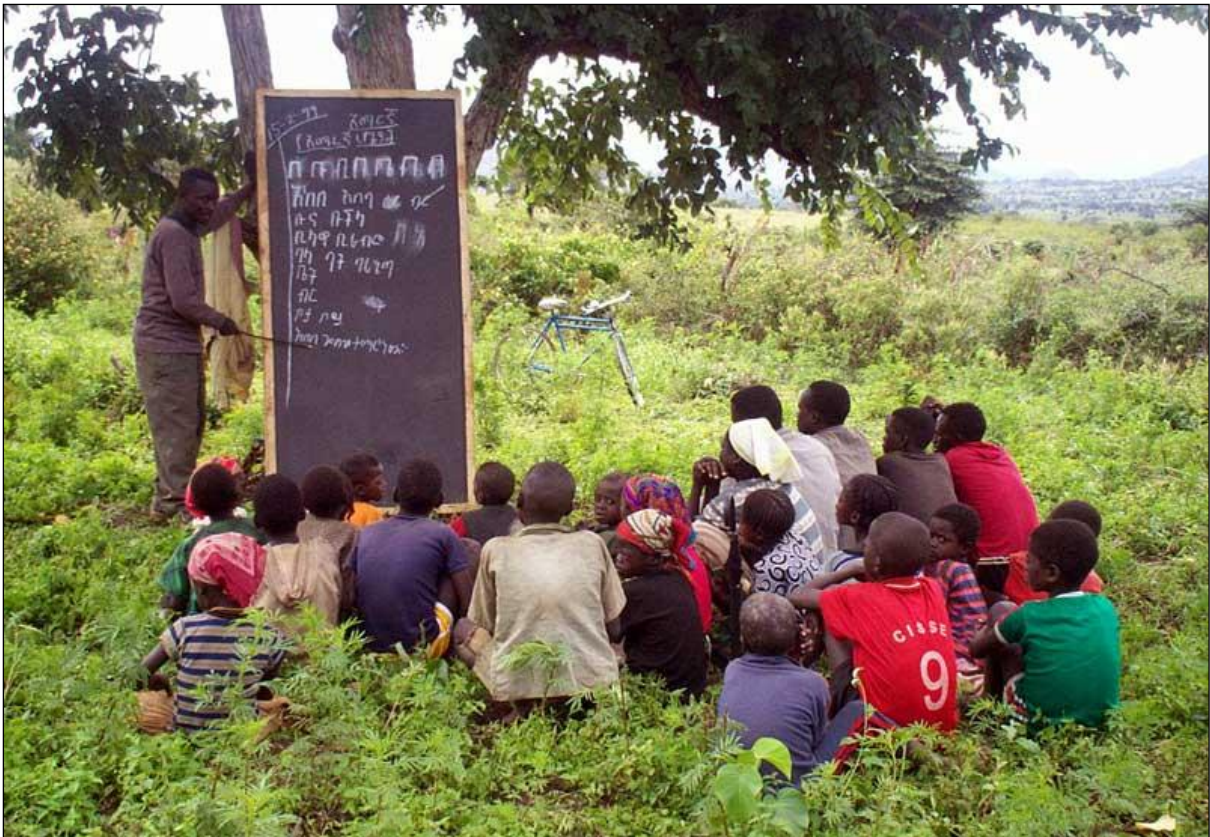# Capacity development workshop Education for peace

Trainers' notes

4-8 November 2013
Addis Ababa, Ethiopia

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Day 1 – Education for peace: What is it?

Session 1.1 Welcome and opening

Session	1.1 Welcome and opening	
Duration	30 minutes	
Overview	This session is the formal opening of the workshop. Before beginning the workshop, senior representatives from both UNESCO and the Ministry of Education should be identified. They will be responsible for welcoming participants and opening the workshop. These representatives should be prepared to share their thoughts on the importance of education for peace.	
Objectives	The specific objectives of this session are to: 1. Welcome participants; and 2. Set a positive tone for exploring how to integrate education for peace more effectively into the national education system.	
Anticipated Outcomes	The anticipated outcome of this session is to: 1. Agreed Understanding of the purpose of the workshop	
Handouts/additional requirements	N/A	
Activities	**Description**	**Notional time allocated**
	1. Welcome by UNESCO representative and introduction of Ministry of Education representative; and	10 minutes
	2. The representative from the Ministry of Education will officially open the workshop and share his/her thoughts on the importance of education for peace in his/her country.	20 minutes
	Total time	30 minutes

