



## TRAINING OF TRAINERS REPORT

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*For the project on:*

*“Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries”*



*4-8 September 2017*

*Imperial Botanical Beach Hotel*

*Entebbe, Uganda*

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# 1. Executive Summary

## 1.1 Background

Recent conflicts, disorder and natural disasters in target countries are severely impeding global and regional efforts to improve access to quality education while exacerbating violence and radicalizing youth. Ongoing conflicts and emergencies in Africa have hindered regional and global efforts to provide quality education. The Horn of Africa and its surrounding countries are among the most seriously affected areas. Also, conflict in South Sudan has led to a massive influx of refugees in neighboring countries, drastically changing the region's demographic composition. Furthermore, since late 2015, El Niño has drastically affected East African countries. Severe drought followed by massive rainfall has led to extreme suffering in the region. This has impeded global and regional commitments to improve the quality of education in Africa. Deprived access to education among youth has resulted in not only a deterioration of human resource provision in Africa, but also a rise in political and religious extremism and violence.

A timely and effective response to the situation is indispensable for mitigating the situation and avoiding further escalation. With support from the government of Japan, a project has been designed that will contribute to:

- (i) achieving the Tokyo International Conference of Africa's Development (TICAD) process as well as advancing global and regional commitments to quality education in Africa
- (ii) providing practical policy experiences and an international network to Japanese professors and students; and
- (iii) providing skills, knowledge and entrepreneurial spirit to the young people in the region.

## 1.2 Overall Goal of the Project

The overall framework of this project is to create a critical mass of teachers who can implement effective teaching and learning, producing economically productive and peace-loving youth. The project has a short-term objective of training at least 8,000 young teachers through the Training of Trainers (TOT) model. The medium-term objectives will contribute to the 2030 SDGs. The long-term objectives are in line with AU's Agenda 2063, which promotes increased regional integration, peace and stability, and equitable economic development.

## 1.3 Overall Goal of the Training of Trainings Workshop

- The objective of the ToTs was to:
- Train trainers in the six countries on education for peace-building
- Provide grounding in transformative pedagogy through modelling it as workshop methodology
- Provide guidance on training and cascading plans
- Receive input on the training guide in order to increase use and relevance for countries

## 1.4 Target group for the TOT Workshop

The workshop was designed for teacher trainers within Teacher Training Colleges and Institutions and ministry staff related to Teacher Training in the six countries of Eritrea, Ethiopia, Kenya, Somalia, South Sudan, and Uganda.

## 1.5 Workshop Methodology

The training was highly interactive using participatory and collaborative learning approaches. Participants had the opportunity to work in groups, engage in activities, present, work on training plans and cascading strategies with consideration to assessment and M&E, provide reflections and feedback.

## 1.6 Outputs

The outputs of September 4-8 Training of Trainers workshop were that participants:

1. Increased their capacity and competencies to train on education for peace-building
2. Experienced, practiced and demonstrated transformative pedagogy in training plans
3. Provided country specific examples for the Teachers' Guide for Peace Education
4. Completed a semi-final draft of their training and cascading plans

## Dignitaries and Visitors

His Excellency Kameda, Japan's Ambassador to Uganda welcomed the participants. He was joined by Dr. Egau, Commissioner of Teacher Instruction, Education and Training of Uganda's Ministry of Education and Sports for the opening ceremony.

On Wednesday 6 September Ms. Anne Therese Ndong-Jatta, Director of the UNESCO Regional Office for Eastern Africa visited the participants and provided an encouraging address.

On Friday 8 September Ms. Marina Patrier, Programme Specialist (Education), UNESCO Regional Office for Eastern Africa joined Dr. Victoria Kisaakye, Programme Specialist, UNESCO Kampala office for the closing ceremony.

## 2. Proceedings

### Welcome Event – 03 September 2017

Held in the evening to correspond with the participants' arrivals, a welcoming session was held at the VIP Lounge of the Imperial Botanical Beach Hotel. Mr. Virgilio Juvane, Senior Programme Coordinator, UNESCO, IICBA provided a welcome and introduced the facilitators. A drawing activity was led by facilitator Mr. Charles Mwaniki whereby participants introduced each other to the group in a creative manner. Following, Ms. Dorcas Avinyia of the UNESCO Kampala Office and Ms. Eyerusalem Azmeraw, Project Officer, UNESCO-IICBA reviewed housekeeping items. The session concluded with participants completing anonymous preassessments to gauge their current understanding and competencies on education for peace-building.

## Day One Proceedings – 04 September 2017

### Session 1: Review of Agenda

During this session, Ms. Azmeraw, shared the organization of the workshop and providing a detailed overview of the week's agenda.

### Session 2: Opening Ceremonies

The introduction, welcoming and opening remarks for the meeting were delivered by the Senior Programme Coordinator of UNESCO-IICBA, Japan's Ambassador to Uganda, and the Commissioner of Teacher Instruction, Education and Training of Uganda's Ministry of Education and Sports as summarized below:

#### *Introduction from Mr. Virgilio Juvane, Senior Programme Coordinator*

In his remarks, Mr. Juvane welcomed the dignitaries, participants and facilitators to the meeting on behalf of Dr. Yumiko Yokozeki, Director UNESCO-IICBA. He expressed special appreciation to the Japan Government for their support, the Uganda Ministry of Education and Sports for their commitment and the UNESCO Kampala office for co-organizing and hosting the event. After he provided an overview of the project's goals and activities, Mr. Juvane welcomed His Excellency Mr. Kameda, Ambassador of Japan to Uganda to address the participants.

