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الشبكة العالمية لوكالات التعليم في حالات الطوارئ

A Mapping Exercise:

Training Programs for Teachers and Education Workers in the Field of Peacebuilding and Conflict-Transformation

September, 2012

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Glossary

Conflict-sensitive education: Conflict-sensitive education involves gaining a sound understanding of the two-way interaction between policy development, planning and programming, and the context where education takes place. It also involves acting to minimize negative impacts and maximize positive impacts of education interventions on conflict, within an organization's given priorities/objectives (mandate). (Adapted from <http://www.conflictsensitivity.org>).

Conflict-transformation: A particular approach to conflict work that takes a more long-term view and focuses on transforming processes and relationships, rather than on halting the violence or reaching agreements as such (International Alert 1998) (Wallis/Junge 2002). It aims at reaching more equitable environments.

Peacebuilding: Those activities undertaken over the medium and longer-term to address 'root causes of violent conflict' in a targeted manner (i.e. regardless of when these activities take place) (CPN 1999; Wallis/Junge 2002).

Peace Education: Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level (Susan Fountain, Peace Education in UNICEF, 1999).

Tertiary Education: Tertiary education broadly refers to all post-secondary education, including but not limited to universities. Universities are clearly a key part of all tertiary systems, but the diverse and growing set of public and private tertiary institutions in every country - colleges, technical training institutes, community colleges, nursing schools, research laboratories, centers of excellence, distance learning centers, and many more - forms a network of institutions that support the production of the higher-order capacity necessary for development (<http://www.worldbank.org/>).

Training programs: Are referred in this survey as courses to impart knowledge, develop skills and help develop personal awareness. Training courses are different from conferences, workshops or seminars.

A Mapping Exercise:

Training for Teachers and Education Workers in the Field of Peacebuilding and Conflict-Transformation

1. Introduction

1.1 Background and Objectives

The Inter-Agency Network for Education (INEE) Working Group on Education and Fragility has conducted a mapping exercise to identify *training programs exclusively for teachers and education workers in the field of peacebuilding and conflict-transformation*. The programs include tertiary programs in a broad sense, comprising both formal and non-formal programs delivered by a range of organisations, and mainly but not exclusively delivered in contexts of fragility and overt- violent conflict.

From this research thirty-four programs have been selected for an online database to be made publicly available on the INEE website. This database provides a snapshot of teacher training programs delivered by a range of organisations, working with diverse populations of teachers and education workers, settings of conflict and stability around the globe.

Four programs have been chosen from the database and presented in form of short case studies in order to illustrate the ways in which a handful of diverse programs can contribute to the field of peacebuilding and conflict-transformation. Various program facets from the case studies are drawn on in this report, in particular; program objectives, curriculum areas covered, and pedagogical practices used.

The aim of this research project is to gain an idea of the types of training programs available to and specifically geared towards teachers and education workers. This can be used as a point of departure to identify best practices in teachers training in the field of peacebuilding and conflict-transformation. Recommendations for this process, including areas for further research, are included in the report.

The research project was led in partnership with the University of Florence (UNIFI), Italy (Dipartimento di Scienze dell'Educazione e dei Processi Culturali e Formativi, Università di Firenze), a Working Group member since October 2011. Research contributes to current Working Group objectives by helping to deepen knowledge on education and fragility by bringing attention to conflict-sensitive approaches to education in fragile states.

2. Methodology

2.1 Online Survey

The three-month research project (July-September 2012) involved the dissemination of a survey, in conjunction with independent research to help identify relevant programs for the database. The survey design is based on the concept note "*Training Teachers in Conflict-Sensitivity and Peacebuilding*" developed by UNIFI and the Working Group on Education and Fragility. The survey comprises 13 questions on basic program details, program participants, content areas covered in the training, and the materials and resources used to deliver the training in order to compile basic program profiles.

The survey was disseminated via:

- two listserv messages to the INEE Working Group on Education and Fragility and the INEE Steering Committee;
- two Education and Fragility bi-weekly bulletins;
- two Education and Fragility newsletters;
- the Peace and Collaborative Network website and twitter account, and
- the INEE Facebook page and LinkedIn account.

A total of 41 programs were suggested by survey respondents and 58 independently sourced programs identified by researchers. Employees and/or representatives of the independently sourced programs were also requested to complete the survey in order to gain basic program profiles. Out of a total of 99 programs 34 were identified for the online database based on the following criteria:

- complete program information/program profiles obtained via survey;
- training is delivered exclusively to teachers and education workers;
- training includes one or more curriculum areas and pedagogical competencies relating to peacebuilding and/or conflict-transformation.

2.2 Limitations and take-aways

The abovementioned criteria help to explain one of a number of limitations of the study. Although 99 training programs were identified, in many cases not enough information was given by survey respondents (or made available to researchers via email and other sources/resources) in order to draw up comprehensive program profiles. This is important to note as the majority of data in this report is based only on complete and not 'partial' program profiles.

Below is a list of the limitations identified prior to and during the project:

- As mentioned, a number of survey respondents did not answer all the questions and did not respond to further queries/correspondence;
- The survey was available only in English therefore limiting survey responses to those respondents with a command of English;
- The research began and ended during the summer break - potential respondents were on holidays and (particularly University employees) were inaccessible;
- A number of survey respondents recommended programs which may have included teachers but were not *exclusively* delivered to teachers and education workers (note: to open the database to programs *not* delivered exclusively to teachers and education workers would potentially skew the final results and ultimately impact the use of the research as a tool for advocacy);
- The design of the survey often provided lists of closed questions whilst offering some suggestions for possible answers. Although there were opportunities for respondents to provide additional information via 'open boxes' throughout the survey, orienting the responses in such a way could have oversimplified potentially relevant and useful information;
- Understanding of the terms 'peacebuilding' and 'conflict-transformation' can vary and potential respondents may not see their own work in these terms;
- The programs listed on database provide a snapshot of training programs around the globe, so considerations and concessions have to be made when doing quantitative and qualitative analysis on such a small data set.

2.3 Selection of Case Studies

A total of four programs were selected from the database and presented as case studies. The selection was based on the following criteria:

Curriculum content

- Use of conflict analysis with focus on changing societal structures contributing to conflict;
- Structured curriculum supported by educational materials.

Pedagogical approach

- Inclusive approach including how participants are selected (in terms of gender balance and representation of diverse ethnic and other minority groups);
- Use of participatory methodologies.

Program Delivery and Reach

- A focus on *formalisation* processes i.e. working with education ministries (potentially increasing institutional capacity at a national level);
- The same program (model) replicated in various communities.

2.4 Case Studies and Program Highlights

The following four programs were selected as case studies. They include a dynamic mix of formal and non-formal programs delivered to a range of teachers and education workers in a range of locations. Some program highlights are as follows:

Learning to Live Together (LTLT) Training Project implemented by Sarvodaya Movement Sri Lanka. Program highlights include:

- collaboration with the Education Ministry to *formalise and integrate* the LTLT program in the national curriculum;
- the formalisation process includes a number of phases in which a range of education professionals are trained such as; curriculum developers, teacher trainers, and teachers of various school subjects;
- the original LTLT curriculum is currently undergoing revision focused on developing an updated, more relevant and inclusive curriculum for ethnically and linguistically diverse groups, addressing some of the root causes of violence in the country.

Education for Peacebuilding Project implemented by Search for Common Ground Nepal. Program highlights include:

- multi-institutional international collaboration, including Universities and Education Ministries, leading to the development of tertiary teacher education in peacebuilding and conflict-transformation;
- teacher training focused on incorporating peacebuilding into teaching techniques - at a pedagogical level;
- curriculum development focused on creating relevant and inclusive curriculum for ethnically and linguistically diverse groups.

A specialisation in Education in Emergencies (M.Ed.) implemented by the University of Nairobi and the International Rescue Committee. Program highlights include:

- the world's first Master of Education degree specialising in Education in Emergencies (EiE), developed in collaboration with an African based academic institution and an International NGO, with the financial support of a private foundation;
- focused on strengthening National and Regional Capacity for Education in Conflict and Natural Disasters in East Africa, tackling one of the main gaps for qualified national education practitioners;
- aimed to strengthen research and increase the evidence and knowledge base for the EiE field through faculty-led research.

Educational Planning for Conflict and Disaster Risk Reduction implemented by the International Institute for Education Planning (IIEP). Program highlights include:

- the unique approach of integrating conflict and disaster risk reduction into education sector planning which helps to bridge the gap in training Ministries of Education (MoE) officials to integrate conflict sensitivity into their plans going beyond traditional education planning;
- the development and use of IIEP's own materials;
- a distance course delivered using the Moodle e-learning platform – a unique approach that promotes interaction with participants from other countries, collaborative learning and sharing of experiences of different contexts.

3. Results

3.1 Background

A total of 99 programs were 'sourced' via survey responses and independent searches including verbal recommendations made by members of the Working Group on Education and Fragility. Sourced programs represent a range of programs that are:

- *exclusively* for teachers and education workers *without* a completed survey response and/or response to researchers correspondence;
- 'potentially' for teachers and education workers but no response to researchers correspondence;
- focused on peacebuilding and conflict-transformation but not delivered *exclusively* to teachers and education workers or;
- one of the 34 programs on the database which fit the selection criteria.

