

Horn of Africa

Country: Djibouti

Policy	<p>« Conformément à l'article 8 (de la loi portant orientation du système éducatif Djiboutien capables du 10 juillet 2000), le "système éducatif poursuit les objectifs suivants: a) encourager la prise de conscience de l'appartenance à la Nation Djiboutienne et par là, contribuer au renforcement de la cohésion nationale; b) combattre les préjugés et les comportements nuisibles à la cohésion sociale par la promotion d'une culture de tolérance et de respect de l'autre ; c) former des hommes et des femmes responsables, capable d'initiative, d'adaptation, de créativité et en mesure de conduire dans la dignité leur vie sociale et professionnelle ; d) garantir à tous les enfants l'accès équitable à une éducation de qualité ; e) développer l'enseignement et la formation professionnelle en rapport avec l'environnement socio-économique du pays ; f) combattre l'analphabétisme par la levée des obstacles socio-économiques et culturels, notamment chez les femmes.</p> <p>Les articles 9 et 10 de ladite loi précisent que « les contenus de l'éducation et de la formation doivent concourir à : dispenser une formation centrée sur les réalités objectives du milieu tout en tenant compte de l'évolution économique, technique, sociale et culturelle du monde ; valoriser l'enseignement scientifique et technologique ; donner une éducation à la santé et au bien-être familial ; donner une éducation sur la protection et la préservation de l'environnement ; enseigner au citoyen les principes de la démocratie du patrimoine de l'unité nationale, de l'unité africaine, de l'unité arabo-islamique et des valeurs de civilisation universelle ; développer en chaque individu l'esprit de solidarité, de justice, de tolérance et de paix ; développer le sens de l'autonomie et de la responsabilité ». » (Données mondiale de l'éducation, 2010, p. 2)</p> <p>Education des élèves aux valeurs sociales, culturelles, morales et civiques dans l'enseignement primaire et secondaire (Données mondiale de l'éducation, 2010, p. 15 & p. 19)</p>
Source	<p>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/Djibouti.pdf</p>

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

Country: Eritrea

<p>Policy</p>	<p>“The general objectives of the education system, as outlined in the Government’s Macro-Policy of 1994, are:</p> <ul style="list-style-type: none"> - To produce a population equipped with the necessary skills, knowledge and culture for a self-reliant and modern economy; - To develop self-consciousness and self-motivation in the population to fight poverty, disease and all the attendant causes of backwardness and ignorance; - To make basic education available for all. <p>The main goal is to create a united, prosperous, peaceful and democratic nation by education women and men who:</p> <ul style="list-style-type: none"> - Have the various needed skills and commitment to work together to reconstruct the economic, environmental and social fabrics; - Have a love of and respect for their nation and all peoples within it, regardless of sex, ethnic group, age, religion or profession; this includes producing citizens who are fully literate in their mother tongue and who know and wish to preserve the best aspects of their culture whilst changing those negative aspects, including working towards the achievement of gender and ethnic equality; - Have a respect for democratic institutions and who fully and effectively participate in the democratic process, including developing and defending the basic human rights; - Are guided by and adhere to the highest ethical principles; - Have a deep knowledge of and respect for the environment and the need for its restoration and protection; - Have the ability to wisely use scientific processes and developments so as to develop self-sufficiency in food, and modern services and industrial sector, based on the principle of environmental sustainability; - Have the opportunity to develop to the fullest their creative potential in all aspects.” (World Data on Education, 2010, p. 2) <p>“The aims of elementary education are to:</p> <ul style="list-style-type: none"> - Promote national awareness and support the development of Eritrean national outlook; - Provide basic communication and life skills (including literacy and numeracy) appropriate to every context; - Encourage the development of socially desirable values such as cooperation, responsibility, tolerance, and service to others; - Offer the necessary knowledge, skills, values and attitudes for the holistic development of the individual and for lifelong learning and productive work in adult life; - Lay the foundation for an understanding and appreciation of science and technology together with the promotion of care and concern for the environment.” (World Data on Education, 2010, pp. 8-9) <p>“The aims of secondary education are to:</p> <ul style="list-style-type: none"> - Foster national consciousness and cohesion through an informed and enlightened understanding of the Eritrean People’s collective culture, experience and aspirations; - Offer the necessary knowledge, understanding and skills and the application of these abilities to meet personal and societal challenges; - Instill a sense of self-discipline, self-confidence, self-reliance, creativity, initiative and personal responsibility; - Assist learners to appreciate and assume civic and social responsibilities in line with the principles of democracy, social justice and service to the nation and to others;
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	<ul style="list-style-type: none"> - Promote the development of the learners’ potential in line with their needs and interests; - Enable learners to develop skills of problem-solving, inquiry, information gathering, analysis, interpretation, communication and other essential learning processes; - Lay a firm foundation for further education and to world of work; - Prepare a sound basis for an understanding and appreciation of science and technology together with the development of knowledge, values, attitudes and commitment to protect and improve the environment.” (World Data on Education, 2010, pp. 10-11)
Comments	→ not clear if there is a civic education program and if it includes peace education
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/Eritrea.pdf

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

Country: Ethiopia

<p>Policy</p>	<p>“The main principles, objectives and goals of education in the country are enunciated in the various proclamations of the Government of Ethiopia. These documents include: the Proclamation of the Constitution of the Federal Democratic Republic of Ethiopia of 1995; the Education and Training Policy (ETP) of 1994); the Education Sector Strategy of 1994; and the Education Sector Development Programmes. [...]</p> <p>In terms of the 1994 ETP, the general objectives of education are the following:</p> <ul style="list-style-type: none"> - To develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all; - To bring up citizens who can take care of resources and utilize wisely, who are trained in various skills, by raising the private and social benefits of education; - To bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline; - To bring up citizens who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show a positive attitude towards the development and dissemination of science and technology in society; - To cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environmental and societal needs.” (World Data on Education, 2010, p. 2) <p>Civic education is part of social sciences and is taught at the secondary level (World Data on Education, 2010, p. 10) However, it seems that there is an objective to develop basic “social studies” skills at the primary level but it is not clear through which course: “Basic social studies skills are the predominant contents in the lower primary cycle. Similarly, awareness of cultural heritage, development of the sense of equality, cooperation and tolerance, fostering love of one’s people and patriotism, familiarizing students with the values, culture and mechanisms of democratic governance and forming basic moral and ethical uprightness, are the major contents for the upper primary cycle.” (World Data on Education, 2010, p. 10)</p>
<p>Source</p>	<p>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/Ethiopia.pdf</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p>Strengthening Civic Education in Primary Schools (SCEPS) Date of Operation: 2009 – 2014 Primary Implementing Partner: Pact Regions of Operation: Nationwide</p> <p>Goal: Develop an ethic of civic leadership and responsibility in growing youth that will help to produce a young generation with strong self-esteem who participates in community services and promotes peace, tolerance, respect, equality, justice and</p>	<p>PACT Partners: Ministry of Education; USAID</p>	<p>Formal</p>

<p>dignity.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Improve students' discipline, reduce student/youth violence and conflict in target schools and communities, enhance understanding of democratic principles by students in target schools, and increase awareness of social concerns. - Expand or strengthen and support existing Boy and Girls Scouts Clubs and training and mentoring students to engage in community service work in primary schools <p>Description:</p> <p>Civics and Ethical Education is one of the core pillars of the Ethiopia's "General Education Quality Improvement Program" and Ethiopia has a civic education curriculum. Strengthening Civic Education in Primary Schools (SCEPS) was designed to provide training, active engagement, and opportunities for action appropriate for the participating children to effectively develop the knowledge, skills and attitudes of responsible and actively engaged citizens.</p> <p>Through extracurricular activities aligned with the primary school civic education curriculum, the project enables students to develop the necessary skills for exercising governance and engaging in community services that will lay the foundation for their effective civic participation as adults.</p> <p>The project works with primary schools to nurture students to interact with teachers and peers, express their feelings, respect people, exercise decision making and take responsibility.</p> <p>Expected Results:</p> <ul style="list-style-type: none"> - Establish Boy and Girls Scouts Clubs in 350 primary schools - Strengthening and supporting student governments through the provision of necessary materials and training in 500 primary schools - Develop, print and distribute supplementary reading materials that focus on civics issues and social concerns in collaboration with the Ministry of Education - <p>Source: http://ethiopia.usaid.gov/programs/education/projects/strengthening-civic-education-primary-schools-sceps</p>		
<p><u>The Team: television series</u></p> <p>Goals:</p> <ul style="list-style-type: none"> - 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. <p>Outreach and evaluation:</p> <ul style="list-style-type: none"> - 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. 	<p>Search for Common Ground</p>	<p>Non-Formal</p>




<p>What makes <i>the Team</i> so innovative?</p> <ul style="list-style-type: none"> - <i>The Team</i> 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. <p>“In its multi-nation, episodic drama <i>The Team</i>, 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.</p> <p><i>The Team</i> 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.”</p> <p>In Ethiopia, <i>the Team</i> is broadcast only on radio. Source: http://www.sfcg.org/programmes/cgp/the-team.html</p> <p>“<i>The Team</i> in Ethiopia – known locally as <i>Tena Budin</i> – aimed to enable Ethiopians to look collectively at community problems and work collaboratively to find non-violent solutions to conflicts. The 50-episode radio drama was broadcast on Radio Fana, nationwide, from July 2009 through July 2010. The topics and issues covered were chosen to especially appeal to, and be meaningful for, youth.</p> <p>The series revolved around members of a soccer/football* team, following the emerging love story between two of the main characters and the many problems they confront. They are shown working through these conflicts constructively, becoming role models for other young people. The series, created by PACT Ethiopia and Search for Common Ground (SFCG), focused on promoting a change of attitude among Ethiopians regarding how to manage and resolve various community conflicts, while at the same time providing entertainment. It was co-produced by SFCG and the Ethiopian Zeleman Productions (http://www.zelemanproduction.com/).</p> <p><i>The Team</i> tackled issues of ethnicity, religion, and class, and focused on themes of violence, dialogue, tolerance, mutual respect, social responsibility, and empowerment. The program served as a launching point for Ethiopians as a whole – and youth in particular – to discuss issues of diversity and interpersonal conflict.</p>		
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<p>In an evaluation attitude survey based on the first 10 episodes of <i>The Team</i> in Ethiopia, youth highlighted several topics in the series that were relevant to their lives. The following were among the issues identified:</p> <p>Resolution of Conflict Between Groups Participants said the various conflicts presented in the episodes related to their own lives since such conflicts and disagreements are common on football fields and elsewhere. They also said the ways different conflicts were resolved, using open discussion to reach mutual understanding, were very helpful.</p> <p>Cooperation and Collective Responsibility Participants said they learned from the series that they can solve many common problems in their community through cooperation and collective responsibility. This message was successfully communicated through portraying activities like speaking out against illegal acts, cleaning up the environment, and turning in a thief.</p> <p>Women’s Empowerment and Gender Equality In the series, women are portrayed in key leadership positions and as effective and efficient decision makers. Participants characterized them as understanding problems in the community and acting cooperatively to find solutions. Participants in the survey also said that the series showed them women can be as successful as men if they work as hard, citing the success of Aresema – the lead female character – on the football field.</p> <p>Strength and Rejection of Abuse The participants revealed that sexual harassment by instructors is one of the major problems affecting many female students. Aresema’s confidence and strength in handling the sexual harassment she encountered was recognized as a good lesson for female students who are at risk of similar harmful and unethical practices in schools and universities. <i>* The sport known as soccer in the United States will hereafter be referred to as football, as it is known in the rest of the world.</i> Quotes from Survey Participants: <i>“Normally, in our day-to-day life, we do not see people trying to solve their differences in a peaceful manner... [In the drama] we see that no matter what differences exist between different groups, if the parties are willing to discuss their differences, there is a possibility of finding a solution that satisfies all of the conflicting parties.”--A female in the 15-24 age group, in Bahirdar</i> <i>“What makes this drama special is that it raises many issues and it also gives possible solutions.” --Another participant, unidentified by gender or age</i> <u>Episode Summaries for The Team - Ethiopia (Season 1)</u> Source: http://www.sfcg.org/programmes/cgp/the-team-ethiopia.html</p>		
<p>Right To Play – Ethiopia <u>Enhancing the Development of Children in Ethiopia through Sport and Play</u> “Ethiopia is one of the poorest countries in the world, with a significant history of political upheaval, natural disaster, illness</p>	Right To Play Partners: The Ethiopian Bureau of Finance and Economic Development	Non-Formal

<p>and economic crisis. Ranked 157 out of 169 countries on the United Nation’s Human Development Index, the country faces many broad humanitarian and development challenges. Children and youth are disproportionately impacted by Ethiopia’s low level of development. A number of fundamental children’s rights are not met because of poverty, as illustrated by widespread malnutrition, high incidence of communicable disease and a large number of young living in situations of risk.</p> <p>Right To Play has been working in Ethiopia since 2005, and its experience there indicates that children and youth living in the capital of Addis Ababa and its surrounding areas face a variety of serious development challenges. In addition, there are a significant number of children and youth with a disability. These individuals are often marginalized in Ethiopian society, and are very rarely given the opportunity to partake in the workforce, school or sports activities. And while the HIV and AIDS prevalence rate is not as high as in southern Africa, Ethiopia’s HIV and AIDS pandemic has far from peaked. Factors contributing to the spread of HIV and AIDS in Ethiopia include the taboo nature of sexuality and reproductive health, gender-based violence, and the lack of a well-orchestrated national condom distribution and awareness strategy.</p> <p>Right To Play’s program, Enhancing the Development of Children in Ethiopia through Sport and Play, directly addresses these challenges through the implementation of sport and play programs as innovative and dynamic learning tools that emphasize holistic development. Right To Play’s sport and play-based activities that promote the inclusion of girls and children living with disabilities, and work to improve health, build life skills and foster peace for children living in the targeted areas of Ethiopia. Right To Play’s program in Ethiopia seeks to improve the physical, social and emotional well-being of children and youth, and develop leadership and decision-making skills through regular sport and play activities. The program also creates an environment for sport that is conducive to participation by all of the country’s most exposed demographics, including, girls and women, vulnerable children and youth, and persons with a disability. Right To Play also focuses on building the capacity of parents, local partners and schools to implement activities and integrate overarching Sport for Development and Peace values into their programming. The expected results will also include a reduction in violent behaviour and increased cooperation among children as well as an increase in healthy behaviour in relation to HIV and AIDS prevention.</p> <p>In 2011, Right To Play plans to reach: 20,700 children and youth (48 per cent female); 414 coaches, leaders and teachers (48 per cent female); 41 schools; 10 youth centers.</p> <p>Source: http://www.righttoplay.com/international/our-impact/Pages/Countries/Ethiopia.aspx</p>	<p>Bureau of Youth and Sport; the Ministries of Agriculture and Rural Development, Disaster Management, and Food Security; the Akaki District and Dukem Town Education Offices; Emanuel Development Association (EDA); Family Guidance Association of Ethiopia (FGAE); GOAL Ethiopia; Organization for the Prevention, Rehabilitation and Integration of Female Street Children (ORFIS); Kirkos, Gulele and Addis Ketema Sub Cities; United Nations International Children’s Fund (UNICEF); and Hope for Children.</p>	
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Country: Somalia*

Policy	No relevant data found so far
Source	N/A

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Uniting Communities to Mitigate Conflict Program: Peacebuilding Training for Somali Youth</u></p> <p>“These training materials provide steps and guidelines to increase peacebuilding skills in youth in Somalia and Somaliland. It was developed to empower youth to become peacemakers by building their leadership, communication, and teamwork skills. The target audience for the training comprises youth participants of the USAID-funded and IREX-administered Uniting Communities to Mitigate Conflict Program in Somalia and Somaliland.”</p> <p> Peacebuilding Instructor's Training Manual for Youth</p> <p> Participant Workbook for Youth</p> <p> Dialogue Facilitation</p> <p>Source: http://www.irex.org/resource/peacebuilding-training-somali-youth</p>	<p>IREX Partner: USAID</p>	<p>Non-Formal</p>
<p><u>Young Peace Ambassador Program – Tanzania, Kenya & Somalia</u></p> <p>“The Young Peace Ambassador Program (YPAP) started in 2003/4 in Tanzania as part of the GNRC’s Education for Peace Program initiative in Africa. It was also established in response to the violence that followed the irregular elections in Zanzibar and Pemba held in 2000.”</p> <p>“By 2006/7 TYPAP had been introduced in Somalia and parts of northern Kenya, although the decision to do this had actually been taken much earlier in 2004 at a GNRC global forum. It was argued that the lessons learnt in Tanzania could be used to improve the lives of youth and children in Somalia, Somaliland and Kenya. Since then GNRC Africa’s Nairobi office has managed to carry out several activities in line with TYPAP. Peace-building and training workshops have been held in the northern Kenyan towns of Isiolo, Wajir, Garissa and Mandera. Other workshops in Bosasso in Somalia (Puntland) and Hargeisa in Somaliland have also been undertaken. Since then over 60 peace clubs have been formed, mostly in schools and orphanages, and about 1 500 peace club members have received the GNRC message of peace and ethics education. The</p>	<p>GNRC Africa (Global Network of Religions for Children) Partner: Arigatou Foundation UNICEF UNESCO Interfaith Council for Ethics Education</p>	<p>Non-Formal</p>

<p>objectives of these workshops were to provide peace-building training sessions to young people, remind them about the most common types of conflict and the various methodologies of resolution, and also to give young participants a desire to become role models in the area of peace building.</p> <p>To achieve this, GNRC Africa’s Nairobi office established several links and partnerships with youth and child-serving organisations. The Somali Organization for Community Development Activities (SOCDA) and the Somali Association for Youth Salvation (SAYS) were instrumental in organising and facilitating TYPAP programs in Somaliland. While SOCDA works with TYPAP in the south-central regions and Bosasso (semi-autonomous Puntland), SAYS is a key TYPAP partner in Hargeisa and other areas of Somaliland. Other partners included the Children’s Relief Fund (CRF) and the Kenya Council of Imams (Muslim leaders) and Ulamaa (Muslim scholars) (KCIU), which are active in Isiolo, Wajir, Mandera and the northern parts of Kenya generally.” (pp. 86-87)</p> <p>“TYPAP has the following objectives:</p> <ul style="list-style-type: none"> • to plant the seeds for collaboration between, and peaceful coexistence among, children and young people from diverse backgrounds and regions of Somalia, Somaliland and Kenya • to raise the profile of children and youth as active partners, and peace as a value within public discourse in Somalia, Somaliland and Kenya • to establish avenues/spaces in which children and youth from different backgrounds can meet and interact to build a culture of peace in Somalia, Somaliland and Kenya • to enhance the opportunities for participation by children and youth in governance cultures in Somalia, Somaliland and Kenya • to build a culture of peace and understanding among children and youth by seeking guidance from the elders, thus co-opting them as partners • to understand issues affecting children and youth that can lead to breach of peace or its sustenance • to sustain peace and education for peace as a poverty-reduction strategy at the grassroots • to enhance the capacity of children and young people in Somalia, Somaliland and Kenya and to communicate effectively through the mass media – especially the radio • to help children and youth of Somalia, Somaliland and Kenya appreciate the consequences of unresolved conflict leading to violence through visits to such places as the Genocide Museum in Kigali, Rwanda (GNRC Africa 2005).” (p. 90) <p>“Strategies:</p> <ul style="list-style-type: none"> - Use of elders, mentors and role models - Use of media - Peace clubs and peace-building workshops - Use of the Learning to Live Together manual/toolkit for peace building (developed by the GNRC, and approved by UNICEF and UNESCO): LLT strives for intercultural and interfaith learning for ethics education, affirms diversity and promotes dialogue and communication. - sports activities and visits to, for example, the Rwanda Genocide Museum” (p. 91) 		
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<p>Evaluation of TYPAP “TYPAP peace clubs were designed so that they formed the entry point from where the peace education content was delivered to the students and children. Every school that participated in TYPAP was encouraged to form a peace club. A peace club would typically consist of about 30 to 50 students representing all streams in that school. Several peace clubs would be trained in peace building at a single workshop. This brought several schools together in one venue. The assumption here was that the peace clubs would be the focus point for learning, dialogue and skills development, and the attitudes towards peace created by the clubs would filter through to other members of the school community. The advantage of this approach was that it bypassed school bureaucracy, that is, school administrators and teachers, the majority of whom were not trained as peace education teachers or facilitators. The disadvantage was that it was difficult to gauge how much of the attitudes created in the peace clubs had filtered through over a certain period of time.</p> <p>Another challenge for TYPAP on the matter of peace principles concerned the school environment, as there is a generally violent climate in the schools both in Kenya and Somalia and Somaliland. Corporate punishment was and still is widespread in Kenya (Human Rights Watch 1999; Mweru 2010) despite its ban in 2001 by the enactment of the Children’s Act of 2001 (Government of Kenya, 2001). Thus, despite TYPAP being fairly consistent as far as its own facilitators/trainer and the workshop environment were concerned, it had little control over the entire school environment. All the same, as Maxwell et al (2004) suggest, educating for peace is still possible in spite of the educators’ own immersion in a context of violence and their underqualified status. Perhaps it would have been more worthwhile for TYPAP to work out a way to train all the teachers in the schools selected for peace building.” (pp. 110-111)</p> <p>Source: <i>Peace Education in Post-Conflict Societies: The Case of The Young Peace Ambassador Program in Somalia and Kenya</i> by Said Abdalla (2012) available at: http://uir.unisa.ac.za/handle/10500/7636 Source: Manual: <i>Learning to Live Together An Intercultural and Interfaith Programme for Ethics Education</i> (2008) available at: http://unesdoc.unesco.org/images/0016/001610/161059e.pdf</p>		
<p><u>Life skills-based education builds young Somalis' self-confidence</u> By Denise Shepherd-Johnson and Maureen Njoki</p> <p>“NAIROBI, Kenya, 12 July 2010 – Muna Ali Hirsi, 24, is a vibrant and motivated life-skills mentor who works with young people aged 12 to 21 in north-west Somalia (Somaliland). To see and hear her lead a lively discussion with 20 youths on the challenges they face in their community – against a backdrop of conflict and instability – it is hard to believe that Ms. Hirsi used to be timid and retiring. “I was very shy,” she recalls with a smile. “Even in school, I could not participate. I would never walk to the market alone and had to cover myself completely. I could not speak. I did not have confidence about myself.”</p> <p>Invaluable information Ms. Hirsi’s life changed in March, when she took part in a two-week training session in life skills-based education in Hargeisa, Somaliland.</p> <p>Life skills-based education aims to develop young people’s skills in self-awareness, problem-solving, interpersonal relations,</p>	<p>UNICEF Government of Japan</p>	<p>Non Formal</p>

<p>leadership, decision-making, effective communication and coping with difficult situations. It also provides them with civic education and invaluable information on such issues as HIV and AIDS, drug and substance abuse and female genital mutilation. Some 180 young adults participated in the training with a view to sharing their knowledge with other young people in their communities. Participants came from five youth groups in Somaliland and Puntland (north-east Somalia). Thirty were selected as youth mentors, and Ms. Hirsi was among them. The training helped her gain self-confidence and the skills to assist others. “I can even speak on national TV,” she says. “I can raise awareness and speak about my opinions.”</p> <p>Exploring options As a life skills-based education mentor, Ms. Hirsi leads ‘study circle’ speak-out sessions on topics selected by young people themselves. In a youth centre at the State House settlement for displaced people, members of Ms. Hirsi’s study circle want to talk about migration. State House is home to over 3,200 families; 80 per cent of its population is between 11 and 24 years of age, and only 10 per cent of them can afford to attend school. The young people explain that many adolescents drop out of school because they cannot afford to continue with their education, and some see migration as their only hope of a better life. Ms. Hirsi then guides the group to examine the many risks entailed in illegal migration and the other options and opportunities open to young people.</p> <p>Youth participation The life skills-based education programme gives young people a chance to learn from one another and equips them to improve their lives, build their self-esteem and make well considered decisions. Inspired by her training as a mentor, Ms. Hirsi notes: “I want to teach other young people, especially girls, to be confident, to participate in family and country decisions. The community has socialized girls not to demand for their rights to education [and] participation. Through the study circle speak-out sessions, I have learned it’s OK to speak for myself, and I want to help other girls to be able to do so.” With generous funding from the Government of Japan, UNICEF started rolling-out this activity in 2009 in northern Somalia with the aim of reaching out to 10,000 young people – reducing their vulnerability to all forms of violence, abuse and exploitation by providing them with the necessary knowledge and life skills. “ <i>Denise Shepherd-Johnson contributed this story from the UNICEF Somalia Support Centre in Nairobi, Kenya. Maureen Njoki provided reporting from Somalia.</i></p> <p>Source: http://www.unicef.org/education/somalia_54270.html</p>		
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Other countries in Eastern Africa