Session 1.2 Introductions and objectives

Session	1.2 Introductions and objectives
Duration	90 minutes
Overview	This session provides an opportunity for the participants and trainers to meet each other. It also provides the foundation for the workshop, and introduces participants to *UNESCO's Guidelines for Integrating Education for Peace into National Education Systems*.
Objectives	The specific objectives of this session are to: 1. Establish participants' individual objectives/expectations for the workshop; 2. Introduce the objectives and purpose of the UNESCO project "Promoting a Culture of Peace and Non-Violence in Africa through Education for Peace and Conflict Prevention"; and 3. Understand how participants define "education for peace" in their context.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Be familiar with the rationale of the UNESCO project; and 2. Know the background and objectives of other participants
Handouts/additional requirements	N/A

Activities	Description	Notional time allocated
	1. Welcome;	5 minutes
	2. Participant introductions/objectives;	40 minutes
	3. Overview of the workshop;	10 minutes
	4. UNESCO's mandate and the culture of peace; and	15 minutes
	5. Group discussion: How is education for peace defined in participants' contexts?	20 minutes
	Total time	90 minutes

Session 1.3 Why integrate education for peace and conflict prevention into education sector plans?

Session	1.3 Why integrate education for peace and conflict prevention into education sector plans?
Duration	75 minutes
Overview	This session reviews the results of the UNESCO mapping exercise conducted in early 2013. The mapping exercise identified how and where education for peace has been included in educational policies in sub-Saharan African countries as well as the types of activities that have been implemented in support of education for peace. One conclusion from the exercise is the need to more formally integrate education for peace into education sector plans in order to increase sustainability and institutionalisation of these efforts. In addition to reviewing the results of the mapping, participants will also be asked to review the current state of education for peace in their own country, i.e. status of implementation within the curriculum, types of programmes in existence, and challenges to implementation.
Objectives	The specific objectives of this session are to: 1. Review the project mapping results, especially existence of policies versus implementation; 2. Identify existing efforts and implementation challenges within participating countries; and 3. Discuss the benefits of integrating education for peace and conflict prevention into education sector plans.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Be familiar with the results of the UNESCO mapping; 2. Describe their own education for peace activities and challenges with implementation; and 3. Identify benefits to integrating education for peace into education sector plans.
Handouts/additional requirements	1. Mapping results (education for peace activities) for the participating countries (extract from Appendix 2 of the mapping).

Activities	Description	Notional time allocated
	1. Presentation of the UNESCO mapping;	15 minutes
	2. Small group discussions on education for peace initiatives in participants' countries;	30 minutes
	3. Facilitated discussion/feedback on small group discussions; and	20 minutes
	4. Recommendations/conclusions.	10 minutes
	Total time	75 minutes

Session 1.4 Rights-based and conflict sensitive approaches

Session	1.4 Rights-based and conflict sensitive approaches
Duration	90 minutes
Overview	This session is an introduction to the concepts of rights-based and conflict sensitive approaches when applied to education and the education sector. The session begins with a discussion of rights-based education as a framework within which most international organizations operate and then also looks at how a conflict-sensitive approach to educational planning and decision-making is complementary to and reinforces a rights based approach.
Objectives	The specific objectives of this session are to: 1. Describe the various components of the learning system and how they are inter-related; 2. Explain the relationship between the learner and the teaching/learning system and the environment; 3. Evaluate actions within the context of rights-based education; 4. Describe what is meant by a "conflict sensitive" approach to educational planning; and 5. Describe the benefits of rights-based education and conflict sensitive planning.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Understand the rights-based approach and the link between values and rights and how they are reflected in the learning system; 2. Describe the benefits of using a conflict-sensitive approach; and 3. Be able to apply these concepts and models in their current contexts.
Handouts/additional requirements	N/A

