



United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education



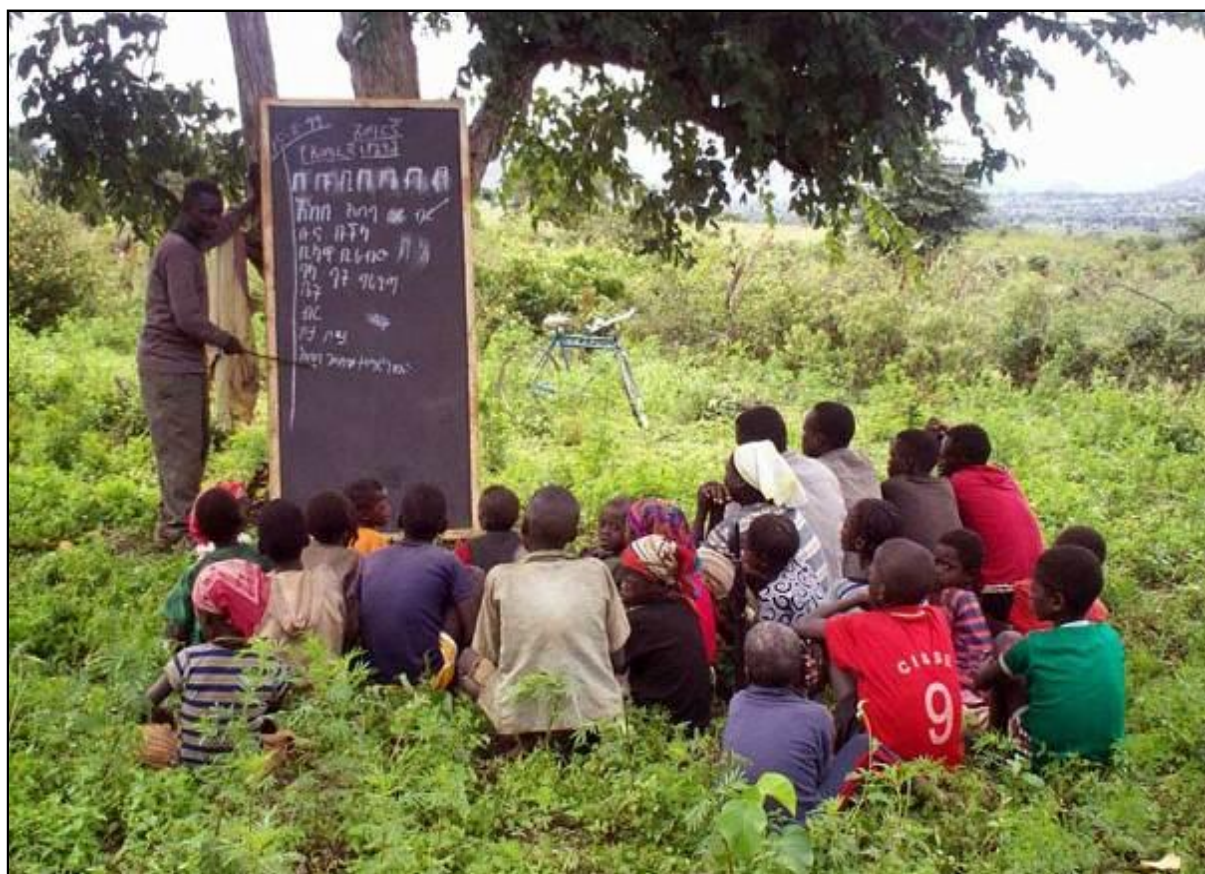
International Institute
for Educational Planning

*Promoting a culture of peace and non-violence in Africa
through education for peace and conflict prevention*

Integrating Education for Peace into Education Sector Planning and Curriculum Development

Participants' workbook

11-15 November 2013
Adama, Ethiopia



© UNESCO/Katy Anis

Mobile School in Ethiopia

TABLE OF CONTENTS

AGENDA	3
DAY 1 – EDUCATION FOR PEACE: WHAT IS IT?	6
Session 1.1 Welcome and opening	6
Session 1.2 Introduction and objectives	7
Session 1.3 Why integrate education for peace and conflict prevention into education sector plans?.....	8
Session 1.4 Rights-based approach to education	18
Session 1.5 Education for peace and conflict prevention – fundamental principles and issues.....	19
DAY 2 – EDUCATION FOR PEACE AND THE PLANNING PROCESS.....	22
Session 2.1 Introduction to education policy and planning: key concepts.....	22
Session 2.2 Situation analysis from an education for peace perspective.....	23
Session 2.3 Vulnerability and conflict analysis	30
Session 2.4 Identifying priority responses for education for peace	33
DAY 3 – EDUCATION FOR PEACE AND CURRICULUM ISSUES	35
Session 3.1 Education for peace and conflict prevention and the curriculum.....	35
Session 3.2 Establishing a conducive learning environment	36
Session 3.3 Relevant learning and development theories	39
Session 3.4 Curriculum review and revision processes.....	41
DAY 4 – PROGRAMME DESIGN AND INTEGRATION ISSUES	48
Session 4.1 Programme design: logical framework approach	48
Session 4.2 Implications of integrating education for peace in the education system ...	50
Session 4.3 Costing and financing	53
Session 4.4 Monitoring and evaluation.....	55
DAY 5 – PRIORITISING EDUCATION FOR PEACE	56
Session 5.1 Prioritising education for peace strategies and planning for follow up	56

AGENDA

Time	Session/Activity	Key Learning Points/Themes
Day 1 – Education for peace: What is it?		
09:00-- 9:15	Participant registration	<ul style="list-style-type: none"> ▪ Distribution of workshop materials
09:15- 09:45	1.1: Welcome and Opening	<ul style="list-style-type: none"> ▪ Welcome ▪ Official opening
09:45 – 11:15	1.2: Introduction and Objectives	<ul style="list-style-type: none"> ▪ Review of the Education for Peace and Conflict Prevention initiative: rationale, structure and scope of the guidelines ▪ Housekeeping / workshop norms ▪ Personal introductions ▪ Individual workshop goals recorded
11:15- 11:45	Coffee, tea break	
11:45- 13:00	1.3: Why integrate education for peace and conflict prevention into education sector plans?	<ul style="list-style-type: none"> ▪ Review of project mapping results, especially existence of policies versus implementation ▪ Education for peace as an “umbrella” term ▪ Benefits of integrating education for peace and conflict prevention into education sector plans
13:00- 14:30	LUNCH	
14:30- 16:00	1.4: Rights-based approach to education	<ul style="list-style-type: none"> ▪ Describe the various components of the education system and how they are inter-related ▪ Explain the relationship between the learner, the teaching/learning system, education administration and support and the context/environment in which the education system is located. ▪ Describe the link between values and rights and how values are reflected in the learning system. ▪ Evaluate educational actions within the context of rights-based education ▪ Explain why rights-based education is particularly important to education for peace
16:00- 16:30	Coffee, tea break	
16:30- 18:00	1.5: Education for Peace and Conflict Prevention – Fundamental Principles and Issues	<ul style="list-style-type: none"> ▪ Education for peace in the school curriculum ▪ Responsibility for education for peace across the education system ▪ Challenges associated with implementation