Country: Mozambique*

Policy	<p>“According to the Constitution of the Republic of Mozambique, approved and enacted in November 1990, education is a right and a duty of every citizen (article 88). This should translate into equal opportunities of access for all citizens to the various types and levels of education. The State allows other entities, including communities, cooperative, business and private bodies to participate in education. Government looks at education as a tool for integrating individuals in the social, economical, and political life, as a key factor for building a society based on the ideals of freedom, democracy and social justice, and as the main instrument for training and preparing young people for their participation in the process of developing their country.” (World Data on Education, 2010, p. 2)</p> <p>“In 1983, the next education system was established and a new curriculum was gradually introduced grade by grade up to grade 12 in 1995. A new basic education curriculum has been defined and has been progressively introduced starting from 2004.” It includes the “introduction of moral and civic education as a cross-curricular area in EP1 (grades 1 and 2) and as a discipline in EP2 (grades 3 to 5).” (World Data on Education, 2010, p. 7)</p> <p>“The curriculum in primary school teacher training institutes covers five areas, namely: social sciences (civic education, history and geography); education sciences (pedagogy, educational psychology, and school administration); communication and expression (Portuguese, English, music, artistic/visual education and physical education); working activities; and mathematics and natural sciences.” (World Data on Education, 2010, p. 19)</p>
Comments	Civic education does not seem to be taught at the secondary level
Source	<p>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/Mozambique.pdf</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Youth Development Through Football – Mozambique</u></p> <p>“YDF in Mozambique: Self-esteem and a change of attitude contributing to a peaceful future</p> <p>Mozambique is situated in the south-east of Africa. The country borders the Indian Ocean with a coastline of some 2,500 km. After ten years of struggle for liberation, Mozambique attained independence from Portugal in 1975. From 1977 to 1992, the country was again involved in armed conflict, this time in the form of an intense civil war, which left the country in an economic and social recession. Peace only returned in 1992 and the country became relatively stable for the first time in decades. Today Portuguese-speaking Mozambique is a multi-party democracy and is considered an African success story with an eight per cent average annual growth rate; nevertheless, the country remains poor and most of its citizens earn a meager living from small-scale agriculture. After the war, the construction of schools and the training of teachers did not keep up with population growth, the result being a highly negative effect on education. HIV/AIDS constitutes another major problem, with an estimated</p>	Youth Development Through Football	Non-Formal

<p>13 per cent of adults aged 15-49 years either living with the virus or suffering from the disease. The youth is even more strongly affected and HIV/AIDS prevalence is far higher in the central provinces of Sofala, Manica, Tete and Zambezia given that these are the transport corridors from neighboring countries to the ports of Nacala and Beira.</p> <p>A focus on HIV/AIDS awareness and prevention Against this backdrop, the Youth Development through Football (YDF) project considered Mozambique a suitable partner country. Together with GTZ's 'Multisectoral HIV/AIDS Control in Mozambique' project, YDF embarked on a cooperation agreement with the Lurdes Mutola Foundation in 2009. The non-governmental organization was founded by and named after the homonymous Mozambican Olympic champion. It focuses on sports-based youth and educational development in the Manica and Sofala provinces and on fostering the entrepreneurial skills of girls and boys. The foundation's 'Sport for Development' strategy is aimed at training coaches to combine health and hygiene issues with football-league activities. Behavioral-change communication also forms part of the programme.</p> <p>Reestablishing self-esteem in the youth YDF's support to the Lurdes Mutola Foundation is targeted at reestablishing self-esteem in the Mozambican youth after all the years of civil war. Issues such as conflict and violence prevention and political and social participation are high on the agenda. YDF is also assisting the foundation with a small grant campaign for youth and women's associations in and around Manica Province. By the end of 2009, 51 coaches had been trained by the foundation, among them 12 women. Their regular training combines football with life-skills sessions on the prevention of HIV/AIDS and on project management and funding. It reaches up to 700 youths in the province.</p> <p>Last stop, Manica Mozambique was the last station for a YDF caravan that toured the partner countries in early May 2010 in order to increase the excitement among the African youth ahead of the World Cup. In partnership with GIZ's 'Decentralization Programme' in Mozambique, YDF used the opportunity to convey the idea of youth development through football both to current and potential stakeholders and organized a football tournament - combined with life-skills sessions - in cooperation with the Lurdes Mutola Foundation in Manica City. Manica is located 75 km from the provincial capital of Chimoio, and only 15 km from the border with Zimbabwe. A team from Zimbabwe's third largest city of Mutare, which is likewise closely located to the border, also participated in the tournament.”</p> <p>Source: http://www.za-ydf.org/pages/mozambique/</p>		
<p><u>Right To Play – Mozambique</u></p> <p>“The violent and prolonged civil strife experienced in Mozambique between 1975 and 1992, destroyed the country’s infrastructure and productive assets, and resulted in widespread population displacement. Basic education is underdeveloped and fails to focus on a holistic education, fostering the healthy physical, social, and</p>	<p>Right To Play Partners: Núcleo de Formadores Desporto e Saúde (NFDS); Jovens de Inhaca</p>	<p>Non-Formal</p>

<p>emotional development of children and youth. Furthermore, a significant portion of children in Mozambique are excluded from both formal and non-formal education systems on the basis of religion, ability, gender, ethnicity, or social background. In addition to these challenges, the country also suffers from high HIV and AIDS infection rates, which disproportionately affect women and girls, who already suffer from widespread gender-based discrimination throughout the country.</p> <p>To address these key development challenges, Right To Play uses <i>Red Ball Child Play</i> and <i>Live Safe Play Safe</i> programs in multiple communities throughout Mozambique. From modest beginnings in 2002, Right To Play operations expanded to six project locations within five years. In January 2007, Right To Play initiated a three-year project in the Maputo and Gaza Provinces, funded by the Norwegian Agency for Development Cooperation (NORAD). In hopes of building on the success and recommendations of those projects, in 2010, NORAD renewed its commitment to Right To Play with a new three year project in Maputo.</p> <p>Right To Play programs in Mozambique seek to improve the quality of basic education, build life skills in children, and promote the health and social development of children and youth in disadvantaged communities. The aim is for these improvements to contribute to meeting the national targets aligned to the Millennium Development Goals. HIV and AIDS prevention education is a particularly important component of Right To Play’s programs in Mozambique. The key outcomes pursued by Right To Play are the adoption of healthy practices regarding HIV and AIDS and other communicable and non-communicable diseases by children, coaches and community members.</p> <p>In Mozambique Right To Play is working to create a safe and interactive learning environment for children and youth, particularly girls. Participation in regularly scheduled sport and play activities will contribute to improving basic education, health and the development of life skills. Programs will also incorporate parental capacity-building. Furthermore, Right To Play will support the development of leadership skills that will enable children and youth to actively participate within their communities to secure a better future for themselves and their peers. The expected results of Right To Play programs in Mozambique include: a reduction in violent behaviour, increased cooperation among children, and an increase in healthy behaviour relating to HIV and AIDS prevention.</p> <p>In 2011, Right To Play reached: 50,000 children and youth (50 per cent female); 580 coaches, leaders and teachers (5 per cent female); 56 schools; 4 community centers”</p> <p>Source: http://www.righttoplay.com/international/our-impact/Pages/Countries/Mozambique.aspx</p>	<p>Ligados ao Desporto, Educação e Saúde (JILDES); Ministry of Education and Culture; Ministry of Health; Ministry of Youth and Sport; SOS Children’s Village; Ndambine 2000; Chicumbane and Chongoene Nucleo.</p>	
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Country: Malawi

Policy	<p>“According to the Constitution of the Republic of Malawi drafted soon after the political transition to multiparty democracy, and approved by the Parliament, the State shall actively promote the welfare and development of the people by progressively adopting and implementing policies and legislation aimed at achieving the following goals in the education sector: eliminate illiteracy; make primary education compulsory and free for all citizens; offer greater access to higher learning and continuing education; and promote national goals such as unity and elimination of political, religious, racial and ethnic intolerance (Article 13).” (World Data on Education, 2010, p. 2)</p> <p>“In January 2007, the Ministry embarked on a reform process of the primary education curriculum starting with Standard 1. Subjects like life skills education, social studies, and general studies were introduced. Topics such as the United Nations Charter, promotion of human rights and respect of fundamental freedoms have also been included. (MOEST, 2008)” (World Data on Education, 2010, p. 8)</p> <p>“According to the Malawi National Examination Board, national goals of education in Malawi identify five categories of knowledge and skills, i.e. citizenship, ethical and socio-cultural, economic development, occupational and practical skills. Citizenship skills are meant to create awareness for unity, obedience, loyalty and discipline; development of spirit of tolerance, provide knowledge and understanding of the machinery of the government, etc. These skills are meant to prepare one for leadership roles in one’s community. Ethical and socio-cultural skills serve the purpose of making one aware of acceptable norms of behavior and cultural practices of one’s community.” (World Data on Education, 2010, p. 8)</p>
Comments	<p>The national curriculum does not include peace education or civic education per se. Life Skills education is mentioned but it does not seem to be a standalone subject. It is not clear how the “citizenship skills” are developed.</p>
Source	<p>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/Malawi.pdf</p>

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

Country: South Sudan*

Policy	No relevant data found so far
Source	N/A

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Right To Play – South Sudan</u></p> <p>“Despite progress made by the Ministry of Education, Science and Technology (MoEST) to increase school enrolment and build new schools, the education system in South Sudan continues to face many challenges. The significant number of exiled people returning to South Sudan, compounded with the lack of a clear education policy, renders existing facilities and resources inadequate. While admirable efforts have been made at increasing enrolment and improving teacher-student ratios in schools, the influx of students means that there is inadequate space for children’s participation in physical education activities. Additionally, while general enrolment is up, female enrolment levels remain poor due to cultural and traditional restrictions.</p> <p>These difficult conditions are what originally brought Right To Play to South Sudan in December 2003. Because of the instability begotten by decades of civil unrest, when Right To Play first began implementing programs in the region’s capital, Juba, it was through an agreement with the United Nations International Children’s Fund (UNICEF). Following the signing of the Comprehensive Peace Agreement (CPA) in 2005, Right To Play was however able to re-register in Sudan as an independent Non-Governmental Organization (NGO) and continue its valuable work there.</p> <p>With physical education excluded from the average school day in South Sudan, the current curriculum fails to promote the healthy physical, social and emotional development of children and youth. Through its <i>Sport and Play as an Effective Learning Tool for Holistic Child Development in Southern Sudan</i>, Right To Play seeks to address the educational needs of the most vulnerable children that have emerged from the conflict in South Sudan. Through this program, Right To Play will build the capacity of local community volunteers, teachers and partners to provide ongoing sport and play activities that emphasize HIV and AIDS education, gender equity and equality, as well as education on child rights and protection. In addition to children and youth having access to regular, inclusive sport and play activities, Right To Play will also work to raise community awareness on health issues, the importance of child vaccination and HIV and AIDS prevention. Lastly, Right To Play will strengthen Local Sports Councils and Community Based Child Protection Networks (CBCPNs) and local partner organizations to oversee and manage the implementation of regular sport and play-based activities in the community. They will train their members with the basic skills</p>	<p>Right To Play Partners: Ministry of Education Sciences and Technology (MoEST); Ministry of Gender, Social Welfare, Religious Affaires (MoGSWRA); Southern Sudan AIDS Commission (SSAC); Ministry of Youth and Sport (MOYS); Ministry of Health (MOH); Somba Youth Association (SYA); and Christ Early Childhood Development Advocacy Groups</p>	<p>Non-Formal</p>

<p>required to ensure the sustainability of the program, and in turn, will help to build safer and stronger communities.</p> <p>In 2011, Right To Play plans to reach: 20,000 children and youth (40 per cent female); 300 Coaches and Leaders (40 per cent female); 50 schools; 21 community centers.”</p> <p>Source: http://www.richtoplay.com/International/our-impact/Pages/Countries/Sudan.aspx</p>		
<p><u>Sports for Peace and Life</u></p> <p>“Mercy Corps, an international humanitarian aid organization, aims to harness the power of sport to engage young people and encourage positive social behavior through its Sports for Peace and Life Program in Sudan. (<i>Mercy Corps uses sports for change in many countries in addition to Sudan, including Colombia and Kenya, for example</i>). The Sudanese programme, which started in 2006, is supported by the United States Agency for International Development (USAID) and Nike. The project is being implemented in partnership with Grassroot Soccer, a US-based organization which uses the power of soccer to raise awareness about HIV/AIDS in Africa, and is using the Grassroot Soccer life skills training methodology to decrease young people's vulnerability to HIV/AIDS while increasing their capacity to avert and resolve potential conflict.</p> <p>Communication Strategies:</p> <p>To ensure the success and sustainability of Sports for Peace and Life, Mercy Corps partnered with Nike, Grassroot Soccer, and the Southern Sudanese Ministry of Culture Youth and Sports. According to the organizers, these partnerships were key to driving the programme and its future sustainability. Together with Grassroot Soccer, Mercy Corps firstly developed the <i>Sports for Peace and Life curriculum</i>. The Ministry of Culture functioned as the recruitment team, locating coaches and teachers from each state to lead the programme. A Mercy Corps employee then partnered with a Grassroot Soccer employee to train these new recruits who in turn led groups of youths, ages 13-24, through 6 weeks of curriculum and training. In most cases the sport used was soccer, although for some all-girls teams it was volleyball.</p> <p>The project used game-based activities to de-stigmatise HIV/AIDS and teach youth about the difference between HIV and AIDS, how the disease is transmitted, and how to avoid infection through the use of condoms, abstinence, or by having only one partner. According to Mercy Corps, the game-based approach is a relaxed and comfortable way to address these sensitive topics. The organization also strives to identify trusted adults in the community to be coaches so the atmosphere can be relaxed and youths can talk openly about the issues addressed. For the peace building component of the programme, role-playing was used to give examples of how to manage conflict rather than resort to violence.</p> <p>Once the 6-week curriculum was over, participants completed a post-test to measure changed attitudes and understanding. A large state tournament was held to celebrate the completion of the programme as well as reinforce the main issues. Nike provided jerseys and sports equipment for all the teams and in total donated more than 190,000 pieces of equipment. The tournament was not only a celebration but a graduation from the programme. In 9 months 7,000 youth completed the Sports for Peace and Life programme, with a 92% graduation rate. In total, there were 366 coaches spread out among the 10 states of</p>	<p>Mercy Corps Partners: Grassroot Soccer, Nike, United States Agency for International Development (USAID), Southern Sudanese Ministry of Culture Youth and Sports.</p>	<p>Non-Formal</p>

<p>southern Sudan with each coach in charge of approximately 20 youths.</p> <p>Development Issues: Youth, HIV/AIDS, Conflict.</p> <p>Key Points: Due to Sudan's 21-year civil war, 2 generations of southern Sudanese youth have missed out on a formal education. Following the 2005 peace agreement, the region now faces other problems. A severe lack of schools and skilled teachers means there is still little opportunity for education or structured activities. Although HIV prevalence is currently estimated at 1.6% (much lower than bordering countries), there are factors that threaten to increase this rate. These factors include: increase in population movement through trade and transport from neighboring countries, lack of HIV/AIDS education and awareness, low levels of health care services, and cultural factors such as polygamy, cultural barriers around speaking about sex, and the stigma surrounding HIV/AIDS. In addition, young people risk inheriting the long-held beliefs which fuel intertribal conflict.</p> <p>Overall, the programme was deemed successful even with the many challenges that were presented. However, Mercy Corps has stated that these challenges will inform the future of the programme and has helped identify areas of improvement. According to the organizers, cultural barriers related to the inclusion of girls in the programme need to be overcome. Culturally, females tend to domestic chores, do not participate in sports, and sometimes do not even go to school. For this reason, 4 out of 5 participants in the programme were male. In the future, the programme plans to encourage more girls to participate and is thinking of working with parents to achieve this. The organizers believe that by improving access to sports, education, and HIV/AIDS awareness, they can improve the livelihood and self-esteem of many girls in the area.</p> <p>Other challenges identified were language barriers, access to condoms, and access to testing services. Furthermore, working in a post-conflict environment presented challenges due to the lack of organized sports teams and a government structure that is in the process of being developed.</p> <p>Source: http://www.comminit.com/democracy-governance/content/sports-peace-and-life-program</p>		
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Country: Sudan*

Policy	<p>“education in Sudan has the following general directives: to provide equilibrium of character by satisfying physical, spiritual and intellectual needs and inculcating good conduct and cooperation to enable each member of the society to fulfill his/her role in life; to assert the respect of humanity in the social system through empowerment of the learner with the knowledge that enables him/her to know his/her rights and duties and to act accordingly, and to be self-reliant in the acquisition of knowledge; to develop a spirit of patriotism and caring for Sudan’s cultural heritage together with awareness of the cultural links with African, Arab and Islamic nations. The objectives of general education as stated in the 1992 Education Act and the education strategy are as follows:</p> <ul style="list-style-type: none"> - To instill in the young people religious ideas, beliefs and morals, and social values so as to build a responsible character; - To develop the thinking abilities of learners through experience and science and to strengthen their bodies by physical education; - To encourage self-esteem and national pride and to develop a sense of patriotism and loyalty within an improved spirit of national unity; - To build up a self-reliant community and to activate the spiritual and material energies and encourage ambition; - To encourage creativity and to build up the individual’s abilities and skills through technological training so as to fulfill the goals of comprehensive development; - To develop environmental awareness and promote the preservation of natural resources. <p>Article 25 of the Child Act, Provisional Decree of 2004, stipulates that education of the child shall aim at: ensuring his/her religious, moral, emotional, patriotic, and spiritual upbringing and his/her scientific, physical and cultural formation; building his/her character that shall worship Allah in freedom, responsibility and belief, making him/her aware of his heritage and rehabilitation of him/herself by implanting in him/her the love of his/her motherland, his/her people and the entire humanity; making him/her aware of advantages of goodness, peace, cooperation and devotion; and building his/her capacity to the extent of making him/her capable of effective contribution towards all aspects of development on the basis of equal opportunities.” (World Data on Education, 2010, p. 2)</p> <p>“The Comprehensive Peace Agreement (CPA) signed in 2005 has necessitated the development of a national curriculum framework that addresses the multicultural and multi-religious context of Sudan. The NCCER, which is responsible for all aspects of developing and supporting the national curriculum framework for basic and secondary education, is currently undertaking an assessment of the curriculum across Sudan in order to propose a framework for developing a new curriculum in line with the requirements of the CPA. [...] With the assistance of UNICEF, a comprehensive life skills curriculum was also introduced in 2008 and is being implemented across schools. The life skills curriculum includes developing self-confidence and dealing with conflict, HIV/AIDS and gender issues.” (World Data on Education, 2010, p. 9)</p>
Comments	Borderline... No civic education. Is the life skills curriculum really taught in all schools? It does not appear in the weekly lesson timetable
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/Sudan.pdf

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Theater and Radio programs</u></p> <p>“SFCG is also introducing participatory theatre as a tool for peacebuilding to Badya Centre for Integrated Development Services and its program efforts. This technical assistance began with training sessions for community actors and other theatre resources, providing an introduction into the methodology, specific acting techniques, and skills in audience interaction and scriptwriting.</p> <p>Following the training, Badya Centre has supported the formation of a youth theatre troupe, which has begun performing in communities around the Mekkinas area. The performances focus on providing a new interactive forum for dialogue and community problem-solving around issues creating tensions and conflict among various groups.”</p> <p>Theater performances have notably been conducted in schools (ex: Audience of the participatory theatre performance at Mekkinas' primary school).</p> <p>Peace Education for Communities in Kadogli Province: “A group of civil society organizations are initiating efforts to provide peace education with people in the region, seeking to end the cycle of violence that has plagued the area and focus instead on building a path towards tolerance, acceptance, and peaceful coexistence.”</p> <p>Target: vulnerable groups, youth, communities in general / focus on South Kordofan, a volatile region within the Transition Areas</p> <p>Source: http://www.sfcg.org/programmes/sudan/</p>	<p>Search for Common Ground</p>	<p>Non-Formal</p>

Country: Zambia

<p>Policy</p>	<p>“The main goal of education as outlined in the National Policy on Education (Educating our Future, 1996) is to produce learners capable of:</p> <ul style="list-style-type: none"> - Being animated by a personally held set of civic, moral and spiritual values; - Developing an analytical, innovative, creative and constructive mind; - Appreciating the relationship between scientific thought, action, and technology on the one hand, and sustenance of the quality of life on the other; - Demonstrating free expression of one’s own ideas and exercising tolerance for other people’s views; - Cherishing and safeguarding individual liberties and human rights; - Appreciating Zambia’s ethnic cultures, customs, and traditions, and upholding national pride, sovereignty, peace, freedom and independence; - Participating in the preservation of the ecosystems in one’s immediate and distant environments; - Maintaining and observing discipline and hard work as the cornerstones of personal and national development; - Developing a positive attitude towards self-employment and a basic knowledge in entrepreneurship related issues; - Safeguarding the personal health and that of others, particularly in relation to reproductive health issues, HIV and AIDS and other sexually transmitted diseases (the last two goals have been added after 1996).” (World Data on Education, 2010, p. 2) <p>“A basic education review, started in 1993 and completed in 1996 dealt with issues of national concern including population education, environmental education, drug education, HIV and AIDS prevention, education for democracy and human rights. Another major curriculum reform at the basic education level began in 1998. As a result, the curriculum is now outcomes-based, affords more learning time, uses continuous assessment methods, concentrates on fewer subjects, emphasizes on the development of basic literacy and numeracy, groups traditional subjects into subject areas, includes local content and comprises life skills education.” (World Data on Education, 2010, p. 6)</p> <p>“Life skills do not constitute a subject or a category of subjects; rather they are intended outcomes of the entire teaching and learning process. Hence, the development of skills is an integral part of each and every subject and cross-curricular them or activity. They are also an important outcome of co-curricular activities. It has to be realized that life skills are learnt in many different contexts. The home and the extended family play an important role in teaching skills, and they are also learnt from peers, friends and in every social context the child encounters. It cannot be left to the school alone to develop life skills.” (World Data on Education, 2010, p. 8)</p> <p>Civics is covered under social studies in Grades 5 to 7, in Grades 8 and 9 ((World Data on Education, 2010, p. 13 and p. 17)</p>
<p>Comments</p>	<p>No stand alone civic education or life skills education</p>
<p>Source</p>	<p>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/Zambia.pdf</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Youth Development through Football – Zambia</u></p> <p>“YDF in Zambia: How to use football to develop health and hygiene skills The Republic of Zambia gained its independence from the United Kingdom in 1964 and has been a multiparty democracy since 1991. The country, with its capital Lusaka, is landlocked in the southern part of Africa. It is home to 11.5 million people from more than 70 ethnic groups and its official language is English. Zambia is among the world's least developed countries and faces steep challenges from poverty and AIDS. In 2007 some 14 per cent of women and men between the ages of 15 and 50 tested positive for HIV. Although Zambia is a country with sufficient water, the quality of both its surface and ground water is decreasing owing to industrial and agricultural pollutants, extensive mining activities, but also to a lack of latrines. Only 59 per cent of households have access to safe water. Water- and sanitation-related diseases such as malaria and diarrhea are therefore the cause of major health problems in Zambia; malaria takes its toll on the population with nearly four million clinical cases and 50,000 deaths per year.</p> <p>Simple measures - significant achievements Since simple, low-cost health and hygiene-related interventions can prevent water-borne diseases and have a huge positive impact - particularly on the lives of children - YDF has, since its introduction to Zambia in 2009, focused on developing water- and sanitation-related health and hygiene skills among the youth. The Zambian YDF programme builds on existing initiatives and structures which are already successfully working in the field of water supply and sanitation, and in youth development through football. It is implemented by the GIZ Water-Sector Reform Programme and its water-sector partner institutions - the National Water Supply and Sanitation Council (NWASCO), the Devolution Trust Fund (DTF) and the Water and Sanitation Alliance of Zambia (WASAZA) - in cooperation with YDF South Africa. Water and sanitation projects of the Devolution Trust Fund in four different regions throughout Zambia serve as entry points. In addition, the YDF programme in Zambia works together with the EduSport Foundation and the Breakthrough Sports Academy (BSA). EduSport is a non-governmental and non-profit organization that was established in 1999 and that emphasizes education through sport. The BSA is a community sports programme aimed at providing sports opportunities to young Zambians between 4 and 20 years of age.</p> <p>Developing youth through football In a country where football has been the most popular sport ever since the national football team defeated Italy in the Seoul Olympics of 1988, football events and training are used to raise awareness about safe water and hygiene and to educate young people. HIV and AIDS prevention and gender are further issues that are addressed. Mixed-gender football teams have been formed and are trained by sports partners in each of the four Devolution Trust Fund project areas. Girls who actively participate in the football training and tournaments are supported to become peer educators and adopt leadership roles at community and district level. A sanitation league has been created to encourage sports competitions. Besides regular training, football-for-development tournaments and other events are used for educational, motivational and promotional purposes and to attract further community members.</p>	<p>Youth Development through Football</p>	<p>Non-Formal</p>