Activities	Description	Notional time allocated
	1. Introduction and objectives;	5 minutes
	2. Facilitated discussion: Introduction to the learning system;	30 minutes
	3. Facilitated discussion and interactive exercise: Values, rights and the learning system; and	30 minutes
	4. Facilitated discussion: Conflict sensitive approach to educational planning.	25 minutes
	Total time	90 minutes

Session 1.5 Education for peace and conflict prevention – Fundamental Principles and Issues

Session	1.5 Education for peace and conflict prevention – Fundamental Principles and Issues
Duration	90 minutes
Overview	This session is part of a training program in understanding and utilising *UNESCO's Education for Peace Guidelines* to effectively incorporate Education for Peace into education sector policy and planning, and into the national curriculum. This session focuses on some of the key principles and issues that underpin successful implementation of any sector-wide Education for Peace initiative.
Objectives	The specific objectives of this session are to 1. Analyse the implications of incorporating Education for Peace into the curriculum; 2. Explore the ways in which making Education for Peace a learning priority impacts on the system as a whole; and 3. Identify possible systemic challenges for implementation of Education for Peace as a learning priority.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Understand the policy and related decisions that need to be made to ensure Education for Peace becomes a priority in the curriculum; 2. Appreciate the systemic implications of making Education for Peace a learning priority; and 3. Be able to predict the challenges for the system and begin formulating responses and solutions.
Handouts/additional requirements	The file "Seccion 1.5 worksheet" is already included in the participants' workbook.

Activities	Description	Notional time allocated
	1. Presentation – Key Principles and Issues	10 minutes
	2. Groups: Contextualising key principles and issues– participants apply the content of the presentation to their own situations, and add any context-specific issues;	30 minutes
	3. Group Reports;	10 minutes
	4. Plenary discussion – participants present ways in which issues and challenges are being dealt with; and	30 minutes
	5. Summary and session close.	10 minutes
	Total time	90 minutes

Day 2 – Education for peace and the planning process

Session 2.1 Introduction to education policy and planning: key concepts

Session	2.1 Introduction to Education Policy and Planning: key concepts	
Duration	90 minutes	
Overview	This session provides an overview of educational policy making and planning – in general and from the perspective of a "conflict sensitive" approach. This overview provides part of the background for the project and also enables policy makers to share their experiences with educational planning and efforts to incorporate education for peace into their national education systems.	
Objectives	The specific objectives of this session are to: 1. Establish a common understanding of the educational planning process; 2. Encourage a "conflict sensitive" approach to educational planning; and 3. Share experiences related to educational policy making and planning especially with regard to initiatives such as education for peace.	
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Understand the general educational planning cycle; 2. Describe the benefits of using a conflict sensitive approach; and 3. Be able to apply these concepts and models to their current context.	
Handouts/additional requirements	In advance of the workshop arrange for participants to bring copies of their current educational plans. At a minimum you will need: - One copy of the national education plan for every four participants (estimated 5-6 copies); - If participants have state or regional plans, they should be requested to send a copy to the facilitators in advance of the workshop and to bring a copy with them to the workshop; and - If participants work in a specific area, such as curriculum development or teacher training, they should bring (and send to the facilitators) a copy of the yearly (or multi-year) plan for their area of responsibility (e.g. if there is a plan in place for review and revision of the curriculum).	
Activities	**Description**	**Notional time allocated**
	1. Presentation of the educational planning cycle and review of a conflict sensitive approach;	20 minutes
	2. Small group review of existing education plan. How is education for peace incorporated? Has a conflict sensitive approach been used or where would such an approach be useful?;	30 minutes
	3. Facilitated discussion/feedback on small group discussions; and	30 minutes
	4. Recommendations/conclusions.	10 minutes
	Total time	90 minutes

Session 2.2 Situation analysis: education for peace perspective

Session	2.2 Situation analysis: education for peace perspective
Duration	90 minutes
Overview	This session looks at key elements of a situation analysis to incorporate in an education sector diagnosis when considering integration of education for peace in national (or sub-national) plans. The session focuses specifically on analysis of data that might already be collected through the country's EMIS and focuses on analysing key education indicators (such as enrolment and intake ratios) from an education for peace perspective.
Objectives	The specific objectives of this session are to: 1. Describe the purpose of a situation analysis as part of education sector diagnosis; 2. Identify key variables to consider that are generally part of an existing EMIS; and 3. Analyse existing data from an "education for peace" perspective.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Describe the meaning of standard educational indicators; 2. Analyze indicators from an "education for peace" perspective and make recommendations; and 3. Identify analysis needs for their own countries.
Handouts/additional requirements	The file "Session 2.2-Country X case study.doc" should be copied for all participants for use in this session.