#### *Welcoming remarks from His Excellency Kameda, Ambassador of Japan to the Republic of Uganda*

The Ambassador of Japan to the Republic of Uganda, His Excellency Mr. Kameda, "wholeheartedly welcomed the Training of Trainers(TOT) workshop to Entebbe, Uganda, as one of the most important component of the Teacher Training and Development for Peace-Building in the Horn of Africa and Surrounding Countries project." The ambassador noted that the selection of Uganda as the venue of TOT Workshop was also a recognition of "Uganda's significant contributions to peace-building in Somalia as well as peace-recovery process in South Sudan." He expressed his pride in Japan's support of the project that focuses on "peacebuilding efforts in six target countries of East Africa region by providing teacher educators and teachers with training opportunities for them to deliver effective teaching and learning environments, whereby producing peace loving youth in the region." Following an overview of the value of empowering and engaging youth and the two decades of Japan's development work through the Tokyo International Conference on African Development (TICAD), His Excellency concluded by wishing the workshop success in its aims.

#### *Opening remarks from Dr. Egau, Commissioner of TIET, Uganda Ministry of Education and Sports*

Dr. Egau, Commissioner of Teacher Instruction, Education and Training, Uganda Ministry of Education and Sports welcomed all to Uganda and thanked the Japanese government for their support for peace building through education. The commissioner's shared that Uganda was an apt host for the workshop by noting the nation's "creation of champions of peace among our youth in schools." Dr. Egau also words captured the impetus of investing in youth by building the capacity of teachers when she shared:

The need to build peace through raising peace-loving youth cannot be over-emphasized. The youth are the future of our nations and we need peace to live together, to think together, to work together, and to develop our countries. The youth need to be helped to think about and practice peace for now and for the future. I wish to encourage all of you participants to help teachers understand their

importance in this process of building peace. A peace loving teacher will produce a peace loving citizen.

Following the opening remarks, Mr. Juvane thanked the dignitaries and the full group assembled outside for a group photo.

### Session 3: Group Dynamics and Safe Learning Spaces

Dr. Martha K. Ferede, Project Coordinator, UNESCO-IICBA led a session that allowed participants to become aware of their roles and dynamics in group settings. This activity transitioned naturally into a session led by Mr. Suchith Abeyewickreme of Arigatou International, on creating positive and safe learning spaces for the weeklong-workshop.

Country groups also volunteered to be rapporteurs and provide morning recaps sessions as follows:

Recap of 4 September 2017: Uganda

Recap of 5 September 2017: Kenya

Recap of 6 September 2017: South Sudan and Eritrea

Recap of 7 September 2017: Ethiopia and Somalia

### Sessions 4 & 5: Project and Teachers' Guide Overview

In this session, Dr. Ferede provided a detailed overview of the intended impact, goals and activities of the project in order to provide the contextual basis of the ToTs for the participants, many of whom were new to the project.

The following milestones were identified:

- Signing of Agreement between Japanese Government and IICBA (20 February 2017)
- Planning meeting in Nairobi (20-21 April 2017)
- Follow up Planning meeting in Addis Ababa (7-8 June 2017) □ Japan Study Tour (2-9 August 2017)

The current activity as:

- Training of Trainers (4-8 September 2017)

Upcoming activities:

- In-country ToTs and cascading of teacher training (Fall 2017)
- Policy dialogues (Fall/Winter 2017)

Dr. Yonas, Assistant Professor, Addis Ababa University and Mr. Suchith Abeyewickreme, provided an overview of the Teachers' Guide for Peace Education, which is the basis of the ToTs workshop. The chapters of the Guide were outlined as:

Chapter	Topics
Chapter 1	Understanding Conflict
Chapter 2	Peacebuilding
Chapter 3	Ethics in Peacebuilding

Chapter 4	Developing Peacebuilder's competencies
Chapter 5	Transformative Pedagogy
Chapter 6	From Classroom to Action
Chapter 7	Assessment of the learning
Chapter 8	Activities

### Sessions 6: Understanding Conflict: Conflict Analysis Session

This session, led by Dr. Yonas and Mr. Charles Mwaniki included a brainstorming activity where participants worked in groups to come up with the 'meanings of conflict.' Participants worked in groups and brainstormed answers to the questions:

- What comes to your mind when you hear the term 'conflict'?
- Do we conflict because we are conflictual or we are conflictual because we conflict? Illustrate your answer with examples.
- Is there any positive side of conflict you are familiar with? Could you explain by giving examples?
- Is there any difference between conflict and violence? Could you compare and contrast the two and share your experience with us?
- Why is Africa in general and Horn of Africa in particular is famous more for violent conflict than peace?
- What are the major causes of violent conflicts in the Horn of Africa?

Groups shared with each other, encouraging and probing the group, leading to rich and penetrating discussions.

### Session 7: Understanding Conflict: Responding to Conflict

This session, led by Dr. Yonas and Mr. Charles Mwaniki included a brainstorming activity where participants worked in country groups to come up with their own conflict tree – the roots (causes) and the manifestation of conflict / core problems (the tree trunk) and the consequences/effect of the conflict (leaves and fruits). Each country group then had the opportunity to share with the others.

Participants also analyzed conflict using conflict mapping of a familiar relationship – the family. A discussion of conflict dynamics – how conflict starts, grows, manifests how it changes into violence were discussed. A map of the curve from latent and open conflict led to rich discussions.