<p>When sports trainers become peer educators</p> <p>In cooperation with YDF South Africa, the programme in Zambia is currently developing a toolkit for water- and sanitation-related health and hygiene education aimed at strengthening existing sporting initiatives. The toolkit comprises an event module, an instructor's manual and a manual for coaches. These 'tools' serve to train sports trainers based on a curriculum that uses football training and sporting events to address issues of concern and relevance to the youth and that aims to change the behavior of young people. Sports partners, predominantly from civil society, learn how to use the toolkit to empower communities through active participation in sport and at the same time contribute their own experiences. Football coaches and players are well trained on water- and sanitation-related health and hygiene issues and on HIV and AIDS prevention. Equipped with leadership and life skills, they are empowered to act as peer educators and to train and positively influence girls and boys to make informed decisions on issues that affect their lives. The implementation of the programme is closely monitored. The approach is documented and standardised in order to make it accessible as a tried-and-tested tool for further initiatives in Zambia and other YDF partner countries.</p> <p>Partnership and networking as a key to successful implementation</p> <p>Strong partnerships between sports education organizations and organizations working in the field of water and sanitation are facilitated within the programme. A communication and information platform will be developed to enhance the exchange of knowledge and experience among non-governmental organizations and governmental sporting institutions. YDF Zambia celebrated World Water Day 2010 with a health and hygiene tournament together with its partner institutions and teams from the Devolution Trust Fund project areas. A national Sanitation Challenge Football Cup highlighted the official YDF World Cup campaign.”</p> <p>Source: http://www.za-ydf.org/pages/zambia/</p>		
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Country: Zimbabwe

Policy	<p>“Education is intended to promote national unity and socialism, and should contribute to national development – particularly, economic development – through the supply of trained and skilled personnel. Culturally, the aim is to revive neglected languages and cultural values and to develop a distinctive way of life with mutual recognition and enrichment of the diverse cultures.” (World Data on Education, 2010, p. 2)</p> <p>Civic education is mentioned at the secondary level. (World Data on Education, 2010, p. 11)</p>
Comments	<p>While civic education is mentioned at the secondary level, it is not clear to what extent it is a standalone subject. While it is not mentioned at the primary level, ethics and citizenships skills are cited as expected outcomes of primary education. (World Data on Education, 2010, p. 8) It is not clear if this is supposed to be covered through “social studies”.</p>
Source	<p>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/Zimbabwe.pdf</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>The Team: television series</u></p> <p>Goals:</p> <ul style="list-style-type: none"> - 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. <p>Outreach and evaluation:</p> <ul style="list-style-type: none"> - 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. <p>What makes <i>the Team</i> so innovative?</p> <ul style="list-style-type: none"> - <i>The Team</i> 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. 	<p>Search for Common Ground</p>	<p>Non-Formal</p>

<p>- Each TV series will have a companion radio series to expand the program’s reach.</p> <p>“In its multi-nation, episodic drama <i>The Team</i>, 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 <i>The Team</i> 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.</p> <p><i>The Team</i> 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.”</p> <p>In Zimbabwe, <i>the Team</i> is raising the question of tensions around social class differences between children and in the society more generally. DVDs of the series will be distributed through local associations, community groups, schools, religious groups and universities.</p> <p>Source: http://www.sfcg.org/programmes/cgp/the-team.html</p> <p>The Team Zimbabwe</p> <p>In partnership with local artists and producers, SFCG has produced a 13-part television and radio series of <i>The Team</i>, which tackles some of the societal issues in Zimbabwe today, such as ethnic and socio-economic differences, intergenerational relations, gender equality and the power dynamics between young men and women, and the importance of unity and working together to succeed at the individual, family, community and national levels. The television series, with a 100% local cast and crew and directed by a Rumbi Katedza, a Zimbabwean woman, is broadcast on ZBC-TV 1 on Friday evenings at 19:30. (7:30pm)</p> <p>Synopsis: In a run-down, mining town in Zimbabwe, two young men from different backgrounds meet. Although they have little money, they have plenty of energy and dreams.</p> <p>The smooth talking, handsome, Pablo is a natural footballer, and is the local hero of every young kid in his neighborhood. His single mother is a cross-border trader, who wants Pablo to get a job rather than play football.</p> <p>Beans is the oldest of eight children, a good student who wants to get out of poverty through education. However, his father expects him to take care of his younger siblings and work on behalf of the family. He sends Beans and his sister Lindi to town to collect rent from the lodgers on their property.</p> <p>When a big city team comes to town to hold a scouting contest, Pablo schemes to put together a team, no matter what it takes, so he can finally get the shot he deserves. He cons Beans into joining him in the scheme. By sheer nerve, they convince a down and out former superstar player with a dark secret into coming out of retirement to help them achieve their dream. They face plenty of obstacles and challenges along the way to becoming a real team. The series is a comedy with dramatic overtones.</p>		
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<p>Objectives:</p> <ul style="list-style-type: none"> - To show through an entertainment format, that individuals can work together for a common good, despite the challenge of overcoming prejudices and stereotypes; - To educate millions of Zimbabweans about how to build peace in their lives and in their communities, and to demonstrate that this is achievable and desirable; - To decrease violence and intolerance, particularly amongst young people; - To promote a more balanced power dynamic between men and women; - To model constructive societal change; and - To strengthen local capacity to produce positive, high-quality media programming. <p>To achieve the above objectives SFCG Zimbabwe has a three tier strategy:</p> <ul style="list-style-type: none"> - Marketing and Publicity Campaign - Outreach - Leadership Development for Peacebuilding <p>Marketing and Media Campaign</p> <p>The marketing and publicity plan has the following three pillars:</p> <ul style="list-style-type: none"> - Building a buzz in the national and local media about the show; - Creating a visual brand and publicity materials to be distributed throughout communities; - Organizing a launch event and subsequent screenings of the show in Harare and in specified locations. <p>Outreach on Community Peacebuilding</p> <p>Immediately after The Team completes broadcasting in December 2011, an outreach program will undertake a series of small targeted screenings and dialogues for diverse audiences from across dividing lines. The mobile cinema screenings will be taken to Murehwa, Highfields, Lupane, Buhera, Mvurwi, and Magunje. Each event will convene 50-70 people over three days to watch the series and participate in professionally led dialogues.</p> <p>Leadership Development for Peacebuilding</p> <p>Using the common ground approach to peace building the outreach work will be followed by leadership development for peace building.</p> <p>Partners</p> <p>SFCG's implementing partners are The International Video Fair Trust; Mai Jai Films; The Zimbabwe Young Women's Network for Peace Building; Hannibal Ndlovu; Wisdom Tayengwa; The ZimboJam and Ben Mahaka.</p> <p>Source: http://www.sfcg.org/programmes/cgp/the-team-zimbabwe.html</p>		
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Southern Africa

Country: Botswana

Policy	<p>“The first National Policy on Education of 1977 endorsed the philosophy of “Education for Kagisano”, which means education for social harmony. Based on the four national principles of democracy, development, self-reliance and unity, social harmony is an important outcome for the society of Botswana. In this context, an ideal education system would be one that can be instrumental in the production of a society whose characteristics reflect the national principles, a society in pursuit of the national ideal of social harmony. [...]</p> <p>Currently, the major policy document is the Vision 2016, which is based on the four principles of national development plans (e.g. democracy, development, self-reliance and unity, designed to promote Kagisano) and is consistent with other policies such as the RNPE and the national Development Plan 9 (2003-2009). [...] The education system will empower citizens to become the best producers of goods and services. It will produce enterprises. Public education will be used to raise awareness of life skills, such as self health care.” (World Data on Education, 2010, p. 2)</p> <p>“On completion of 7 years of primary education, pupils should have:</p> <ul style="list-style-type: none"> - [...] Developed desirable attributes such as curiosity, creativity, assertiveness, self-esteem, open-mindedness, respect for the environment and for one’s own life; - [...] Acquired critical thinking, problem solving, and inquiry skills. - [...] Developed awareness of their rights and responsibilities related to health, gender, law, violence, identity, civic and other social and moral issues.” (World Data on Education, 2010, p. 17) <p>At the primary level, the curriculum framework comprises six learning areas that include:</p> <ul style="list-style-type: none"> - “Personal, emotional and social development (to develop in children an understanding and appreciation of who they are in terms of self awareness, emotional development and interaction with others” - “Moral and spiritual guidance (children to develop good morals and demonstrate spiritual growth” (World Data on Education, 2010, p. 15) <p>“The post-primary curriculum (both junior secondary and senior secondary curriculum) takes on board emerging societal issues such as HIV and AIDS, environmental issues, population and family life education, disaster preparedness, computer awareness, and civic responsibilities through infusion and integration. This approach allows the curriculum to maintain the existing learning areas while at the same time addressing social ills and expectations. The curriculum also addresses the psycho-social ills by providing skills for life support materials. The main objective of these materials is to impart knowledge, develop healthy attitudes, and instill skills for healthy decision-making. The materials reflect such skills as problem solving, critical thinking, communication, decision making, creative thinking, self awareness, empathy and stress management.” (World Data on Education, 2010, p. 18)</p>
Comments	It does not seem that there is any stand alone subject for civic education, like skills education or human rights.
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/Botswana.pdf

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p>Youth Development through Football – Botswana</p> <p>“Botswana is a small land-locked country in southern Africa with an estimated population of 1.9 million. The Kalahari Desert makes up much of its territory and is still home to indigenous Bushman people. Vast areas of Botswana are too arid to sustain any agriculture other than cattle farming, but the country's unique wildlife and wilderness make tourism a major economic factor. Botswana's main economic pillar, however, is its diamond and mineral wealth, which has contributed strongly to the country's development from a low-income country to one of the fastest growing economies in the world. Today, Botswana is the world's largest diamond-producer and is considered a development success story. Nevertheless, the HIV/AIDS pandemic remains a serious challenge: Botswana has one of the highest prevalence rates of HIV/AIDS in the world. Fortunately, it also has one of Africa's most progressive and comprehensive programmes for dealing with the disease. Approximately 24% of the adult population is infected; nevertheless, the number of infections among young people aged between 15 and 24 has been declining steadily since 2001.</p> <p>A youth-led programme in the rural areas In 2009</p> <p>YDF embarked on a partnership with the 'South-East District Youth Empowerment League' (SEDYEL) and Botswana became one of YDF's partner countries in Africa. The YDF project in Botswana kicked off with the All Star Tournament in the village of Ramotswa. The two-day event, with a focus on youth and health, involved teams from African countries that had qualified for the FIFA World Cup 2010, and promoted the idea of youth development through football.</p> <p>SEDYEL was founded in 2001 in the rural areas of south-east Botswana and runs a community-development league programme that focuses on HIV/AIDS. The non-governmental organization has its roots in the ongoing partnership between the Canadian city of Toronto and the South-East District Council of Botswana. SEDYEL's focus is on youth-engagement strategies and HIV/AIDS-education through sport. In 2005 a mixed-gender league was formed to channel the energy and enthusiasm of girls and boys away from risky behavior - the main factor involved in the high incidence of HIV/AIDS in the country - towards sport. To date, SEDYEL has grown to be the largest youth sports- and community-development organization in Botswana. It comprises 112 teams, of which 25 are female.</p> <p>SEDYEL's programme is based on a youth-led approach: in a school outreach component, peer educators offer extra-curricular activities during the week, focusing on activities for HIV/AIDS-infected people in hospitals. Another component offers life-skills education on the playground over weekends and during tournaments. In addition, SEDYEL runs education campaigns on HIV/AIDS-awareness and -prevention which promote the Pan-African idea of young achievers and an HIV-free generation. In special youth forums, young girls and women are given the opportunity to discuss their day-to-day worries and needs. SEDYEL's programme is channeled through the 'kick-AIDS' network, which enhances life skills through sport. Capacity development and networking opportunities</p>	<p>Youth Development through Football</p>	<p>Non-Formal</p>

<p>In 2010 coach instructors from SEDYEL and from the Botswana Football Association (BFA) joined a workshop in South Africa and were trained on using the YDF Toolkit. Once qualified, the instructors are expected to facilitate coach-training courses for local coaches from various organizations, who in turn are to include the YDF methodology in future football coaching sessions. SEDYEL facilitated a networking workshop where other organizations in the field of sport for development discussed issues around the YDF Toolkit. The event presented SEDYEL with a platform to facilitate dialogue among stakeholders, and offered networking opportunities for all participants.”</p> <p>Source: http://www.za-ydf.org/pages/Botswana/</p>		
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Country: Lesotho

Policy	<p>“The agreed <i>Lesotho Vision 2010</i> Statement is that: “by 2020, Lesotho shall be a stable democracy, united prosperous nation at peace with itself and its neighbors. It shall have a healthy and well-developed human resource base. Its economy will be strong, its environment well managed and its technology well established.” Education provision should be directed toward individual and social development. Education should help an individual to lead a full life as an individual and a member of the community and cherish the principles of justice, peace, equality, equity, integrity and human rights as prescribed by the laws. Education shall foster participation in democratic processes so as to promote peace, stability and prosperity and preparing people to take control of their own destiny. Education shall strive to equip learners with skills that promote good personal health and healthy environment.” (World Data on Education, 2010, p. 2)</p> <p>“In pursuing the educational aspirations, the currently emerging issues such as HIV and AIDS, gender equity, human rights and democracy, and others, should be integrated within the educational process in a dynamic and evolving nature. In its entirety education provision must be geared towards enhancing self-realization, developing better human relationships, promoting individual as well as national efficiency and effective citizenship, developing national consciousness and national unity.” (World Data on Education, 2010, p. 3)</p> <p>“The Curriculum and Assessment Policy Framework published in June 2008 is derived from the Basotho philosophical statements of justice, equality, peace, prosperity, participatory democracy, and mutual co-existence which underpin their way of life.” (World Data on Education, 2010, p. 10)</p>
Comments	<p>No stand alone civic education or peace education program. Existence of “social studies” at the primary level. “currently emerging issues... should be integrated” → où en est-on?</p>
Source	<p>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/Botswana.pdf</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Youth Development Through Football - Lesotho</u></p> <p>“The Kingdom of Lesotho is a small country with an estimated population of 2 million. It is completely surrounded by the Republic of South Africa and is one of the three remaining monarchies in Africa. Living conditions are tough: Lesotho, also known as "Africa's Mountain Kingdom", is made up mostly of highlands where many of the villages can be reached only on horseback, on foot or by light aircraft. During winter, temperatures below freezing are common. Arable land is scarce, infrastructure weak. Industry is largely limited to diamond mining and textiles. As a result, approximately two thirds of the people live below the poverty line. More than 23 per cent of the adult population is infected with HIV - the third highest rate in the world. There is widespread ignorance about the disease and less than ten per cent of the Basotho people know their status. According to the Ministry of Health, close to 18,000 children are infected with the virus and thousands have been orphaned by the pandemic. HIV</p>	<p>Youth Development Through Football</p>	<p>Non-Formal</p>

<p>and AIDS not only constitute a health problem, but also impact heavily on all spheres of day-to-day life.</p> <p>Dedicated to bettering the lives of orphans and vulnerable children In order to tackle HIV and AIDS in Lesotho, the Youth Development through Football project embarked on a partnership with the non-governmental organization Kick4Life in 2008. Kick4Life was founded in 2005 and engages with the youth through programmes such as sports-based health education, voluntary HIV-testing, and life-skills development. In addition it offers support with regard to education and employment in and around Maseru. Its K4L curriculum educates youths of between 10 and 18 years of age about how to prevent HIV-infection as well as about the transmission of the disease, risk awareness and peer pressure. The partnership programme between Kick4Life and YDF focuses on awareness and prevention of HIV and AIDS through football. It aims to benefit the youth of Lesotho, particularly orphaned and vulnerable children, and has resulted in the establishment of the 'Maseru Street League'.</p> <p>Opening up opportunities for the youth The street league teaches the youths who take part in it a great deal more than just the rules and techniques of the game. It provides them with secondary education and achieves this through football-related activities. The objective is to develop skills and impart knowledge that will assist them in preventing HIV infections, in living a healthy lifestyle and in finding employment. The team members are encouraged to know their HIV status and are offered voluntary counseling and testing. The league concurrently creates a social network that provides young people with an opportunity to interact in a supportive environment. In addition K4L identifies and trains - with the assistance of YDF - school teachers, coaches, youth leaders and other community role models to raise awareness about HIV and AIDS among community members. The implementation of YDF's Toolkit in the K4L curriculum will offer further assistance in this regard. The partnership is supported by the Lesotho Government and the Ministry of Health and Social Welfare.</p> <p>Integrating street children into the labor market YDF's support to Kick4Life also targets strategies to prevent or fight youth unemployment. The programme equips young people with the relevant skills to continue their education, undergo training or obtain employment by helping them with career-planning, applying for higher education and funding, CV-writing, job-hunting, budgeting, interviewing techniques, as well as communication and presentation skills.</p> <p>Decentralization as a powerful tool against HIV and AIDS YDF and Kick4Life cooperate closely with the Decentralized Rural Development Programme (DRDP), which GIZ is implementing in Lesotho on behalf of the German Government. Together, they have established football-for-youth-development initiatives in some of Lesotho's districts. They also cooperate with DRDP where the prevention of HIV and AIDS is concerned, supporting the implementation of specific measures of prevention and treatment by all 128 of Lesotho's community councils.”</p> <p>Source: http://www.za-ydf.org/pages/Lesotho/</p>		
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Country: Namibia

Policy	<p>“Vision 2030 envisages the future society of Namibia as a caring, healthy, democratic, productive, environmentally sustainable, and information society (“a prosperous and industrialized Namibia, developed by her human resources, enjoying peace, harmony and political stability”). Taking into account the main features of that society, the aims of the curriculum are:</p> <ul style="list-style-type: none"> - To foster the highest moral and ethical values of reliability, cooperation, democracy, tolerance, mutual understanding and services to others; develop the learner’s social responsibility towards other individuals, family life, the community and the nation as a whole; to develop and enhance respect for, and understanding and tolerance of, other peoples, religion, beliefs, cultures and ways of life; and to promote equality of opportunity for males and females, enabling both genders to participate equally and fully in all spheres of society and all fields of employment. - [...] to promote moral development, awareness of one’s own beliefs and opinions, and respect for others; to promote democratic principles and practices at school level in the educational system; to promote human rights, unity, liberty, justice and democracy; to extend national unity to promote regional, Africa and international understanding, cooperation and peace; to enable the learners to contribute to the development of culture in Namibia; and to promote wider inter-cultural understanding. [...] (Ministry of Education, NIED, 2010).” (World Data on Education, 2010, p. 2) <p>At the Primary and Secondary levels: Teaching of life skills as a subject (after grade 5) in addition to religious and moral education. (World Data on Education, 2010, p. 17)</p> <p>“Five themes which are essentially learning are organized across the curriculum. These are: HIV and AIDS education, health and wellness education, human rights and democracy education, ICTs, and environmental learning. These are placed as topics or subtopics within the framework of the subjects and grades concerned.” (World Data on Education, 2010, p. 12)</p>
Comments	Content of Life Skills education and moral education is not clear.
Source	<p>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/Namibia.pdf</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p>Youth Development Through Football – Namibia</p> <p>“YDF in Namibia: opening up opportunities for children</p> <p>Namibia is a country in sub-Saharan Africa with a population of 2.1 million. It is estimated to be one of the most sparsely populated countries on the continent, with an average population density of 2.5 persons per square kilometer. Namibia's landscapes are known for being starkly contrastive in nature and are defined by an inhospitable mix of scrubland, mountains and majestic sand dunes. Owing to the country's rich diamond and mineral deposits, it is classified as an upper- to middle-income country by international standards. Despite this good economic status, an estimated 50 per cent of the population is unemployed</p>	Youth Development Through Football	Non-Formal

<p>and lives below the poverty line. Namibia also faces the challenge of having one of the highest HIV-prevalence rates in sub-Saharan Africa: varying dramatically between the regions, this ranges from around 4 per cent in the area of Windhoek to 30 per cent in the northern parts. The north of Namibia is defined by a lack of infrastructure. In these areas in particular, very few activities are offered for young girls and boys, and many teenagers in this region suffer from a lack of prospects.</p> <p>A fruitful cooperation</p> <p>In order to generate future prospects for Namibian youths, YDF, GIZ in Namibia, the Namibia Football Association (NFA) and the Goethe Centre in Windhoek embarked on a close partnership to start the YDF programme in Namibia. The three partner's stage encounters for children in football clubs all over the country with a focus on life-skills education, the implementation of youth leagues and coach training.</p> <p>In September 2009, the Youth Development through Football project kicked off its activities with a large opening ceremony in Windhoek's township of Katutura. The event was supported and organized by the Goethe Centre in Windhoek. The official YDF theme song 'Free' was performed by award-winning Namibian musician Gazza, together with Namibian singer Tequila. Local designers who created a YDF fashion line showcased their products with a fashion show.</p> <p>Since then, the Namibia Football Association (NFA) has implemented the toolkit programme on YDF's behalf. NFA is one of the architects of Namibian football and also works in close partnership with the German Football Association (DFB). With YDF's support it sets up football clubs, recruiting members among socially disadvantaged children, and trains coaches in schools. YDF Youth Leagues are established in nine of the thirteen regions, six of which also contain girls' leagues. From 2010 onwards, the YDF programme will cover virtually all the primary schools in Windhoek. In addition, toolkit training will be implemented in the other regions of Namibia.</p> <p>Motivating young people</p> <p>The problem of a lack of prospects and self-esteem among teenagers is addressed, among others, in motivational workshops. These promote the idea of football as a means to discovering one's strengths and to facing problems and dangers with greater self-confidence. The workshops also focus on topics such as HIV/AIDS prevention and education, in addition to conflict-resolution mechanisms in cooperation with the Namibian police and the Ministry of Information. They will be maintained in 2011."</p> <p>Source: http://www.za-ydf.org/pages/namibia/</p>		
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Country: South Africa