Day 2 – Education for peace and the planning process		
9:00-10:30	2.1: Introduction to Education Policy and Planning: key concepts	<ul style="list-style-type: none"> ▪ Principles of educational policy making and planning: key actors and steps in the process ▪ Application of “conflict sensitive” approach ▪ Participants share experiences in this area.
10:30 – 11:00	Coffee, tea break	
11:00 – 12:30	2.2: Situation analysis from an education for peace perspective	<ul style="list-style-type: none"> ▪ Purpose of situation analysis as part of education sector diagnosis ▪ Key variables to consider: using existing EMIS data when possible, other considerations ▪ Analysis of existing data from an “education for peace” perspective
12:30 – 14:00	Lunch	
14:00 – 15:30	2.3: Vulnerability and conflict analysis	<ul style="list-style-type: none"> ▪ Define and illustrate conflict and vulnerability analysis ▪ Participants conduct an analysis for their own country
15:30 – 16:00	Coffee, tea break	
16:00 – 17:30	2.4: Identifying priority responses for education for peace	<ul style="list-style-type: none"> ▪ Identification of priorities based on analysis ▪ Assessing proposed strategies based on the criteria of affordability, desirability, feasibility and sustainability.
Day 3 – Education for peace and curriculum issues		
09:00 – 10:30	3.1: Education for peace and conflict prevention and the curriculum	<ul style="list-style-type: none"> ▪ Cross-curriculum learning – vertical and horizontal learning areas ▪ Formal and ‘hidden’ curriculum – definitions, scope, relationships ▪ Knowledge, skills, attitudes, values, behaviors and competencies in the curriculum ▪ Rationale and aims of education for peace and conflict prevention ▪ Curriculum models (stand-alone, integrated, carrier-subjects, ‘spiral curriculum’) and current practice
10:30 – 11:00	Coffee, tea break	
11:00 – 12:30	3.2: Establishing a conducive learning environment	<ul style="list-style-type: none"> ▪ Qualities of “good” teachers and “good” managers associated with education for peace
12:30 – 14:00	Lunch	
14:00 – 15:30	3.3: Relevant learning and development theories	<ul style="list-style-type: none"> ▪ Bloom, Kohlberg and Maslow ▪ Implications – how would these theories be used when incorporating education for peace into the curriculum? ▪ Setting learning objectives (practice writing learning objectives related to education for peace)
15:30 – 16:00	Coffee, tea break	
16:00 – 17:30	3.4: Curriculum review and revision processes	<ul style="list-style-type: none"> ▪ Defining the rationale and scope of curriculum review and curriculum revision ▪ Current practice ▪ Determining an appropriate review process ▪ Planning a curriculum revision

Day 4 – Programme design and integration issues		
09:00 – 10:30	4.1: Programme design: logical framework approach	<ul style="list-style-type: none"> ▪ Define key components of a LogFrame ▪ SMART objectives
10:30 – 11:00	Coffee, tea break	
11:00 – 12:30	4.2: Implications of Integrating Education for Peace in the Education System	<ul style="list-style-type: none"> ▪ Assessment and Examinations (links to examination boards, difficulties with incorporating values and attitudes into examinations systems) ▪ Textbooks and Other Learning Materials (revision, layout, printing, warehousing, distribution) ▪ Teaching Practice and Teacher Training (pre-service and in-service, training of teacher educators, options for rollout) ▪ Bottlenecks or main challenges with implementation of education for peace in your country
12:30 – 14:00	Lunch	
14:00 – 15:30	4.3: Costing and Financing	<ul style="list-style-type: none"> ▪ Key principles of costing ▪ Financing options ▪ Costing and financing implications related to education for peace priorities
15:30 – 16:00	Coffee, tea break	
16:00 – 17:30	4.4: Monitoring and Evaluation	<ul style="list-style-type: none"> ▪ Define monitoring and evaluation ▪ Describe the components of a basic indicator ▪ Identify indicators to use to monitor education for peace programmes
Day 5 – Prioritising education for peace		
09:00 – 11:00	5.1: Prioritising education for peace strategies and planning for follow up	<ul style="list-style-type: none"> ▪ 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
11:00 – 11:30	Coffee, tea break	
11:30 – 13:00	5.2: Presentations and next steps	<ul style="list-style-type: none"> ▪ Participants present their ideas and receive feedback from other groups (perhaps a structured gallery walk) ▪ Conclusions based on the above
13:00 – 14:00	Lunch	
14:00 – 15:00	5.3: Closing	<ul style="list-style-type: none"> ▪ Closing remarks

DAY 1 – EDUCATION FOR PEACE: WHAT IS IT?

Session 1.1 Welcome and opening

UNESCO: Promoting a culture of peace and non-violence through education for peace and conflict prevention

In the 2011 UNESCO Global Monitoring Report, conflict was identified as major barrier to Education for All. The nature of conflict has changed since the end of the Cold War, where 95% of conflict now occurs within states as opposed to between states.¹ In recent years, conflict has increased globally, and the highest incidences of conflict globally have occurred in Africa, a UNESCO priority region.

In response to these challenges, UNESCO launched in 2012 the project *Promoting a Culture of Peace and Non-Violence in Africa through Education for Peace and Conflict*. This project is led by UNESCO Section of Education for Peace and Human Rights, with the technical collaboration of UNESCO IBE for the curriculum, and UNESCO IIEP for educational planning.

The goal of the project is to strengthen the content of education and capacity of education systems in relation to education for peace and conflict prevention, with a specific emphasis on interventions in Sub-Saharan Africa. This will be done through mapping to identify existing resources and good practices; producing a resource package for integration of education for peace and conflict prevention in national education systems; the piloting of the resource package; and the training of policy makers and planners.

On 18 and 19 June 2013, a two-day consultation between experts was held in Addis Ababa. This consultation focused on the integration of peace education and conflict prevention into education planning and curriculum development. The experts discussed the content and structure of the resource pack, including guidance notes, training materials and a mapping of existing peace education initiatives in Africa. At this meeting, it was decided that a week-long capacity development workshop would be held in November 2013.

The particular aim of the week-long international consultative workshop is to pilot the resource pack, and further strengthen the content of the technical guidelines, the capacity development modules, the training, and the mapping materials in relation to education for peace and conflict prevention. This will provide an opportunity to draw on the expertise of key regional and international education professionals to inform the ongoing development of the technical guidelines and capacity development modules and the compendium of good practice.