### Session 8 – Peacebuilding

Led by Eleonora Mura of Arigatou International, and Ms. Mary Kangethe, Kenya National Commission for UNESCO, this session began with a very interesting activity whereby participants selected random 'roles' – observer, attacker, victim and the protectors. The victims had balloons that were attacked by the attackers. The protector's role was to guard them. During the debrief comments included:

- The sudden conflict created chaos
- How the observers could have chosen to be protectors but did not
- How victims did not believe the protectors – it was hard to know who to trust □ Attackers were disguised so it was hard to know who was who



The activity led to a natural discussion on conflict in communities and how it can begin and flare up quickly. The final activity of this session focused on self-identity and self-awareness. Participants were asked to draw a star and write several items on the tips such as a major achievement and a time where it was difficult to have empathy –forgive. They then went outdoors and discussed with others, sharing these personal dimensions. Peace-building and empathy moves from inside out and it is a personal journey. It was also stressed that a conflicted, violent teacher could not possibly encourage or engage peaceful youth/learners.

## Session 9 – Reflection and Country Cascading Plans

Following an open free writing reflection time, countries worked in their groups to work on their cascading plans. These are the plans by which the trainers plan to roll out the trainings in each of the countries to reach the target of training approximately 1500 to 2000 pre and/or in-service secondary-school educators.

## Day Two Proceedings: 05 September 2017

### Session 1: Morning Reflection and Recap & Overview on Conflict

Participants individually reflected on the previous day's session. This was followed by a re-cap from team Uganda who made a brief presentation. Thereafter, participants were requested to list down their expectations of the training programme and these were reported on the flip chart sheet.

Prof. Yonas made a brief presentation on the previous day's agenda as follows:

Understanding conflict: Dr. Yonas noted that conflict is natural and can be handled. In addition, conflicts often occur where there are strong values and dreams and thus they enrich and contribute to new creative solutions. Conflicts are best handled through win- win solutions

- Conflict vis-a vis conflictual- Dr. Yonas stated that the debates still continues around the question: is conflict genetic/innate or are there social and environmental factors that create the conducive environment for conflicts to occur? He said that even as the debate continues, environment, peer pressure, parental care, community influences play a significant role in our lives and have a big impact on us.
- Education is key for critical thinking
- Difference between conflict and violence –conflict becomes violence when there are inadequate channels for dialogue and disagreement. Also, when dissenting voices and deeply held grievances are not heard and addressed. Further, that where there is instability, injustices and fear in the wider community and society exist violence finds its presence.

### Session 2: Peacebuilding (Part 2)

The objective of this session included:

- Articulate the linkages between peace-building, peace education and building a culture of peace
- Guide the learners to the process of discovering identity and diversity in relation with building a culture of peace
- fostering grassroots projects promoting a culture of peace
- Develop a peace education lesson plan based on peace-building frameworks and principles

Discussion points from the peace-building session were as follows:

- Peace-building is a process of nation and state building

- It is a chaotic process
- It calls for one to have and take a stand
- Individual peace builders have different roles
- There is constant need to get clarity of one's ever- evolving role as a peace builder
- Self- awareness and identity is key to understand one's role in peace building- our values, attitudes and relationship affect our competencies as peace builders
- We need to link the classroom/ school eco- system to community peace building initiatives
- Our past affects our present and therefore the future
- As a peace builder we need to have social support – we need to build partnerships for peace- building
- Empathy is key cognitive skill to peace- building and one must be able to evoke it to appreciate/ understand the conflict parties/ positions and thus their interests
- There are situations as a peace- builder where you will not be able to empathize

During the Group Activity participants' discussed their views/ thoughts on the key competencies and skills for school- community collaborations for peace building. Thereafter groups presented their ideas to other participants (gallery walk)

The following were identified as challenges for peace- building

- Identity politics and perceptions
- National debates that impact peace- building
- Competing interests

Key points from the presentation and discussion were:

- Some of the competencies of a peace builder are; self- awareness, active listening, mediation, negotiation, critical thinking, interpersonal and intercultural communication, sensitivity to gender, religious and cultural differences, openness, ability to nurture values (respect, empathy, responsibility, reconciliation and forgiveness)
- The value of peace education is the nurturing/ development of values among learners, building their resilience in the mind

### Session 3: Ethics contributing to Peace Building

This session was facilitated by Mr. Suchith Abeyewickreme and Ms. Eleonora Mura from Arigatou International, and Ms. Mary Kangethe. It introduced the participants to the key concepts of ethics exploring concrete aspects of the African Ubuntu philosophy, the fundamentals of human dignity, human rights and child rights and other key concepts and values useful to foster ethical reflections in the classroom. Participants discussed some of the ethical demands that peace builders will have to face are; one's response to diversity, dialogue and empathy, gender sensitivity, questioning the status quo, protection of the most vulnerable, competition v/s collaboration, sharing of resources among others

Other points made were that:

- Ethical demands sometimes come with dilemmas and thus critical thinking becomes paramount.
- Human dignity is human worth by virtue of being a human being and it entails humanity and is absolute.