Policy	<p>“All policies, laws and programmes introduced by the Ministry of Education since 1994 have aimed at transforming the national system of education and training. Currently, the vision statement of the Department of Basic Education declares that: “our vision is of a South Africa in which all our people will have access to lifelong learning, as well as education and training, which will in turn contribute towards improving the quality of life and building a peaceful, prosperous, and democratic South Africa” (Department of Basic Education, 2010). [...]</p> <p>The National Education Policy Act of 1996 stipulates that such policy should be directed towards:</p> <ul style="list-style-type: none"> - [...] enabling the education system to contribute to the full personal development of each student, and to the moral, social, cultural, political and economic development of the national at large, including the advancement of democracy, human rights and the peaceful resolution of disputes. - [...] achieving equitable education opportunities and the redress of past inequality in education provision, including the promotion of gender equality and the advancement of the status of women” (World Data on Education, 2010, p. 2) <p>Primary and lower Secondary education: “The life skills learning programme involves many social, environmental and cultural issues, and topics that will require sensitive mediation. The topics and issues in Life Skills are personal and require learners to express their feelings, fears, and insecurities freely. It supports literacy and numeracy as it provides ample listening, reading, and viewing, thinking and reasoning, speaking, writing, calculating and problem solving opportunities.” (World Data on Education, 2010, p. 19)</p> <p>“Human Rights education and environmental education are cross-curricular areas. Life Skills (called Life orientation at the senior secondary level) includes: health promotion, personal and social development, physical development and movement, and orientation to the world of work.” (World Data on Education, 2010, p. 22)</p>
Comments	Not sure that life skills includes themes usually include in peace education, especially peaceful conflict management.
Source	<p>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/South_Africa.pdf</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non-Formal
<p><u>Bridging Divides Program & Leadership Development Program: school & sport</u></p> <p>“In South Africa, apartheid has ended but its effects are still felt in a society that remains heavily divided by race and social class. PeacePlayers International — South Africa (PPI-SA) established the Bridging Divides Program to break down race barriers, educate children about health issues, and provide alternatives to crime in the KwaZulu-Natal province. The program brings together children and</p>	<p>PeacePlayers International — South Africa (PPI-SA) Partners:</p>	<p>Formal and Non-Formal</p>

<p>youth from different backgrounds to play basketball and forge positive relationships that transcend race, culture and religion. Young adults benefit from a Leadership Development Program that empowers them to make positive change in their communities and the lives of children they work with.</p> <p>Since 2000, PPI-SA has taught basketball to over 25,000 children; involved 7,000 boys and girls in inter-community leagues, life skills clinics, court launches, tournaments and clubs; and trained and employed 2,000 young South African adults as coaches and mentors. An external evaluation of this program concluded that it contributed noticeably to breaking down racial stereotypes and divides⁹⁰ and that school and sport contexts provided the most favorable environments for multicultural mixing. Parents and school principals understood that the program’s goals extended beyond sport delivery and rated the program as highly successful with regard to its objectives.⁹²” (pp. 225-226)</p> <p>Source: http://www.righttoplay.com/International/our-impact/Documents/Final_Report_Chapter_6.pdf More information about PPI is available at: www.peaceplayersintl.org</p> <p>Programs for Youth: “Primary School Programme Grade 6 and 7 students (ages 10-14) at 35 primary schools in and around the city of Durban participate in weekly practices that combine basketball with life skills education. While introducing participants to the basics of the sport, it raises their awareness about subjects such as teenage pregnancy, drug and alcohol abuse, crime, gender issues, human and children’s rights and the threat of HIV/AIDS.</p> <p>Leadership Development Programme PPI - SA recruits students in grades 8 through 12 (ages 14-18) to receive more in-depth basketball and life skills training, as they learn to not only live healthy lives themselves but also serve as leaders within their own families and communities. The Leadership Development Programme is a frequent source of new PPI – SA coaches.” Source: http://www.peaceplayersintl.org/our-programs/south-africa</p> <p>Peace and Leadership Curricula “To overcome “exceptional” thinking (“My teammates might be good people, but they are the exceptions. Most people from ‘the other side’ are bad”) and to help participants apply what they learn outside of the court, PPI includes an element of peace and leadership education in all that it does. Anchored by its organization-wide curriculum (see below), this educational component is crafted to closely meet local needs. For example, in South Africa, PPI’s curriculum emphasizes HIV/AIDS risk avoidance, whereas in Northern Ireland, it directly confronts the legacy of “The Troubles.”</p> <p>Curriculum All of PPI’s programs include an element of formal peace and leadership education, anchored by an innovative basketball-based curriculum developed in partnership with the Laureus Sport for Good Foundation and the Arbinger Institute, a global center for the study of interpersonal conflict. The curriculum uses a combination of fun, on-court activities and guided discussion to teach young people a way of thinking about conflict and their role in society. It emphasizes “out of the box” thinking – a way of interacting with those around us that honors both others' humanity and our own responsibility for change.</p> <p>For example, in one drill coaches will instruct players not to pass to one of their teammates, who are not informed of the coaches’ direction until after the drill is over. When the excluded player finally <i>does</i> get the ball, almost invariably he or she will act selfishly as well,</p>	<ul style="list-style-type: none"> - Harvard School of Public Health's Centre for the Support of Peer Education - Laureus Sport for Good Foundation - Arbinger Institute 	
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<p>not passing to teammates and hurting the team in the process. After explaining what they asked the team to do, PPI's trained coaches use this experience to facilitate a discussion about anti-social behavior and how we often reciprocate the very actions we resent in others. By giving young people a language to describe personal and communal conflict, this curriculum helps them extend the lessons they learn within PPI to their lives far beyond the court.”</p> <p>Source: http://www.peaceplayersintl.org/why-it-works/methodology</p>		
<p><u>PeacePlayers International</u></p> <p>“Project overview In South Africa, young people are twice as likely to contract HIV/AIDS as those in the rest of the world, and more than half of 15-year-olds will not reach the age of 60. To combat the effects of this tragic reality, such as a lack of viable educational and employment opportunities, PPI has adapted its peacebuilding program used in other communities around the world into an innovative life skills curriculum</p> <p>How we achieve these goals The PeacePlayers life skills curriculum uses basketball to educate young people in KwaZulu-Natal. This area has South Africa’s highest infection rates. The basketball skills sessions use a relaxed, even conversational format and interactive games to build trust, allowing PPI – SA to reach children even when discussing very sensitive topics, such as HIV/AIDS prevention, gender roles, and drugs and alcohol awareness.</p> <p>Our impact so far So far the programme has reached over 25,000 children and trained more than 200 young adults as local leaders. A 2005 survey by the University of the Free State’s Centre for Development found that more than 90% of participants believed PeacePlayers International South Africa had changed them for the better. More than 90% of parents also believed that PPI had changed their children positively, and 75-85% said they would recommend the programme for other children.”</p> <p>Source: http://www.laureus.com/projects/africa/peaceplayers-international</p>	<p>PeacePlayers International — South Africa (PPI-SA) Partners:</p> <ul style="list-style-type: none"> - Harvard School of Public Health's Centre for the Support of Peer Education - Laureus Sport for Good Foundation - Arbinger Institute 	<p>Formal and Non-Formal</p>
<p><u>Great Commission United</u></p> <p>« Project overview Founded by former gang leader Mario van Niekerk, this football-based project in the informal settlement of Cape Flats in Cape Town aims to keep young people away from gangs and crime and plugged into positive influences and aspirations. Mario van Niekerk, a person all too familiar with the challenges that face the youth of the gang-ridden Cape Flats, lives in the Heideveld community and understands better than most the temptations of crime and gangsterism and the false promise they hold out to unprotected and unhappy young people. Under the leadership of Mario van Niekerk, GCU’s mission is to empower the young people of Heideveld with integrity, perseverance,</p>	<p>PeacePlayers International — South Africa (PPI-SA) Partners:</p> <ul style="list-style-type: none"> - Harvard School of Public Health's 	<p>Non-Formal</p>

<p>creativity and a strong work ethic in order to achieve their full potential in life. GCU believes that if they can play together they can live together and respect and appreciate each other.</p> <p>How we achieve these goals Mario has become a positive role model for young people over the years. His personal story has made him determined to save as many children as possible from a similar fate. It is not uncommon for Great Commission United (GCU) to intervene in gang fights and vandalism caused by unruly youngsters. GCU then recruits these youths and helps redirect their anger in a positive way. GCU empowers young people to succeed and to realize their potential and become architects of their own lives. It supports them in completing their education. As participants get older, they are given the chance to become coaches and referees, as well as leaders and role models in their own right, gaining new proficiencies and experience. The training sessions cater for different age groups on different days at the Woodlands Primary School. Children are picked up from all over the community and are brought to the school to participate in extra tuition and other educational activities with a team of volunteers. After the participation of life skill activities, the children move to the soccer field to do soccer drills and exercises and play in matches.</p> <p>Our impact so far The majority of youngsters involved in GCU activities are from Heideveld on the Cape Flats. A small percentage of the participants are from Mannenberg, Gugulethu and Langa. There are primary and high school attendees and also adults from the community that are involved. The project caters for age groups from five to 21 and occasionally older. There are usually around 300 participants attending on a weekly basis.”</p> <p>Source : http://www.laureus.com/projects/africa/great-commission-united</p>	<p>Centre for the Support of Peer Education</p> <ul style="list-style-type: none"> - Laureus Sport for Good Foundation - Arbinger Institute 	
<p><u>Mathare Youth Sports Association (MYSA)</u></p> <p>« Project overview Mathare is one of the largest and poorest slums in Africa. Disease is widespread and AIDS has stolen the lives of many in the community. MYSA pioneers the use of football as a tool for change. At the heart of MYSA are football leagues with thousands of boys and girls participating. Since 1987, the Mathare Youth Sports Association (MYSA) has pioneered the use of football as a tool to encourage co-operation, raise self-esteem and promote physical and environmental health in the Mathare community. MYSA was the very first Laureus-supported project and has twice been nominated for the Nobel Peace Prize.</p> <p>How we achieve these goals At the heart of MYSA are football leagues located throughout the slum with tens of thousands of young people participating in teams for both boys as well as girls. However, it is not just sport which helps promote a brighter future. The project also offers a self-help project that uses innovative methods such as the slum clean-up programme in which teams clear the rubbish and ditches around their homes</p>	<p>PeacePlayers International — South Africa (PPI-SA) Partners:</p> <ul style="list-style-type: none"> - Harvard School of Public Health's Centre for the Support of Peer 	<p>Non-Formal</p>

<p>every weekend. For every completed clean-up project a team earns extra points in the league standings.</p> <p>Our impact so far Young people who have been involved in MYSA since the beginning of the project have become role models and youth leaders in their community. Hundreds of these young leaders have received special training and now lead HIV/AIDS awareness, prevention and counseling programmes. Over 200,000 children have benefited from the project already.”</p> <p>Source: http://www.laureus.com/projects/africa/mathare-youth-sports-association-mysa</p>	<p>Education</p> <ul style="list-style-type: none"> - Laureus Sport for Good Foundation - Arbinger Institute 	
<p><u>Vuka Rugby – Western Cape Trust</u></p> <p>« Project overview The Vuka project is based in Cape Town, South Africa. The Vuka project is a multi layered competition that aims to get as many kids in the township and Cape Flats areas off the streets and on to the sports field. The project is targeting 56 schools, many of whom have not played rugby in recent years, and are setting up a league that is played every Wednesday in their own areas. This competition is called VUKA which means ‘awakening’.</p> <p>The schools and communities are often very weak and vulnerable. Gangs, drugs, teenage pregnancies and AIDS are also prevalent in these communities. To help combat these issues, the project has started a life skills program called Cool Play, which uses rugby as an analogy to learning critical life skills. Cool play lays the foundation for each player to develop resilient self esteem, self worth and mutual respect, which culminates in their ability to make good and moral choices and a positive contribution to their community.</p> <p>How we achieve these goals The project is developing 10 comprehensive rugby training sessions that link directly with a specific critical life skill. In practice, a training session focuses on drills that train a player for a specific area of rugby (like defense) and then lead into the correlating life lesson (in this instance ‘values’). All of this takes place on the rugby pitch.</p> <p>Our impact so far There is a genuine lack of leadership, which has resulted in apathy towards practicing and matches. Vuka has renewed faith in the rugby players that a well organized rugby league is a possibility in their communities. The life skills component has taught players a level of responsibility enabling them to create pressure for better organization and leadership in the long term, but also a commitment from players to come to practices and matches. The rugby players have learnt that they do have choices in life and that rugby can play a vital role in empowering them to create better lives for themselves.”</p> <p>Source: http://www.laureus.com/projects/africa/vuka-rugby-western-cape-trust</p>	<p>PeacePlayers International – South Africa (PPI-SA) Partners:</p> <ul style="list-style-type: none"> - Harvard School of Public Health's Centre for the Support of Peer Education - Laureus Sport for Good Foundation - Arbinger Institute 	<p>Non-Formal</p>
<p><u>Youth Development through Football – South Africa</u></p>	<p>Youth Development</p>	<p>Non-Formal</p>

<p>“YDF in South Africa: Counting on mass participation and school sport</p> <p>There is hardly another country in the world, where social inequalities are as big as they are in South Africa. Disparities could hardly be more visible than in Johannesburg where affluent Sandton - a match for the luxury of the great metropolises of the world - stands side by side with Alexandra. In the informal part of this township, around 4,000 inhabitants who live in shacks made mostly of corrugated iron and papier-mâché, share eight porta-loos and one tap. Most of the inhabitants cannot say in the evening by what means they will live the following day. Some 20 percent of the population in South Africa lives below the national poverty line and nearly 50 percent of the youth is unemployed. Many of them are struggling with the integration into serious employment. They often feel not valued by society and are at high risk to be attracted by any kind of crime. One of the causes of poverty and unemployment, and arguably one of the most serious social legacies of Apartheid is the poor education and training of large sectors of the black population. This reality is still impacting negatively 17 years after the first democratic elections. Furthermore, the adolescent birth rate is high as is the HIV prevalence. And it is mostly children and youth who suffer the consequences and are confronted with massive social problems. They often grow up lacking real alternatives in life and without positive role models, need support and a perspective on life.</p> <p>Positive role models and a perspective on life</p> <p>This is what the Youth Development through Football (YDF) project intended to offer, when it kicked off by implementing its programme in the Gauteng Province in 2007, step by step developing South Africa into a hub for its other African partner countries. As schools are in the centre of the complex reality of socially disadvantaged youths of all skin colors the 'Mamelodi 8 School League' was an excellent starting point. YDF launched the league in cooperation with the Gauteng North Sports Council (GNSC) in partnership with the non-governmental organization Altus Sports and eight primary schools from Mamelodi in Tshwane. The project started in October 2007 when school sport educators from eight primary schools in Mamelodi East met for a first planning workshop which was organized by YDF and hosted at the Mahlasedi Masana Primary School. The league aimed to create area-wide street football opportunities but the project has ever since been far more than a football league. It combines football with life skills, and promotes the idea of fair play, solidarity and gender equality, distributing points not only for goals, but also for social behavior.</p> <p>Expanding the YDF programme to a national level</p> <p>What started off small in Gauteng Province as a close cooperation with NGO partners Altus Sport, Greenfeet and Karos & Kambro has grown into a national programme in just over three years. Today YDF is implemented in all nine South African Provinces. Current partners were selected following an open call for proposal. The approaches in the provinces differ according to the local needs. While the focus is still on school sport and toolkit implementation in Gauteng, YDF embarked on a public private partnership with Volkswagen South Africa in the Eastern Cape. Two 'soccer busses' are touring the province, bringing coaches and equipment to remote rural areas in order to implement the HIV prevention programme using youth development through football approach. In the Western Cape, where quite a number of substantial non-governmental organizations and institutions tried to tackle the problems that the province is facing, YDF initially focused on networking, following a bottom-up approach and only started implementing in a second step. Independent of the individual procedure in a province YDF always involves the responsible political level, thereby guaranteeing the sustainability of the project.</p> <p>Coaches as messengers of the YDF approach</p> <p>YDF owes the speedy implementation process to the commitment of the South African Department of Sport and Recreation (SRSA). To date, the project has become part and parcel of SRSA's mass-participation programme. Sports coordinators, who are responsible for the</p>	<p>through Football</p>	
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<p>implementation of the YDF project in situ, have been appointed in all provinces. Coach instructors and coaches from all provinces have been trained on the use of the YDF-Toolkit, serving as important disseminators of information and as messengers for the approach of education through sports. The cooperation with the sports coordinators, schools and governmental and non-governmental organizations facilitated the entrenchment of mass sport not only in the outskirts of the cities, but in the country's outlying areas too.</p> <p>Sport as a point of encounter Ever since the project started in South Africa, YDF has used events to convey the approach of youth development through sport and sport as a point of encounter. Sport is a powerful agent of integration as youth from different cultures and backgrounds meet on the pitch. However, only few sporting events are actively used as places of encounter. More often, teams meet to play a match and leave soon afterwards without active exchange. YDF therefore, offers an event tool for coaches and administrators that exceeds beyond the organization of competitive tournaments. The event tool has an emphasis on the management of social events in order to promote active interaction of people from different backgrounds.</p> <p>Improvement through monitoring and evaluation YDF's progress is continuously monitored and evaluated by the University of Johannesburg. YDF also regularly invites partners from all project levels to attend feedback sessions using the outcome to continuously adjust and improve the programme according to the needs of the people on the ground.”</p> <p>Source: http://www.za-ydf.org/pages/South_Africa_Overview/</p>		
<p><u>Puppetry South Africa (formerly UNIMA)</u></p> <p>“UNIMA SA, the South African association of Puppetry and Visual performance, works to develop South African puppetry through encouraging the exposure of SA puppeteers to international trends and the development of local skills. UNIMA SA produces the international puppetry festival Out The Box to further its aims of cultural and artistic exchange, outreach and education.” Source: http://www.unimasouthafrica.org/about-us/about/</p> <p>“The UNIMA SA vision is to see outstanding puppetry arts used to create sustainable development and in the realization of human values such as integration, peace and mutual understanding.” (p. 1) Source: Annual Report 2009/2010 available at http://www.unimasouthafrica.org/wp-content/uploads/final-report-2010-v2.pdf</p>	<p>Puppetry South Africa (formerly UNIMA)</p>	<p>Non-Formal</p>
<p><u>Safe Schools: Violence and the struggle for Peace and Democracy in South African Education</u> (Book Chapter / 2003)</p> <p>“Clive Harber discussed the role of peace education as a means of violence prevention in South African Schools. Schools, as sites for the formal education of youth, also provide the most potent forum for building peace through democratic values. Harbor suggests that the teaching of conflict management skills in schools should also include institutional coalition building that includes all stakeholders in ensuring a more durable peaceable society.” (p. 6)</p>	<p>Clive Harber</p>	<p>Formal</p>

<p>“The paradox of formal schooling in Africa as regards education for peace is that there is simultaneously both bad and good news. The bad news is that historically, schools in Africa have not escaped the violent struggles of the wider colonial and postcolonial societies and, more worryingly, have actually contributed to a more violent society. The good news is that more recently some governments in Africa have begun to rethink the nature and purpose of education in relation to peace and democracy and have begun to reform school management and curriculum accordingly. One such country is South Africa, though, as this chapter demonstrates the struggle to use education to help create a more democratic and less violent society is a very difficult and long-term one, and the path is strewn with obstacles and problems. It is indeed a “long walk to freedom.”” (pp. 85-86) Source: Ernest E. Uwazie (Ed.) <i>Conflict Resolution and Peace Education in Africa</i> (2003)</p>		
<p>“Educating for peace in Africa – the South African experience” in <i>The role of Education in Demilitarizing sub-Saharan Africa</i> by Anne-Marie Maxwell (Book Chapter / date TBC)</p> <p>Much of the foundational work undertaken in peace education has taken place outside Africa, notably in the US, Europe and Australia. This begs the question of whether peace education is relevant to – or even possible in – the African context. One African country in which peace education work is being undertaken is South Africa, though it is still relatively new (Dovey 1996, p. 135). Despite this, there are already a number of peace education initiatives underway throughout the country. In the NGO sector, the Quaker Peace Centre and the Centre for Conflict Resolution, both in Cape Town, the Umtapo Centre in Durban and Sakha Ukuthula in Johannesburg are involved in peace education at pre-school, primary and/or secondary level. At tertiary level, the University of Natal in Durban has just added a course titled ‘Educating for Peace and Justice’ to its postgraduate Conflict Resolution and Peace Studies programme.</p> <p>There is a perceived need for peace education. A 1993 study by Valerie Botha and Adele Kirsten found a unanimous endorsement for peace education- type programmes for both children and youth amongst the education and other youth-related professionals they surveyed. The 296 young people surveyed for the same study recorded a similar level of support for such programmes. The South African Teachers’ Association (SATA, 1992, p. 3) even ventured a working definition of peace education for the South African context: ‘Education for Peace (in schools) is the exploration and development of concepts, values and skills to enable pupils to live in a more peaceable manner, even in a violent society.’</p> <p>In its efforts to find a solution to the problem of violence, the government has made it clear that formal education should contribute specifically to building a peaceful future. <i>The White Paper on Education and Training</i>, published in 1995, made this a priority. This document declared that ‘it should be a goal of education and training policy to enable a democratic, free, equal, just and peaceful society to take root and prosper in our land’ (Department of Education 1995: Part 2, Chapter 3), taking its vision from South Africa’s new Constitution. The new Curriculum 2005 has as its aim the achievement of a ‘prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice’ (Department of Education 2000a, p. 38). More recently, the publication ‘Alternatives to Corporal Punishment: The learning experience’ (Department of Education, 2000b, p. 4), maintained that ‘in a society like ours with a long history of violence and abuse of human rights, it is not easy to make the transition to peace, tolerance and respect for human rights. Schools have a</p>	<p>Anne-Marie Maxwell</p>	<p>Formal and Non Formal</p>

<p>vital role to play in this process of transformation by nurturing these fundamental values in children’. In contrast, some researchers and commentators have directly rejected the idea that peace education can be a positive intervention in the lives of children growing up in situations of violence. One argument against its use is that peace education traditionally focuses only on the development of interpersonal skills relating to the successful handling of interpersonal conflict. ‘While this is no doubt a very worthy aim, it does raise a question mark over the ability of curricula such as these to influence intergroup or political conflict – the type of conflict which most often leads to violence on a large scale’ (Cairns 1996, p. 149). Another school of thought is that peace education in situations of conflict is futile because ‘children who are growing up in a society which is based on hate and the denial of human values cannot be successfully socialized or indeed re-socialized into a ‘peace-loving citizen’ (Punamaki 1987, in Cairns 1996, p. 144).</p> <p>More hopeful research findings suggest that if young people are given a meaningful alternative to the social and political violence in which they find themselves enmeshed, the majority of them will grasp it (Raundalen and Dodge 1991, in Cairns 1996, p. 145-146). Certainly this is the thrust of the research findings of Botha and Kirsten (1993) in studying South African youth. Admittedly peace education is more complicated in situations of violence than in more peaceful contexts. South Africa’s familiarity with violence brings a level of urgency to calls for the implementation of peace education and similar programmes. And the current levels of violence, coupled with the country’s violent history, also make this process more difficult. People working in this field are faced with the complexity of placing the responsibility for educating children for peace with teachers who have been and are themselves immersed in – and potentially damaged by – South Africa’s historical and current violence. In addition there are issues relating to historical educational inequity, to authoritarianism and to levels of corporal punishment in schools, all of which further complicate the process of educating for peace. In contexts of current intergroup violence, the process of educating for peace is even more difficult. These difficulties have been clearly documented by Gavriel Salomon (1999; 2002) in the context of the Israel-Palestine conflict. Any effort to educate for peace in SSA will need to take such complexities into account.”</p> <p>Source: http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ821565&ERICExtSearch_SearchType_0=no&accno=EJ821565</p>		
<p>Educating for peace in the midst of violence: a South African experience (Journal Article / 2004)</p> <p>“Abstract: How do we educate for peace in a context of pervasive social violence? This paper explores this question as it presents the development and evaluation of a South African peace education programme at pre-school level. The programme comprised a pre-school curriculum and a teacher development course and was developed in conjunction with a team of pre-school teachers from diverse backgrounds working in a variety of settings within two South African provinces. The results of the evaluation provided strong evidence that the peace education programme resulted in a drop in aggressive behavior among the children of the target population. The results also indicated that the teacher development course was well received by the teachers and facilitated their growth in a number of areas. Thus, the study indicated that peace education can have considerable positive impact in a country that is recovering from years of political and social violence.”</p> <p>“Further challenges to peace education in South Africa: Another factor that characterizes the South African context, and complicates efforts to educate for peace, relates to the quality of primary,</p>	<p>Anne-Marie Maxwell, Penny Enslin, Tudor Maxwell</p>	<p>Formal</p>