Activities	Description	Notional time allocated
	1. Introduction and review of key elements of the education sector diagnosis with regard to education for peace;	15 minutes
	2. Interactive exercise to review key access indicators (enrolment, intake and gender parity);	20 minutes
	3. Small group activity: analysing existing data for Country X; and	40 minutes
	4. Debriefing and conclusions.	15 minutes
	Total time	90 minutes

Session 2.3 Conflict and vulnerability analysis

Session	2.3 Conflict and vulnerability analysis
Duration	90 minutes
Overview	This session looks at the issue of analysing conflict and vulnerability as part of an education sector diagnosis. While this issue can be politically difficult to discuss, the analysis is particularly helpful from the perspective of education for peace at it allows for the strengthening of various aspects of the system in order to reduce vulnerabilities to conflict.
Objectives	The specific objective of this session is to: 1. Define and illustrate conflict and vulnerability analysis.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Conduct an analysis for their own countries; and 2. Identify key areas of analysis for their own countries
Handouts/additional requirements	The file "Session 2.3-vulnerability and conflict analysis exercise.doc" should be copied for all participants for use in this session.

Activities	Description	Notional time allocated
	1. Presentation of a framework for analysing conflict and vulnerability;	10 minutes
	2. Small group exercise: analysing the strengths and weaknesses of key aspects of the education system;	20 minutes
	3. Debriefing of small group exercise: gallery walk and discussion;	20 minutes
	4. Presentation of overall framework for ESD	10 minutes
	5. Small group discussion: in their own countries, what information should be analyzed in terms of education for peace?; and	20 minutes
	6. Discussion and conclusions.	10 minutes
	Total time	90 minutes

Session 2.4 Identifying priority responses for education for peace

Session	2.4 Identifying priority responses for education for peace
Duration	90 minutes
Overview	This session looks at issues associated with identifying priority responses for education for peace based on the results of the situation analysis and policy review. The session incorporates an introduction to the topic of policy formulation and review and allows time for participants to consider policies related to education for peace. Following this, participants will propose non-curricular strategies for education for peace based on the analyses conducted in the previous session. They will then analyse their proposed strategies against the criteria of affordability, desirability, feasibility and sustainability.
Objectives	The specific objectives of this session are to: 1. Understand the linkages between sector diagnosis, policy review and identification of strategic priorities; and 2. Define the criteria – affordability, desirability, feasibility, sustainability – used for assessing strategic priorities.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Identify non-curricular strategic priorities related to education for peace; and 2. Assess their proposed priorities against the criteria of affordability, desirability, feasibility and sustainability.
Handouts/additional requirements	The file "Session 2.4-identifying priorities.doc" should be copied for all participants for use in this session.

Activities	Description	Notional time allocated
	1. Introduction and review of policy options for education for peace;	10 minutes
	2. Facilitated discussion: analysis of education for peace policies in participants' countries;	15 minutes
	3. Review and small group exercise: based on analyses conducted so far, participants identify three priority strategies related to education for peace;	20 minutes
	4. Presentation on criteria for assessing strategies;	10 minutes
	5. Small group exercise: assessing proposed strategies against the criteria of affordability, desirability, feasibility and sustainability; and	25 minutes
	6. Discussion and conclusions.	10 minutes
	Total time	90 minutes