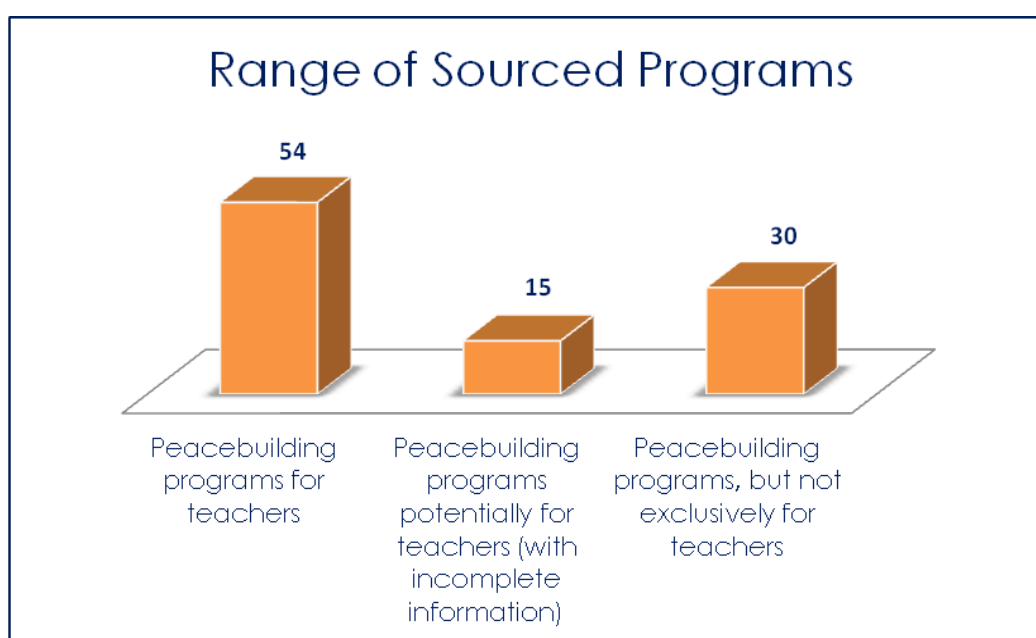


Figure 1. Note: 20 out of the 54 "Peacebuilding programs for teachers" did not offer complete program profiles and are therefore not yet listed on the database.

3.2 Organisational and Regional Representation

All 34 peacebuilding and conflict-transformation oriented programs for teachers (with complete information) were selected for the database. These programs are facilitated by a range of:

- Academic Institutions 45%
- International Non-Governmental Organizations 33%
- Non-Governmental Organizations 14%
- Foundations 3%
- United Nations Agencies 5%

Program from the following regions are represented in the database and as mentioned, include different weightings of formal and non-formal programs. For example; all programs in Africa are formal and include both undergraduate and postgraduate programs. Programs in Asia and the Pacific include non-formal and formal programs and are also pitched at various levels and the majority of programs delivered in North America are formal post-graduate courses.

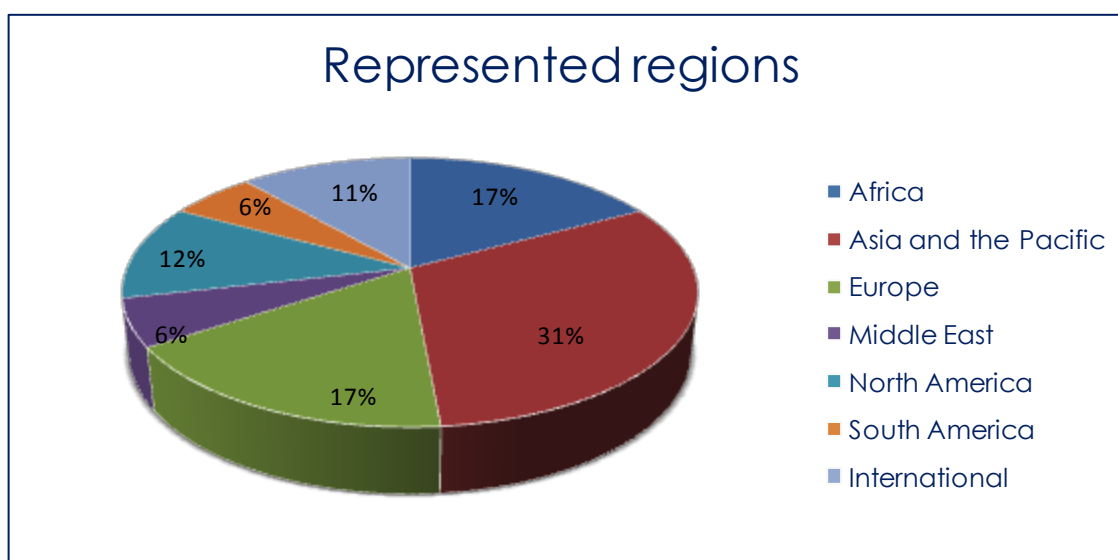


Figure 2. Survey Question 1 - "Please provide the NAME of the training program for teachers and education workers on conflict transformation and/or peacebuilding / if it is a GRADUATE or POST-GRADUATE program / the ORGANIZATION that offers it / and LOCATION where it is offered".

3.3 Types of Participants

The participants range from formal tertiary educators to non-formal education workers. There is a slight variance in the participation of women in the trainings however the majority of programs have between 50-79% female participants. The ways in which participants are selected for training programs varies according to the program.

Case Study: Learning to Live Together Training Project

The Learning to Live Together Training (LTLT) implemented by the Sarvodaya Movement of Sri Lanka works closely with various departments of the Sri Lankan education ministry. These departments are responsible for selecting the participants to be trained; however they are also guided by LTLT practices which emphasise equal participation of women and involvement of representatives of minority groups.

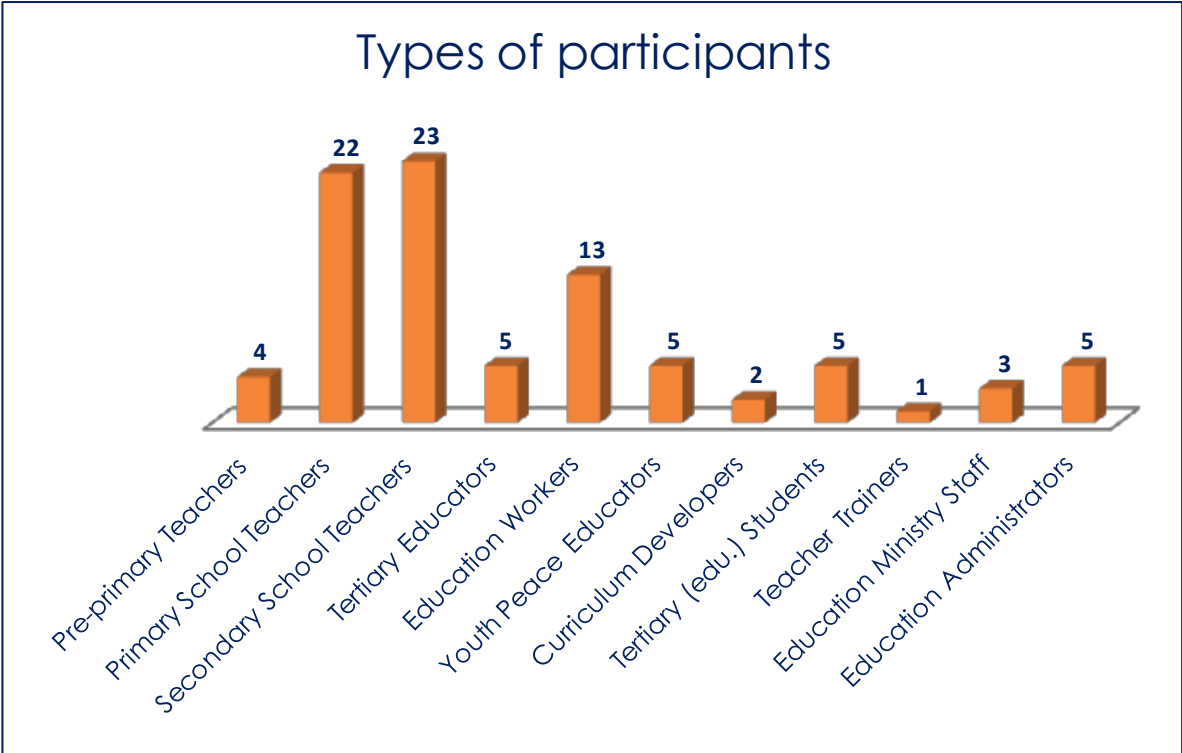


Figure 3. Survey Question 3b - "Please specify the type of teachers and education workers taking part in the training program".