## Session 4: Developing a Peace-BUILDER's competencies

This session was led by Dr. Yonas, Suchith and Charles. The first part of the session included the activity about Delilah and the Lion about negotiation and mediation skills. The second part included the Silent Journey. The discussion from the Delilah and the Lion activity were:

- To make peace a culture; critical thinking must first be a culture. We should shun fallacies in thinking/reasoning.
- "Teaching that does not reach the heart is like having dinner in a dream." – Dr. Yonas
- Some of characteristics of critical thinking are: being realistic, having abstraction/ divergent thinking skills, active and probing listening skills, being reflective, and result –oriented
- The levels of critical thinking include, inquiry, discussion, exploring perspectives, hypotheses, analysis, data collection, negotiations and drawing conclusions

## The Silent Journey

Participants spent several hours going through "Silent Journey Activity" – participants were guided through this activity which involved self- reflection around the values of responsibility, empathy, forgiveness & reconciliation and respect. A long group reflection drew out the aspects that were challenging and striking for participants. The facilitators always discussed to how the activity may be facilitated during the country trainings.

Some of the competencies of peace builders identified were: self- awareness, active listening, mediation, negotiation, critical thinking, interpersonal and intercultural communication, sensitivity to gender, religious and cultural differences, openness, ability to nurture values (respect, empathy, responsibility, reconciliation and forgiveness). It was noted that nurturing values is very difficult. As a peace educator/ builder, values should be developed by accompanying learners and not by imposing values on learners.

## Cultural Dinner Evening

Participants from Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda shared some of their cultural values, practices, food/snacks, dances. It was an active, participatory and enriching experience.



Participants from the workshop host country explaining Ugandan culture, © UNESCO-IICBA

## Day Three Proceedings– 06 September 2017

## Sessions 1: Recap of Previous Day

Sessions began with a recap of the previous day by the Kenyan team. They emphasized that in peace-building we must focus on the process, rather than the product. In doing so, a more peaceful school and community will naturally emerge. It was also stated that the hardest part of the day was the “Silent Journey,” but that it was also the most insightful and helped them to reflect upon values in a beautiful way. The singing and dancing of the Cultural Evening was also of particular enjoyment and served as a great reminder of how differences in culture can be celebrated, rather being a source of conflict.

## Sessions 2 & 3: Transformative Pedagogy

In this session, facilitated by Ms. Mary Kangethe, Deputy Director of KNATCOM, and Mr. Suchith Abeyewickreme, of Arigatou International, participants explored the various elements of transformative pedagogy and their connection to peace-building. The session started by emphasizing the importance of transformative pedagogy as a strategy to address conflicts and create ethical learners with a peace-building competencies. Participants then discussed what enhances or inhibits this transformation. Some inhibitions mentioned were lack of gender sensitivity and pressure to cover the syllabus as quickly as possible. Afterward, participants were divided into groups to explore the five elements of transformative pedagogy and generate ideas as to how they should be incorporated at the school level. Their subsequent presentations are summarized below:

1. Context Sensitivity and Safe Learning Environment:
  - Educators should be sensitive to the diversity within their schools and classrooms (i.e. religion, ethnicity, gender, socioeconomic status and academic abilities).
  - Educational institutions should offer psychosocial support when needed and ensure that the physical environment (i.e. school building and location) is safe for students and staff.
  - Teachers must not be afraid to address difficult topics in the classroom. If they do not, someone else will address these topics with the students. Those that do so may have their own agenda, and not the best interests of the students in mind (such as rebel militia groups).
2. Participation and Collaboration:
  - Schools can form peace clubs for students to join and have safe locations on campus where students can freely discuss sensitive issues.
  - Students should have the opportunity to interact with various groups and age levels across the school and community. This allows students to move from competition to collaboration.
3. Critical Thinking and Interconnectedness:
  - Educators should create space for a variety of views to be expressed in their classrooms. The unique experiences of one can increase knowledge for all.
  - Exploring the roots of interpersonal and societal problems fosters higher levels of critical thinking in learners
4. Role Modeling:
  - Adults should set examples of peaceful ways of relating to one another for youth.
  - Admitting mistakes and apologizing if needed is okay and actually increases the level of respect learners have for adults. It also shows them that everyone makes mistakes from which lessons can be learned.
5. Whole School Approach
  - Expectations and standards for behavior of students *and teachers* should be consistent across a school.

- Schools should provide opportunities for advocacy training for students (such as an environmental awareness club).
- Schools should also involve the community and the students in decision-making at the administrative level.

Following this was an activity entitled “What I stand for,” where a series of statements were given and participants would either agree or disagree with each statement. Such statements included, “Learners should be involved in the management of the school,” and, “Respect is obedience.” They then respectfully engaged in a dialogue on their viewpoints. After this, facilitators connected the stages of the activity to the stages of the learning process:

1. Motivation
2. Exploration
3. Dialogue
4. Discovery
5. Reflection
6. Action

Participants were then given sample lesson plan templates and tasked with developing a brief lesson that outlined learning objectives, the learning process and elements of transformative pedagogy. These samples were shared with each other and the facilitators gave feedback.

#### Session 4: Classroom to Action

The third session of the day focused on taking theory from the classroom and transforming it into action in the school and community. Facilitators emphasized the importance of involving youth in decision-making. A “ladder of participation” was fittingly used to aid in the description of each level of participation.

#### *The Ladder of Participation*

Rung	Description
Rung 8: Young people decision-making is shared between young people and adults. These projects initiated, shared decisions empower young people while at the same time enabling them to access and with adults (highest level learn from the life experience and expertise of adults. This rung of the ladder of participation) can be embodied by youth/adult partnerships.	This happens when projects or programs are initiated by young people and
Rung 7: Young people involved only in a supportive role. This rung of the ladder can be embodied initiated and directed by youth-led activism.	This is when young people initiate and direct a project or program. Adults are
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Rung 6: Adult-initiated, shared decisions with young people embodied by participatory action research. This occurs when projects or programs are initiated by adults but the decision-making is shared with young people. This rung of the ladder can be embodied by participatory action research. When young people give advice on projects or programs designed and run by adults, we find this level of participation. The young people are informed about how their input will be used and the outcomes of the decisions made informed by adults. This rung of the ladder can be embodied by youth advisory councils.