<p>secondary and vocational education received by teachers themselves. Under apartheid, education at all levels was strictly segregated and there were enormous inequalities in educational expenditure for black and white learners. In 1984–1985, for example, educational expenditure in South Africa for white learners was R1702 per capita and for black learners was R169 per capita. In the same period, the pupil:teacher ratio in white education was 18.7:1 and in black education was 41.2:1 (Fourie, in Duncan & Rock, 1997b, p. 54). These inequalities produced conditions in black schools that were not conducive to learning, including very large class sizes, poor facilities and under-qualified teachers, factors that were compounded by the poverty of many learners. Most of the current generation of black teachers grew up and were educated in this context of poverty, deliberately inferior education and educational boycotts.” (p. 106)</p> <p>“Another distinctive aspect of education in South Africa historically is the predominance of ‘an ethos and management system dominated by extreme authoritarianism’ (Taylor & Vinjevold, 2000, p. 170). This is not particularly surprising in a society which has its roots deeply embedded in Calvinism. That a society structured generally along authoritarian lines should have an authoritarian education system is instead rather predictable. This fact is significant for peace educators, however, when one considers that peace education is quite consciously an anti-authoritarian model (Bar-Tal, 2002). Among other things, central to programmes of peace education are experiential learning, the teaching of critical thinking, respectful treatment of all people and structuring schools to facilitate inclusive decision-making. ‘School personnel following the principles of peace education reform teach content and skills, respond to feelings, use a peaceful pedagogy, discipline in a non-punitive manner, motivate students to pursue peace, and administer schools democratically’ (Harris, 1996, p. 387). Indeed, the introduction of peace education in South African schools requires a significant transformation of the curriculum and of the school ethos and structure.</p> <p>A further feature of the South African context, which complicates efforts to educate for peace, is the entrenchment of school corporal punishment in South African society. Corporal punishment as a method of discipline in schools was both sanctioned by law and actively encouraged in apartheid South Africa. The reliance on corporal punishment in schools was so heavy that teachers came to understand ‘discipline’ and ‘physical or psychological punishment’ as synonymous (Porteus et al., 2001). This level of corporal punishment is not unexpected, considering both the history of authoritarianism in South African schooling and society and the extent to which South Africa developed a culture of violence during the apartheid years. But it can’t be denied that corporal punishment has been used to an excessive extent in this country, which has a number of implications for peace education in this context.</p> <p>Firstly, the majority of teachers who will be required to educate for peace have been subjected to this kind of punishment in their own years of schooling and may well still carry the psychological scars. Secondly, the extent to which corporal punishment has been entrenched in this society means that teachers now struggle to leave it behind and to have faith in other methods of discipline. Even though corporal punishment was outlawed in the National Education Policy Act of 1996, ‘a large number of South African educators still see corporal punishment as a necessary classroom tool’ (Porteus et al., 2001, p. 6) and its use is still widespread. Considering that the use of corporal punishment is anathema to peace education, South Africa’s history of extreme use of corporal punishment may complicate the ability of teachers in this country to adapt to more peace education-appropriate methods of discipline and certainly underlines the need for a specific focus on alternatives to corporal punishment in peace education programmes developed for this context.</p> <p>Peace education in South Africa, then, must take place in a context in which violence has reached critical levels. It necessitates working with teachers who have themselves been exposed to violence, who are often under-educated and who are used to operating in an authoritarian educational environment in which corporal punishment has been an acceptable form of discipline. In this complex context, where does the process of educating for peace begin?” (pp. 107-108)</p>		
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<p>A South African peace education programme</p> <p>The Methodist Church of Southern Africa (MCSA) has long been concerned about the levels of violence in South African society. In 1996 the MCSA Central District¹ established Sakha Ukuthula, a peace education project, as part of its response. For the purposes of their work within the MCSA, Sakha Ukuthula defined peace education as:</p> <p><i>Educating people to contribute to the development and maintenance of a peaceful, just society by facilitating their individual and group development in the areas of self-esteem, celebrating diversity, living in community, effective communication, conflict management, caring for the environment, pursuing justice, understanding peace, and healing the wounds of violence.</i></p> <p>In 1998 Sakha Ukuthula began to develop a pre-school peace education programme for 40 Methodist pre-schools in the Central District, at the request of the church’s education director.”</p> <p>“The MCSA study explored in this paper has indicated that peace education programmes are welcome and possible in this context and that they can facilitate a reduction in aggressive behavior in early childhood, which might be a step towards a reduction in societal aggression. Educating for peace is possible in spite of the educators’ own immersion in a context of violence and their under-qualified status. In addition to providing an argument for the implementation of peace education in South Africa, these findings may encourage educators in other situations of violence to explore peace education in their own contexts.” (p. 118)</p> <p>Source: http://eprints.gla.ac.uk/50697/</p>		
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Country: Swaziland

Policy	<p>“The document Our Children First describes Swaziland’s education development strategy (EDS). It takes the following national development goals as its starting point: economic growth, sustainable development, self-reliance, equity and participation, and social justice and stability. The EDS calls for a common vision for educational reform. According to the EDS, the goals of education are to:</p> <ul style="list-style-type: none"> - Develop the intellectual, moral, aesthetic, emotional and practical capacities of children; - Equip citizens with the capacities needed to shape and adapt to a fast changing, complex, and uncertain socio-economic environment; - Engender a civic sense and to foster the skills necessary to participate effectively in a democratic society that reflects the socio-cultural context of Swaziland; - Create a population of lifelong learners with creative minds. <p>The new Constitution of 2005 stipulates that the State shall cultivate among all the people of Swaziland through various measures including civic education respect for fundamental rights and freedoms and the dignity of the human person (article 58).” (World Data on Education, 2010, p. 2)</p> <p>Social studies at the primary level. (World Data on Education, 2010, p. 11)</p> <p>“Secondary education aims at enabling learners to:</p> <ul style="list-style-type: none"> - [...] develop skills to assist in understanding economic, social, political and spiritual issues as they relate to day life and exercise democratic values. - Develop desirable attitudes and behavioral patterns in interacting with the environment and their fellow men in a respective and tolerant manner. - Acquire attitudes and values; develop skills and understanding to allow for the execution of rights and responsibilities as good citizens of Swaziland and the world at large. - Develop life skills such as problem solving, critical thinking, communication, enquiry, team work, and be adaptable in a changing world.” (World Data on Education, 2010, p. 12)
Comments	<p>No civic education as a standalone subject. Maybe covered under “Social Studies”? Not clear what the content of social studies is and if it is taught at the secondary level.</p>
Source	<p>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/Swaziland.pdf</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Youth Development through Football - Swaziland</u></p> <p>“YDF in Swaziland: Contributing to the country's future through football The Kingdom of Swaziland is a small country land-locked by South Africa and Mozambique. It gained independence in 1968 and is today ruled by King Mswati III. Swaziland is a member of the Southern African Development Community, the African Union, and</p>	<p>Youth Development through Football</p>	<p>Non-Formal</p>

<p>the Commonwealth of Nations. Its economy is dominated by the service industry, manufacturing and agriculture; however, Swaziland's economic growth and social integrity are under serious threat from the world's highest HIV-infection rate. According to estimates, more than 26 per cent of the country's 1.3 million citizens carry the virus, a situation that poses a danger to the country's existence if uncontained. Today, approximately 190,000 people in Swaziland are HIV-positive, including 15,000 children under the age of 15. According to the 2009 Epidemic Update of the Joint United Nations Programme on HIV/AIDS, the average Swazi citizen's life expectancy fell by half to 32 years between 1990 and 2007, in large part due to the epidemic.</p> <p>Combating the drivers of HIV-infections in youths</p> <p>Among other things, the relatively early start of sexual activity among the youth, the low social status of girls and women, and associated high levels of gender-based violence are discussed as underlying causes. Young people have also named the lack of youth-friendly services that provide access to health services, the lack of recreational facilities and poor job prospects as contributing factors. In search of solutions, sport is increasingly being viewed as a suitable tool for behavioral change and for disseminating crucial information on a sustainable basis. It was against this backdrop that the Youth Development through Football (YDF) project decided to include Swaziland in its 'Strong youth, strong Africa!' 2010 World Cup programme and embarked on a successful partnership with the Swaziland National Sports Council (SNSC). In this way, Swaziland became YDF's tenth partner country on the African continent.</p> <p>From soccer to transformation</p> <p>The Swaziland Social Transformation Network (SSTN) submitted an application to the Swaziland Government to have the youth-development-through-football approach implemented in cooperation with the National Football Association Swaziland (NFAS). The transformation network aims to contribute to the economic and social-transformation discourse of governmental and non-governmental institutions by facilitating and increasing effective participation and engagement in development policies that impact on human potential. The network focuses on applied research, knowledge and skills development and is working in the area of public-health and health-systems reform, governance, gender, socioeconomic rights and social development in Swaziland. The football association is established throughout the country, with a total of 721 teams across the four regions. The coaches are driven by the game and in the past, concentrated primarily on technical-skills coaching, having had limited capacity for strengthening life-skills education among their soccer players.</p> <p>The coach as mentor and counselor</p> <p>The partnership project will not only strengthen their coaching ability further, but also introduce them to coaching-for-life approaches. In addition, it seeks to increase the participation of young people in the discourse on HIV/AIDS, gender-based violence and male circumcision through educational approaches which use sport as a means of behavioral changes. Furthermore, the project aims to create a pool of coaches who are both trained in life-skills education and knowledgeable about HIV/AIDS in order to integrate these skills further into the sports sector. Simultaneously promoting the opportunity for young girls and boys to participate in sports activities and creating women's teams in the communities, the project also strives to provide a forum for young people to engage in conversations on HIV/AIDS, gender and male circumcision, and to strengthen the capacity of coaches as mentors and counselors to their teams. Strengthening youth-leadership skills and motivating policy-makers to lead the fight against HIV/AIDS in their communities is another aspect of the project</p>		
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<p>Two coaches from the National Football Association have already been trained as instructors on the YDF Toolkit, with further coach-training sessions set to take place throughout the year. After the initial training, the instructors will review the YDF training manual and incorporate specific modules hand in hand with the development of the project in the country.”</p> <p>Source: http://www.za-ydf.org/pages/swaziland/</p>		
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Regional Approaches

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Peacebuilding through schools in Eastern and Southern Africa (1997)</u></p> <p>“Peace-building through schools’ is a concept around which UNICEF ESARO organizes its work in peace education (1997). The focus is on using the activities of daily school life, rather than a curriculum, to promote peace. The school as an institution plays a role in peace-building through inviting the school community – the children (class by class), the teachers, and the parents through the PTA – to contribute to peace-building in the community. The school develops a peace plan with all these stakeholders, the aim of which is to assist the community in some way. Peace plans have included such elements as organizing games and sports in which out-of-school children join in with children enrolled in the school; clearing a market space in the village; having rotating groups of students assist families in need with their chores, work, or childminding; using some Saturdays to work with or play with out-of-school children; making improvements to the school environment; helping children in younger classes with doing their sums, listening to them practice reading, or teaching them new games.</p> <p>An important element of this approach is that the school as an institution reaches out to another school, giving children the opportunity of mixing with a 'different' community. This increases the feeling of belonging to the same neighborhood or district, and encourages children to communicate with others, accept differences, and value the qualities of the children in the neighboring school. The collaborative partnerships that are formed between schools help to promote peace in the wider society.</p> <p>The programme is initiated by a facilitator who organizes sensitization and conflict resolution workshops for the adult leaders of the school, the parents and teachers together. Teachers are also trained in pedagogical approaches which encourage planning and decision-making on the part of children and parents, to enable them to be more actively involved in school outreach activities. This process addresses the hidden curriculum of the school, while sensitizing parents, teachers and administrators to issues of peace and conflict. The ‘peace-building through schools’ approach may be used instead of a curricular approach to peace education or, as in the case of Burundi, serve as a complement to an existing peace education curriculum.” (pp. 20-21)</p> <p>Source: Peace Education / Susan Fountain (1999) Available at: http://www.unicef.org/education/files/PeaceEducation.pdf</p>	UNICEF ESARO	Formal
<p><u>The Growing Pains of Community Radio in Africa (2012)</u></p> <p>“Abstract: Community radio is considered as an intervention strategy of choice for deepening participation and community ownership. Donors have funded a proliferation of community radio projects in the Global South, prompted by stories attesting to</p>	Search for Common Ground	Non-Formal

<p>the power of radio as a tool for social change. The evidence suggests that beyond empowering communities, community radio can catalyze behavior change and impact positively on wider development outcomes. In practice, the record has been mixed, with sustainability a critical challenge. A recent evaluation found that radio stations created through top-down initiatives tend not to survive when external funding dries up. Where such stations do survive, their purpose often becomes different from what was originally intended. Only in a handful of cases have previously aid-dependent radio stations become sustainable. Informed by insights from practitioners, and evaluation reports and scholarly literature, this article draws some emerging lessons.” Available at: http://www.radiopeaceafrica.org/assets/texts/pdf/1296-3906-1-PB.pdf</p> <p>Also: Strategic Communication for Peacebuilding a training guide (2010) Available at: http://www.radiopeaceafrica.org/assets/texts/pdf/20100315trainingGuideEngFinal.pdf</p>		
<p>Right To Play</p> <p>“We partner with Ministries of Education to promote policy change, curriculum development, and teacher training. Together, we tackle basic education and child development needs. Our work focuses on four development impact areas: basic education and child development, health promotion and disease prevention, conflict resolution and peace education, and community development. We do this through three key activities:</p> <p>1. Resource Development: Right To Play designs and develops program resources (specially-designed material that uses sport and play as a tool for learning). Our expert educators and experienced trainers put our programs into practice as they:</p> <ul style="list-style-type: none"> - Promote experiential learning and holistic development using sport and play, games and activities; - Emphasize the Reflect-Connect-Apply learning methodology, which allows learners to examine their experiences, relate those experiences to what they already know, and apply the learning in their daily lives; - Promote inclusion of children who may be marginalized for reasons of gender, religion, ability, ethnicity, disability, or social background. <p>These resources include a Trainer’s Manual for the training of Leaders/Coaches and a Leader’s Manual which focuses on teaching and learning strategies, games and activities for children and youth.</p> <p>2. Training: We make participatory training workshops possible for Right To Play’s activities and resources. Workshops are practical, interactive and designed to support staff and volunteers in their roles within the organization.</p> <p>3. Monitoring and Evaluation: We systematically gather and examine information from all project locations for the purpose of improving project planning, resources and program delivery.”</p> <p>Source: http://www.righttoplay.com/International/our-impact/Pages/Resources.aspx</p> <p>Social inclusion, conflict prevention and peace-building Sport alone cannot prevent conflict or build peace. However, it can contribute to broader, more comprehensive efforts. Sport helps to build relationships across social, economic and cultural divides and builds a sense of shared identity and fellowship among groups that might otherwise be inclined to view each other with distrust and hostility. While evaluative evidence on sport’s use to meet peace objectives is limited, there is significant anecdotal evidence that sport is being used successfully to:</p>	<p>Right To Play</p>	<p>Non-Formal</p>

<ul style="list-style-type: none"> - Promote social inclusion; - Provide respite in periods of conflict; - Build trust and establish bridges between groups in conflict; - Build peace in post-conflict situations; and - Promote a culture of peace <p>Source: http://www.righttoplay.com/usa/our-impact/Pages/PolicyDevelopment.aspx</p> <p>Resources:</p> <ul style="list-style-type: none"> - Creating a Safer World - Trainer Manual - Creating a Safer World - Participant Workbook - Creating a Safer World - Play Based Learning Manual (Games) - Créer un monde plus sûr (Guide du Formateur) - Créer un monde plus sûr (Manuel du Participant) - Créer un monde plus sûr (Manuel d'activités d'apprentissage basées sur le jeu) - Gender Equality Manual - 		
<p><u>Youth citizenship, national unity and poverty alleviation: East and West African approaches to the education of a new generation (2009)</u></p> <p>Authors: Madeleine Arnot, Leslie Casely-Hayford, Paul K. Wainaina, Fatuma Chege, Delali A. Dovie Publisher: Research Consortium on Educational Outcomes and Poverty</p> <p>Abstract: “Youth citizenship is now on the international agenda. This paper explores what that concept might mean in the context of two African nations: Kenya and Ghana. Post independence, both countries focused on rethinking the colonial concept of citizenship in line with their political-cultural traditions, providing education for all youth and to encouraging new notions of national citizenship.</p> <p>Programmes for civic education were established that have been reshaped over the last fifty years. These citizenship education programmes display the tension between different political goals of national unity, economic progress and the promotion of human rights, working with diversity, and encouraging collective responsibility and individual development. The aim is to use the education of the citizen to encourage civic engagement although there is evidence that these programmes might not, for a variety of reasons, engage all young people into the nation building project. The paper considers evidence from a wide range of documentary and social scientific sources to open debate about how to encourage young people’s citizenship within the project of poverty alleviation.”</p> <p>Full Paper: http://r4d.dfid.gov.uk/PDF/Outputs/ImpOutcomes_RPC/WP26-YGC_MA.pdf</p>	<p>Research Consortium on Educational Outcomes and Poverty</p>	<p>Formal and Non Formal</p>

<p><u>West Africa Network for Peacebuilding (WANEP)</u></p> <p>The West Africa Network for Peacebuilding (WANEP) is a leading Regional Peacebuilding organization founded in 1998 in response to civil wars that plagued West Africa in the 1990s. Over the years, WANEP has succeeded in establishing strong national networks in every Member State of ECOWAS with over 500 member organizations across West Africa.</p> <p>WANEP places special focus on collaborative approaches to conflict prevention, and peacebuilding, working with diverse actors from civil society, governments, intergovernmental bodies, women groups and other partners in a bid to establish a platform for dialogue, experience sharing and learning, thereby complementing efforts at ensuring sustainable peace and development in West Africa and beyond.</p> <p>In 2002, WANEP entered into a historic partnership with the Economic Community of West African States (ECOWAS) an inter-governmental structure in the implementation of a regional early warning and response system (ECOWARN). A memorandum of understanding between WANEP and ECOWAS was signed in 2004 for five years, and has since been renewed for another 5 years. This partnership constitutes a major strategic achievement for WANEP and West Africa civil society as it offers the much desired opportunity to contribute to Track I response to conflicts and policy debates.</p> <p>At the continental level, WANEP is a member of the Peace and Security cluster of the African Union’s (AU) Economic, Social and Cultural Council –ECOSOCC representing West Africa. At international level, WANEP has a Special Consultative Status with the United Nations Economic and Social Council (ECOSOC) and is the West Africa Regional Representative of the Global Partnership for the Prevention of Armed Conflict (GPPAC). WANEP is the Chair of GPPAC.</p> <p>WANEP provides professional courses in conflict prevention and peacebuilding informed by several years of practice experience to governments, businesses, and practitioners throughout the sub-region and beyond. Underlying its work is a commitment to professionalism and a dedication to a world of mutual respect, tolerance and peace.</p> <p>Non-violence and Peace Education (NAPE)</p> <p>Launched in May 2000, NAPE seeks to promote the culture of nonviolence and peace within West African communities with particular focus on children and youth in schools and in the informal sector. The programme promotes peer mediation and peace clubs in schools as well as peace education curriculums at various levels: schools, colleges, teachers’ training colleges, universities and policy level. Peacebuilding is not an event but rather a process which when properly inculcated in the minds and comportment of children, youth and adult; they will become agents of change – this is the philosophy behind NAPE.</p> <p>Source: http://www.wanep.org/wanep/programs-our-programs/ype/7-the-youth-and-peace-education-program-ype.html</p>	<p>WANEP</p>	<p>Formal and Non Formal</p>
<p><u>Guide de l’enseignant(e) pour l’éducation aux droits de l’Homme dans l’espace francophone (2009)</u></p> <p>« Le 3 novembre 2000, à l’issue du symposium international sur le bilan des pratiques de la démocratie, des droits et des libertés dans l’espace francophone, les ministres et chefs de délégation des États et gouvernements des pays ayant le français en partage, adoptaient la Déclaration de Bamako. Celle-ci soulignait que : « <i>la démocratie, pour les citoyens, y compris, parmi eux, les plus pauvres et les plus défavorisés, se juge, avant tout, à l’aune du respect scrupuleux et de la pleine jouissance de tous leurs droits, civils et politiques, économiques, sociaux et culturels, assortis de mécanismes de garanties</i> » et chacun devait s’engager à « <i>prendre</i></p>	<p>Organisation Internationale de la Francophonie AFCNDH (Association francophone des commissions</p>	<p>Formal</p>

<p><i>les mesures appropriées afin d'accorder le bénéfice aux membres des groupes minoritaires, qu'ils soient ethniques, philosophiques, religieux ou linguistiques, de la liberté de pratiquer ou non une religion, du droit de parler leur langue et d'avoir une vie culturelle propre.</i> » La Déclaration de Bamako est, à cet égard, conforme au principe de l'indivisibilité des droits, lesquels englobent l'ensemble des dimensions de l'existence humaine, y compris la dimension culturelle.</p> <p>Au chapitre IV de cette Déclaration de Bamako, qui confirme la liste des engagements concrets auxquels souscrivent les pays francophones, l'une des quatre grandes orientations est relative à la promotion d'une culture démocratique dans toutes ses dimensions, afin de sensibiliser par l'éducation et la formation l'ensemble des acteurs de la vie politique et tous les citoyens aux exigences éthiques de la démocratie et des droits de l'Homme. Dans le programme d'action, annexé à la Déclaration de Bamako, est soulignée la nécessité de promouvoir l'éducation aux droits de l'Homme, à la démocratie et à la paix dans l'espace francophone.</p> <p>La Déclaration de Ouagadougou, adoptée à la suite du Sommet des Chefs d'État et de gouvernement francophones en novembre 2004, a mis en relief le rôle de l'information et de l'éducation dans le développement. Dans le cadre stratégique décennal de la Francophonie, également entériné en 2004 à Ouagadougou, l'appui aux réseaux existants d'échanges d'expertise, d'expérience et d'outils en matière d'éducation aux droits de l'Homme constitue un objectif important de l'Organisation internationale de la Francophonie (OIF).</p> <p>Le XIe Sommet de la Francophonie, réuni à Bucarest, les 28 et 29 septembre 2006, a rappelé les engagements de Bamako, de Ouagadougou et ceux de la Conférence ministérielle sur la prévention des conflits et la sécurité humaine tenue à Saint Boniface, au Canada, en mai 2006, et a réaffirmé dans la Déclaration de Bucarest que « <i>l'éducation et la formation aux droits de l'Homme, à la tolérance et à la citoyenneté, notamment des enfants et des jeunes, constitue une dimension importante de l'établissement durable de sociétés libres, tolérantes et démocratiques. Nous demandons à l'OIF de veiller à développer cette dimension dans toutes ses actions relatives aux droits de l'Homme, à la démocratie et à la paix.</i> »</p> <p>Enfin, le XIIe Sommet des Chefs d'État et de gouvernement francophones (Québec, 17-19 octobre 2008) a adopté une résolution sur les droits de l'enfant qui, dans le cadre de la célébration en 2009 du 20e anniversaire de la Convention internationale relative aux droits de l'enfant, invite la Francophonie à renforcer ses activités de sensibilisation et d'éducation visant à promouvoir les droits de l'enfant. C'est donc sur ces engagements politiques clairs que se fonde la décision de la Délégation à la paix, à la démocratie et aux droits de l'Homme de l'OIF de soutenir l'initiative de l'Association Francophone des commissions nationales des droits de l'Homme (AFCNDH) de préparer pour les enseignant(e)s de l'espace francophone un guide pour l'éducation des droits de l'Homme, au niveau des écoles primaires, des collèges et des lycées (enseignement primaire, moyen et secondaire).</p> <p>L'action de l'OIF en faveur de la promotion de la paix, de la démocratie et des droits de l'Homme s'inscrit dans un continuum qui s'étend du suivi de la mise en œuvre des instruments internationaux de promotion et protection des droits de l'Homme par les pays francophones, en passant par le soutien aux acteurs gouvernementaux et non gouvernementaux œuvrant pour la défense des droits de l'Homme ainsi que par l'accompagnement des activités d'éducation, d'information et de sensibilisation aux droits fondamentaux. Au sein de cette action, l'éducation aux droits de l'Homme et à la citoyenneté constitue une composante</p>	<p>nationales des droits de l'Homme)</p>	
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<p>principale.</p> <p>Il existe dans ce domaine une littérature assez considérable et une documentation importante, mais il semble utile de préparer un tel guide de propositions visant à la fois le contenu et les méthodes pédagogiques pour illustrer l'approche de la francophonie et de l'OIF dans ce domaine crucial pour l'évolution démocratique et la consolidation de l'État de droit. En effet la vocation de la Francophonie, à la jonction du national et de l'international, de la diversité et de l'unité, est fondée sur les quatre valeurs : universalité, pluralité, liberté et solidarité ; celles-ci permettent d'appréhender la dialectique unité/diversité ainsi que la plus-value de la francophonie. » (pp. 3-4)</p> <p>Source : http://portail-eip.org/Fr/Divers/2010/Guide_EDH.pdf</p>		
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International Resources