1

Session 1.2 Introduction and objectives

By the end of this session, you will:

- Meet other participants
- Be familiar with the workshop objectives and the agenda for the week
- Be able to describe UNESCO's Mandate and Mission and the Culture of Peace
- Define education for peace in your context

1.2.1 Participant introductions

Be prepared to introduce your partner to the group. Use the space below for your notes.

Find out about your partner his/her:

- Name, title, department or unit and country

- Chief objective/expectation for this workshop

- Something interesting (hobby, interest, etc.)

1.2.2 Workshop objectives

By the end of this workshop, you will be able to:

- Use the *Guidelines on Integrating Education for Peace and Conflict Prevention into National Education Systems*;
- Describe "education for peace" in your context;
- Identify key curriculum issues associated with education for peace; and
- Describe and be able to apply the principles of "conflict sensitive" educational planning.

Space for your notes:

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

Learning objectives

By the end of this session, you will be able to:

- Describe the main results of the UNESCO mapping exercise
- Describe education for peace activities and challenges with implementation in your own country
- Identify benefits to integrating education for peace into education sector plans

1.3.1 Exercise: Status of education for peace in your country

At your tables, discuss the following questions:

- How has “education for peace” been incorporated into the curriculum in your country?

- List specific examples of “education for peace” initiatives that exist (Ministry, NGO, others). You may also want to refer to the mapping results for your country (see the results on the pages that follow).

- What are the main challenges associated with implementing “education for peace” initiatives in your country?

Peace Education in Africa – Results of the mapping of policies, programs and resources in Sub-Saharan Africa

Country: Ethiopia

Policy	<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>
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/Ethiopia.pdf</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Strengthening Civic Education in Primary Schools (SCEPS)</u> 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 dignity.</p>	<p>PACT Partners: Ministry of Education; USAID</p>	<p>Formal</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<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. 	Search for Common Ground	Non-Formal




MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<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>		

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<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></p> <p>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></p> <p>Episode Summaries for The Team - Ethiopia (Season 1)</p> <p>Source: http://www.sfcg.org/programmes/cgp/the-team-ethiopia.html</p>		

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p><u>Right To Play – Ethiopia</u> <u>Enhancing the Development of Children in Ethiopia through Sport and Play</u></p> <p>“Ethiopia is one of the poorest countries in the world, with a significant history of political upheaval, natural disaster, illness 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, <i>Enhancing the Development of Children in Ethiopia through Sport and Play</i>, 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.</p> <p>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>Right To Play Partners: The Ethiopian Bureau of Finance and Economic Development 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>	<p>Non-Formal</p>

Country: Somalia

Policy	No relevant data found so far
---------------	-------------------------------

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 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</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>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p>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 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) <p>Evaluation of TYPAP</p> <p>"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</p>		

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p>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</p> <p>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</p> <p>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>UNICEF Government of Japan</p>	<p>Non Formal</p>

MATERIALS/Methodologies/Approaches	STAKEHOLDERS	Formal/Non Formal
<p>Life skills-based education aims to develop young people’s skills in self-awareness, problem-solving, interpersonal relations, 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 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>		

Session 1.4 Rights-based approach to education

Learning objectives

By the end of this session, you will be able to:

- Describe the various components of the learning system and how they are inter-related
- Explain the relationship between the learner and the teaching/learning system and the environment
- Evaluate actions within the context of rights-based education
- Describe what is meant by a “conflict sensitive” approach to educational planning
- Describe the benefits of rights-based education and conflict sensitive planning

Space for your notes:

Session 1.5 Education for peace and conflict prevention – fundamental principles and issues

Learning objectives

By the end of this session, you will be able to:

- Analyse the implications of incorporating Education for Peace into the curriculum
- Explore the ways in which making Education for Peace a learning priority impacts the classroom practices (school level) and the system as a whole
- Identify possible systemic challenges for implementation of Education for Peace as a learning priority

1.5.1 Exercise: Contextualising key principles and issues

There are at least FIVE main types of issues that will need to be managed in order to implement Education for Peace as a system-wide priority. Discuss each type and list the specific challenges in your education system that will need to be overcome for each set of issues.

TYPE 1: POLITICAL	
SPECIFIC ISSUE	CHALLENGES
1	
2	
3	

TYPE 2: ADMINISTRATIVE	
SPECIFIC ISSUE	CHALLENGES
1	
2	
3	
TYPE 3: EDUCATIONAL	
SPECIFIC ISSUE	CHALLENGES
1	
2	
3	

TYPE 4: FINANCIAL	
SPECIFIC ISSUE	CHALLENGES
1	
2	
3	
TYPE 5: SOCIO-CULTURAL	
SPECIFIC ISSUE	CHALLENGES
1	
2	
3	

Session 2.2 Situation analysis from an education for peace perspective

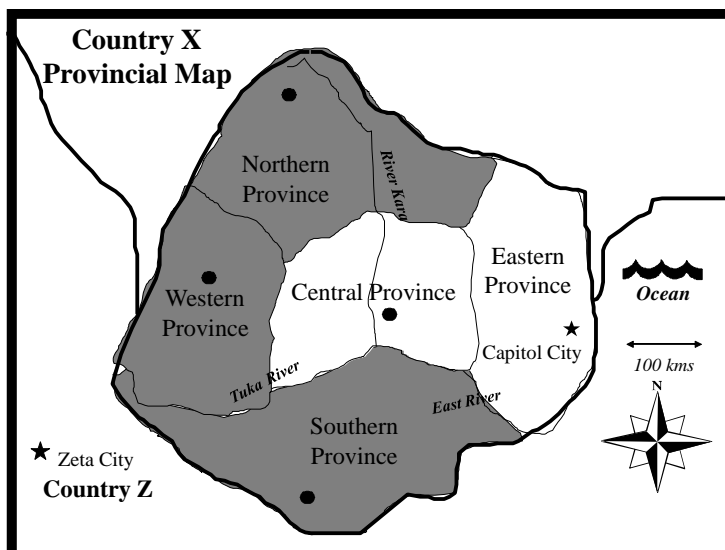
Learning objectives

By the end of this session, you will be able to:

- Purpose of situation analysis as part of education sector diagnosis;
- Identify key variables to consider: using existing EMIS data when possible; and
- Analyse existing data from an “education for peace” perspective.