Day 3 – Education for peace and curriculum issues

Session 3.1 Education for peace and conflict prevention and the curriculum

Session	3.1 Education for peace and conflict prevention and the curriculum
Duration	90 minutes
Overview	This session is part of a training program in understanding and utilising *UNESCO's Education for Peace Guidelines* to effectively incorporate Education for Peace into education sector policy and planning, and into the national curriculum. This session focuses on incorporating Education for Peace in the school curriculum.
Objectives	The specific objectives of this session are to 1. Explore a range of curriculum design concepts, such as 'vertical' and 'horizontal' learning areas; 2. Promote the importance of defining 'curriculum' in a broad way when considering Education for Peace, and examine the relevance of the 'hidden' curriculum; 3. Analyse and understand the relevance and interdependence in the curriculum of: - Knowledge - Skills - Attitudes - Values - Behaviours - Competencies 4. Understand the benefits and challenges of various curriculum design models (stand-alone, integrated, carrier-subjects, extra-curricular, spiral) in relation to Education for Peace.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Understand a range of curriculum concepts and models relevant to Education for Peace; 2. Appreciate the benefits and challenges associated with introducing Education for Peace into the curriculum through a range of models; and 3. Be able to apply these concepts and models to their current context.
Handouts/additional requirements	N/A

Activities	Description	Notional time allocated
	1. Presentation of some key curriculum concepts;	10 minutes
	2. Group discussion of concepts and brief reports as to how these concepts are currently interpreted in national curriculum;	30 minutes
	3. Presentation – models for integrating Education for Peace;	10 minutes
	4. Group discussion of models and potential for application to the national curriculum; and	30 minutes
	5. Questions, reflection and evaluation.	10 minutes
	Total time	90 minutes

Session 3.2 Establishing a conducive learning environment

Session	3.2/3.3 Learning environments and learning theories	
Duration	180 minutes	
Overview	This session is part of a training program in understanding and utilising *UNESCO's Education for Peace Guidelines* to effectively incorporate Education for Peace into education sector policy and planning, and into the national curriculum. This session focuses on the relationship between curriculum and learning.	
Objectives	The specific objectives of this session are to 1. Analyse the qualities of 'good' teachers and teaching, and 'good' school managers and management practice; 2. Analyse the qualities of teachers and managers which are needed to promote good quality learning in Education for Peace; and 3. Discuss the nature of learning objectives and learning outcomes.	
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Understand the nature of learning objectives and outcomes; and 3. Be able to draft objectives and outcomes for Education for Peace.	
Handouts/additional requirements	The file "Session 3.2 worksheet" is included in the participants' workbook.	
Activities	**Description**	**Notional time allocated**
	1. Divide participants into three groups, each group with one task: - Group 1: List the qualities of good and bad teachers; - Group 2: List the qualities of good and bad school managers; and - Group 3: List the qualities that teachers and school managers should have to conduct an effective Education for Peace program in school	30 minutes
	2. Plenary – compare and contrast the lists, identify overlap – i.e. how good quality teaching is necessary for teaching Education for Peace across the school;	30 minutes
	3. Presentation – an overview of some relevant theories: - Bloom - Maslow - Kohlberg Open forum questions and discussion;	30 minutes
	4. In groups, draft learning objectives / outcomes in specified domains and for particular year groups;	50 minutes
	5. Reporting, feedback and discussion; and	30 minutes
	6. Reflection and evaluation.	10 minutes
	Total time	180 minutes

Session 3.3 Relevant learning and development theories

Session	**3.2/3.3 Learning environments and learning theories**
Duration	180 minutes
Overview	This session is part of a training program in understanding and utilising *UNESCO's Education for Peace Guidelines* to effectively incorporate Education for Peace into education sector policy and planning, and into the national curriculum. This session focuses on the relationship between curriculum and learning.
Objectives	The specific objectives of this session are to 1. Explore a range of learning objective theories and compose objectives and outcomes which reflect selected theories.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Appreciate how a limited range of theories can form the basis of objectives and outcomes.
Handouts/additional requirements	N/A

Activities	Description	Notional time allocated
	1. Divide participants into three groups, each group with one task: - Group 1: List the qualities of good and bad teachers; - Group 2: List the qualities of good and bad school managers; and - Group 3: List the qualities that teachers and school managers should have to conduct an effective Education for Peace program in school	30 minutes
	2. Plenary – compare and contrast the lists, identify overlap – i.e. how good quality teaching is necessary for teaching Education for Peace across the school;	30 minutes
	3. Presentation – an overview of some relevant theories: - Bloom - Maslow - Kohlberg Open forum questions and discussion;	30 minutes
	4. In groups, draft learning objectives / outcomes in specified domains and for particular year groups;	50 minutes
	5. Reporting, feedback and discussion; and	30 minutes
	6. Reflection and evaluation.	10 minutes
	Total time	180 minutes