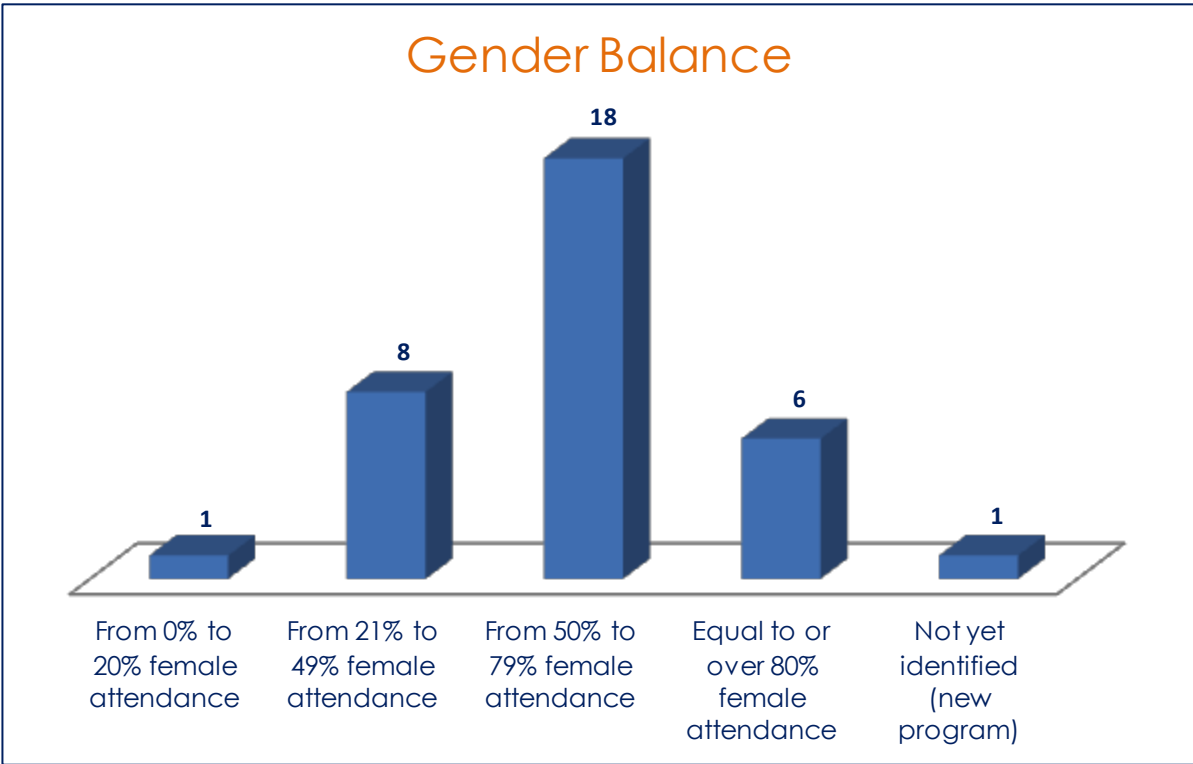


Figure 4. Survey Question 5b - "Please write the female/male ratio of teachers and education workers completing each round of the training program".

3.4 Program Content

Program content varies from program to program. Focal areas include:

- a range *skills* related to conflict-transformation and peacebuilding, i.e. conflict analysis and conflict resolution;
- a range of *knowledge* on conflict and peace issues, i.e. multi-ethnic and religious understanding and women's participation in peacebuilding and;
- specific *pedagogical competencies*, i.e. planning of education in emergencies and the development of educational programs and materials that contribute to conflict-transformation.

Conflict-analysis is the skill most often selected as a focal area in programs. A total of 26 out of 34 programs use some degree of conflict-analysis in their training sessions.

Case Study: Education for Peacebuilding Project

The Education for Peacebuilding Project is facilitated by Search for Common Ground Nepal. Training sessions for school teachers prioritize conflict-analysis by undertaking activities around conflict-mapping, the use of the 3P approach (people, process, and problem), and looking at key issues of identity, power, culture and gender- this is often approached in a way which allows participants to focus on familiar issues within their communities.

Other commonly used 'skill areas' include: gender, women's rights, women's participation in peacebuilding, and women's empowerment. 24 out of 33 programs focus on these areas.

Content Area: Skills related to conflict-transformation and peacebuilding

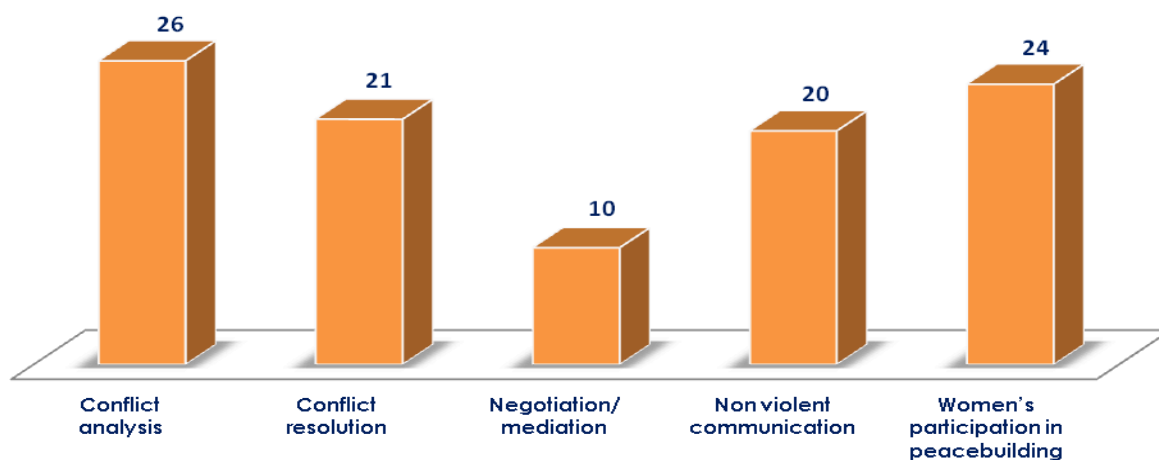


Figure 5. Survey Question 4a - "Please select the type of areas covered in the training programs. Topics 1 to 5 correspond to skills for conflict transformation and peacebuilding".

In terms of 'knowledge areas', 23 programs out of 34 focused on multi-ethnic and religious understanding and 22 programs focused on human rights violations. Only a handful cover environmental risks.

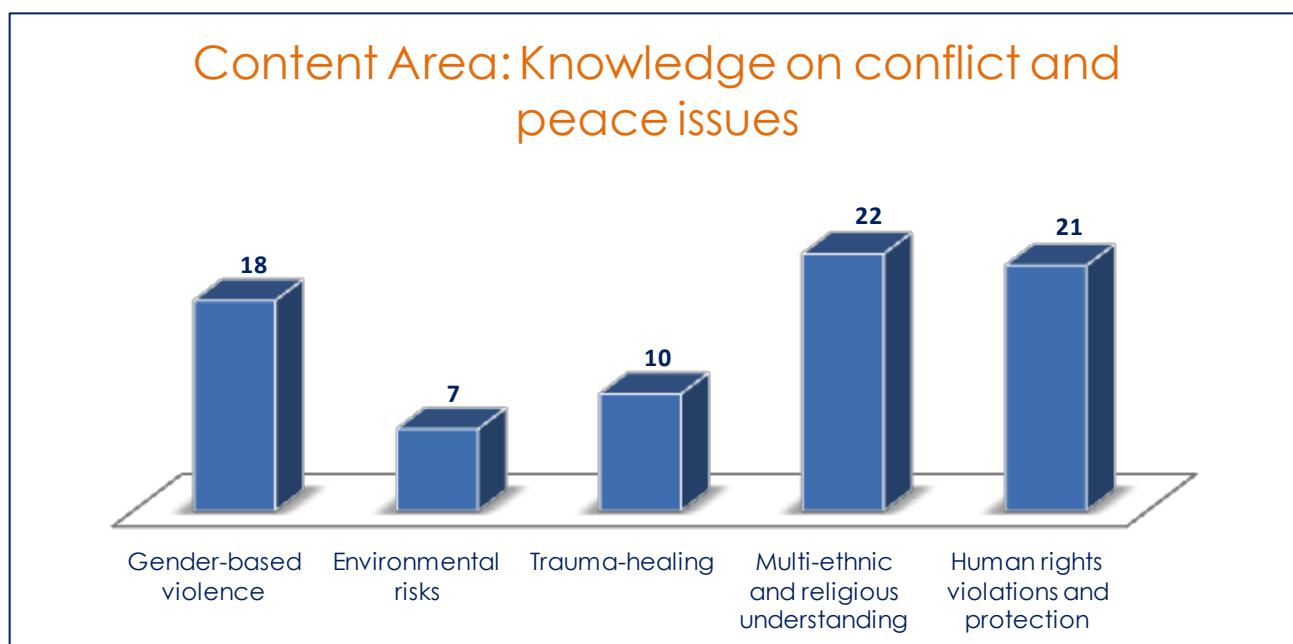


Figure 6. Survey Question 4a - "Please select the type of areas covered in the training programs. Topics 6 to 10 correspond to knowledge on conflict and peace issues".

The two major 'pedagogical competencies' are participatory methodologies and the development of educational programs. The development of education programs also extends to those programs, which develop their own educational materials, which contribute to the peacebuilding and conflict- transformation.

