glimpsed what is "normal" and come to recognize the possibilities for life in a time of peace. In summary, the work
of achieving peace and reconciliation has been significantly advanced.

The YRTEP program was originally seen as a transition program to bridge the gap between war and peace until such time as Sierra Leone would be able to "get back to normal." It is clear that the program has been much more than that and that it should be continued until such time as all of the ex-combatants and war affected youth are resettled peacefully in their communities. There is an important role for the program in terms of building self-reliance, confidence and competence. The literacy/numeracy approach used in the program has had outstanding success and will be useful for the foreseeable future as the most viable alternative to achieving literacy and numeracy for the adults and youth in villages and towns who are unable to access or enter the formal education system.
In addition, while not a stated objective of the program at the outset, a significant by-product of the program is the personal and professional growth that has taken place among the Master Trainers and Learning Facilitators. The Master Trainers and the Learning Facilitators are a large group of individuals within Sierra Leone who have received intensive training and experience through this program. As a result of their role in their communities and the overall positive manner in which they are regarded by program participants, they have in many cases de facto become genuine leaders and a voice of reason and stability in an unstable environment and are looked to as valuable resources both within and outside of their direct participation in the program." (pp. 17-18)

Source: http://pdf.usaid.gov/pdf_docs/pdabt950.pdf

Lofa Peace Dream Cup ***Target group :*** Children, youth, community members ***Location:*** Lofa County, Liberia ***About this Project:*** The project aims to provide structured sport activities for children and young people in Liberia affected by armed conflict. The project also aims to contribute towards peace-building. The education of children and youth in Liberia and their opportunity to grow in peace has been disrupted by a 14-year civil conflict. Despite the returning peace, there are still tensions in parts of the country due to religious and ethnic differences. One such area is in Lofa County where Right To Play has a sub-office working to improve the lives of children through play and sport. Objectives of the project are: 1. To implement regular structured sport and play activities containing key life skills messages for children and youth within targeted counties of intervention. 2. To contribute to the building of peaceful and cohesive communities in post-war Liberia through the use of sport and play. Interventions include the training of volunteer leaders, coaches and referees; capacity building workshops on organizational skills; mixed teams football tournament; infrastructure upgrades; equipment provision; and community mobilization. ***Impact:*** The impact of this project has been in imparting life skills to children and youth and including girls in leadership positions. But the project has also faced a number of challenges. ***Facts and Figures***: 240 children and youth participated in week-long mixed team football tournament where "only girls can score" and regular activities by trained coaches. The tournament attracted people across all ethnic, religious, gender, and age boundaries. 42 community trained members implemented and managed sport for development activities. Messages of peace, cooperation, communication and inclusion have been embraced by about 3,000 individuals from the two districts. Lofa County now has four additional playing fields with areas for spectator seating. Working relationships were fostered among international, national and community organizations including the Ministry of Youth and Sports, the Liberian Football Association and the County Youth Coordinator. ***Lessons Learned***: The Lofa Peace Dream Cup demonstrated the unifying effects of sports on the community. Through the training of volunteer leaders, sustainability was enhanced. Through sport and play, important life skills were imparted to children and youth and by including girls in leadership positions as coaches, referees, organizers and players, there was a resulting reduction in the marginalization of women. However, certain challenges and unmet needs were identified, with many people in extremely rural areas that could not be reached. Furthermore, there are few trained volunteer leaders with any disabilities, thus children with disabilities are being trained by persons without disabilities. There are also only a few female coaches and referees.	Right To Play, Liberia *Partners:* UNHCR, GTZ, Ministry of Youth and Sports, Liberia Football Association, local schools *Other organizations involved:* UNHCR, Peace Cups Korea, Right To Play, GTZ, Ministry of Youth and Sports, Liberian Football Association, Liberia National Red Cross, Local Schools	Non-Formal

Recommendations*: A number of recommendations have emerged from this project. By spending more time in training coaches and volunteer leaders, the quality of the programme and improved motivation may be ensured. Efforts should be made to link up with women's cooperatives and organizations focused on people with disabilities for training and recruitment as coaches/leaders. Volunteer leaders who engaged in the advanced training can now take on significantly more responsibility in organizing future events, particularly in the planning stages." (pp. 13-14) Source: http://assets.sportanddev.org/downloads/090611_sport_and_peacebuilding_profile_for_print.pdf		