2.2 Analysing education in Country X

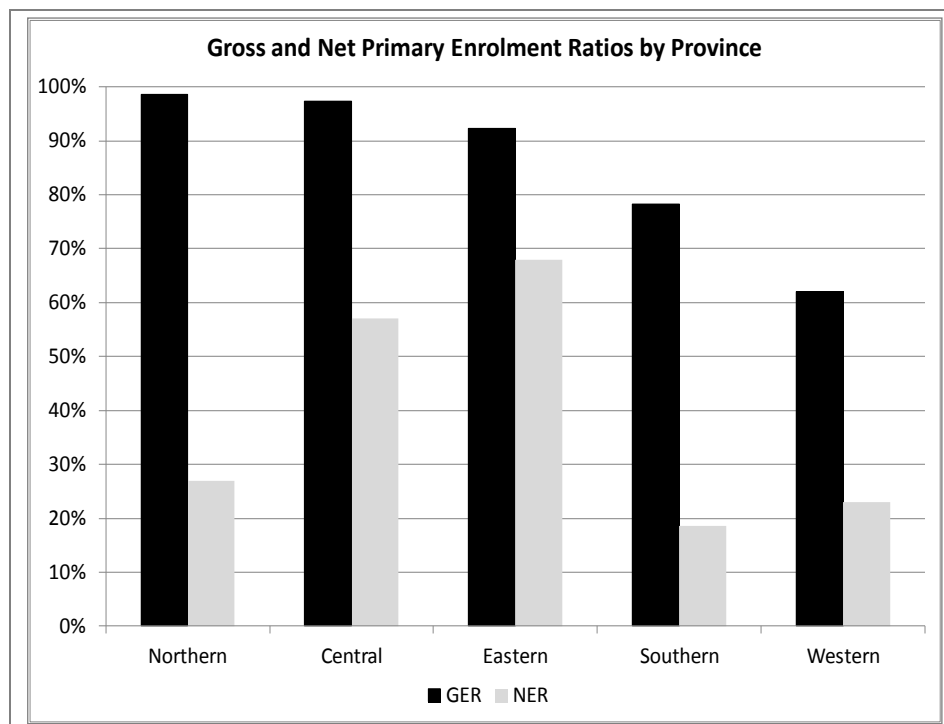
Five years ago Country X emerged from a brutal decade-long civil war between the Alphas and the Betas. The Alphas have dominated Country X politically and economically since its independence. Country X is divided into five provinces and each province is further divided into districts and sub-districts. The capital of the country is located in the Eastern Province which is the most developed of the country's five provinces. Historically the Beta ethnic group is from the Northern, Southern and Western provinces, though many moved to the capital to escape the fighting during the war and also in search of economic opportunities. The Alphas who live outside of the Eastern Province live primarily in the provincial capitals in the other four provinces.



The Western, Northern and Southern provinces were most badly affected by the war in Country X which resulted in the destruction of what little infrastructure existed (including schools) and massive displacements of Betas. Many Betas fled as refugees to neighboring countries and others sought shelter from the worst of the fighting in Capitol City. Since the signing of the Peace Agreement, Country X has made great strides in improving access to education throughout the country. There is a new Education Law stipulating that basic education should be free and compulsory and accessible to all citizens of Country X regardless of culture, ethnicity, religion or gender. In addition Country X has officially adopted two national languages – Language 1 which historically has been the language of the Alphas and Language 2, the language of the Betas.

Enrollment Ratio

Review the chart that shows the gross and net primary enrollment ratios for each province in Country X.

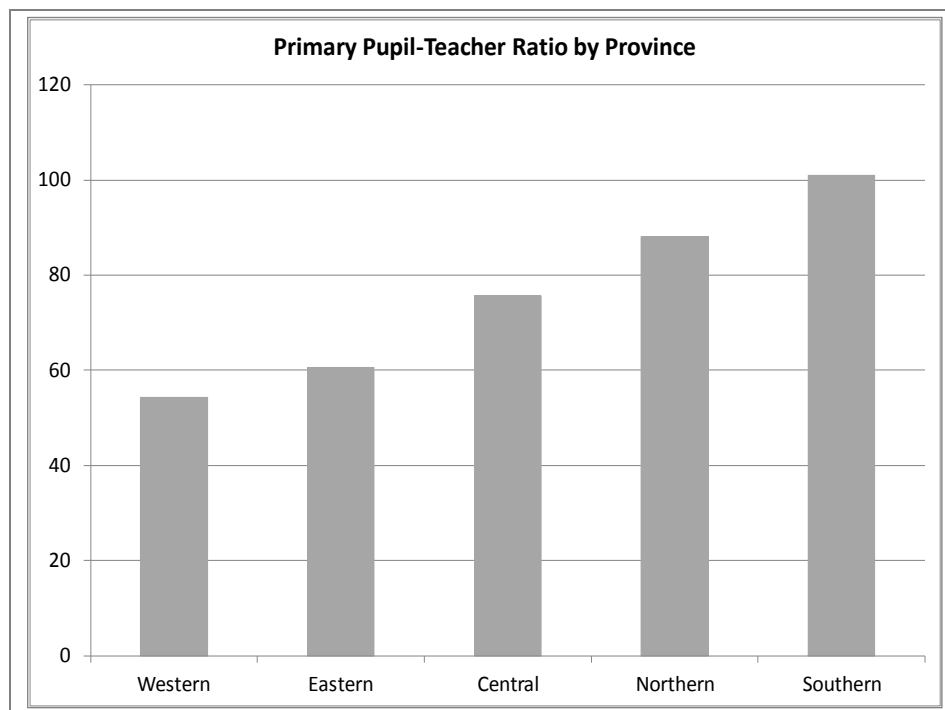


Questions:

1. What does the chart above tell you?
2. From an education for peace perspective, what would you recommend?
3. What will be the main challenges associated with implementing your recommendations?

Primary pupil-teacher ratios

Country X's current targeted pupil-teacher ratio at the primary level is 50.



Questions:

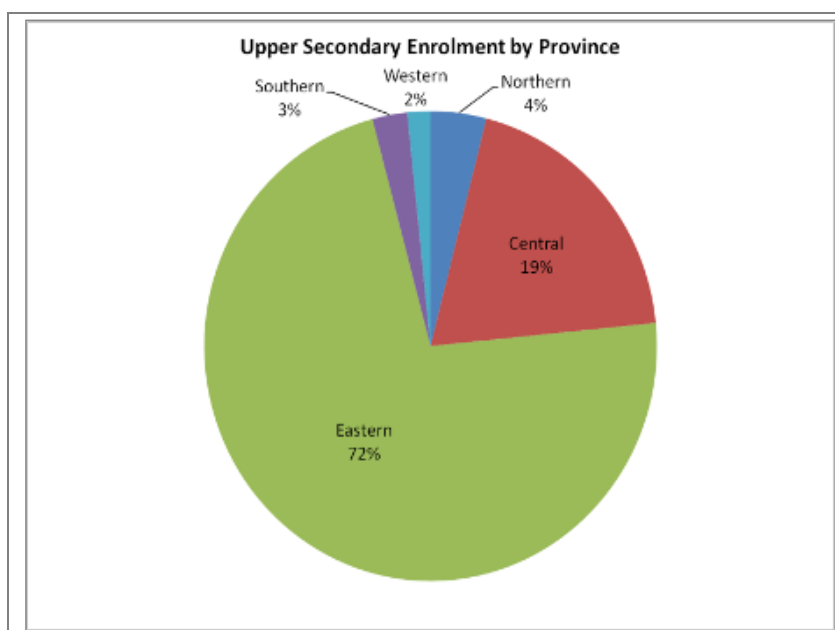
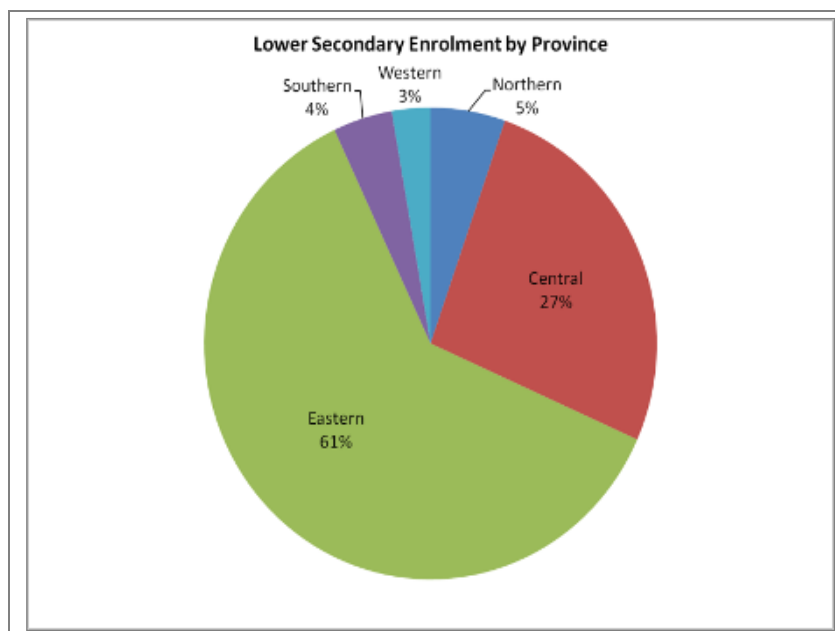
1. From an "education for peace" perspective, what are the potential issues illustrated by the chart for pupil-teacher ratio at the primary level?

2. From an "education for peace" perspective, what would you recommend?

3. What will be the main challenges associated with implementing your recommendations?

Enrollment in secondary education (see questions on next page)

As would be expected the gross and net enrolment ratios for secondary education are well below 100% throughout the country. Still as the new Constitution stipulates the provision of free basic education (through lower secondary) for all children and as more children are expected to successfully complete each stage of education, the demand for post-primary education is expected to increase significantly over the next 10 years. The enrollment ratios for lower and upper secondary education are illustrated in the charts below. In addition it is known that there are three to five districts in each of Western, Southern and Northern Provinces that have no lower secondary schools and that 36 out of the 92 education districts in these provinces have no upper secondary schools.



Questions:

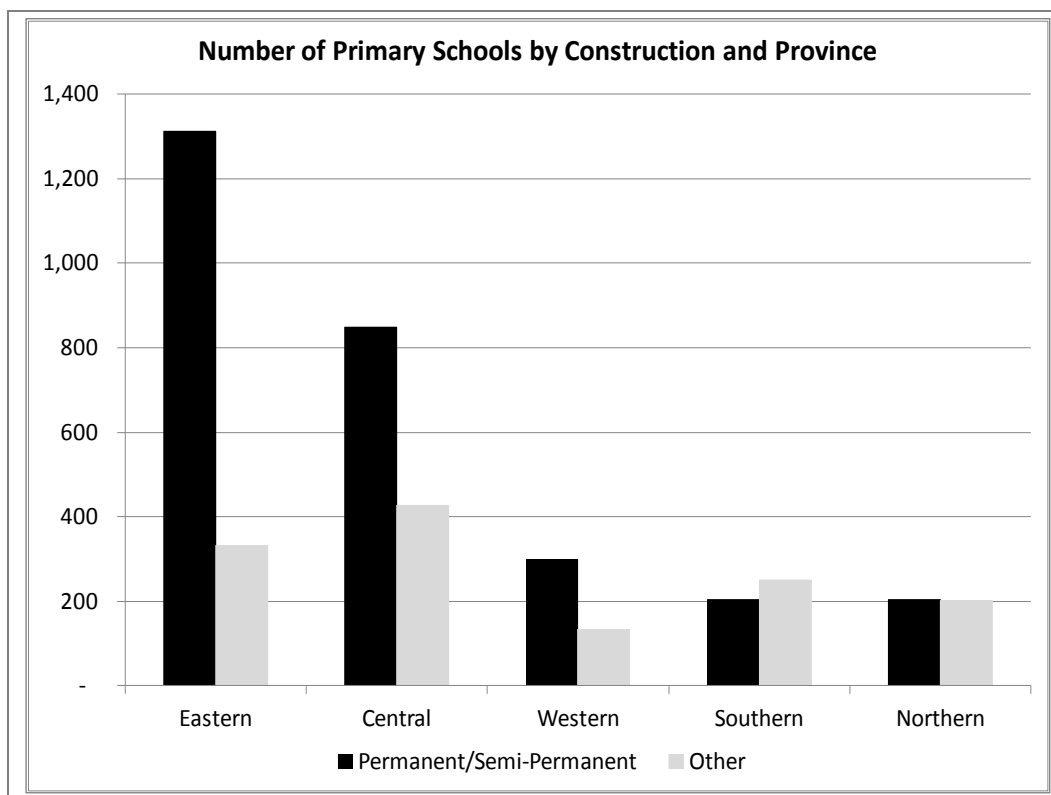
1. What do the charts tell you about lower and upper secondary education in Country X?

2. From an “education for peace” perspective, what would you recommend?

3. What will be the main challenges associated with implementing your recommendations?

Education infrastructure

The chart below illustrates the number of primary schools in each province by type of construction.