Rung 5: Consulted and informed by adults. This rung of the ladder can be embodied by youth advisory councils. This is where young people are assigned a specific role and informed about how and why they are being involved. This rung of the ladder can be embodied by community youth boards.

Rung 4: Assigned but how and why they are being involved. This rung of the ladder can be embodied by community youth boards. When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate, we find this level of endorsed) participation. This rung of the ladder reflects adultism.

Rung 3: Tokenism (not choice about what they do or how they participate, we find this level of endorsed) participation. This rung of the ladder reflects adultism. This is when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people. This rung of the ladder reflects adultism.

Rung 2: Decoration (not indirect way, although adults do not pretend that the cause is inspired by endorsed) young people. This rung of the ladder reflects adultism. Where adults use young people to support causes and pretend that the cause is inspired by young people, you find the lowest level of endorsed) participation. This rung of the ladder reflects adultism.

Rung 1: Manipulation (not causes are inspired by young people, you find the lowest level of endorsed) participation. This rung of the ladder reflects adultism.

Participants then discussed how they would facilitate the highest levels of participation between the youth, school administration and the community.

### Session 5: Country Training Plans and a Visit from the UNESCO East Africa Regional Director

Participants' final session of the day focused on country training plans. During this time, each country group gathered together to plan how they will cascade the lessons learned from this week to the project's target of 8,000 teachers in the Horn of Africa and surrounding countries. Kenya and Uganda already had completed plans prior to arrival, so for them this time was spent ironing out the details. Other countries either continued or began their planning during this session. More time was given for this on the last day. \*See day five, session two for tentative plans.

The day was completed by a surprise visit from Ms. Anne Therese Ndong-Jatta, Director of the UNESCO Regional Office for Eastern Africa. Ms. Ndong-Jatta encouraged the group by affirming their work and reinforcing the lessons learned throughout the previous days. More than just showing support, she challenged the group to engage with not only teachers and teacher trainers, but also government and ministry officials. In her final words to the group she said, "No matter what your role is, it is an important one. Never underestimate what you can contribute."

### Day Four Proceedings— 07 September 2017

#### Session 1: Recap of the previous day

A recap of the previous day's activities provided by Eritrea and South Sudan. Eritrea reported on the morning session that covered transformative pedagogy, giving participants an opportunity to refresh their memories. South Sudan gave a recap of the afternoon sessions on classroom to action and the visit by the Director of UNESCO's Regional Office for East Africa. As the afternoon sessions of the previous day had been shortened due to an extended trip to the bank, Ms. Mary Kangethe revisited the previous day's lesson on the "Ladder of Participation" for further clarity.

## Session 2: Assessment of Learning

This session focused on the assessment of a peace-building curriculum. The session was co-facilitated by Dr. Yonas, of Addis Ababa University, Mr. Charles Mwaniki, of the Kenya’s Ministry of Education, Science and Technology and Ms. Eleonora Mura, of Arigatou International. Participants started by asking the question, “Should peace-building be formally assessed?” It was agreed that at this stage of peace-building, assessment is important. They then discussed the following questions as a group:

- Why do we assess?
- What are our goals?
- How do we assess?
- When do we have to assess?
- What tools do we have?

Participants also discussed *what* to assess in peace-building. This discussion centered on the assessment of knowledge, skills and attitudes. As can be expected, assessing knowledge, skills and attitudes in peacebuilding education is a more intricate process than assessing them in traditional subjects, such as Science or Math. Therefore, participants were again divided into groups and tasked with developing an assessment plan. Participants generated ideas on the following:

- *Knowledge*: the learners identity and the identity of others, stereotypes and prejudices, root causes of conflict and non-violent alternatives
- *Skills*: interpersonal and intercultural communication, critical thinking, listening, mediation, conflict resolution and teamwork/collaboration
- *Attitudes and values*: respect, empathy, responsibility, reconciliation and forgiveness

Each group created a matrix which outlined what they would assess, how it would be assessed and what indicators would show that the desired learning outcome had been achieved. Ideas generated from this activity can be summarized as follows:

What	How	Indicators
Knowledge	<ul style="list-style-type: none"> <li>○ ○ Oral Questions</li> <li>○ ○ Quizzes</li> <li>○ Tests</li> <li>○ Focus group discussions</li> <li>○ Written activities</li> </ul>	<ul style="list-style-type: none"> <li>○ ○ ○ Correct answers</li> <li>○ Identification of terms</li> <li>○ Explanation of terms</li> <li>○ Discussing one’s own identity</li> <li>○ Discussing the identity of others</li> </ul>
Skills	<ul style="list-style-type: none"> <li>○ ○ Observations</li> <li>○ Role-play</li> <li>○ Dramas</li> </ul>	<ul style="list-style-type: none"> <li>○ ○ ○ Problem-solving</li> <li>○ Mediation</li> <li>○ Negotiation</li> </ul>
	<ul style="list-style-type: none"> <li>○ Crafts</li> <li>○ Projects</li> <li>○ Presentations</li> <li>○ Experience-sharing</li> <li>○ Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>○ ○ Collaboration</li> <li>○ Ability to act in a different role</li> <li>○ Process management</li> <li>○ Ability to resolve conflicts peacefully</li> <li>○ Reduced incidents of classroom conflict</li> </ul>