Session 3.4 Curriculum review and revision processes

Session Name	3.4 Curriculum review and revision processes
Duration	90 minutes
Overview	This session is part of a training program in understanding and utilising *UNESCO's Education for Peace Guidelines* to effectively incorporate Education for Peace into education sector policy and planning, and into the national curriculum. This session focuses on processes and methodologies for reviewing and revising curriculum.
Objectives	The specific objectives of this session are to 1. Explore a suggested process (possible stages and related methodologies) for reviewing the curriculum; 2. Identify possible components of Terms of Reference for a review and apply those elements to a limited review focusing on Education for Peace; and 3. Plan a review process in the specific country context.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Understand the elements of a curriculum review process; 2. Appreciate the significance of the TORs; 3. Be able to write draft TORs for a review related to Education for Peace; and 4. Draft a country plan to conduct a curriculum review which focuses on Education for Peace.
Handouts/additional requirements	N/A

Activities	Description	Notional time allocated
	1. Presentation – Suggested Stages and Components of a Curriculum Review;	20 minutes
	2. Group task – case study analysis (based on real but anonymous example) and related focus questions;	30 minutes
	3. Group reports and plenary discussion;	30 minutes
	4. Reflection and evaluation; setting overnight task; and	10 minutes
	5. Draft a plan to review the national curriculum in the context of Education for Peace.	Overnight
	Total time	90 minutes

Day 4 – Programme design and integration issues

Session 4.1 Programme design – Logical framework approach

Session	4.1 Programme design – Logical framework approach	
Duration	90 minutes	
Overview	This session provides an explanation of how to prepare a logical framework matrix when designing a programme. Participants will begin to draft a LogFrame matrix for their identified education for peace priorities.	
Objectives	The specific objectives of this session are to: 1. Define what is meant by SMART objectives; and 2. Describe the logical framework approach and how a logical framework matrix can facilitate the design of an education for peace programme.	
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Identify SMART objectives for their priority education for peace responses; and 2. Draft a logical framework matrix for their priority responses.	
Handouts/additional requirements	The file "Session 4.1-LogFrame matrix.docx" should be copied for all participants for use in this session.	
Activities	**Description**	**Notional time allocated**
	1. Introduction and review of SMART objectives;	20 minutes
	2. Presentation of the components of a logical framework matrix;	15 minutes
	3. Participants begin to draft LogFrame matrices for their priority education for peace responses; and	40 minutes
	4. Discussion and conclusions.	15 minutes
	Total time	90 minutes

Session 4.2 Implications of integrating education for peace as a systemic priority

Session	4.2 Implications of integrating education for peace as a systemic priority
Duration	90 minutes
Overview	This session is part of a training program in understanding and utilising UNESCO's Education for Peace Guidelines to effectively incorporate Education for Peace into education sector policy and planning, and into the national curriculum. This session focuses on the implications of making Education for Peace a system-wide priority for a wide range of units / divisions / functional areas across the system
Objectives	The specific objectives of this session are to: 1. Examine the possible implications of making Education for Peace a system priority; and 2. Analyse how those implications might be managed in specific country contexts.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Be able to assess the impact of making Education for Peace a system priority; and 2. Develop some strategies to prepare for the implications.
Handouts/additional requirements	N/A

Activities	Description	Notional time allocated
	1. Presentation – Brief Overview of Likely Implications;	15 minutes
	2. Group task – identifying implications, likelihood, seriousness and actions; and	45 minutes
	3. Group reports and plenary discussion.	30 minutes
	Total time	90 minutes

Session 4.3 Costing and financing frameworks

Session	4.3 Costing and financing frameworks
Duration	90 minutes
Overview	This session provides an introduction to the topics of costing and financing frameworks. The session stresses the importance of full costing of education for peace programmes (considering all the elements described in session 4.2) in order to integrate education for peace programmes effectively into education. Full costing enables the production of a more realistic plan and also helps development partners align priorities.
Objectives	The specific objectives of this session are to: 1. Define costing and financing; 2. Describe the benefits of integration and harmonization of education for peace programmes within national education plans; and 3. Describe different funding modalities.
Anticipated Outcomes	The anticipated outcome of this session is to: 1. Identify costing and financing implications associated with education for peace priorities.
Handouts/additional requirements	The file "Session 4.2-Costing Exercise.docx" should be copied for all participants for use in this session.