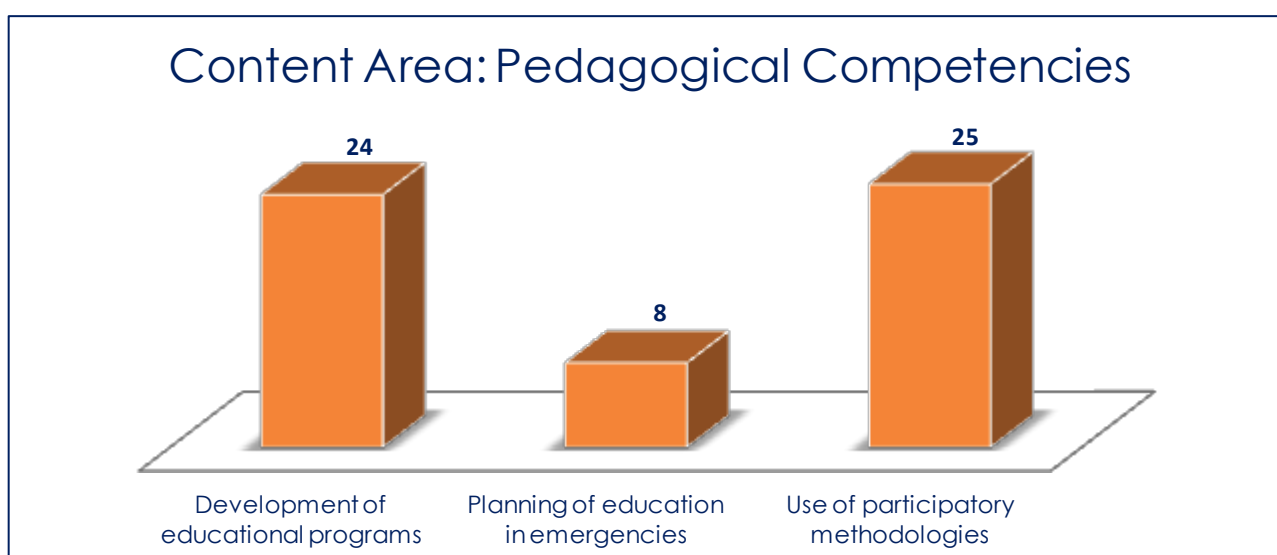


Figure 7. Survey Question 4a - "Please select the type of areas covered in the training programs. Topics 11 to 13 correspond to pedagogical competencies".

An additional area of content mentioned by approximately 7 programs is the importance of 'personal responsibility' or what is commonly referred to as 'individual peace'. This training is centred on notions of how individual awareness can positively contribute to peace processes either at a personal, familial, or societal level.

Case Study: Learning to Live Together Training Project

LTLT holistic approach is centered on two learning modules, the first one addresses concepts of identity, personal responsibility, empathy, understanding and respecting others' cultures and beliefs, and personal transformation. The second module aims at developing communication, listening skills and creativity, starting with the understanding of root causes of violence in the society and what can be done together to transform them. It also addresses non-violent alternatives and the use of spiritual and traditional sources of conflict-transformation.

Another additional area of content suggested explicitly by one respondent was the pedagogical practice of 'horizontal' or 'cross-cutting' training. This involves training educators not traditionally thought of as teachers of 'peacebuilding subjects' including civics or religious education teachers. In short, the training focuses on training educators of various subjects to integrate peacebuilding knowledge and skills into their teaching practices - at a pedagogical level i.e. creating peaceful classrooms by demonstrating positive ways of dealing with conflict.

Case Study: Learning to Live Together Training Project

'Phase One' training for Curriculum Developers in Sri Lanka involved 20 participants from various National Institute of Education (NIE) departments responsible for curriculum development and teacher training in subjects. The participants work in various subject areas including; Mathematics, Languages, Science, Information Technology, Arts, Physical Education, Political Science and Civic Education. There is consensus on the relevance of integrating LTLT into the national curriculum and there is also agreement on the importance of integrating the concepts and approaches to all subjects, ensuring both vertical and horizontal integration.

3.5 Materials

The programs selected for the database are delivered using a diverse range of educational/training resources including; teacher training manuals, visual display materials, INEE tools, and peace education manuals. 19 programs use types of Peace Education/Teacher Training Manuals which have, in most cases, been developed specifically for each program- this points to a potentially rich field to harness in terms of local knowledge of conflict-transformation.

Results also show that 7 out of the 34 programs use manuals which have been developed by other organisations/programs i.e. INEE tools, 'Learning to Live Together' Manual, and 'Facing History and Ourselves' - a program aimed at '*combating racism, anti-Semitism, and prejudice, and nurturing democracy through education programs worldwide*' (<http://www.facing.org/>).

Overall, 24 out of 34 programs focused on the content area 'developing educational materials that contribute to conflict-transformation'.

3.6 Program Delivery and Reach

A total of 17 programs operate on a non-formal basis and are delivered mainly by NGOs and Foundations. 21 programs are delivered on a formal basis primarily also by NGOs, Foundations, but mainly by academic Institutions. There are a total of 38 programs counted here (as opposed to 34) as four programs are delivered on both a formal and non- formal basis, depending on the location. The program below captures both facets of delivery and reach.

Case Study: Educational Planning for Conflict and Disaster Risk Reduction.

The Education Planning for Conflict and Disaster Risk Reduction is a non- formal distance course facilitated by UNESCO's International Institute for Education Planning (IIEP) and delivered using an e-learning platform. This is unique approach that promotes interaction with participants from other countries and collaborative learning and sharing of experiences of different contexts. The training is designed for senior staff of ministries of education, personnel from development partner organizations who are directly involved in the organization, planning and management of the education sector, including both technical staff and policy-makers.

9 out of the 17 non-formal programs have established a level of partnership with Education Ministries, where conversations or informal recognition has taken place. A total of 7 programs, which were traditionally non-formal, are undertaking actual processes with Education Ministries to formalise the program curriculum into the schooling system. This is formalisation process is done in a number of ways and is specifically mentioned in the case study below.

Case Study: Search for Common Ground Nepal (SFCG)

SFCG is working on updating the curriculum with the objective to formalise the curriculum into tertiary education for future teachers. It is working with one local and two international Universities and in turn is holding consultations with education ministries to help establish implementation processes.

3.7 Date of Operation and Program Durations

The programs have been divided into four categories to illustrate when they were first established:

- 3 Programs established during 1992- 1999;
- 19 Programs established during 2000- 2009;
- 9 Programs established during 2010- 2011;
- 3 Programs established during 2012.

The programs established between 1992 and 1994 include an academic program at the University of Liberia, and an INGO and NGO program. The three most recent programs beginning in 2012 are facilitated by the University of Nairobi (in partnership with the International Rescue Committee), the University Ulster in Northern Ireland, and UNESCO International Institute for Education Planning (IIEP). The other 19 programs developed are a mix of academic institutions, UN agencies, INGOS, NGOs and Foundations.

Program durations are quite diverse, however the most common durations are 1 to 3 days, which are most often non- formal professional development courses, and 1 year or more which is most cases are delivered by academic institutions.

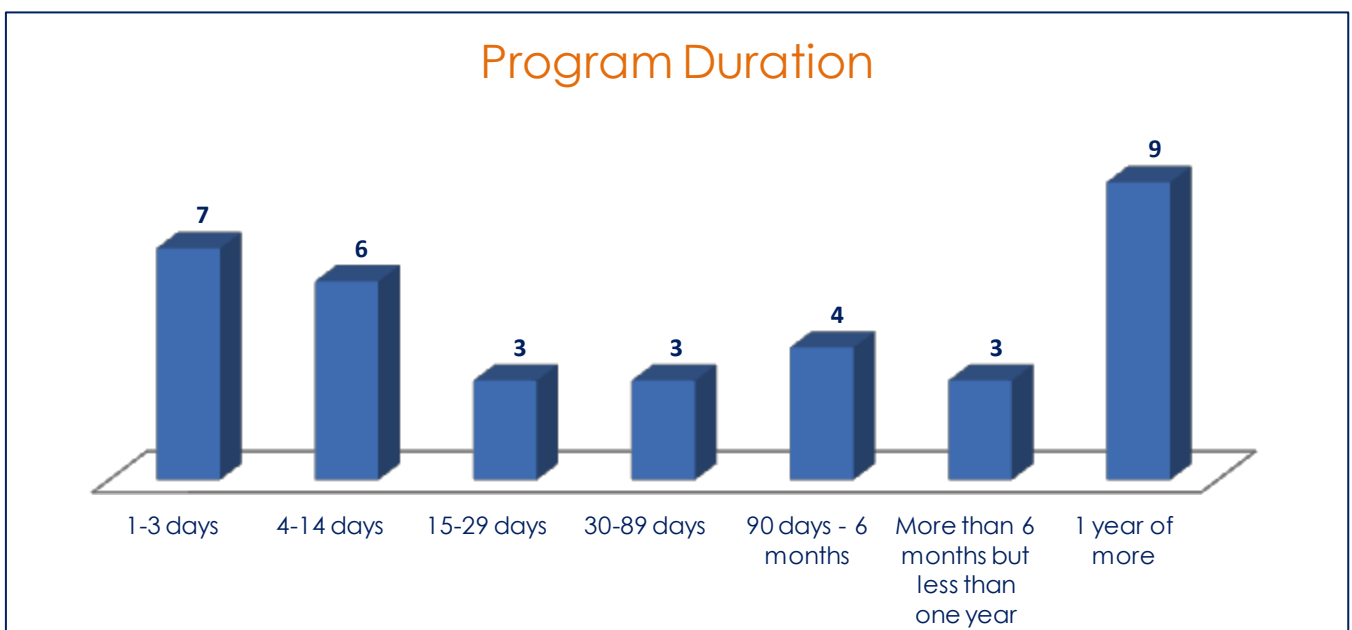


Figure 8. Survey Question 2b - "Please specify the durations of the training programs".
Note: The total number above is 35 due to one program running at two different durations.

3.8 Programs delivered in violent affected areas/regions and stable regions

Programs have been divided into three areas, which help to illustrate the contexts in which they are delivered. It is important to note that the categories below are not intended to make statements about contested terms such as 'conflict' and stability' but rather to provide a more general orientation. The total number of programs listed below includes programs that operate on an international basis most often covering settings of overt-violent conflict, post-war and reconstruction, and stable regions:

- 10 programs delivered in settings currently affected by overt-violent conflict;
- 16 programs delivered in post-war settings;
- 16 programs delivered in stable settings.