		○ Active participation
Attitudes & Values	<ul style="list-style-type: none"> <li>○ Role-modeling</li> <li>○ Debates</li> <li>○ Observations</li> <li>○ Interviews</li> <li>○ Behavior contracts</li> <li>○ Exhibitions</li> <li>○ Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>○ ○ Respect</li> <li>○ ○ Empathy</li> <li>○ ○ Forgiveness</li> <li>○ Behavior change</li> <li>Perception/vale clarification</li> <li>Reflective ideas</li> <li>Positive interactions</li> </ul>

Participants presented their matrices to the group and were given feedback from their peers and facilitators. Participants felt that this activity was very helpful in identifying not only *why* peace-building education needs to be assessed within their individual contexts, but also *how* it can be assessed and what tools and indicators can be used for such assessment.

### Session 3-6: Group Training Practice and Debrief

Following the presentations and feedback on assessment, participants were given the opportunity to practice teacher training sessions that they would conduct in their own countries. All facilitators took part in the coordination of this activity. Participants were divided into groups, and each group was assigned the task to prepare and simulate a full session of 30 minutes. The below thematic areas, part of the teacher’s guide, were assigned to the participants as main focus of the simulated sessions.

#### Understanding Conflict

- Peace-building
- Peace Education: Promoting Ethical Reflections in the Classroom
- Peace-builders’ Competencies
- Transformative Pedagogy
- Classroom to Action

Participants’ training activities were successful in generating critical thinking and discussions. As an example, the group that focused on “Understanding Conflict” provoked participants to discuss the value, or lack of value, that conflict has in a society. Participants were quoted as saying:

- ✓ “Some conflicts lead to positive change. What matters most is that you resolve the conflicts.”
- ✓ “Conflicts make people aware that something is wrong in a society. A society without any conflicts is not a good society.”
- ✓ “When there are problems in society, this leads to critical thinking and development.”
- ✓ “The absence of [conflict] does not mean peace. We must constantly refer to this [when] training teachers on [how to create] a peaceful classroom.”

After this, participants and facilitators gave feedback on the simulated training sessions. This activity served, not only as a chance to practice training sessions, but also as an opportunity to learn valuable ways of giving and receiving feedback with the focus on improvement and capacity-building. Facilitators used a process referred to as “360° feedback”. This type of feedback is done in a group and is derived from the idea that feedback is more valuable and holistic when it is given by various levels of individuals within that group (i.e. directors, peers, subordinates, etc.). This is conducted by first giving a positive comment, followed by



pointing out an area for improvement and completed with another positive comment. Feedback areas focused on the following:

1. Key Concepts: How does the session link to the key concepts of the Teachers Guide? What could be further strengthened?
2. Transformative Pedagogy: Was a safe learning environment created? How? How did the session consider and encourage reflections on participants’ contexts? How did the session contribute to strengthening critical thinking?
3. Facilitation: Was the learning process facilitated? Did facilitators ask open-ended questions that encourage participation, reflection and deepen the understanding of the topics? Were the materials used relevant for the learning process?

Participants felt that this session was of particular value as it not only gave them a chance to practice conducting a training session, but it also gave them a chance to use the skills they had learned during the week and receive feedback from their peers and colleagues. The session was concluded by a group reflection on what they had learned. Participants were then dismissed for the evening.

## Day Five Proceedings– 07 September 2017

### Session 1: Recap of the previous day

In anticipation of a full final day of activities and workshop lessons, a quick recap was given on the previous day. Lessons revisited included main concepts in assessment and giving feedback. Participants reflected on how helpful the feedback session were, as they were conducted in a positive manner and provided constructive insights.

### Session 2: Country Cascading Plans

During session, participants presented their tentative country cascading plans. At present, cascading plans are being finalized with ministry officials and other governing bodies. The plans presented in this session were as follows:

Country	Tentative Plan
ETHIOPIA	<ul style="list-style-type: none"> <li>○ Trainers will include ministry officials, members of regional education bureaus and members of teacher training colleges</li> <li>○ Ethiopia would like to begin by 27 September 2017 and complete by 08 October 2017</li> <li>○ Trainings will take place at the country, regional, and zonal level</li> <li>○ Each zone will have around 200 teachers trained by cascading’s end</li> <li>○ Monitoring and evaluation will be conducted by education officers from the regional and national levels</li> </ul>
ERITREA	<ul style="list-style-type: none"> <li>○ Cascading will begin with a briefing of the Entebbe ToTs training with ministry officials</li> <li>○ Cascading will customize and adapt lessons learned into teacher training programs</li> <li>○ Committed teacher trainers will be identified at the country level</li> <li>○ Country level trainers will then identify teachers and teacher tutors to train in the secondary schools</li> </ul>