Activities	Description	Notional time allocated
	1. Introduction and definitions of costing and financing;	10 minutes
	2. Presentation on the importance of full and realistic costing of education for peace programmes and activities;	15 minutes
	3. Participants identify costs associated with their education for peace priorities and make recommendations; and	45 minutes
	4. Discussion and conclusions.	20 minutes
	Total time	90 minutes

Session 4.4 Monitoring and evaluation

Session	4.4 Monitoring and evaluation
Duration	90 minutes
Overview	This session provides an introduction to the topics of monitoring and evaluation. Participants will learn the characteristics of good indicators for use in monitoring activities and will identify indicators for their proposed education for peace programmes.
Objectives	The specific objectives of this session are to: 1. Define monitoring and evaluation; 2. Describe the components of a basic indicator; and 3. Describe what is meant by "means of verification" in a LogFrame matrix.
Anticipated Outcomes	The anticipated outcomes of this session are to: 1. Identify indicators to use to monitor education for peace programmes; and 2. Complete the draft logical framework matrix for their priority responses.
Handouts/additional requirements	Participants will use the document "Session 4.1-LogFrame matrix.docx" that they started in Session 4.1. It would also be useful for participants to refer to the set of indicators outlined in Section 4.3, Table 4.1.

Activities	Description	Notional time allocated
	1. Introduction and definitions of monitoring and evaluation;	10 minutes
	2. Presentation of the basics of a good indicator for use in monitoring or evaluation;	30 minutes
	3. Participants identify indicators for their priority education for peace programmes and complete the draft LogFrame matrix that they started in session 4.1; and	35 minutes
	4. Discussion and conclusions.	15 minutes
	Total time	90 minutes

Day 5 – Prioritising education for peace

Session 5.1 Prioritising education for peace strategies and planning for follow up

Session	5.1 Prioritising education for peace strategies and planning for follow up
Duration	N/A
Overview	Participants work in separate planning and curriculum development groups to design follow-up priorities for improved integration of education for peace initiatives throughout their education system.
Objectives	The specific objectives of this session are to: N/A
Anticipated Outcomes	The anticipated outcomes of this session are to: N/A
Handouts/additional requirements	N/A

Activities	Description	Notional time allocated
	1. N/A	N/A
	2. N/A	N/A
	3. N/A	N/A
	Total time	N/A

Session 5.2 Prioritising education for peace strategies and planning for follow up (Continued)

Session	**5.2 Prioritising education for peace strategies and planning for follow up (Continued)**
Duration	90 minutes
Overview	Participants prepare an action plan for follow up in their countries.
Objectives	The specific objectives of this session are to: N/A
Anticipated Outcomes	The anticipated outcomes of this session are to: N/A
Handouts/additional requirements	N/A

Activities	Description	Notional time allocated
	1. N/A	N/A
	2. N/A	N/A
	3. N/A	N/A
	Total time	N/A

Session 5.3: Presentations and next steps

Session	5.3 Presentations and next steps
Duration	90 minutes
Overview	Participants present their ideas and receive feedback from other groups (structured gallery walk). Conclusions based on the above.
Objectives	The specific objectives of this session are to: N/A
Anticipated Outcomes	The anticipated outcomes of this session are to: N/A
Handouts/additional requirements	N/A

Activities	Description	Notional time allocated
	1. N/A	N/A
	2. N/A	N/A
	3. N/A	N/A
	Total time	N/A

Session 5.4: Closing

Session	5.4 Closing	
Duration	90 minutes	
Overview	Closing remarks and certificates.	
Objectives	The specific objectives of this session are to: N/A	
Anticipated Outcomes	The anticipated outcomes of this session are to: N/A	
Handouts/additional requirements	N/A	
Activities	**Description**	**Notional time allocated**
	1. N/A	N/A
	2. N/A	N/A
	3. N/A	N/A
	Total time	N/A