Less than half of the training programs delivered in regions of overt-violent conflict and post-war regions run for longer than six months, the majority being shorter professional development opportunities mainly for primary, secondary, and tertiary school teachers. In fact, the majority of trainees/participants in all types of programs included in the database overwhelmingly address primary and secondary school teachers.

The programs delivered in settings of overt-violent conflict and post-war regions equally include formal and non-formal programs. More than half focus on 'conflict-analysis' as a curriculum area and an even higher number include 'multi-ethnic and religious understanding' as a curriculum area. However, the majority of programs delivered in regions of stability have a much higher rate of focusing on conflict analysis and higher rate of including multi-ethnic and religious understanding than those delivered in stable settings. The following graphs provide a comparison of the skills, knowledge, and pedagogical competencies used in programs in both violent conflict affected and stable regions.

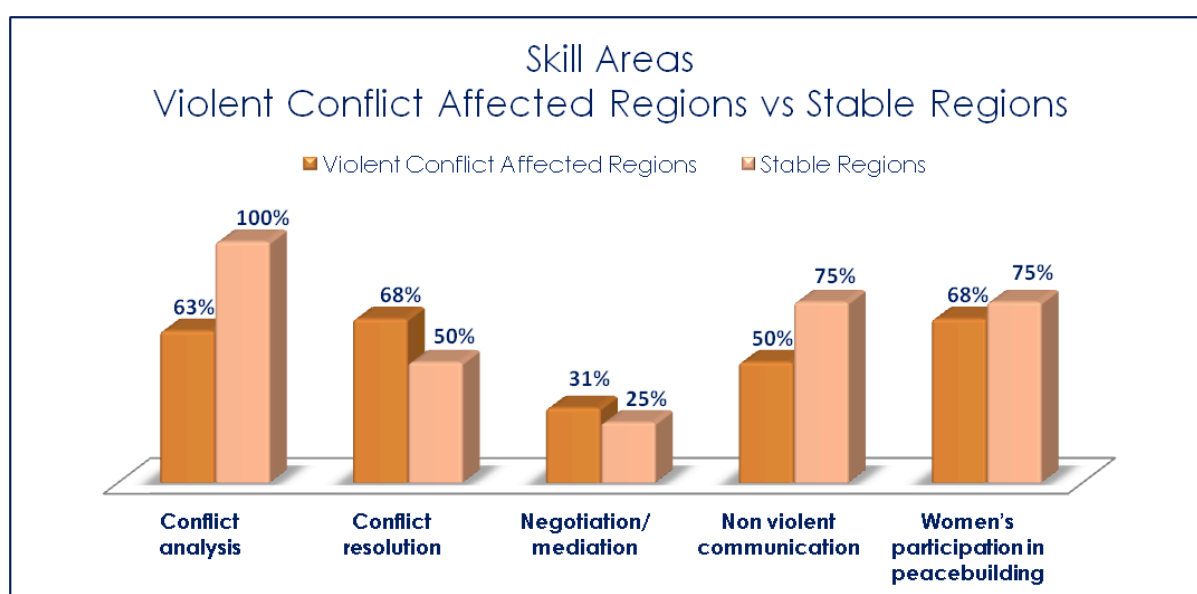


Figure 9.

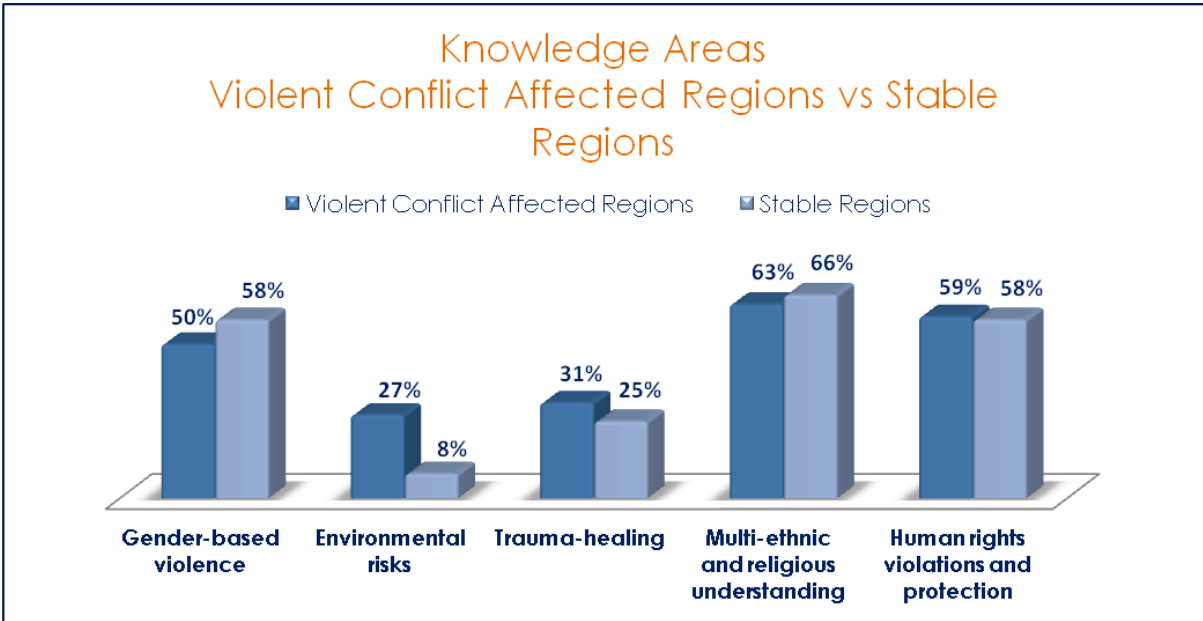


Figure 10.

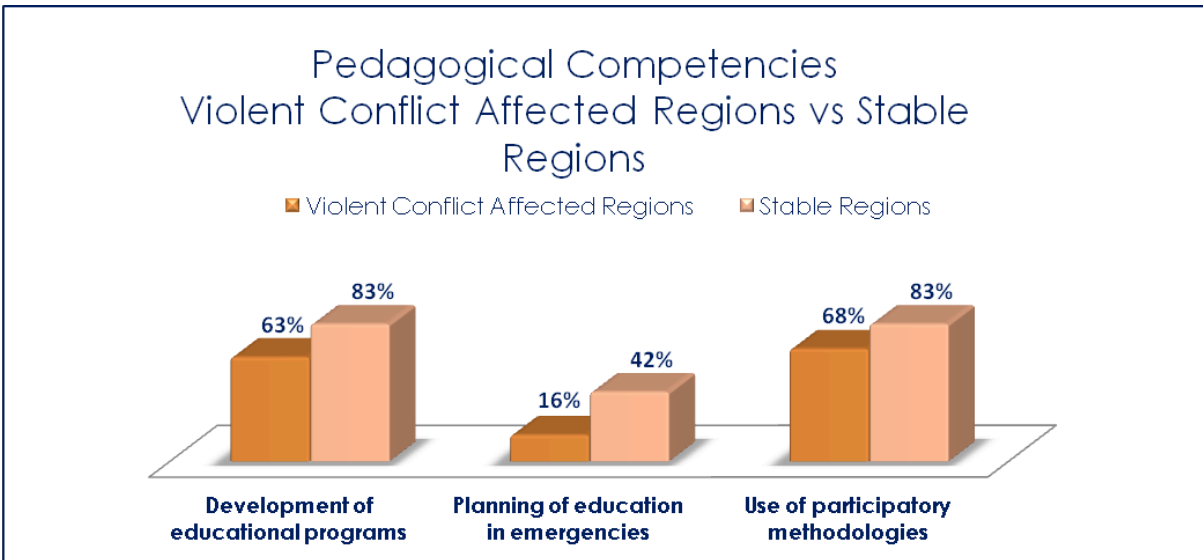


Figure 11.

3.9 Peacebuilding programs building partnerships

As mentioned earlier, 30 out of a total of 99 'sourced' programs were those which focus on peacebuilding and conflict- transformation but are not delivered *exclusively* to teachers and education workers. These programs may very well invite teachers to participate in training and in general include a similar focus on content areas including conflict-analysis, conflict resolution, multi-ethnic and religious understanding, and women's participation in peacebuilding.

The training content area that centres on pedagogical practices for teachers did not necessarily, or at least overtly, cross- over into these programs nor did the establishment of relationship with local and national education ministries. This is not to argue that such programs do not partner with Education Ministries but rather that those programs designed specifically for teachers are most often centred on forming these relationships, most likely in order to *formalise* the program.

26 out of 34 programs have formed or are in the process of forming partnership with education ministries. 12 out of 26 of these programs are official university programs and/or individual modules within academic programs. The others are delivered by UN agencies, academic institutions, INGOs, NGOs, and foundations and as mentioned have formalised or are in the process of formalizing there programs with the support of Education Ministries. Different types of partnerships take place in the field - a recent example of this is the partnership between INGO (International Rescue Committee) and an academic institution (the University of Nairobi).

Case Study: Masters of Education: Specialisation in Education in Emergencies

The world's first Master of Education (M.Ed.) degree specialising in Education in Emergencies (EiE), developed in collaboration with an African based academic institution (The University of Nairobi) and an International NGO (International Rescue Committee), with the financial support of a private foundation (Unbound Philanthropy).