	<ul style="list-style-type: none"> <li>○ Monitoring and evaluation will be conducted by ministry officials</li> </ul>
KENYA	<ul style="list-style-type: none"> <li>○ 30 trainers will be identified from teacher training colleges and 2 regional teacher tutoring groups</li> <li>○ Peace education at the pre-service level will focus on language teachers, ethical education teachers, history teachers and religious education teachers</li> <li>○ Pre-service teachers will be expected to integrate peace education into lesson plans and out-of-school activities</li> </ul>
	<ul style="list-style-type: none"> <li>○ In-service training will take place at the school level, targeting boarding schools, day schools and one special needs school</li> <li>○ In-service teachers will be expected to incorporate peace education in their in-school and out-of-school activities</li> <li>○ Monitoring and evaluation tools from the training will be adopted and customized</li> <li>○ Quality Assurance and Standards officers, national officers, members of the Kenyan Institute of Curriculum Development and members of KNATCOM will be tasked with M&amp;E duties</li> <li>○ M&amp;E will be incorporated into the national framework</li> </ul>
SOMALIA	<ul style="list-style-type: none"> <li>○ Trainings will be conducted by ministry officials at the federal and state levels</li> <li>○ Somalia would like to start training college and university teachers will by the second week of October</li> <li>○ Primary and secondary school teachers will then be trained from 16 December 2017 to 25 February 2018</li> <li>○ Two national universities will be utilized for training</li> <li>○ Hibo will coordinate with the ministry</li> <li>○ Currently, Somalia is reviewing their primary and secondary school curriculum and would like to incorporate peace education</li> </ul>
SOUTH SUDAN	<ul style="list-style-type: none"> <li>○ ToTs will take place at 3 universities, 5 teacher training colleges, 1 college of education and 1 lower-level training center</li> <li>○ 30 trainers will be first identified and trained as ToTs around 09-13 October 2017</li> <li>○ ToTs will then disseminate training to around 900-1000 secondary school teachers throughout the country from mid-October to November</li> <li>○ Coordination of trainings will be between members of the Ministry of Education, UNESCO-IICBA and UNESCO Juba Office</li> <li>○ Monitoring will be conducted by the 5 participants who attended the ToTs in Entebbe (site visits, observations, interviews, focus group discussions, etc.)</li> <li>○ Evaluation will be in the form of post-test training assessments</li> <li>○ South Sudan will need to consult with Ministry of Education to confirm cascading plans</li> </ul>
UGANDA	<ul style="list-style-type: none"> <li>○ Targeted teachers will be in the lower and upper secondary schools as these contain the largest number of youths who are most susceptible to conflicts</li> <li>○ Peace education will be disseminated at national teacher's colleges</li> <li>○ 720 teachers and 80 staff members will be trained at two national teacher colleges for a total of 800 targets trained.</li> <li>○ Training will be conducted by 7 facilitators and monitored by a team of 3</li> <li>○ Uganda would like to start by 01 October 2017, before exams, but dates may be subject to change</li> </ul>

### Session 3: Feedback on Guide

Participants offered concrete feedback on the guide. Some of the suggestions were:

1. To offer less textual dense paragraph, make sections easier to find and simplify language
2. Includes aspects on Role Modelling presented by the group during the workshop.
3. Assessment Tools –Include observation diary of the teacher and other tools
4. Add a glossary of terminology
5. Add more activities
6. In Chapters 1 and 2: include Case Studies of conflicts and peacebuilding that are managed well.

### Session 3: Monitoring and Evaluation

In order to solidify the principles of monitoring and evaluation, Dr. Martha Ferede led participants in an activity which required them to build a bridge out of straws and tape. The objective of the bridge was to provide access to a school for those who were unable to cross a river to get to the school. Participants were divided into groups and given time to build their bridge, which needed to be sturdy enough to hold one full bottle of water. This hands-on activity was an interested way to identify and reinforce the various components of monitoring and evaluation. These components, as well as their analogous “bridge” components, are identified here:

- Impact: provide access to education
- Inputs: materials for building the bridge (straws and tape), [time, human resources and skills]
- Activities: the actual building of the bridge [the actual activity of a project or intervention]
- Output: the completed bridge [a training, a text, a new curriculum, policy]
- Outcomes: students are able to cross the bridge to go to school [increase capacity]

Participants also discussed concepts such as unintended impacts, which can be positive or negative. These concepts were then related to the cascading plans which countries had presented previously. What will be their inputs? Who will monitor the cascading? How will quality of the training be measured?

Dr. Ferede also stressed the importance of monitoring quality in addition to measuring the numbers reached (quantity) saying, “The numbers reached are an important thing- they just can’t be the only thing.” One participant echoed these sentiments and added that creating a sense of ownership among teachers and teacher trainers was vital to the process. Dr. Ferede concurred, highlighting the fact that creating ownership is the only way to make the project sustainable.

### Session 4: Project Fair

The final session of the day, before closing, was a “Project Fair” in which each country presented good practices of ongoing peace projects engaging the youth in unique ways in their countries. All participants also played the role of potential investors and after listening to the project presentations, they could decide to invest resources in a specific project for which they felt had the most potential, or for which they strongly related. Project ideas included conducting psychosocial training for displaced populations, running “peace labs” for youth in which they learned about how various scientific processes contribute to peace, and creating women’s empowerment groups to help ensure gender parity in education and the workforce. All participants enjoyed this final activity, not only because it allowed them to be creative, but because it allowed them to see other ideas that they could bring back to their countries.

Before the closing we had the session on constructive feedback. Mary led an activity on which each person had a paper plate on their back and other participants left notes or messages to them – descriptive words. This creative activity provided a memory of the weeklong workshop and a keepsake of the continuing and budding friendships among participants.

### Session 5: Closing

During the final session of the day, participants were delighted to be awarded with certificates of completion for their hard work. They were presented with certificates by Ms. Annet Kajura of the Ministry of Education and Sports, Uganda, Dr. Victoria Kisaakye, Program Coordinator for the UNESCO Kampala Office and Ms. Marina Patrier, Programme Specialist for the UNESCO Regional Office for East Africa.