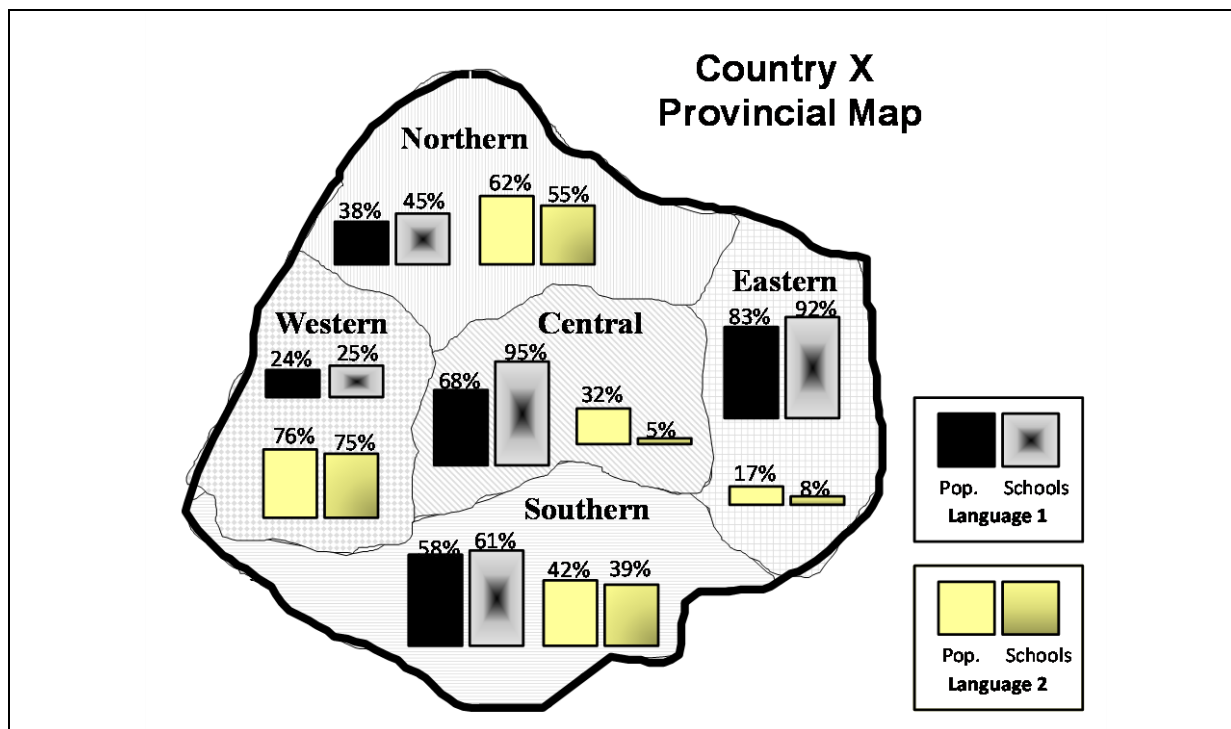


Questions:

1. From an “education for peace” perspective, what are the potential issues illustrated by the chart of the number and type of primary schools by province?
2. From an “education for peace” perspective, what would you recommend?
3. What will be the main challenges associated with implementing your recommendations?

Language of instruction

The Alphas (the historically politically and economically dominant ethnic group) speak Language 1 and the Betas largely speak Language 2 or a dialect of Language 2. As part of the peace agreement, both languages were officially declared national languages in the country's new Constitution. The new education law therefore stipulates that the primary language of instruction in schools will be based on the predominant language in each community throughout the country. In line with the government's language policy the annual school survey collects information on the primary language of instruction in each school. The results from the latest school survey are shown below.



Questions:

1. From an “education for peace” perspective, what are the potential issues with regard to language of instruction in Country X?
2. From an “education for peace” perspective, what would you recommend?
3. What will be the main challenges associated with implementing your recommendations?

Session 2.3 Vulnerability and conflict analysis

Learning objectives

By the end of this session, you will be able to:

- Define and illustrate conflict and vulnerability analysis
- Conduct an analysis for your own country
- Identify key areas of analysis for your country

Space for your notes:

2.3 Exercise: Assessing strengths and weaknesses in your education system

For your assigned aspect(s), discuss the strengths and weaknesses in your own education system. Write your group's answers on a flipchart and be prepared to share your analysis with the larger group.

Key Aspects of the Education System	Strengths	Weaknesses
1. Education policies for culture of peace		
2. Infrastructure and equipment		
3. Teacher training		
4. Curricula		

Key Aspects of the Education System	Strengths	Weaknesses
5. Examination systems		
6. School safety and overall atmosphere (e.g. use or absence of corporal punishment, existence of school safety plans)		
7. Monitoring and evaluation		
8. Financial resource mobilization		

Session 2.4 Identifying priority responses for education for peace

Learning objectives

By the end of this session, you will be able to:

- Understand the linkages between sector diagnosis, policy review and identification of strategic priorities
- Identify strategic priorities related to education for peace based on your analyses
- Assess the strategic priorities against the criteria of affordability, desirability, feasibility and sustainability

2.4.1 Plenary discussion: Assessing existing education policies

Consider the following questions and be prepared to share your answers with the plenary.

- What is the status of policies related to education for peace in your country?

- Have the values/principles of education for peace been incorporated?

- Are any additional policies needed?

2.4.2 Exercise: Identifying strategies for education for peace

Part 1: In your working groups, discuss possible strategies (not related to curriculum) that could be implemented to help achieve the goals of education for peace. Agree on 3 priority strategies and write them in column one of the table below.

Proposed strategy	Affordability	Desirability	Feasibility	Sustainability
1.				
2.				
3.				

Part 2: Assess each of the three proposed strategies against the criteria of affordability, desirability, feasibility and sustainability and complete the table. Based on your analysis in the table above, which strategy do you recommend as your top priority? Be prepared to share your reasoning with the entire group.

DAY 3 – EDUCATION FOR PEACE AND CURRICULUM ISSUES

Session 3.1 Education for peace and conflict prevention and the curriculum

Learning objectives

By the end of this session, you will be able to:

- Explore a range of curriculum design concepts, such as 'vertical' and 'horizontal' learning areas
- Promote the importance of defining 'curriculum' in a broad way when considering Education for Peace, and examine the relevance of the 'hidden' curriculum
- Analyse and understand the relevance and interdependence in the curriculum of Knowledge, Skills, Attitudes, Values, Behaviours, Beliefs and Competencies
- Understand the benefits and challenges of various curriculum design models (stand-alone, integrated, carrier-subjects, extra-curricular, spiral) in relation to Education for Peace.

Space for your notes:

Session 3.2 Establishing a conducive learning environment

Learning objectives

By the end of this session, you will be able to:

- Analyse the qualities of 'good' teachers and teaching, and 'good' school managers and management practice
- Analyse the qualities of teachers and managers which are needed to promote good quality learning in Education for Peace
- Discuss the nature of learning objectives and learning outcomes

3.2.1 Exercise: 'Good' and 'bad' learning environments

GROUP 1

FOCUS QUESTION: What are the qualities of 'good' and 'bad' teachers?

<i>A 'good' teacher is one who ...</i>	
1	
2	
3	
4	
5	

<i>A 'bad' teacher is one who ...</i>	
1	
2	
3	
4	
5	

GROUP 2

FOCUS QUESTION: What are the qualities of 'good' and 'bad' school managers?

<i>A 'good' school manager is one who ...</i>	
1	
2	
3	
4	
5	

<i>A 'bad' school manager is one who ...</i>	
1	
2	
3	
4	
5	

GROUP 3

FOCUS QUESTION: What qualities are needed in teachers and school managers for students to learn effectively in Education for Peace?