TITLE	AUTHOR	Type of Document/ Year
<p><u>UNHCR's Education for Peace and Life-Skills Programme (PEP): formal and non formal</u></p> <p>“Many of the attitudes and behaviors that created conflict in refugees’ home countries come with them and create problems in refugee camp situations. The UNHCR Peace Education Programme (PEP) was designed to enable people to develop skills which would help them to build a more peaceful life while in the camp, and for later on when they could return home, settle permanently in their host country, or resettle in a third country. PEP teaches skills, values and attitudes for living together constructively, which in turn helps to build a constructive future.</p> <p>In UNHCR PEP community workshops, participants express a strong desire for peace, but they have little understanding of the behaviors and attitudes that promote peace or those that are not peaceful (or promote conflict). There is a tendency to solve problems by violence or by postponing the problem. The responsibility to solve problems belongs to the elders or leaders. Within refugee communities, Peace Education seeks to complement the traditional problem-solving approaches which are breaking down. The UNHCR Peace Education Programme incorporates a school aspect and a community aspect, in order to create a supportive environment for children and teenagers both in and out of school. It is an integrated programme that invites and involves the participation of the whole community.</p> <p>The Peace Education Programme has been implemented in refugee and returnee camps in the Democratic Republic of Congo, Eritrea, Ethiopia, Kenya, Uganda, Liberia, Guinea, Sierra Leone and Cote d’Ivoire. It has contributed to the learning and practice of peace building skills in the camps, and to the reduction of conflict. The stories on the next two pages demonstrate the positive impact PEP has had on refugees, and how it has helped refugee youth build their future by minimizing or resolving conflict.”</p> <p>Source: http://www.unhcr.org/3ee980d717.pdf</p> <p>Review by Margaret Sinclair:</p> <p>“UNHCR’s Education for Peace and Life-Skills Programme (PEP) began in 1998 in the refugee camps in Kenya, which house many ethnic groups and nationalities. This facilitated the development of materials of a generic nature, not linked to a particular national situation. Moreover, the programme was designed to encompass different religious groups, with the refugees in the Kakuma camps being predominantly Christian, and those in the Dadaab camps being mostly Muslim. Extensive consultations (about eighty) had been undertaken in 1997 by the peace education consultant who developed the programme, Pamela Baxter, covering all groups in the camps — often mini-workshops around the themes of peace and conflict and focused on the question ‘Would you like your children to study peace education?’ The answer was often ‘Yes, but we would like to study it also.’ Hence the programme</p>	UNHCR	Curriculum / various versions starting in 1998

<p>includes school-based courses and community workshops for youths and adults.” (p. 75) “Dissemination and sustainability. The programme in the refugee camps in Kenya has been sustained thanks to earmarked donor funding, and it was possible to add a specially trained peace-education teacher to the approximately twenty teachers in the typical primary school. The task of ‘mainstreaming’ has been difficult. The original intention was that NGOs implementing school programmes for UNHCR would routinely include peace-education teachers and facilitators in the education budget. Recent years have seen such intense downward pressure on UNHCR budgets, however, that this has proved difficult. The programme has been introduced for displaced or returnee communities in several other countries in Africa, linked to UNHCR-funded NGO or government educational programmes. Many implementation difficulties have arisen, however, linked to instability (which has repeatedly disrupted the Liberian programme and the start-up of programmes in Guinea and Sierra Leone), funding problems and bureaucratic hurdles. The most fundamental problem when introducing the programme in a new setting is perhaps the difficulty of gaining that extra period in the timetable required for PEP activities to be effective. Attempts in some locations to ‘integrate’ the programme into existing subjects have run into the obvious problems of lack of teacher skills and pressure on teachers to concentrate on ‘covering the syllabus’ to prepare for examinations.” (p. 81) Source: Learning to live together: building skills, values and attitudes for learning to live together / Margaret Sinclair (2004)</p>		
<p><u>Inter-Agency Peace Education Programme</u></p> <p>“The Peace Education Programme teaches the skills and values associated with peaceful behaviours. The programme is designed to enable and encourage people to think constructively about issues, both physical and social and to develop constructive attitudes towards living together and solving problems that arise in their communities through peaceful means. The programme allows the learners to practice these skills and helps them discover the benefits for themselves so that they psychologically ‘own’ the skills and behaviours. To ensure that it is a viable programme, it is essential that peace education is not a ‘one-off’ initiative but rather a well structured and sustained programme. None of us learns these behaviours instantly and if programmes to change or develop behaviours are to succeed, they must be both activity based and sustained through a structured and sustained programme. The term peace education can cover many areas, from advocacy to law reform, from basic education to social justice. This peace education programme is designed to develop people’s constructive and peaceful skills, values and behaviours. Ideally this complements and supplements the process of peace building, whereby communities and nations develop social and economic justice (and legal reform where necessary). The programme is designed for education managers of ministries dealing with both formal and non-formal education and for agencies which implement education activities on behalf of the government. The implementation structure is based on the experience acquired over the eight years the programme has been in use, from 1998 to 2005. The programme has been evaluated by external experts and the new revised materials (2005) incorporate both the suggestions made in the evaluation and the feedback from the specialists who implemented it in the field. Historically this programme has been restricted to refugee communities. However, it has expanded and moved into both refugee</p>	<p>UNESCO UNHCR UNICEF INEE</p>	<p>Guides & Curriculum / 2005</p>

<p>and returnee situations. With the partnership between UNESCO and UNHCR, in the framework of the Funds-in –Trust “Inter-Agency Peace Education Technical Support Programme” financed by the Ministry of Foreign Affairs of Norway in 2004 -2005, the project has been further developed to respond to the needs in situations of emergency and reconstruction and also into development situations as well. The programme is currently being implemented in eleven countries in Africa¹ and has been integrated into complementary initiatives in Sri Lanka, Kosovo, and Pakistan.”</p> <p>Source: http://www.ineesite.org/en/peace-education</p> <p>Peace Education Programme Contents:</p> <ul style="list-style-type: none"> • Overview of the Programme (English, Arabic, French) • Facilitators and Trainers Training Guide (English, Arabic, French) • Background Notes for Facilitators (English, Arabic) • Background Notes for Teachers (English, Arabic) • Manual for Training of Facilitators - 1 (English, Arabic, French) • Manual for Training of Facilitators - 2 (English, Arabic) • Manual for Training of Facilitators - 3 (English, Arabic) • Teacher Training Manual - 1 (English, Arabic, French) • Teacher Training Manual - 2 (English, Arabic, French) • Teacher Training Manual - 3 (English, Arabic) • Teacher Activity Book (English, Arabic, French) • Teacher Activity Book of Secondary Modules (English, Arabic) • Sara's Choice - A Collection of Stories and Poetry (English, Arabic) • Facilitators Manual for Community Workshops (English, Arabic) • Community Course Booklet (English, Arabic) • Analytical Review of Selected Peace Education Materials 		
<p><u>Learning to live together: building skills, values and attitudes for learning to live together</u> Author: Margaret Sinclair</p> <p>Description: “This study represents an attempt to interpret the aim of ‘learning to live together’ as a synthesis of many related goals, such as education for peace, human rights, citizenship and health-preserving behaviors. It focuses specifically on the skills, values, attitudes and concepts needed for learning to live together, rather than on ‘knowledge’ objectives. The aim of the study is to discover ‘what works’ in terms of helping students learn to become politely assertive rather than violent, to understand conflict and its prevention, to become mediators, to respect human rights, to become active and responsible members of their communities—as local, national and global citizens, to have balanced relationships with others and neither to coerce others nor be coerced, especially into risky health behaviors.”</p>	<p>UNESCO IBE</p>	<p>Report / 2004</p>

<p><u>Learning to live together Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights (Eds.)</u> Authors: Margaret Sinclair in collaboration with Lynn Davies, Anna Obura and Felisa Tibbitts</p> <p>Description: “In this Guide, we focus on strengthening the curriculum dimension known as education for learning to live together (LTLT), which incorporates areas of life skills, citizenship, peace and human rights. We first argue for a holistic view of this dimension and for appropriate teaching learning processes.</p> <p>We then offer suggestions for monitoring and evaluation processes to answer one or more of the following questions - depending on circumstances:</p> <p>For a traditional system: Does our traditional schooling meet our current goals in the LTLT/life skills dimension? For a pilot project: Does our new LTLT/life skills initiative - in our pilot/model schools – achieve its goals? For a system-wide initiative: Does our recent system-wide LTLT/life skills initiative achieve its goals?</p> <p>We also suggest the importance of building monitoring and evaluation of LTLT/life skills into:</p> <ul style="list-style-type: none"> - curriculum and textbook development programmes and centers - teacher training systems - national (or project) systems for monitoring and evaluation of schooling. <p>The Guide is hopefully a contribution to curriculum renewal in all societies, since we all face challenges in responding positively to the rapid changes of the twenty-first century. However, the book is designed for use even in difficult conditions - for example, in post-conflict or other situations where resources and well-trained teachers are scarce; and in a variety of cultural settings. The Guide is addressed primarily to policy-makers and curriculum planners in national education ministries – or NGO programme managers. Educators working in diverse settings may also find it useful, if they are concerned with the contribution that education can make towards peace, active citizenship, respect for human rights, and life skills including HIV/AIDS prevention.”</p> <p>Source: http://tandis.odihr.pl/documents/hre-compendium/rus/CD%20SECT%205%20EVAL/PR%20SEC%205/UNESCO%20Learning%20to%20Live%20Together.pdf</p>	<p>GTZ German Federal Ministry for Economic Cooperation and Development UNESCO IBE</p>	<p>Guide / 2008</p>
<p><u>YDF Manual for Violence Prevention</u></p> <p>The ‘YDF Manual for Violence Prevention’ is a short module that expands the YDF Toolkit by teaching coaches how to use football to face one specific challenge: the prevention of violence among youths</p> <p>Abstract: “The foundation module — the YDF Manual for Coaches — still constitutes the first introduction to the complex topic of violence prevention, whereas the short module on ‘Violence Prevention’ builds on the different forms of reaction that are possible and elaborates in detail on tips for taking action. YDF is convinced that every coach needs to build on general basic-training skills in order to implement the ‘YDF Manual for Violence Prevention’ successfully and, as such, needs to be familiar with the content of the ‘YDF Manual for Coaches’.</p>	<p>Authors: Youth Development through Football Under the patronage of: UNESCO Partners: GIZ; European Union; SRSA</p>	<p>Manual / 2011</p>

<p>Key aspects of the YDF Manual for Violence Prevention include:</p> <ul style="list-style-type: none"> - providing background information on violence, understanding its causes and identifying victims and perpetrators; - serving as a guideline for coaches with training on techniques of conflict resolution, who learn when their immediate intervention is required; - encouraging understanding of the respective roles of the victims and perpetrators of violence and explaining various supporting mechanisms, complemented by a large number of related football exercises; - and getting to know the potential inherent in peer education and the power of using learning processes related to group dynamics. <p>In line with all the other YDF manuals, this manual is also equipped with case-study boxes and with training and lesson worksheets. The first four lessons of the manual cover the definition of violence, the understanding of its causes, intervention in conflict situations and the identification of victims and perpetrators. Lessons 5, 6 and 7, which are all supplemented with football exercises, help in understanding the respective roles of the victims and perpetrators of violence, and explain various supporting mechanisms. Lesson 8 presents football variations promoting violence prevention. In addition, the manual is equipped with case study boxes and work sheets.</p> <p>The entire 'YDF Manual for Violence Prevention' can be downloaded below: YDF Manual for Violence Prevention (37.2 MB)" Source: http://www.za-ydf.org/pages/ydf_manual_for_violence_prevention/</p> <p>About Youth Development through Football: The Youth Development through Football (YDF) project started in 2007 as a legacy of the 2006 Football World Cup™ in Germany, and will end in December 2013. It is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH in partnership with the Department of Sport and Recreation South Africa (SRSA). The project formed an important part of the German-South African FIFA World Cup 2010 co-operation. It is funded by the German Government and, until end of 2012; it was co-funded by the European Union.</p> <p>Local partners of the participating countries co-operate in the project. YDF supports them on the basis of individual arrangements. We, as YDF co-operate with local NGOs, local authorities and football bodies in developing a joint action plan.</p> <p>Botswana / Ghana / Kenya / Lesotho / Mozambique / Namibia / Rwanda / South Africa / Swaziland Zambia</p>		
<p><u>YDF Manual for Violence Prevention</u></p> <p>"The 'YDF Manual for Gender Awareness' is consistent with the expansion of the 'Youth Development through Football' concept. The foundation module - the YDF Manual for Coaches - still constitutes the first introduction to the complex topic of Gender Awareness, while the new short module builds on the different forms of reaction that are possible and elaborates in detail on tips for taking action.</p> <p>The general basic training that the coaches undergo forms a foundation (a foundation that is useful but not absolutely necessary)</p>	<p>Authors: Youth Development through Football Under the patronage of: UNESCO Partners: GIZ;</p>	<p>Manual / 2011</p>

<p>that enables them to work with the manual under discussion here. The YDF Manual for Gender Awareness can therefore also be used as a direct point of entry into methodology. Here too we use the popularity, attractiveness and power of the sport of football to teach social skills to young girls and boys and influence them positively.</p> <p>The first lessons of YDF's Manual for Gender Awareness focus on understanding the roles and responsibilities of the coach, stereotypes around gender and football, as well as understanding and dealing with gender-specific behavior. In addition, they cover gender-specific physical characteristics. A large number of football exercises are included to complement these topics. Lesson 6 provides coaches and coordinators with additional ideas on how to promote gender equality in their teams, programmes, leagues and even communities. In Lesson 7, coaches will find methods for designing a complete practice session to raise awareness about or address gender issues that they face with regard to their teams. In line with all the other YDF manuals, this one is also equipped with case-study boxes and worksheets.”</p> <p>Source: http://www.za-ydf.org/pages/ydf_manual_for_gender_awareness/</p>	<p>European Union; SRSA</p>	
<p><u>Machel Study 10-Year Strategic Review: Children and conflict in a changing world</u></p> <p>“The 1996 Machel Study challenged the world to recognize that "war affects every right of the child." This follow-up report analyses the progress – and challenges – of the subsequent decade. More than 40 UN agencies, non-governmental organizations and academic institutions – along with children from nearly 100 countries – contributed to this review, which was co-convened by the Office of the Special Representative of the Secretary-General for Children and Armed Conflict and UNICEF. The Strategic Review is part of ongoing advocacy efforts to bring the issues of children in conflict to the forefront. There are several components where the study outlines youth related impact and recommendations.”</p> <p>Available at: http://www.unicef.org/publications/files/Machel_Study_10_Year_Strategic_Review_EN_030909.pdf</p>	<p>UNICEF</p>	<p>Report / 2009</p>
<p><u>Evaluating Youth Interventions</u> (Volume II, Number 5 – June 2007)</p> <p>“Youth development projects aim to improve the lives and livelihoods of young people around the world. Interventions for youth are often multi-sectoral in nature, ranging from job- and life-skills development to programs for better health and nutrition. Rigorous impact evaluation is key to producing the knowledge base required by policymakers and practitioners to choose among different options, and implement the most cost effective projects. This note outlines some approaches to producing evidence of what works in the context of youth development projects, and looks at expanding the set of outcome indicators to more fully capture the effects of these projects on the welfare of young people around the world.”</p> <p>Available at: http://siteresources.worldbank.org/INTCY/Resources/395766-1186420121500/YDNVolIIIEvaluation.pdf</p>	<p>World Bank</p>	<p>Report / 2007</p>

<p><u>National Youth Policies from around the world</u></p> <p>Source: http://networkforyouthintransition.org/forum/topics/world-atlas-of-youth-policies http://www.planwithyouth.org/resources/youth-policies/</p>	<p>UNESCO Youth-led Social Innovation Team.</p>	<p>Tool</p>
<p><u>Indigenous conflict resolution in Africa</u></p> <p>A draft presented to the week-end seminar on indigenous solutions to conflicts held at the University of Oslo, Institute for Educational Research 23 – 24 of February 2001</p> <p>Source: https://www.google.com/search?q=%22Indigenous+conflict+resolution+in+Africa%22&sourceid=ie7&rls=com.microsoft:en-us:IE-Address&ie=&oe=</p>	<p>Birgit Brock-Utne, University of Oslo</p>	<p>Conference Paper / 2001</p>
<p><u>Education for peace: A curriculum framework K-12</u></p> <p>14-page pdf document which presents a "conceptual framework from which schools may devise a program comprising the transmission of universal values and enduring attitudes, and the development of skills which will enable our students to become active global citizens ... the implementation of this conceptual framework recognizes the practice of peaceful relations at all levels: personal, familial, communal, inter-cultural and global, it entails a process of knowledge acquisition and skill-building which affects the behavior of individuals and groups and provides a model for the formal and informal curriculum of the school, education for Peace is a process and condition which permeates all aspects of school life, with implications for learners, teachers, and administrators and it extends beyond the school to society as a whole."</p> <p>Source: http://www.creducation.org/cre/global_cre/peace_education_resources#</p>	<p>International Schools Association Global Issues Network (formerly known as the International Education System Pilot Project)</p>	<p>Curriculum framework / Year unknown</p>
<p><u>Peace education: A pathway to a culture of peace (2nd Edition)</u></p> <p>209-page pdf book designed to provide educators with the basic knowledge base as well as the skill- and value-orientations that we associate with educating for a culture of peace. Although this work is primarily directed towards the pre-service and in-service preparation of teachers in the formal school system, it may be used in non-formal education. Part I presents chapters that are meant to help us develop a holistic understanding of peace and peace education. Part II discusses the key themes in peace education. Each chapter starts with a conceptual essay on a theme and is followed by some practical teaching-learning ideas that can either be used in a class or adapted to a community setting. Part III focuses on the peaceable learning climate and the educator, the agent who facilitates the planting and nurturing of the seeds of peace in the learning environment. Finally, the whole school approach is introduced to suggest the need for institutional transformation and the need to move beyond the school towards engagement with other stakeholders in the larger society.</p>	<p>Loreta Navarro-Castro & Jasmin Nario-Galace Center for Peace Education Miriam College (Philippines)</p>	<p>Guide Book / 2010</p>

<p>Source: http://www.creducation.org/cre/global_cre/peace_education_resources#</p>		
<p><u>Peacebuilding Toolkit for Educators - Middle School Edition</u></p> <p>“The Peacebuilding Toolkit for Educators is designed to support the work of educators as peacebuilders. It is a resource developed by and for educators, to help introduce peacebuilding themes and skills into the classroom. The Toolkit can help develop students’ understanding of, and interest in, global peacebuilding, and develop their skills and capacities to act as peacebuilders. It can help teachers develop their own understanding of key concepts and skills, and enhance their capacity to teach about global peacebuilding themes and issues. There are two volumes of the toolkit—one for middle school and one for high school. The Middle School Edition of the toolkit is designed for a general audience of students in grades 6–8. The content can be modified for older students and some of the content can be modified for younger students. Engaging young audiences in conversations about peace and conflict is important. It is the authors’ hope that young students will engage in these topics and continue to reflect on them as they progress through high school and move into the world. The lessons have been developed with great detail to be useful for educators who are new to the methods employed that engage students in experiential learning and critical thinking. The lessons are intended for traditional and alternative education settings. The toolkit is organized around basic themes within the field of international conflict management. Theme 1: Conflict is an inherent part of the human condition. Theme 2: Violent conflict can be prevented. Theme 3: There are many ways to be a peacebuilder. The 15 lessons in the toolkit are interactive and encourage students to work collaboratively to understand concepts and solve problems. The lessons are designed to be detailed enough for a new teacher or a teacher unfamiliar with interactive or experiential methods to pick them up and use them as intended. The middle school lessons include teacher direction, guided practice, and independent practice.”</p> <p>Source: http://www.creducation.org/cre/global_cre/peace_education_resources#</p>	<p>USIP</p>	<p>Toolkit / 2011</p>
<p><u>Peacebuilding Toolkit for Educators - High School Edition</u></p> <p>“The Peacebuilding Toolkit for Educators is designed to support the work of educators as peacebuilders. It is a resource developed by and for educators, to help introduce peacebuilding themes and skills into the classroom. The Toolkit can help develop students’ understanding of, and interest in, global peacebuilding, and develop their skills and capacities to act as peacebuilders. It can help teachers develop their own understanding of key concepts and skills, and enhance their capacity to teach about global peacebuilding themes and issues. There are two volumes of the toolkit—one for middle school and one for high school. The High School Edition of the toolkit is designed for a general audience of students in grades 9–12 (ages 14–18). The content can be modified for older students and some of the content can be modified for younger students. High school students are at an ideal stage to talk about peace and conflict, to view the world as an evolving system of relationships, and to prepare themselves to make a positive impact through their choices and actions today and in the future. The lessons have been developed with great detail to be useful for educators who are new to the methods employed that engage students in experiential learning and critical thinking. The toolkit is organized around basic themes within the field of international</p>	<p>USIP</p>	<p>Toolkit / 2011</p>

<p>conflict management.</p> <p>Theme 1: Conflict is an inherent part of the human condition. Theme 2: Violent conflict can be prevented. Theme 3: There are many ways to be a peacebuilder. The 15 lessons in the toolkit are interactive and encourage students to work collaboratively to understand concepts and solve problems. The lessons are designed to be detailed enough for a new teacher or a teacher unfamiliar with interactive or experiential methods to pick them up and use them as intended.”</p> <p>Source: http://www.creducation.org/catalog/index.php?P=FullRecord&ID=677&ReturnText=Search+Results&ReturnTo=index.php%3FP%3DAdvancedSearch%26Q%3DY%26F22%3D%253DPeace%2BEducation</p>		
<p><u>Guide to Cooperative Problem Solving</u></p> <p>“This 56-page pdf is a guide designed for people who want to know how to resolve conflicts with other people in a way that leads to mutual agreements and stronger relationships. It was developed as a workbook for a workshop of the same title, but it can be used independently.</p> <p>Based on the book Getting to Yes, the Guide addresses:</p> <ul style="list-style-type: none"> - Treating conflict as a natural resource - How to attack problems while respecting people - Raising an issue in a constructive manner - Exploring opposing positions to discover shared interests - Generating options to address all parties’ needs - Crafting clear and healthy solutions - Dealing with differing perceptions - Managing emotions - Insuring two-way communications - Choosing when to use a cooperative approach - Being a peacemaker while resolving conflicts” <p>Source: http://www.creducation.org/catalog/index.php?P=FullRecord&ResourceId=704</p>	<p>Search For Common Ground</p>	<p>Guide / 2003</p>
<p><u>Community-Based Institutes on Peace Education (CIPE) organizer's manual: A peace education planning</u></p> <p>“78-page pdf manual "designed to assist formal, non-formal and grass-roots educators and educational planners by providing</p>	<p>Tony Jenkins et al.</p>	<p>Manual / 2007</p>