During this session, participants reflected upon the lessons learned during the week and expressed their gratitude to the facilitation team. The remarks of one participant summed up the feelings of all when she said, “This was a very useful training from which I have gained further insights in peace-building. I am empowered.”

Before leaving participants completed the post-evaluation workshop sheet and post-assessment form. They received USBs with the documents and forms to support in-country trainings and cascading.

### Next Steps

The Next Steps for the in-country trainings and cascading of trainings are that participants:

1. Discuss your training and cascading plan with your MoE and other necessary persons (such as teacher training institute/college administrators) and double checking dates with exam calendars, holidays, other PD and the secondary-school and college calendars.
2. Indicate any challenges or issues you foresee in implementing the training in your country
3. Submit the revised training and cascading plan and challenges write-up to IICBA by 22 September 2017. Please provide the date of your first in-country training.
4. The budget for the training and all the cascading (to reach 1,500 to 2,000 pre and in service secondary school teachers) is USD 30,000. This includes everything from venues, lunches, transportation for all trainings, cascading and M&E.
5. The policy dialogues should be planned for after in country-training and part or all of the cascading has been completed, with monitoring and evaluation. The dialogue must include policy makers and ministry staff, teachers, youth and be at least a half-day workshop and/or panel discussion where policy recommendations are provided. There is an additional 5k budget for this dialogue. However, if it requires less to implement, part of the funds may go towards reaching the training cascading goals. Please provide IICBA the potential dates of the in-country policy dialogue
6. UNESCO-IICBA will send the teacher’s kits that include project folders, booklets, pens and annual calendar and UNESCO’s teachers guide for Prevention of Violent Extremism (PVE).

7. An electronic of the revised guide, a manual on school safety, an arts guide for peace will also be share by UNESCO-IICBA

In-country training and cascading coordinators are:

- Somalia- Mr. Mohamed Said Abdi ([mohamedsaid@snu.edu.so](mailto:mohamedsaid@snu.edu.so))
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- Kenya- Ms. Mary Gangethe ([mkangethe@unesco.go.ke](mailto:mkangethe@unesco.go.ke))

## Annex 1: Participants List

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Uganda Ministry of Education and Sports	Dr. Jane Egau	Commissioner Teacher Instruction, Education and Training	
Director	Ms. Anne- Therese Ndong-Jatta	UNESCO Multi-Sector Regional Office for Eastern Africa	
Programme Specialist, Education	Ms. Marina Patrier	UNESCO Multi-Sector Regional Office for Eastern Africa	
<b>Country Participants</b>			
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Annex II: Agenda

**Teacher’s Guide on Peace Education: Training of Trainers Workshop**  
**04-08 September, 2017 | Uganda**

		<b>04 September, 2017</b>	<b>5 September, 2017</b>	<b>6 September, 2017</b>	<b>7 September, 2017</b>	<b>8 September, 2017</b>
<b>Start</b>	<b>End</b>	<b>Day 1 - Monday</b>	<b>Day 2 - Tuesday</b>	<b>Day 3 - Wednesday</b>	<b>Day 4 - Thursday</b>	<b>Day 5 - Friday</b>
0730	0800	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
0800	0830					
0830	0900	Introduction	Morning Reflection	Morning Reflection	Morning Reflection	Morning Reflection
0900	0930	Official Opening		Transformative	Assessment of	

0930	1000	Ceremony and Photo Session	Peacebuilding ( Chapter 2 )	Pedagogy ( Chapter 6 )	Learning ( Chapter 8 )	Monitoring and Evaluation
1000	1030	Project Overview				
1030	1100	<i>Tea/Coffee Break</i>	<i>Tea/Coffee Break</i>	<i>Tea/Coffee Break</i>	<i>Tea/Coffee Break</i>	<i>Tea/Coffee Break</i>
1100	1130	Teacher Guide Overview	Ethics to contribute to Peacebuilding ( Chapter 3 )	Transformative Pedagogy ( Chapter 6 )	Training Practice (preparation)	Country Training Plans
1130	1200	Understanding Conflict: Conflict, Conflict Analysis ( Chapter 1 )				
1200	1230					
1230	1300	<i>Lunch and Break</i>	<i>Lunch and Break</i>	<i>Lunch and Break</i>	<i>Lunch and Break</i>	<i>Lunch and Break</i>
1300	1330					
1330	1400	Understanding Conflict: Responding to Conflict ( Chapter 1 )	Developing a peacebuilder's competencies ( Chapter 5 )	Classroom to Action ( Chapter 7 )	Training Practice (one round of demonstrations)	Project Fair
1400	1430					
1430	1500					
1500	1530	<i>Tea/Coffee Break</i>	<i>Tea/Coffee Break</i>	<i>Tea/Coffee Break</i>	<i>Tea/Coffee Break</i>	Next Steps and Closing
1530	1600	Peacebuilding ( Chapter 2 )	Developing a peacebuilder's competencies ( Chapter 5 )	Reflection Time	Training Practice (2 rounds of demonstrations)	
1600	1630			Country Training Plans		
1630	1700					

1700	1730	Reflection Time	Reflection Time		Training Practice: Debrief	
1730	1800	Country Groups Cascading	Break/Rest	Free Time		
1800	1830					
1830	1900	Dinner	Cultural Evening/Dinner	Dinner	Dinner	Dinner
1900	1930					