To teach Education for Peace effectively, a teacher should ...	
1	
2	
3	
4	
5	

To conduct an Education for Peace program successfully in a school, a school manager must ...	
1	
2	
3	
4	
5	

Session 3.3 Relevant learning and development theories

Learning objectives

By the end of this session, you will be able to:

- Explore a range of learning objective theories and compose objectives and outcomes which reflect selected theories.

3.3.1 Exercise: Developing Objectives and Outcomes of Education for Peace

Objectives of Education for Peace

GRADE LEVEL

<i>The objectives of this unit / topic / subject are to ...</i>		<i>REFERENCE TO RELEVANT THEORY</i>
1		
2		
3		
4		
5		

Outcomes of Education for Peace

GRADE LEVEL:

	<i>At the conclusion of this unit / topic / subject, it is expected that students will ...</i>	<i>REFERENCE TO RELEVANT THEORY</i>
1		
2		
3		
4		
5		

Session 3.4 Curriculum review and revision processes

Learning objectives

By the end of this session, you will be able to:

- Make distinction between curriculum “review” and curriculum “revision”
- Explore a suggested process (possible stages and related methodologies) for reviewing the curriculum
- Identify possible components of a Terms of Reference for a review and apply those elements to a limited review focusing on Education for Peace
- Plan a review process in your specific country context

3.4.1 Case Study: Country ABC

Country ABC is a multi-ethnic country consisting of two regions – Region 1 where the majority of the population lives and Region 2 which is a semi-autonomous region inhabited by a large minority group. Each of the Regions has responsibility for education within its own borders.

The country has experienced war, including a civil conflict between the Regions as well as significant inter-sectarian violence and terrorism within Region 1 in particular. As well, the country has a large, UN-mandated military presence for security purposes.

Both Regions wish to increase the teaching of Peace Education in their respective curriculums.

GROUP TASK

- a. Analyse the current plans of study for both Regions 1 and 2 to familiarize yourself with the structure of the curriculum and in particular to look for where Education for Peace content may currently be included.
- b. Assume that **desired** learning objectives and outcomes for the two Regions have been mutually agreed (and assume they are similar to those developed earlier in Sessions 3.2-3.3).

- c. Imagine your Group is an Inter-Region Task Force which has been given the responsibility of drafting three components of a Curriculum Review Concept Paper. Discuss what should be included in the text of these components and begin drafting or make some bullet points under each component.
1. The Rationale for the Review
 2. Objectives for the Review (3)
 3. The Scope of the Review (which levels / grades, and which components of the curriculum – formal / hidden, examinations, support material)
 4. The 'Research Questions' that would form the focus areas of the Review

COUNTRY ABC : Current Plans of Study

1.1. Education structure

REGION 1

Nursery School Phase (children of 4-5 years old)

Elementary stage – classes (Primary education – ISCED 1)						Intermediate – classes (Lower secondary – ISCED 2)			Secondary (Upper secondary – ISCED 3)		
									Scientific (S)	Literary (L)	Vocational
1	2	3	4	5	6	1	2	3	4	5	6

REGION 2

Nursery schools: 4-5 years old children

Primary/Basic Education (Primary education – ISCED 1) & (Lower secondary – ISCED 2)									Secondary (Upper secondary – ISCED 3)		
									Scientific (S)	Arts (A)	Vocational
1	2	3	4	5	6	7	8	9	10	11	12

1.2 School year length & weekly contact periods

School year length

REGION 1	REGION 2
32 weeks (x5days); 160 days	32 weeks (x6 days); 192 days)

Weekly contact periods - Region 1/Region 2

Primary	Lower secondary	Upper secondary
Region 1: 20 Region 2: 24	Region 1: 25 Region 2: 30	Region 1: 30-32 Region 2: 34

1.3 Current Plans of Study

A. REGION 1

Plan of study (General education): REGION 1 - Primary education (grades 1-6)

Learning areas & Subjects	Grades											
	1	%	2	%	3	%	4	%	5	%	6	%
1. Religious and Islamic education												
	4	15%	4	15%	3	11%	3	11%	3	11%	3	11%
2. Languages, literature and communication												
Arabic (mother tongue)	9 (Reading)	33%	9 (Reading)	33%	8	29,5%	8	28,5%	5	18%	5	18%
English	0	0%	0	0%	3	11%	3	11%	4	14%	4	14%
3. Mathematics												
	6	22%	6	22%	6	22%	6	21%	5	18%	5	18%
4. Sciences												
Sciences (integrated)	3	11%	3	11%	3	11%	3	11%	3	11%	3	11%
5. Social sciences												
Social science (integrated)/National and Social education	0	0%	0	0%	0	0%	1	3,5%	1	3,5%	1	3,5%
History	0	0%	0	0%	0	0%	0	0%	2	7%	2	7%
Geography	0	0%	0	0%	0	0%	0	0%	2	7%	2	7%
6. The Arts												
Visual arts	2	7,5%	2	7,5%	1	4%	1	3,5%	1	3,5%	1	3,5%
Songs & Music	1	4%	1	4%	1	4%	1	3,5%				
7. Technology and ICT												
	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8. Sports, physical education and health												
Physical education	2	7,5%	2	7,5%	2	7,5%	2	7%	2	7%	2	7%
Total weekly hours	27		27		27		28		28		28	

Plan of study (General education): REGION 1 - Secondary education (Intermediate and secondary stages, Classes 1-6)

Learning areas & Subjects	Grades									
	1	2	3	4		5		6		
				S*	L**	S	L	S	L	
1. Islamic and religious education										
	3	3	3	3	3	3	3	3	3	
2. Languages, literature and communication										
Arabic	5	5	5	5	5	4	7	5	8	
Mother Tongue	0	0	0	2	2	0	0	0	0	
English	5	5	5	5	5	5	5	6	6	
Other languages										
3. Mathematics										
	5	5	5	4	3	6	3	6	3	
4. Sciences										
Physics	2	2	2	3	0	3	0	4	0	
Chemistry	2	2	2	3	0	3	0	4	0	
Biology	2	2	2	3	0	3	0	4	0	
5. Social sciences										
National and social education (integrated civics course)	1	1	1	0	0	0	0	0	0	
History	2	2	2	0	3	0	3	0	3	
Geography	2	2	2	0	3	0	3	0	3	
Sociology	0	0	0	0	2	0	0	0	0	
Economy	0	0	0	0	0	0	2	0	3	
6. The Arts										
	1	2	1	1	1	1	1	1	1	
7. Technology and ICT										
	0	0	0	0	0	0	0	0	0	
8. Sport, physical education and health										
	2	2	2	2	2	2	2	2	2	
Total weekly hours	32	33	32	31	29	30	29	35	32	

* S – Science track; **L – Literary track

B. REGION 2

Plan of study (General education): REGION 2 - Basic education (Grades 1-9)