<p>ideas and tools for the development of community-based peace education learning projects that might contribute to the reduction of violence at all levels of the global social order. More specifically, it has been developed to aid in the planning of "Community-Based Institutes on Peace Education (CIPE)," a special community-centered initiative of the International Institute on Peace Education (IIPE) ... As you explore the contents you will see that this manual is arranged like a workbook. It is organized around inquiries into practical considerations for designing peace education initiatives in multiple and varying contexts. These inquiries are designed to engage you - the educator/planner - in reflections upon your own unique situation and possibilities for affecting change through education."</p> <p>Source: http://www.i-i-p-e.org/cipe/CIPE%20MANUAL.pdf</p>		
<p><u>Best practices of non-violent conflict resolution in and out-of-school some examples</u></p> <p>Source: http://unesdoc.unesco.org/images/0012/001266/126679e.pdf</p>	<p>UNESCO</p>	<p>Report / 2001</p>
<p><u>Evaluating Peacebuilding Activities in Settings of Conflict and Fragility: Improving Learning for Results</u></p> <p>“Recognizing a need for better, tailored approaches to learning and accountability in conflict settings, the Development Assistance Committee (DAC) launched an initiative to develop guidance on evaluating conflict prevention and peacebuilding activities. The objective of this process has been to help improve evaluation practice and thereby support the broader community of experts and implementing organizations to enhance the quality of conflict prevention and peacebuilding interventions. It also seeks to guide policy makers, field and desk officers, and country partners towards a better understanding of the role and utility of evaluations. The guidance presented in this book provides background on key policy issues affecting donor engagement in settings of conflict and fragility and introduces some of the challenges to evaluation particular to these settings. It then provides step-by-step guidance on the core steps in planning, carrying out and learning from evaluation, as well as some basic principles on programme design and management.</p> <p>This guidance aims to help improve programme design and management and strengthen the use of evaluation in order to enhance the quality of conflict prevention and peacebuilding work. It seeks to guide policy makers and country partners, field and programme officers, evaluators and other stakeholders engaged in settings of conflict and fragility by supporting a better, shared understanding of the role and utility of evaluations, outlining key dimensions of planning for them, setting them up, and carrying them out.</p> <p>This guidance is to be used for assessing activities (policies, programmes, strategies or projects) in settings of violent conflict or state fragility, such as peacebuilding and conflict prevention work and development and humanitarian activities that may or may not have specific peace-related objectives. This encompasses the work of local, national, regional and non-governmental actors, in addition to development co-operation activities. The central principles and concepts in this guidance, including conflict sensitivity and the importance of understanding and testing underlying theories about what is being done and why, are applicable to a range</p>	<p>OECD</p>	<p>Report / 2012</p>

<p>of actors.” OECD DAC Evaluating Peacebuilding.pdf Source: http://dmeforpeace.org/learn/evaluating-peacebuilding-activities-settings-conflict-and-fragility-improving-learning-results</p>		
<p><u>INEE Adolescents and Youth Task Team, Literature Review</u></p> <p>“Few emergency education programmes cater to the unique needs of youth. Of those that do, little is known about their impacts and successful strategies. Through a review of research, programmatic evaluations and case studies, this paper attempts to capture the impact of programs and draw out salient themes, gaps and lessons learned in the field. This review contributes to building the evidence base to help stakeholders effectively articulate, and advocate for quality education programming for youth affected by crisis.</p> <p>This document reviews the field of education for youth in crisis using three categories: Secondary and Tertiary Education; Technical and Vocational Education and Training (TVET) and Livelihoods Training; and Life Skills, Peace Education and Recreational Activities. A review of the lessons learned in each category is presented, followed by a summary of lessons across all three categories. The review finds a near universal call for holistic approaches that offer a continuum of services to facilitate the transition from education/training to income generation, and that have strong family and community linkages. Such linkages are also important for programme relevance and sustainability. Addressing young people’s participation rights by creating friendly environments and involving them in all stages of the project cycle has proven successful and has led to various forms of empowerment. Programmes engaging youth must be well-structured, yet remain flexible, recognizing that the post-crisis phase is dynamic and that the needs of youth are diverse.</p> <p>Success of any programmatic intervention depends on creating conducive economic, political and socio-cultural environments where female and male can safely explore, prove their skills and gain agency. This approach requires strong and effective cross-sectoral partnerships. To successfully monitor and evaluate programmes, more disaggregated data on the characteristics of the diverse youth population is needed.</p> <p>This review finds that, if provided with meaningful opportunities and equipped with relevant skills, a community’s youth may be its most abundant asset in times of crisis. In many instances, youth have initiated their own crisis response actions, and have proven a vital liaison between INGOs and communities. Unlocking the potential of young people reinforces the recovery and empowerment of society at large.”</p> <p>Life Skills, Peace Education and Recreational Activities “Definitions and Rationale Life Skills comprise a large set of psychosocial and interpersonal skills and abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of life (WHO, 2001). These can include communication and interpersonal skills; decision-making and critical thinking skills; and coping and self-management techniques to help individuals make informed decisions, communicate effectively and help them lead a healthy and productive life. Life Skills training lets young</p>	<p>INEE</p>	<p>Report / 2012</p>

<p>people engage constructively with their communities and develop positive influence on their peers (Ketel, 2008). It can build the capacity and skills for employment and also help youth find psychological healing (Otieno, 2009).</p> <p>Peace Education is a long-term process of developing knowledge, skills, values and attitudes. It aims to affect relationships, behaviors and structures that promote peace and encourage conflict prevention and resolution (Baxter, 2001). In conflict-affected societies, youth benefit by learning to become more accepting of others (Krech, 2005). Peace Education programmes have also led to spontaneous youth-led services and activities, allowing youth to take on leadership roles in facilitating workshops and resulting in a greater sense of self-confidence and empowerment (Obura, 2002).</p> <p>Recreational Activities are aimed at psychosocial rehabilitation and the restoration of independent functioning in the community. They include sports and arts activities that provide room for crisis-affected youth to express themselves freely. They can also include Disaster Risk Reduction (DRR) activities meant to minimize a community’s vulnerabilities (UNISDR, 2009). Recreational Activities can help young people better define goals for the future and develop a sense of purpose (Awad et al., 2009; Betancourt et al., 2008; Fauth and Daniels, 2001).</p> <p>Life Skills, Peace Education and Recreational Activities usually take place in non-formal contexts, but can also be integrated into formal classroom learning. In some humanitarian contexts, a majority of the population is out-of-school youth who cannot or will not attend school in a formal classroom setting. Non-formal programming may be the only access they have to education and training.</p> <p>Promising Practices</p> <p>Flexible programmes designed in consultation with communities and youth have proven to ensure local ownership and sustainability (Rahim and Holland, 2006; UNHCR, 2001). While simpler to accomplish, the disproportionate targeting of community elites has proven counterproductive as it strengthens existing inequities. Since training is a form of empowerment, the most vulnerable youth must be identified, approached and engaged, and parents and guardians must be involved in programme activities for programmes to be successful (Sommers, 2001a). Programmes cannot rely solely on beneficiary demand but must make concerted efforts to reach girls, especially, who may be “invisible” in the community. Involving local communities and youth may require the adoption of simpler language and the translation of materials into local languages (Sommers, 2001a). While participatory and inclusive approaches can delay programme implementation, they are essential to achieving sustainable success (Hayden, 2007).</p> <p>Text-heavy curricula and classroom settings have generally been ineffective in attracting or retaining out of-school youth. (Hansen et al., 2002; Tiedemann, 2000) Programmes adopting rights-based approaches have shown promise, though teachers need support to understand them. Using culturally-sensitive and accessible educational material, open-ended questions and encouraging creativity and participation are keys to success. (Baxter, 2002; Betancourt et al., 2008; Hansen et al., 2002; UNHCR, 2001) Role play can be used to teach skills and positive attitudes and behaviors that help youth make informed decisions in their lives (UNHCR, 2001).</p> <p>Training youth as peer educators ; as peace-builders in Multiplier Teams (Plan International, 2009); or as parent outreach workers (Avery, 2009) has proven powerful and cost-effective in reintegration processes, as youth are able to reach marginalized groups in sharing a common youth language (UNHCR, 2001). Peer education has led to increased levels of confidence to work as peace-builders or agents of change, if provided with structured supervision (CEDPA, 2008a). Participants improved their communication, leadership and group facilitation skills and developed the capacity to resolve conflict and advocate for their rights</p>		
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<p>(Plan International, 2009). They were able to make a positive impact on their communities and contributed to adults shifting their attitudes and behavior (Avery, 2009). One evaluation credited peer education with having prevented teenage pregnancy (Hayden, 2007).</p> <p>For ex-combatants, remedial and accelerated learning in peer groups, in combination with apprenticeship programmes and integrated psychosocial services, have proven more promising than traditional TVET programmes (Betancourt et al., 2008). In working with this group, sports and arts activities in particular have been successful in providing critically important neutral ground for self-expression, leading to increased self-confidence and community integration (Abdalla et al., 2002; RET, 2010a). In Somalia, sports and recreation provided an entry point for community development as adolescents came together through sporting events and then began to expand their activities, creating friendly community spaces and initiating leadership and vocational training (UNICEF, 2004). Such approaches have strengthened youth organizations and enabled youth to feel more confident to raise ‘taboo’ issues (FGM, HIV, narcotics) with elders in their communities (UNICEF, 2004). Sport combined with non-formal basic literacy, numeracy and Life Skills has proven a successful strategy especially for the most vulnerable and marginalized to learn.</p> <p>Challenges and Gaps</p> <p>In societies dominated by generational hierarchies, youth face many challenges realizing their potential. In crises, they tend to be seen as victims or threats rather than as agents of positive change. Youth in DRR are said to be helpful in both building their resilience and improving DRR governance (Plan International and World Vision International, 2009). When adults do not engage youth in positive processes, youth participation is limited to passive roles, leaving them vulnerable to manipulation by elites. Youth in civic organizations exhibit more self-confidence and ability to relate to elders. In Burundi, the youth committee is considered a formal stakeholder in sub-district government consultations. (Abdalla et al. 2002) Although non-formal Life Skills programmes generally better serve marginalized youth, there are still challenges in reaching the neediest (Johannessen, 2005). As in other areas, the gender imbalance in access must be addressed by providing remedial learning and evening classes (UNICEF, 2004), as well as child care for young mothers. The failure to do so means retarding the recovery process as a whole (Obura, 2002). As Parsons (2008) writes, it is not only important to ensure young women’s participation but to ensure they are engaged in program resource management and control, as well as policy making.</p> <p>The body of literature in this sector also makes reference to adopting holistic approaches and linking Life Skills training and conflict management with livelihood skills and methods of income generation (Ketel, 2008). Challenges remain if programmes aim to be holistic and specific goals get lost and programmes become too general (UNICEF, 2004) or if programme objectives adapt over time without a systemic response for these goals (NRC, 2008). This in turn hinders effective monitoring and evaluation. The development of effective evaluation tools remains challenging for this sector as well. Quick quantitative evaluation is necessary for donors’ records but does not reveal the level of long-term sustainable behavior change taken place during Peace Education programmes. Baxter (2002) states that the best programmes involve refugee, local, national staff in evaluation and use a combination of quantitative and qualitative indicators and evaluation tools as well as developing case studies to examine how people struggle to solve problems before and after training.</p> <p>A few reports emphasize the importance of facilitating informal youth education programs through cooperation between NGOs as well as between NGOs and local government agencies (NRC, 2008). Developing materials for Ministry staff and involving them from</p>		
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<p>early stages ensures smooth phasing out and handing over from foreign NGOs to local agencies as experienced by the Refugee Education Trust (RET) in its Peace Education program in Burundi. Information exchange, inter-agency collaboration and cross-border coordination would open up opportunities for lesson and practice sharing between staff teams. Furthermore, information exchange will ensure coherent and consistent programme strategies that are vital for the success of reintegration programmes (Hayden, 2007; Parsons, 2008).” (pp. 9-11)</p> <p>Source: http://www.inesite.org/uploads/files/resources/AYTT_LitReview_2012-02-14.pdf</p>		
<p>École instrument de paix => free online courses on Human Rights Education</p> <p>Access : http://portail-eip.org/moodle/login/ EIP’s website: http://portail-eip.org/En/Publications/EIP-info/3.html</p>	<p>École instrument de paix (EIP)</p>	<p>Online resources</p>
<p>50 ideas for Anti-Bullying Week The Anti-Bullying Alliance presents a series of suggested activities for Anti-Bullying week. Many of these activities have been suggested by children and young people, and can be led and organized by them. Other ideas have come from the Anti-Bullying Alliance. Select, adapt and build on the activities most appropriate for the children and young people with whom you work. Work with children and young people on all the suggested activities. Ask everyone to come up with their own idea! 50 Ideas for Anti-Bullying Week</p> <p>All Different, All Unique Member States of UNESCO unanimously adopted the UNESCO Universal Declaration on Cultural Diversity in 2001. This is a version of the text that has been developed by and for young people around the world. All Different, All Unique</p> <p>Assessment Toolkit: Bullying, Harassment and Peer Relations at School This free 170 page kit has been designed for teachers, school administrators, and ministries of education to provide a standard way to measure the nature and prevalence of school peer relationship problems, standards for quality programs, and a common set of tools to assess the impact of school-based programs. It was developed in partnership with the Canadian Initiative for the Prevention of Bullying (National Crime Prevention Centre) Assessment Toolkit – Bullying, Harassment and Peer Relations</p> <p>Binoculars on Bullying This is a report by Dr. Debra Pepler and Dr. Wendy Craig – two of Canada’s leading researchers in the field of bullying. Binoculars on Bullying</p>	<p>Various</p>	<p>Websites</p>

<p><u>Character Development in Action</u></p> <p>See some examples of character development programming in Ontario schools. Character Development in Action – Ontario</p> <p><u>Children’s Rights: A Teacher’s Guide</u></p> <p>This guide will give you the tools you need to introduce rights education into your classroom. As well as practical information about children’s rights and their importance to well-governed societies, the guide contains ideas about how you can introduce the topic into your school curriculum and incorporate rights into your normal teaching practice. Developed by Save the Children Canada. Children’s Rights: A Teacher’s Guide</p> <p><u>Colman McCarthy’s Class of Nonviolence</u></p> <p>The Class of Nonviolence is an eight session class developed by Colman McCarthy, founder of the Center for Teaching Peace in Washington, D.C. It uses classics in peace and justice literature to teach peacemaking. The entire eight-session / 48 essay class can be downloaded as a PDF file for free.(206 pages) Class of Nonviolence Colman McCarthy</p> <p><u>Cooperative Facilitation Guide for Effective Conflict Resolution</u></p> <p>This guide offers suggestions to teachers on how to explore issues such as overcoming stereotypes and prejudices, conflict transformation and prevention of violence among young people in an interactive way Cooperative Guide to Conflict Resolution</p> <p><u>Finding New Words: A Resource for Addressing Bullying at School</u></p> <p>This resource provides a series of exercises for teachers and a lesson plan for students to more effectively address bullying by taking a stand, telling the truth, and building a stronger community at school. From www.racebridgesforschools.com Finding New Words Resource</p> <p><u>Fire it Up! Youth Activism Manual</u></p> <p>This resource is filled with great ideas to get a youth group started in your school. Fire it Up! Youth Activism Manual</p> <p><u>Inclusive Schools Celebration Ideas</u></p> <p>The kit materials will provide you ample ideas to assist you in planning for <i>Inclusive Schools Week</i>, including publications that speak to the benefits of inclusive schools, a lengthy list of celebration ideas and lesson plans, and materials to use in promoting the <i>Week</i> and inclusive practices in your community.</p>		
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<p>Inclusive Schools Celebration Ideas 2008</p> <p><u>International Day of Peace Packet</u> The Center for Cooperative Principles offers this International Day of Peace: Education Resource Packet. International Day of Peace Packet</p> <p><u>Lift Off – Human Rights Curriculum from Northern Ireland and the Republic of Ireland</u> Lift Off is the second in the series of Lift Off materials, which have been developed for use in the primary school classroom to promote understanding and respect for human rights. It has been written for 8-10 year old children by a team of experienced and practicing teachers from Northern Ireland and the Republic of Ireland. Lift Off</p> <p><u>Making a Difference in Bullying</u> A report by Debra J. Pepler & Wendy Craig, experts in bullying issues, examining the definitions of bullying and possible solutions to the problem. Making a Difference in Bullying</p> <p><u>Peace and Harmony Manual</u> This manual is meant to serve as a tool to be used in elementary schools to help raise awareness, dispel myths and promote diversity, acceptance and cultural understanding. The identified target group for this interactive presentation is students in Grades 4 to 6. Peace and Harmony Manual</p> <p><u>Peace Lessons from Around the World</u> Peace Lessons from Around the World, developed by the Hague Appeal for Peace is the fruit of peace education in all world regions, contributed by educators associated with the Global Campaign for Peace Education. Like its predecessor Learning to Abolish War, the initial teaching resource produced by the Campaign, the conceptual structure of “Peace Lessons” is based upon the four organizing strands of the Hague Agenda for Peace and Justice for the 21st Century. Four lessons are presented under each of the four strands. Peace Lessons from Around the World</p> <p><u>Peace Week Planning Guide</u> In New Zealand, schools celebrate Peace Week each year in June. Peace Week is a national week designed especially to help schools educate students about peace issues. Peace education is about helping students to understand and manage conflict in their own lives and from a greater perspective learning how peace is fostered both nationally and internationally. This guide provides ideas for activities that your school could do to celebrate peace! Peace Week Planning Guide</p>		
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<p>Reducing Bullying: Dr. Dan Olweus Bullying in schools is a frequent and serious problem that is often a precursor of aggressive and violent behavior. Schools, in concert with parents and community members, can significantly reduce bullying behavior. This guide is designed to provide practical guidelines on how to reduce and prevent bullying behaviors. Reducing Bullying: Meeting the Challenge Dr. Dan Olweus</p> <p>The Kit: A Manual by Youth to Combat Racism through Education This anti-racism resource was created by youth, for youth. It includes anti-racism information, tools and resources. Educators, youth, community leaders, NGOs, peer educators and anti-racism activists can all make use of this kit to take action to combat racism. The Kit</p> <p>The Road to Peace: A Teaching Guide on Local and Transitional Justice With creative, thought-provoking, and innovative lesson plans, this comprehensive teaching guide introduces students to the concept of transitional justice through:</p> <ul style="list-style-type: none"> • Lessons on the root causes and costs of war and conflict • Overview of human rights and different transitional justice mechanisms • Mock war crimes tribunal and mock truth commission role plays • In-depth country case studies • Individual case studies on human rights abuses • Investigative tools to study the need for transitional justice in the U.S. • Skill-building resources on how to apply reconciliation on a local level • Conflict resolution and peer mediation exercises • Transitional justice glossary • Resources for further study and action on peace and justice <p>Appropriate for 9th grade through adult learners. Road to Peace Curriculum www.discoverhumanrights.org</p> <p>The Seven Challenges Workbook: Cooperative Communication Skills This workbook provides a structured, intensive exploration of seven challenging skills for a lifetime of better communication in work, family, friendship & community. Seven Challenges Cooperation Communication Skills Workbook</p> <p>Toolkit on Positive Discipline from Save the Children Physical and humiliating punishments are recognized by the UN Study on Violence against Children as the most common form of</p>		
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<p>violence affecting children the world over. Physical and humiliating punishment can be replaced by techniques of positive discipline. The Toolkit on Positive Discipline (designed primarily for South and Central Asia, but has great relevance to all countries) equips anyone who is involved with children – professionals, parents, teachers and care-givers – with precise tools and concrete activities to raise disciplined children without using physical and humiliating punishments.</p> <p>Toolkit on Positive Discipline</p> <p><u>Time to Abolish War: Youth Manual</u> This youth agenda from the Hague Appeal for Peace looks at achieving the aim of building a culture of peace in the 21st Century through peace campaigns on issues including landmines, small arms, peace education, promoting children’s rights, stopping the use of child soldiers, abolishing nuclear weapons, and building an International Criminal Court. These are problems that affect the lives and futures of young people, and we can play a part in all these efforts to find solutions, alongside others working in the fields of human rights, the environment, humanitarian assistance, disarmament, and sustainable development. Time to Abolish War</p> <p><u>UNESCO Learning the Way of Peace</u> This guide comes to you as a gift from UNESCO. Educationists gathered from India, Pakistan, Bhutan, Maldives and Sri Lanka at the Conference on Curriculum Development in Peace Education organized by UNESCO in January 2001 in Colombo, accepted that peace education should be an integral part of general education in their own countries and South Asia at large. They decided to produce a Teachers’ Guide to introduce Peace Education to schools in South Asia. So this is it! Download the UNESCO Learning the Way of Peace PDF here (13.84 MB)</p>		
<p><u>Peace First: curriculum used in schools in the USA</u></p> <p>“Peace First teaches children how to act peacefully, inspires and enables teachers to teach peacemaking skills, and encourages all of us to see and celebrate the role that young peacemakers can have in changing their own lives, their schools, communities, and the world at large.</p> <p>Founded in 1992 in response to the youth violence epidemic, Peace First is able to create lasting change in schools because we integrate everything we do into the core academic mission of schools by providing educators with the critical skills and knowledge to integrate social-emotional learning into the school’s curriculum and culture—beginning with the classroom and extending into the whole school.</p> <p>Peace First operates in schools and after-school programs in Boston, Los Angeles, and New York. We have launched the Teach Peace First Digital Activity Center to get our proven tools and resources into the hands of eager schools, programs and families. Before you begin browsing our Digital Activity Center, familiarize yourself with our Theory of Peacemaking and Theory of Change. Peace First (formerly Peace Games) was founded on a simple belief: violence is learned, and if violence can be learned so can the skills of peacemaking. Peace First engages children from four years old through 8th grade and engages them in finding solutions to complex community problems. The curriculum delivered in Peace First partner schools by AmeriCorps members and school personnel has proven to be a valuable resource for educators, families, schools and most importantly, the young people who</p>	<p>Peace First</p>	<p>Curriculum (prekindergarten to Grade 5)</p>