With IRC as a technical partner, the UoN/IRC partnership was established in 2009 with two major objectives:

- To develop and enhance capacity among students, professors and education practitioners studying, researching and working in the field of education in emergencies (EiE) in East Africa;
- To establish the University of Nairobi as a Center of Excellence for education in emergencies (EiE) in the East Africa region and beyond.

4. Recommendations

- Conduct field research to identify specific training programs for educators in conflict transformation and peacebuilding in conflict-affected and fragile contexts, and the type of expertise and resources needed to train teachers in these topics, specifically in regions affected by overt-violent conflict. This could be initially done via collaboration with the Pan-African Knowledge Hub.
- Conduct field research on the ways in which teachers and education workers use acquired knowledge (i.e. pedagogical practices) gained from trainings on peacebuilding and conflict-transformation with the aim to support and promote relevant trainings. The research could include exploring the roles undertaken by teachers and education workers once the training is complete as well as the ways in which these trainings ultimately influence (impact) student's experiences in the classroom. The provided case studies could act as a point of departure for impact monitoring and evaluation.
- Continue building on the provided case studies with aim to clearly identify good practices for training teachers and education workers in the field of peacebuilding and conflict-transformation. This process should also include an in depth study of peace education materials developed by a range of organisations, the ways in which the materials demonstrate conflict-sensitive education, and the ways in which materials are developed and contextualised for local settings.
- Promote and advocate for the implementation and mainstreaming of tertiary education programs for teachers and other education personnel in peacebuilding and conflict-transformation with the aim of institutionalizing the training of teachers and education workers in this field in national curricula.
- Use the INEE platform to establish a community of practice for practitioners working in the field of teacher training for peacebuilding and conflict-transformation. The aim would be for practitioners to share knowledge and experiences of teacher training in peacebuilding and conflict-transformation and whilst building on expertise. Activities can include webinars, inviting practitioners to write blogs for the INEE website. The community of practice could be supported by a new task team on peace education and/or conflict-transformation.
- Support the ongoing development of the database. This includes making further contact with 'sourced' teacher training programs in order to complete a wider range of program profiles, and reaching out to non-English speaking practitioners working on relevant programs.

- Promote and advocate for the training of a wider range of teachers and education workers (inc. curriculum developers) in areas of peacebuilding and conflict- transformation. This practice should centre on peacebuilding training for all teachers, as well as those actively delivering peacebuilding subjects in classrooms. i.e civic education teachers.

The final section of the report includes the following four case studies and the finer details of the survey used to gather programs for the database.

- Learning to Live Together (LTLT) Training Project implemented by Sarvodaya Movement Sri Lanka;
- Education for Peacebuilding Project implemented by Search for Common Ground Nepal;
- Educational Planning for Conflict and Disaster Risk Reduction implemented by UNESCO International Institute for Education Planning (IIEP).
- Specialisation in Education in Emergencies (M.Ed.) implemented by the University of Nairobi and the International Rescue Committee;

5. Case Studies and Survey

5.1 Case Study: Search for Common Ground

A Case Study on Training Teachers and Education Workers in the Field of Peacebuilding and Conflict- Transformation

Search for Common Ground (Nepal)



Search for Common Ground was selected as a case study for inclusion in the Inter-Agency Network for Education in Emergencies (INEE) mapping exercise on Training Teachers and Education Workers in the Field of Peacebuilding and Conflict-Transformation conducted by the **INEE Working Group on Education and Fragility**. Program highlights are as follows:

- multi-institutional international collaboration, including Universities and Education Ministries, leading to the development of tertiary teacher education in peacebuilding and conflict- transformation;
- teacher training focused on incorporating peacebuilding into teaching techniques- at a pedagogical level;
- curriculum development focused on creating relevant and inclusive curriculum for ethnically and linguistically diverse groups.

Organizational Background

Search for Common Ground (SFCG) was established in 1982 as an International Non-Government Organisation (INGO) with a mission "*to transform the way the world deals with conflict: away from adversarial approaches, toward cooperative solutions*" through building culturally appropriate initiatives with local government and civil society.

Most of the countries where SFCG work have experienced open, violent confrontation over many years. The organization has programs in 30 different countries including; Angola, Belgium, Burundi, Côte d'Ivoire, D.R. Congo, Guinea, Indonesia, Iran, Lebanon, Liberia, Macedonia, Jerusalem, Beirut, Morocco, Nepal, Nigeria, Rwanda, Sierra Leone, Ukraine, and the USA.

Education for Peacebuilding: Project Outline

SFCG Nepal works in over 18 conflict- affected districts across Nepal facilitating a range of peacebuilding initiatives. 'The Education for Peacebuilding Project' is an initiative which aims to:

Enhance the role of peacebuilding in schools by training primary and secondary public school teachers in peacebuilding knowledge and skills. The training is focused on incorporating peacebuilding into teaching techniques- at a pedagogical level -

an approach seen by program developers to be a more effective alternative to building 'overt' peacebuilding lessons into classroom content.

The project is essentially a research project with a practical outcome to develop a peacebuilding and conflict-transformation course for teacher education in higher education institutions. The project is a multi-institutional international collaboration and is supported by the British Council under the Developing Partnership in Higher Education (DeIPHE) scheme for the period 2010 – 2013. The project involves the following international partners:

- Kathmandu University Nepal (KU)
- Liverpool John Moores University UK (LJMU) and
- Paññāsāstra University of Cambodia (PUC)

All partners participate equally in designing and implementing project activities as well as leading research papers on various topics related to peacebuilding education. Partners recently held consultations with respective Education Ministries and other educational stakeholders working in post-conflict environments. The workshops conducted the mapping of peacebuilding education in Nepal and Cambodia and identified the gap where this multi-institutional project could contribute to enhancing the role of education in building peace.

Participants and Training Content

Participating teachers were chosen from the East, West and Central districts of Nepal. A similar (representative) approach was taken in Cambodia where teachers from various provinces participated in the teacher training sessions. In both cases, teachers from minority groups participated and female teachers represented approximately 40% of total class participants. Ten teachers took part in Kathmandu, Nepal and the same number in Phnom Penh, Cambodia.

Beginning in 2010, two rounds of 5 day training sessions have been conducted and focused on the following curriculum areas:

- understanding violence, conflict and peace,
- conflict resolution, negotiation/mediation,
- gender, women's rights, women's participation in peacebuilding and women's empowerment,
- multi- ethnic and religious understanding,
- 'the two faces of education', conflict-sensitive education; power, culture and identity,
- the role of education in peace,
- classroom diversity, accepting individual differences,
- conflict-sensitive peacebuilding education: perceptions and empathy, teachers modelling peace,
- teaching techniques for peacebuilding education using: personal narratives, creative writing, role play, team building, images, documentaries among others,
- conflict analysis.

The tools and methods used in 'conflict analysis' include:

- conflict mapping,
- the 3P (People, Process, and Problem) approach, and
- looking at key issues of identity, power, culture, gender in terms of conflict and peace.

These tools and methods, amongst others, help participants to understand and analyse the root causes of conflict. The sessions also focus on pedagogical areas such as; the development of educational programs and materials which contribute to conflict-transformation, and the use of participatory methodologies.

Languages of Resources and Instruction

The training sessions in Nepal and Cambodia are delivered in their respective national languages; Nepali and Khmer and use appropriately translated materials. English is also used however the overall majority of the training is delivered in the national language of the trainees. SFCG Nepal is currently in the process of developing an official course training manual and curriculum materials for the program. The first version of the manual will be produced in English and then translated into Nepali and Khmer. The training manual and materials could potentially be utilized by NGOs working in a similar field and/or range of educational settings.

Next Steps

The final training will be delivered in December 2012 with an increase to 30 participants in both Nepal and Cambodia. After the completion of the final training session, the program is expected to continue in the form of Continuous Professional Development (CPD) to a wider reach of teachers and education workers. Kathmandu University is looking into incorporating the course module in their Bachelors course in Education.

The project team will be organizing a symposium at the Liverpool John Moores University (LJMU) in the UK in February, 2013 where they will share results of the project with stakeholders. Also, for wider dissemination various articles on Peacebuilding in Education will be published in journals and SFCG Nepal will also be sharing the results of the project with SFCG programs worldwide through various communication tools.

For further information please contact; Rajendra Mulmi (Search for Common Ground, Nepal) rmulmi@sfcg.org; Dr. Tejendra Pherali (Liverpool John Moores University UK) T.Pherali@ljmu.ac.uk; Laxman Gnawali (Kathmandu University Nepal) lgnawali@yahoo.co.uk; Dr. Sok Uttara (Paññāsāstra University of Cambodia) sokuttara@yahoo.com

Relevant and Referenced Links:

<http://www.sfcg.org>

<http://www.sfcg.org/programmes/nepal/index.html>

5.2 Case Study: Arigatou International and Global Network of Religions for Children

A Case Study on Training Teachers and Education Workers in the Field of Peacebuilding and Conflict- Transformation

Arigatou International and Global Network of Religions for Children



The use of the 'Learning to Live Together' (LTLT) program by the Sarvodaya Movement of Sri Lanka, was selected as a case study for inclusion in the Inter-Agency Network for Education in Emergencies (INEE) mapping exercise on Training Teachers and Education Workers in the Field of Peacebuilding and Conflict-Transformation conducted by the **INEE Working Group on Education and Fragility**. Program highlights are as follows:

- collaboration with Education Ministry to *formalise and integrate* the LTLT program in the national curriculum;
- various levels at which training takes place i.e. curriculum developers, teacher trainers, and teachers of various subjects, ensuring both vertical and horizontal integration;
- curriculum revision process focused on developing an updated, more relevant and inclusive curriculum for ethnically and linguistically diverse groups, addressing some of the root causes of violence in the country.