Learning areas and subjects	Grades																	
	1		2		3		4		5		6		7		8		9	
		%		%		%		%		%		%		%		%		%
1. Religious and Islamic education																		
	2		2		2		2		2		2		2		2		2	
2. Languages, literature and communication																		
Mother Tongue	10		10		9		5		5		5		4		4		4	
Arabic	0		0		0		4		4		4		4		4		4	
English	3		3		3		4		5		5		5		5		5	
Other languages (i.e. French, German for gifted students)	0		0		0		0		0		0		1		0		0	
Minority languages																		
X	2		2		2		2		2		2		2		2		2	
Y	2		2		2		2		2		2		2		2		2	
Z	2		2		2		2		2		2		2		2		2	
3. Mathematics																		
	6		6		6		6		6		6		6		6		6	
4. Sciences																		
Sciences (integrated)	5		5		5		5		5		5		6		6		6	
5. Social sciences																		
Social sciences (integrated)	0		0		0		2		3		3		3		4		4	
Family studies (for girls schools)	0		0		0		0		0		0		1		0		0	
Civic education	0		0		0		0		1		0		0		0		0	
Human Rights	0		0		0		0		1		0		0		0		0	
6. The Arts																		
Music and drawing	2		2		2		2		2		2		2		2		2	
7. Technology and ICT																		
Computer science													2		2			
Vocational education (for schools that have workshops)	0		0		0		0		0		0		1		1		0	
8. Sports, physical education and health																		
Sports and fitness	2		2		2		2		2		2		2		2		2	
Total weekly hours	36		36		35		38		42		40		45		44		41	

Plan of study (General education): REGION 2 - Upper secondary/Preparatory education (Grades 10-12)

Learning areas and Subjects	Grade 10		Grade 11		Grade 12	
	S(science) Branch	A(rt) Branch	S	A	S	A
1. Religious and Islamic education						
	2	2	2	2	2	2
2. Language, literature and communication						
Mother Tongue	4	4	4	4	4	4
Arabic	4	4	4	4	4	4
English	5	5	5	5	5	5
3. Mathematics						
	6	3	6	3	6	3
4. Sciences						
Physics	4	0	4	0	4	0
Chemistry	4	0	4	0	4	0
Life Sciences	4	0	4	0	4	0
5. Social sciences						
History	0	3	0	3	0	3
Geography	0	3	0	3	0	3
Economics	0	2	0	3	0	3
Sociology	0	2	0	0	0	0
Philosophy	0	0	0	1	0	0
Civic education (Democracy)	0	0	0	1	0	0
6. The Arts						
	1	1	1	1	1	1
7. Technology and ICT						
Technology	1	1	1	1	1	1
Computer	2	2	2	2	2	2
8. Sports, physical education and health						
Sports	1	2	1	2	1	2
Total weekly hours	38	34	38	35	38	33

DAY 4 – PROGRAMME DESIGN AND INTEGRATION ISSUES

Session 4.1 Programme design: logical framework approach

Learning objectives

By the end of this session, you will be able to:

- Define the objectives for your priority education for peace responses
- Use the logical framework approach to create an education for peace programme

4.1.1 Exercise: Developing SMART objectives

Develop a SMART objective for three of your priority education for peace responses

1.

2.

3.

4.1.2 Exercise: Drafting a Logical Framework Matrix

Instructions: With your groups, fill in columns 2 and 5. You will fill in columns 3 and 4 later in the day.

	[2] <i>Narrative Description</i>	[3] <i>Verifiable Indicators</i>	[4] <i>Means of Verification</i>	[5] <i>Assumptions</i>
Overall Objective <i>[Impact]</i>				
Purpose/Project Objective <i>[Outcomes]</i>				
Results <i>[Outputs]</i>				
Activities		Inputs Required		Preconditions

Session 4.2 Implications of integrating education for peace in the education system

Learning objectives

By the end of this session, you will be able to:

- Examine the possible implications of making Education for Peace a system priority
- Analyse how those implications might be managed in specific country contexts

Space for your notes:

4.2.1 Exercise: Implications of integrating education for peace

1. Discuss the implications of integrating Education for Peace into the whole education system as a priority initiative.
2. Complete the table and prepare to present your group's thoughts to a plenary session.

UNIT / DIVISION / FUNCTIONAL AREA (e.g. Teacher Training)		IMPLICATIONS	LIKELIHOOD OF IMPACT (Scale 0-4) ²	SERIOUSNESS OF IMPACT (Scale 0-4) ³
1		(i)		
		(ii)		
		(iii)		
2		(i)		
		(ii)		
		(iii)		
3		(i)		
		(ii)		

²

Scale: 0 = Unknown; 1 = Highly unlikely; 2 = Unlikely; 3 = Likely; 4 = Highly likely

³

Scale: 0 = Unknown; 1 = Inconsequential; 2 = Moderately serious; 3 = Very serious; 4 = Disastrous

UNIT / DIVISION / FUNCTIONAL AREA (e.g. Teacher Training)		IMPLICATIONS	LIKELIHOOD OF IMPACT (Scale 0-4) ²	SERIOUSNESS OF IMPACT (Scale 0-4) ³
		(iii)		
4		(i)		
		(ii)		
		(iii)		
5		(i)		
		(ii)		
		(iii)		

3. Select ONE unit / division / functional area with the highest combined score (likelihood + impact) and develop some bullet points about actions that might have to be taken to address the implications of Education for Peace.

Session 4.3 Costing and financing

Learning objectives

By the end of this session, you will be able to:

- Define costing and financing
- Identify costing and financing implications associated with education for peace priorities

Space for your notes:

4.3.1 Exercise: Costing implications of education for peace programmes

Elements	Associated costs	Where would you find unit cost data	Implications of nation-wide rollout	Recommendation for planning period
Capacity development				
Teaching and learning materials				
Additional staffing needs				
Examinations				
Quality assurance				
Administration				
Other				

Session 4.4 Monitoring and evaluation

Learning objectives

By the end of this session, you will be able to:

- Define monitoring and evaluation
- Describe the components of a basic indicator
- Identify indicators to use to monitor education for peace programmes

Space for your notes:

DAY 5 – PRIORITISING EDUCATION FOR PEACE

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

Learning objectives

By the end of this session, you will have:

- Identified and agreed on planning and curriculum development priorities for improved integration of education for peace within your education system
- Drafted an action plan to follow-up on these priorities

Space for your notes:

5.1.1 Exercise: Action planning

Directions: In your group (planning or curriculum) agree on three education for peace priority initiatives for your education system. For each identified priority, list the follow-up actions that are needed for implementation. Also indicate who will be responsible for carrying out the actions and the deadlines by which the actions will be completed.

Action plan for follow-up to develop or improve education for peace initiatives in the education system

Priority 1:			
Follow-up actions required	Who is primarily responsible?	Who else will be involved?	Deadline

Priority 2:			
Follow-up actions required	Who is primarily responsible?	Who else will be involved?	Deadline

Priority 3:			
Follow-up actions required	Who is primarily responsible?	Who else will be involved?	Deadline