<p>participate in the program. However, it has only been available to schools in print form, consequently limiting its effectiveness to the educators, youth service programs and families who have asked for it.</p> <p>We realized that our resources and tools could be much more flexible, accessible, and useful to educators, youth service providers and families if it was made available on an online platform like the Digital Activity Center. The Peace First Digital Activity Center is a place where the full curriculum, activities, games and how-tos that have been proven in Peace First schools for the past two decades are available to everyone and where a network of people committed to teaching Peace First are gathering.</p> <p>Digital Activity Center:</p> <p>While the curriculum delivered in Peace First partner schools by AmeriCorps members and school personnel for the past 20 years has proven to be a valuable resource for educators, families, schools and most importantly, the young people who participate in the program, until now it has only been available to schools in printed form. Welcome to the Peace First Digital Activity Center where the curriculum, activities, games and how-tos that you will need to teach peacemaking are available and where a network of people committed to teaching Peace First are gathering.</p> <p>Theory of Change</p> <p>Children’s experiences of violence – in all of its forms – affect their sense of safety and efficacy. These feelings of fear and powerlessness lead to destructive beliefs and behaviors, not only increasing the likelihood young people will act violently in the future, but that they will struggle in school, employment and in relationships. Thus the vicious pattern of violence drives a catastrophic cycle of pain, hurt, and disengagement. To interrupt this cycle, Peace First looks to influence the critical factors in the system.</p> <ul style="list-style-type: none"> - Children’s experiences as skilled and effective problem solvers; - The beliefs and behaviors of the adults and peers around students; - Social messaging, cultural values, rituals and norms that signal to young people expectations and values. <p>Peace First uses 3 key levers to interrupt this system:</p> <ul style="list-style-type: none"> - Teaching children the critical skills of peacemaking and providing them with hands-on experiences as effective community problem solvers; - Supporting a school culture that sustains and models peacemaking; - Creating effective social messages about the power young people have to be agents of positive change. <p>Theory of Peacemaking:</p> <p>How does Peace First define peacemaking?</p> <p>When Peace First defines peace, we are grounded in the idea that peace is alive and moving, full of energy and potential, muscular in its will and capacity to do good, and its ability to teach and drive change. But to have peace you must <i>make</i> peace. And the bridge? <i>Peacemaking</i>. Peacemaking is the creative process of engaging with others to make positive and lasting change. Peacemaking requires courage, compassion and collaboration to create justice where it did not exist before. Peacemaking also means taking a stand and being committed to creating change, no matter what challenges come up.</p>		
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<p>What are the beliefs & behaviors at the core of peacemaking? What do peacemakers believe? What do peacemakers do?</p> <p>Beliefs are the lens through which we see and understand the world - and are constantly being shaped and reshaped by our experiences and relationships. Through the formation of critical attitudes, feelings, and values, peacemakers believe 5 things:</p> <ul style="list-style-type: none"> - engaging with others to solve problems/conflicts - empathy is paramount - their actions have impact - respect and responsibility are vital - they can make a difference - <p>Behaviors are how we act in the world (the actions we take, decisions we make) - and are continually being driven by our own beliefs and values and by those around us. Through specific deliberate actions each day, peacemakers behave in 5 ways:</p> <ul style="list-style-type: none"> - form healthy relationships - communicate ideas clearly and empathetically - resolve conflicts peacefully - help others (e.g. including an isolated peer, standing up against bullying) - skilled and effective problem solving and responsible decision making” <p>Source: http://peacefirst.org/~peacefir/digitalactivitycenter/node/7</p> <p>“Curriculum:</p> <p>Currently, teaching materials are available for the following levels, with a specific theme:</p> <ul style="list-style-type: none"> - pre Kindergarten: Friendship & Sharing - Kindergarten: I Am Special - Grade 1: I have Feelings - Grade 2: I am a Friend - Grade 3: Communication & Cooperation - Grade 4: Taking a stand - Grade 5: Exploring Conflict <p>The following levels will be available soon:</p> <ul style="list-style-type: none"> - Grade 6: Gender, Culture & Identity - Grade 7: Friendships & Peer Groups - Grade 8: Peer Mediation & Leadership <p>Evaluation:</p> <p>For over 10 years, we have engaged colleagues at the Harvard Graduate School of Education, UCLA, and the National Center for Schools and Communities of Fordham University, to enhance our evaluation tools and methodologies. The outcomes we measure through pre-and-post assessments include:</p> <ul style="list-style-type: none"> - Improving students’ social-emotional skills and peacemaking behavior; - Integrating peacemaking and social-emotional skills into regular classroom practices (curriculum, discipline); 		
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<p>- Empowering schools to have a strong, integrated culture that sustains and models peacemaking.</p> <p>Our evaluation data for the 2010-11 school year show we are making solid strides in challenging school environments. Key findings include:</p> <ul style="list-style-type: none"> - Students showed important gains in their peacemaking behavior and decreases in peace-breaking behavior. Between the start and end of the school year, we doubled the likelihood that students would treat each other with respect, and more than doubled the likelihood they would resolve conflicts calmly, walk away from a fight, or stand up for one another. - All of our students showed significant gain in their understanding of key Peace First concepts between the beginning and end of the school year. Knowledge gains were shown across prek-8th grade students between the fall and spring semesters, with the highest gains for 2nd and 6th graders. - Results for our 3rd-5th grade students were reviewed more closely using pre/post statistical analysis to show statistically significant positive shifts in peacemaking behaviors. <p>Teachers have also remarked on the impact of our work, with 92% of teachers at Peace First schools reporting positive social gains in their students, including...</p> <ul style="list-style-type: none"> - Treating each other with respect in their classroom (65%) - Calmly resolving disagreements with their peers (61%) - Choosing to walk away from a fight or conflict (48%) - Standing up or looking out for each other (55%)” <p>Source: http://peacefirst.org/index.php?option=com_content&view=article&id=219&Itemid=220</p> <p>Full 2011 evaluation report available at: http://peacefirst.org/images/pdf/fy11%20peace%20first%20national%20evaluation%20report%20final.pdf</p>		
<p>Websites with interesting resources:</p> <p>ABCTeach This site offers free activities for the classroom based on various themes including peace.</p> <p>Action for the Rights of Children Resource Pack The ARC resource pack provides an essential collection of information and training material to strengthen people’s capacity: to tackle the root causes of children’s vulnerabilities; to build effective child protection systems for use in emergencies and long-term development; and to ensure that no activities inadvertently compromise children’s rights or safety.</p> <p>Australian Human Rights Commission – Human Rights Education Resource The Australian Human Rights Commission has developed a new set of human rights education resources for teachers called rightsED. This kit aims to help students develop a critical understanding of human rights and responsibilities, as well as developing the attitudes, behaviors and skills to apply them in everyday life.</p>	<p>Various</p>	<p>Websites</p>

<p>Blueprints for Violence Prevention This site contains information and materials about model programs that have been effective in reducing adolescent violent crime, aggression, delinquency, and substance abuse.</p> <p>Celebrating Peace This site offers free to teachers, peace pages which are activities to help students to learn of positive healthy choices for dealing with anger; other sheets include activities dealing with fear, and another activity helps center the individual prior to a peaceful discussion.</p> <p>Children’s Music Network – Peace Resources The Children’s Music Network provides a list of songs for children about peace and justice, resolving conflicts, and celebrating diversity.</p> <p>Conflict Resolution Network This site offers Conflict Resolution resources to build stronger organizations and more rewarding relationships. All CRN material on this website can be freely reproduced provided the copyright notice appears on each page.</p> <p>Conflict Resolution Training Manual An excellent conflict resolution manual from the Conflict Resolution Network in Australia is available at this website.</p> <p>Cultivating Peace This site offers for download their latest resource called Cultivating Peace – – Taking Action containing ready to use student activities to support education in global issues, sustainable development, social justice and active citizenship.</p> <p>Educators for Social Responsibility This site offers over 80 free lesson plans for educators on peace-related topics. There are also links to information about other available peace resources and programs for teachers, some that are free.</p> <p>ENACT – Youth Enabling Action! ENACT is a new youth website dedicated to peace issues, in Aotearoa (New Zealand) and in the world as a whole. It is aimed at young people as a forum for voicing your opinions and finding out about all things peace-related. The website is an initiative of the Peace Foundation, a not-for-profit organization actively involved in creating a more peaceful society.</p> <p>International Centre for Human Rights Education On this site, you will find the Play It Fair Toolkit which was developed as part of the project “Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society.” The Toolkit helps to promote human rights, nondiscrimination and peaceful conflict resolution within non-formal education programs for children, such as summer camps or after school activities.</p> <p>Kids Club This site offers peace and love craft activities such as games for download.</p> <p>Knowledgehound This site offers crafty ideas for making “peace” items such as peace ribbons, peace awards, peace doves etc. These are easy to make items for kids and adults alike.</p> <p>Midterm global review of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010 UNESCO is the lead agency for the International Decade for a Culture of Peace and Non-Violence for the Children of the World</p>		
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<p>(2001-2010). For the year 2005, UNESCO has been entrusted with the drafting of a mid-term report, evaluating the contributions and activities of all participants and outlining possible approaches for the next five years of the International Decade. This report will be presented to the United Nations General Assembly at its 60th session in 2005. A PDF of this report is available here.</p> <p>Minnesota Centre Against Violent and Abuse</p> <p>This site contains a Peace and Non-Violence Curriculum for Social Studies grades 1-6. It contains some curriculum ideas as well as profiles of PeaceMakers. <u>(Peace and Non-violence Curriculum for Social Studies grade 12 and can be modified to accommodate grades 7-11.)</u></p> <p>One Day in Peace</p> <p>This is an on-line picture book designed for children about peace that can be viewed in 21 different languages. The site also offers links to other peace related initiatives and programs.</p> <p>Peace Begins With You</p> <p>This site offers a lesson plan suitable for elementary to high school students.</p> <p>Peace Center</p> <p>This site offers peace quotes which can be used in the classroom or in everyday life.</p> <p>Peace Education Programme</p> <p>The Peace Education Programme, developed and endorsed by UNESCO, UNHCR, UNICEF and INEE, teaches the skills and values associated with peaceful behaviors. The programme is designed to enable and encourage people to think constructively about issues, both physical and social and to develop constructive attitudes towards living together and solving problems that arise in their communities through peaceful means.</p> <p>Peace One Day</p> <p>This site celebrates the UN International Day of Peace on September 21 each year and offers a place to share your actions and ideas for actions for that day.</p> <p>Peace Tools for Teachers</p> <p>This site offers teachers downloadable and printable symbols of peace as well as games that may be incorporated in the classroom.</p> <p>PeaceKids</p> <p>This site offers stories which may be read from on-line. It also offers a Peace Day Play Script, as well as coloring sheets.</p> <p>RespectED</p> <p>RespectED is the Canadian Red Cross's abuse & violence prevention program. This nationally recognized, award-winning program teaches kids and adults how healthy relationships look and feel, how to recognize the signs of abuse, dating violence and harassment, and how to get help. Youth learn skills to help them create healthy relationships. Adults gain knowledge to build safer relationships within their organizations and communities.</p> <p>Safe School Surveys</p> <p>The Canadian Public Health Association Assessment Toolkit for Bullying, Harassment and Peer Relations at School provides a standard way to measure the nature and prevalence of school peer relationship problems, standards for quality programs, and a common set of tools to assess the impact of school-based programs. From a public health perspective, it provides an overview of what works and what doesn't, foundations for best practice standards, and outlines the core school components. CPHA's toolkit includes tips for students, parents, teachers and administrators in the form of a handout and checklist that can be posted on the fridge at home, in the student's desk and on the chalkboard at school.</p>		
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<p>Schoolwide Prevention of Bullying This booklet, also available as a downloadable PDF, provides an overview of what is currently known about bullying behavior and successful efforts to address it. It also profiles a number of anti-bullying programs and offers resources for further research and program development.</p> <p>Social and Emotional Learning Resources The SEAL materials are designed to provide a whole-school approach to promoting social, emotional and behavioral skills. The materials provide a range of resources that can be used across the whole school.</p> <p>Stand Up 2 Bullying This website is the Red Cross's anti-bullying program. It highlights the role of the bystander in stopping bullying and includes tips for parents and schools, as well as real life stories about the experience of being bullied or standing up for others.</p> <p>Stories About Tolerance, Stereotyping, War, Loss and Friendship This site offers 16 stories written by youth on tolerance, stereotyping, war, loss, and friendship. Each story is followed by several "Think About It" questions to spark discussion and reflection on those themes.</p> <p>The Third Side The Third Side offers a promising new way to look at the conflicts around us. There are numerous wonderful resources available on this site.</p> <p>Tolerance.Org This site offers classroom activities geared towards teaching tolerance. These easy-to-use activities can be implemented directly or adapted for classroom needs.</p> <p>World Peace Society of Australia This site offers lesson plans on peace for teachers as well as other peace related links.</p> <p>Source: http://peacefulschoolsinternational.org/psi-resources/free-online-resources</p>		
<p><u>Bonnes pratiques de résolution non-violente de conflits en milieu scolaire (2002)</u></p> <p>« Au cours de l'année 2001, le Secteur de l'Éducation de l'UNESCO a lancé l'initiative d'un recueil de « bonnes pratiques » de résolution de conflits en milieu éducatif formel et non-formel. Pour ce faire, il a été demandé à de nombreux partenaires de l'UNESCO, (Commissions nationales, ONG, associations différentes, écoles, institutions de recherche, universités, etc.), de contribuer à cet ouvrage par l'envoi d'un article, rédigé en langage simple et facile à lire, relatant leur expérience dans la prévention et transformation des conflits.</p> <p>L'objectif que cette publication voudrait atteindre est d'informer tous ceux - enseignants, formateurs, éducateurs, parents, jeunes, élèves - qui, d'une manière ou d'une autre, sont confrontés aux phénomènes de la violence à l'école ou au sein des communautés éducatives non-formelles. L'intention de l'UNESCO dans ce projet est de les informer sur ce qu'il y a de mieux au niveau international en matière d'éducation pour la paix et la non-violence, mais surtout de leur fournir des outils pédagogiques concrets pour prévenir et transformer la violence à laquelle ils sont confrontés quotidiennement dans leur travail. »</p> <p>Available at: http://unesdoc.unesco.org/images/0012/001266/126679e.pdf</p>	<p>UNESCO</p>	<p>Report / 2002</p>

<p><u>Guide Pratique sur l'Éducation à la citoyenneté mondiale</u></p> <p>Disponible en français : http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/Guide-Pratique-ECM.pdf Disponible en anglais : http://www.coe.int/t/dg4/nscentre/GE/GE-Guidelines/GEguidelines-web.pdf</p>	Centre Nord-Sud du Conseil de l'Europe	Guide / 2008
<p><u>Culture of Peace News Network</u></p> <p>“The Culture of Peace News Network (CPNN) is a multi-lingual, on-line, interactive system launched by UNESCO during the International year for the Culture of Peace (2000) and recognized by UN General Assembly resolution A-61-45 (see paragraph 9) as a contribution to the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). This network is run by volunteers and provides up-to-date coverage of news and media promoting a culture of peace.”</p> <p>Source: http://www.culture-of-peace.info/cpnn.html</p>	UNESCO	Network
<p><u>UNESCO Education Peace Pack</u></p> <p>“The UNESCO Peace Pack is a set of materials for the elementary school teacher. It was prepared following a series of seven subregional Culture of Peace Children's Festivals held in 1995. A thousand Peace Packs were produced on the occasion of the fiftieth anniversary of the United Nations and UNESCO (1995). These resource materials were tested successfully in 125 countries. As its contribution to the International Decade for a Culture of Peace and Non-Violence for the Children of the World, UNESCO distributed the Peace Pack worldwide beginning in 2001. The various pieces are no longer directly available via UNESCO's website, but this combined document retrieved from the internet archive extends its availability.</p> <p>Included in the combined document is a teacher's handbook explaining and describing the various materials in the package. Also included is a set of topical posters on a series of topics of concern to children with corresponding questions for discussions. In addition, there are seven activity cards which deal with the following topics:</p> <ul style="list-style-type: none"> - What is peace? - Tolerance and respect - Conflict the wrong way - What are my rights? - It's our world - Getting to know you - intercultural learning - Learning together <p>Also included is a set of Appeals to world leaders that were written by the children at the seven regional UNESCO Peace Festivals. Students are encouraged to review the appeals and suggest changes or additions.”</p>	UNESCO	Guides and Manuals / 1995

<p>Source: http://www.creducation.org/catalog/index.php?P=FullRecord&ResourceId=651</p> <p>“The pack contains a variety of elements such as a teacher’s handbook, activity cards, peace posters, tolerance posters, puppets and mask, worksheets, and a sample of children’s ‘appeals’. The objective of the peace education resource materials is to provide teachers with a variety of ideas for activities, which would engender a spirit of tolerance and understanding among children from an early age through knowledge.”</p> <p>Source: http://www.unesco.org/education/educprog/emergency/themes/knowledge.htm</p>		
<p><u>INEE Conflict Sensitive Education Toolkit</u></p> <p>“Conflict sensitive education refers to the design and delivery of education programs and policies in a way that considers the conflict context and aims to minimize the negative impact (contribution to conflict) and maximize positive impact (contribution to peace).</p> <p>Guidance Note on Conflict Sensitive Education The Guidance Note offers strategies for developing and implementing conflict sensitive education programs and policies. Building upon the INEE Minimum Standards, the Guidance Note offers guidance on conflict sensitive education design and delivery at all levels and in all types and phases of conflict. It is a useful tool for practitioners, policy-makers and researchers working in conflict-affected and fragile contexts. English</p> <p>Conflict Sensitive Education Quick Reference Tool Using the framework of the INEE Minimum Standards, the Quick Reference Tool offers useful guidance, key actions and suggestions for conflict sensitive education. English</p> <p>Diagnostic Programme Tool for Conflict Sensitive Education-Coming Soon The Diagnostic Tool can be used to promote conflict sensitive education at all stages of the program cycle: assessment, design, implementation/management, monitoring and evaluation. Principles of community participation, equity, access, quality, relevance and protection are mainstreamed across the tool, which is based on the INEE Minimum Standards. The tool is designed to support education program staff and other stakeholders concerned with education in conflict-affected and fragile contexts.</p> <p>Guiding Principles for Donors on Conflict Sensitive Education-Coming Soon The Guiding Principles can be used to ensure that conflict sensitivity is incorporated into education proposals, policies and programs. The Principles are designed for donors concerned with education in conflict-affected and fragile contexts.”</p> <p>Implementation Tools: <u>Conflict Sensitive Education</u> <u>Conflict Analysis</u> <u>Education and Peacebuilding</u> Source: http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1148</p>	<p>INEE UNESCO</p>	<p>Toolkit including guides and Manuals / 2013</p>

Some interesting approaches from other continents

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Youth Theater for Peace program & The Youth Leadership for Peace program – Kyrgyzstan and Tajikistan</u></p> <p>“IREX’s programs introduce DCT to teachers, youth-serving professionals and teenagers (15-16) in rural, conflict-prone areas of Kyrgyzstan (2010 – 2014) and Tajikistan (2010 – 2012). By strengthening youth-serving institutions and equipping youth with the attitudes and skills to become agents of peace, the program creates a group of empowered youth and supportive adults ready to lead community-based conflict resolution activities. Participants share DCT techniques to create dialogue and promote tolerance within their larger communities. The Youth Theater for Peace program is funded by USAID.</p> <p>Goals: Promote sustainable conflict prevention at the community level by achieving the following objectives:</p> <ul style="list-style-type: none"> - Youth-serving professionals develop skills and attitudes to engage youth in Drama for Conflict Transformation. - A cadre of youth from adversarial groups is mobilized and empowered to share DCT with the larger community. - Trained program participants institutionalize DCT methodologies in their schools, NGOs, workplaces, and other institutions.” <p>Source: http://www.irex.org/project/youth-theater-peace</p> <p>“Over the past two years, IREX has witnessed transformation in youth and educators firsthand: Robiya, who convinced her parents to let her continue school; Gulnara, who bravely addressed discrimination-based bullying; and Suhrob, who brings divided border communities together.</p> <p>Now, with the support of USAID, IREX is pleased to release the full results of the final evaluation of the Youth Theater for Peace Program in Kyrgyzstan and Tajikistan. The quantitative and qualitative results from the final evaluation support these and other inspiring stories, providing evidence that the program helps youth increase their capacity to mitigate conflict. An external consultant led the evaluation, using a mixed quantitative and qualitative methodology to collect data from participants, a comparison group, and community members over a period of one month.</p> <p>The YTP program sought to promote sustainable conflict prevention at the local level, enabling young people to engage their communities in resolving conflicts and addressing other local issues. Key findings indicate that youth participants developed confidence in their ability to help resolve conflict in their communities and lead adults and other youth in constructive dialogue around local issues. About 99% of participant respondents reported feeling more empathetic to their peers of other ethnicities, religions, and nationalities after participating in YTP. Participants also reported increases in positive interactions with members of conflicting groups—all through a participatory theater technique called Drama for Conflict Transformation (DCT).</p> <p>“Seeing these results from the external evaluation confirmed for us that the youth theater model works in helping youth engage their communities in peace. YTP gives young people the tools to resolve conflict peacefully and foster dialogue that can lead to</p>	<p>IREX Partners: USIP, USAID</p>	<p>Formal and Non Formal</p>

<p>sustainable, locally-driven solutions. The benefits of the DCT methodology are two-fold: participants experience a powerful individual transformation, and then they engage thousands of other community members in dialogue,” said Ambassador W. Robert Pearson, President of IREX. “We are committed to quality monitoring and evaluation and eager to improve the program even further based on the report’s recommendations.”</p> <p>The evaluation was conducted using comparison groups of demographically similar non-participants. Evaluation tools included surveys with participant groups—both youth participants and trained adults who facilitated theater activities— and comparison groups, focus group discussions with participant groups and audience of the plays, and structured observations. In addition, the facilitators used a rubric to assess the degree to which groups were able to speak about conflict in an open, unbiased manner. See sample key findings above, and find more in the executive summary below.”</p> <p>Click here for the full report.</p> <p>Source: IREX</p> <p>Source: http://networkforyouthintransition.org/forum/topics/youth-transformed-final-evaluation-of-youth-theater-for-peace-rel</p> <p>“Drama for Conflict Transformation (DCT). DCT incorporates local cultural traditions and starts with simple theater games that break the ice and encourage imagination and play. Once trust is established within the group, the methodology is used to share personal stories about conflict. Participants develop short plays about real-life conflict issues and perform them in their communities, engaging the audience to be part of the performance and contribute to the resolution. A discussion follows the performance, encouraging dialogue on conflict issues and bringing divided groups into contact. Ninety-nine percent of participants reported having better conversations and friendships and increased trust with people of other ethnicities, religions and nationalities as a result of DCT.</p> <p>Youth Leadership for Peace: Through a companion program funded by the United States Institute of Peace, youth and adults will be trained and supported to form peer mediation groups and foster dialogue in their schools among students of different ethnic, religious, and other backgrounds. The program will create toolkits on peer mediation and best practices for supporting students affected by conflict, which will be widely disseminated throughout Kyrgyzstan. An inter-ethnic, inter-regional Youth Theater for Tolerance and Peace Troupe will also perform DCT plays on a special tour to Osh and Bishkek.”</p> <p>“The Youth Leadership for Peace program promotes a culture of peace and respect for ethnic diversity in Kyrgyzstan through youth-led conflict prevention efforts. Youth Leadership for Peace trains youth and adults to form peer mediation groups and foster dialogue in their schools among students of different ethnic and religious backgrounds.</p> <p>At the end of the project, toolkits on peer mediation and best practices for supporting students affected by conflict will be widely disseminated throughout Kyrgyzstan. In addition, an inter-ethnic, inter-regional Youth Leadership for Peace Theater Troupe will perform on a tour to Osh and Bishkek. The Youth Leadership for Peace program is funded by the United States Institute of Peace (USIP).</p> <p>Goals: Contribute to the development of a culture of peace and respect for ethnic diversity by achieving the following objectives:</p> <ul style="list-style-type: none"> • Youth facilitate conflict prevention efforts in a supportive school environment. • Youth are seen as leaders in positive interethnic relations at the national level. 		
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<p>Project Activities:</p> <ul style="list-style-type: none"> - Peer Mediation Training and Toolkit for Peer Mediators: IREX is training youth and adult mentors to conduct mediations in schools. Adults and youth leave the training environment with an action plan for developing a peer mediation program at their school. The Toolkit for Peer Mediators serves as a practical “how-to” guide for educators and youth interested in starting their own peer mediation groups and will be widely distributed throughout Kyrgyzstan. - Conflict Prevention Trainings and Resources: Adult leaders trained in conflict prevention will carry out trainings for their colleagues. The conflict prevention trainings and resource toolkit are designed to improve adult and youth interactions and to enhance the ability of youth-serving professionals to support youth in crisis. - Youth Leadership for Peace Theater Troupe: The inter-ethnic and inter-regional Youth Leadership for Peace Theater will perform at major events in Bishkek and Osh, bringing attention to youth cooperation and the role that youth can play in conflict prevention at the national level in Kyrgyzstan. The Troupe met at a summer rehearsal retreat and developed two forum theater performances centered on issues of labor migration, youth alcohol abuse, and predatory informal money lending.” <p>Source: http://www.irex.org/project/youth-leadership-peace</p>		
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