Organizational Background

The Global Network of Religions for Children (GNRC) was inaugurated in the year 2000 by the Arigatou International, an International Non-Government Organisation (INGO) with special consultative status with ECOSOC of the United Nations.

GNRC has representative coordinators in six regions: Africa, Europe, Latin America and the Caribbean, Arab States, Israel and South Asia. The Sarvodaya Movement of Sri Lanka coordinates the South Asia region with its General Secretary Dr. Vinya Ariyaratne being the regional coordinator. All six regional coordinators, amongst others, were present at the global GNRC forum in 2008 where 'Learning to Live Together: An Intercultural and Interfaith Program for Ethics Education' was launched.

The LTLT program was developed by Arigatou International and the GNRC in close collaboration with UNESCO and UNICEF. This has led to various initiatives to integrate the education program in formal and non-formal education settings in more than 20 countries around the world, including: Argentina, Belgium, Bosnia & Herzegovina,

Brazil, Colombia, Ecuador, El Salvador, India, Israel, Jordan, Kenya, Panama, Romania, Somaliland, South Africa, Sri Lanka, Tanzania, The Maldives, Nepal and Uganda.

The 'Learning to Live Together' Training Project Outline in Sri Lanka

The Sarvodaya Shramadana Movement Sri Lanka, is the South Asia representative coordinator of GNRC and since 2010 has made solid headway towards implementing the LTLT education program. This work is being done in three major phases:

- **Phase One:** Training curriculum developers from the National Institute of Education (NIE) in LTLT concepts, approach and methodologies. The NIE is a Government Institute with the mandate for Curriculum Development and Teacher Training.
- **Phase Two:** Training teacher trainers from the National Colleges of Education (NCoEs), teachers from secondary schools, and Education faculty members from Universities.
- **Phase Three:** Piloting the Learning To Live Together program in selected schools in various levels including teacher training, programs for students and to build a positive learning environment.

The LTLT curriculum is helping to fill some gaps in the Sri Lankan formalized secondary Civic Education subject, with the purpose of addressing Ethics Education focused on intercultural and interreligious learning. There is consensus on the relevance of integrating LTLT into the national curriculum; however there is also agreement on the importance of integrating the concepts and approaches to all subjects, ensuring both vertical and horizontal integration. In their role as the regional coordinating partner, the Sarvodaya Movement also supports the LTLT program implementation in other South Asian countries focused on building the capacity of the respective GNRC partners to undertake teacher training and engaging the formal education sector themselves in the future.

Participants and Training Content

'Phase One' training for Curriculum Developers in Sri Lanka involved 20 participants from various NIE departments responsible for curriculum development and teacher training in subjects including; Mathematics, Languages, Science, Information Technology, Arts, Physical Education, Political Science and importantly Civic Education. The selection of participants is guided by LTLT practice, ensuring equal participation of women (currently 50% female attendance) and involvement of minority group representatives. Sinhala and Tamil are used as languages of instruction during training and the resources will be translated into local languages by the end of year.

The two trainings each three-days in duration focused on a number of curriculum areas including:

- Conflict analysis,
- Multi- ethnic and religious understanding,

- Human rights violations and protection,
- Ethics,
- Values,
- Lesson plan/session design,
- Spirituality,
- Child rights,
- Interfaith and Intercultural Learning,
- Participatory pedagogy, methodologies, and evaluation.

LTLT holistic approach is centred on two learning modules, the first one addresses concepts of identity, personal responsibility, empathy, understanding and respecting others' cultures and beliefs, and personal transformation; the second module aims at developing communication and listening skills and creativity, starting with the understanding of root causes of violence in the society and what can be done together to transform them. It also addresses non-violent alternatives and the use of spiritual and traditional sources of conflict transformation. Conflict analysis is the core of the modules that support the identification of responses and transformative approaches.

The training sessions for teachers and education personnel include conceptual frameworks, internalization of content and pedagogical practices such as integrating the concepts and approaches to the national school curriculum and the development of educational programs and materials that contribute to peace building.

Next Steps

In terms of bringing LTLT to the national curriculum and to the children of Sri Lanka, so far Phase One of the project has been completed. This includes 'follow-up' reflection meetings on the training itself as well as work done on the curriculum revisions for 2015. The next phase will focus on the target group of teacher trainers from the National Colleges of Education (NCoEs) and Education faculty members from Universities. The adapted and updated national school curriculum will be launched by 2015.

For further information please contact Suchith Abeyewickreme, Project Manager for GNRC South Asia at Sarvodaya suchith@sarvodaya.org and Dr. Vinya S. Ariyaratne, General Secretary of the Sarvodaya Shramadana Movement of Sri Lanka vinya@sarvodaya.org

Relevant and Referenced Links:

<http://www.arigatouinternational.org/en/who.html>

<http://southasia.gnrc.net/news/2012/03/05/0001>

<http://www.sarvodaya.org>

5.3 Case Study: UNESCO International Institute for Educational Planning

A Case Study on Training Teachers and Education Workers in the Field of Peacebuilding and Conflict- Transformation

UNESCO International Institute for Educational Planning (IIEP)



UNESCO International Institute for Education Planning (IIEP) was selected as a case study for inclusion in the Inter-Agency Network for Education in Emergencies (INEE) mapping exercise on Training Teachers and Education Workers in the Field of Peacebuilding and Conflict Transformation conducted by the **INEE Working Group on Education and Fragility**. Program highlights are as follows:

- the unique approach of integrating conflict and disaster risk reduction into education sector planning which helps to bridge the gap in training MoE officials to integrate conflict sensitivity into their plans going beyond traditional education planning;
- the development and use of IIEP's own materials;
- a distance course delivered using the Moodle e-learning platform – a unique approach that promotes interaction with participants from other countries, collaborative learning and sharing of experiences of different contexts.

Organizational Background

The International Institute for Educational Planning (IIEP) is a centre for training and research specialized in educational planning and management. It was created by UNESCO in 1963 in Paris, France and is supported by grants from UNESCO and by voluntary contributions from Member States and others. IIEP works to strengthen the capacity of countries to plan and manage their education systems. IIEP activities involve undertaking of research and the provision of technical assistance and trainings. The provision of training is IIEP's main activity offering primary full-year courses, shorter intensive training, and distance education.

Educational Planning for Conflict and Disaster Risk Reduction - Program Outline

IIEP has provided technical assistance, guidance and training in the area of Education Planning for Conflict and Disaster Risk Reduction since 2009. The first distance course on this subject is being rolled out from October to November 2012. It has been designed specifically for senior staff of ministries of education, personnel from development partner organizations who are directly involved in the organization, planning and management of the education sector, including both technical staff and policy-makers.

While the role of education in mitigating disasters is increasingly recognized, mainstreaming conflict and disaster risk reduction (C/DRR) measures into education policy, planning, and programming poses several challenges. Few countries have effectively mainstreamed C/DRR measures into their national education strategy, and educational planners and managers tend to address these issues on an ad hoc basis. Even when C/DRR strategies are identified, it is often difficult to build consensus and find funds for their implementation. There is therefore a clear need for practical guidance on how to include, adopt, and implement C/DRR measures as part of sector planning and implementation.

The training is centred on education sector planning with an integrated approach to reducing conflict and disaster risks and is delivered as a distance course using an e-learning platform. Participants work each week in groups of approximately six participants in their home countries. They receive printed materials by mail once the course begins, but they also have access to all materials on an online e-learning ("Moodle") platform, where they can also interact, discuss, and upload their written assignments.

Participants and Training Content

Half of the recruited participants work in national ministries of education in African and Asian countries, while the other half work for UNESCO, UNICEF, the INEE Secretariat, Save the Children, ChildFund, and the Commonwealth Secretariat. There is approximately a 35/65 female to male ratio of participants and a total number of 48 participants completing each round of training.

The course curriculum covers the following areas:

- Education sector diagnosis for conflict and disaster risk reduction (C/DRR), including analysis of conflict and disaster/environmental risks
- Education policy formulation for C/DRR,
- Costing and financing of education for C/DRR,
- Implementation arrangements for C/DRR programs,
- Capacity development and institutionalization of C/DRR in the education sector,
- Development of educational programs and materials that contribute to conflict-transformation,
- Planning of education in emergencies

The course participants are encouraged to integrate a conflict analysis into their national education sector planning processes. Education planning (as taught at IIEP's other training courses, and elsewhere) usually looks at aspects of access, quality, equity for example but rarely specifically at conflict and its impact on these aspects of the education system. Educational Planning for Conflict and Disaster Risk Reduction aims to bridge that gap.

The groups of students that most graduates work with once the training is completed include: Educational planners in government incl. ministries of education and among development partners (UN, (I)NGOs, donors), plus potentially a range of

other stakeholders relevant to conflict and disaster risk reduction, such as national disaster management authorities, ministries of planning and finance.

Materials

The course material consists of 5 e-learning modules developed by IIEP. The main literature used is IIEP and UNICEF WCARO's *Guidance Notes for Integrating Conflict and Disaster Risk Reduction into Education Sector Planning*, as well as IIEP's *Strategic Planning Education Sector Planning Working Papers (1-3)*. The course also draws on a range of secondary literature on various aspects of educational planning; and on conflict and disaster risk reduction.

For further information about the course please contact: Leonora MacEwen, Assistant Programme Specialist, Technical Assistance and Sector Planning, UNESCO International Institute for Educational Planning (IIEP), l.macewen@iiep.unesco.org

Relevant and referenced links:

http://www.iiep.unesco.org/fileadmin/user_upload/Cap_Dev_Training/Virtual_Institute/pdf/2012/Disaster_Risk_Reduction_Information-Note.pdf

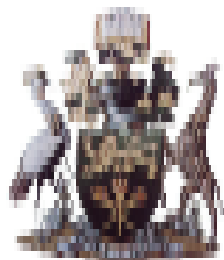
http://www.iiep.unesco.org/fileadmin/user_upload/News_And_Events/pdf/2011/IIEP_Guidancesnotes_EiE_en.pdf

<http://www.iiep.unesco.org/capacity-development/sector-planning-support/strategic-planning-working-papers.html>

5.4 Case Study: University of Nairobi (UoN) School of Education

A Case Study on Training Teachers and Education Workers in the Field of Peacebuilding and Conflict- Transformation

University of Nairobi, Kenya (UoN) and International Rescue Committee (IRC)



The Master of Education degree specialising in Education in Emergencies was selected as a case study for inclusion in the Inter-Agency Network for Education in Emergencies (INEE) mapping exercise on Training Teachers and Education Workers in the Field of Peacebuilding and Conflict- Transformation conducted by the **INEE Working Group on Education and Fragility**. Program highlights are as follows:

- The world's first Master of Education (M.Ed.) degree specialising in Education in Emergencies (EiE), developed in collaboration with an African based academic institution and an International NGO, with the financial support of a private foundation;
- Focused on strengthening National and Regional Capacity for Education in Conflict and Natural Disasters in East Africa, tackling one of the main gaps for qualified national education practitioners;
- Aimed to strengthen research and increase the evidence and knowledge base for the EiE field through faculty- led research.

Organizational Background

The University of Nairobi (UoN) is the oldest and most prestigious public university in Kenya. It attracts a significant percentage of the overall student population in the country. The University offers a range of over 200 programmes. It has seven campuses in the capital city and surrounding districts and thereby facilitates access for all Kenyans. The International Rescue Committee (IRC), and now UoNs technical partner, is a global leader in emergency relief, rehabilitation, protection of human rights, post-conflict development, resettlement services, and advocacy for those uprooted or affected by violent conflict and oppression.

Specialisation in Education in Emergencies: Program Outline

Supported by Unbound Philanthropy, a private foundation focused on supporting migrants and refugees, the UoN/IRC partnership was established in 2009 with two major objectives:

- To develop and enhance capacity among students, professors and education practitioners studying, researching and working in the field of education in emergencies (EiE) in East Africa;
- To establish the University of Nairobi as a Center of Excellence for education in emergencies (EiE) in the East Africa region and beyond.

The program was designed to address the need for qualified national education practitioners, many of whom have lived through emergencies and have tremendous practical experience, but have few opportunities available to them to obtain the skills and qualification required to be effective practitioners in the humanitarian field. There are growing numbers of crises, especially in the Horn and East Africa and there is a need to increase national capacity within the field of education to ensure that education practitioners have the skills and qualification required for government, international organizations and local communities to overcome the challenges of providing quality education in conflict and disaster settings.

The course focuses on training educators to engage with young people whose lives have been disrupted by violent conflict or natural disasters and to help them resume their education. The program builds on the skills that teachers and school administrators have acquired in their professional careers and equips them to help children cope during and after a crisis. The course is made available in, and costs are relative to:

- Full-time programme of 4-8 semesters of day classes (min and max duration)
- Part-time programme of 4-12 semesters of evening classes (min and max duration) or
- School-based programme that involves intensive durations during school holidays for full-time teachers.

Student Participation and Educational Content

The selected students must have completed a Bachelor of Education (B.Ed) with Upper Second Class Honors, Lower Second Class Honors with at least two years of working experience, or a relevant post-graduate diploma in education and a university degree with Second Class Honors. Approximately, 15 students in the first cohort (approximately 70% female participants) will be graduating in September 2012 and the second cohort of 52 M.Ed. students are currently undertaking the (compulsory) EiE core course and will soon select their specialisations.

The EiE specialisation is focused on a number of (peacebuilding related) curriculum areas including:

- Conflict analysis,
- Gender-based violence,
- Environmental risks,
- Trauma healing,
- Multi-ethnic and religious understanding,
- Human rights violations and protection,
- Planning of Education in Emergencies (EiE),
- Educational Policy Formation and Planning,

- Protective Role of Education in Emergencies and Reconstruction,
- Research methods,
- Inclusive and Quality Education in Emergencies,
- Early Childhood Development,
- Youth,
- Urban Refugees,
- Rural/Mobile Populations.

Teaching and learning approaches vary - and include: coursework, internships, and research projects. Depending on prior work experience students may go onto work with international organisations on their education teams, international aid agencies, education ministries, or work in schools as teachers or administrators.

Next Steps

Building on the work carried out over the past three years (2009-2012) and a recent five-year Strategic Planning Process (2012-2016), the UoN and the IRC are planning to expand their cooperation to further increase the number of existing and emergent practitioners prepared to provide quality education in emergencies in East Africa and beyond.

The Strategic Plan entails two major goals:

- Further strengthening the teaching, learning and research offered through the UoN EiE programme to ensure its quality, relevance and sustainability.
- Expanding the current EiE programme to include additional opportunities for students, teachers and current and emergent practitioners to gain knowledge, skills, and competencies necessary for responding to the needs of children and youth affected by crisis.

The UoN and IRC are also looking for future partners to move forward this important work in potential areas of collaboration and support. Areas for collaboration include:

- Intensive training of UoN faculty in research design, data collection, analysis, scholarly writing and publishing,
- Facilitating a rigorous review and revision process to ensure relevance and quality of EiE curriculum needs to need in the field.
- Diversifying student cohorts by offering scholarship support to students from under-represented regions/countries
- Adapting EiE course/s into online certificate course/s available for current and emergent practitioners unable to enrol in residential programs at UoN.

For further information please contact Mary Mendenhall, Project Director, IRC - University of Nairobi Partnership for Education in Emergencies

mary.mendenhall@rescue.org and Dr. Grace Nyagah, University of Nairobi, Department Chair nyagahgrace@yahoo.com.

Relevant and Referenced links:

http://www.rescue.org/sites/default/files/resource-file/IRC_UoN%20Partnership%20for%20Education%20in%20Emergencies%20Concept%20Note%20%28April%202012%29.pdf
<http://www.rescue.org/sites/default/files/resource-file/Education%20for%20Emergencies%20Study%20Program%20edited2.pdf>
<http://www.rescue.org/education-emergencies>

6. Survey Questions: "Training Programs for Teachers and Education Workers in the Field of Peacebuilding and Conflict-Transformation"

Program Information

1 a. Please provide the NAME of the training program for teachers and education workers on conflict transformation and/or peacebuilding / if it is a GRADUATE or POST-GRADUATE program / the ORGANIZATION that offers it / and LOCATION where it is offered.

1 b. Where possible, please provide the name of the contact person for the program, email/phone number, and related links with information about the program.

Start Date and Duration

2 a. When did the conflict transformation and/or peacebuilding program begin to operate?

- Month
- Year

2 b. Please specify the durations of the training programs.

- 1 - 3 days
- 4 - 14 days
- 15 - 29 days
- 30 - 89 days
- 90 days - 6 months
- More than 6 months, but less than 1 year
- 1 year or more

Participant Information

3 a. Please specify the location where the participants of the training program are from (where possible specify region, country and local area).

3 b. Please specify the type of teachers and education workers taking part in the training program.

4 a. Please write the number of teachers and education workers completing each round of the training program.

4 b. Please write the female/male ratio of teachers and education workers completing each round of the training program.

Content Areas

5 a. Please select the type of areas covered in the training programs. Topics 1 to 5 correspond to skills for conflict transformation and peacebuilding, 6 to 10 correspond to knowledge on conflict and peace issues, and 11 to 13 correspond to pedagogical competencies.

- 1 Conflict analysis,
- 2 Conflict resolution,
- 3 Negotiation/mediation,
- 4 Non-violent communication,
- 5 Gender, Women's rights, Women's participation in peacebuilding and women's empowerment,
- 6 Gender-based violence,
- 7 Environmental risks,
- 8 Trauma-healing,
- 9 Multi-ethnic and religious understanding,
- 10 Human rights violations and protection,
- 11 Development of educational programs and materials that contribute to conflict-transformation,
- 12 Planning of education in emergencies,
- 13 Use of participatory methodologies.

5 b. Please add any other topics covered in the training program.

Types of Beneficiaries

6. Please specify the types of groups most graduates work with once the training is completed (i.e. primary and/or secondary students, students from groups such as; refugees, people with disabilities, ex-combatants, members of minority groups, indigenous groups, etc.).

Materials

7. Please list the main materials that are used for training teachers and education workers (i.e. formal curricula, peace education materials/manuals, INEE tools, etc.) and if available, please share links to materials specifically developed for the program or others used.

Additional Comments

8. Please add any additional comments or suggestions.