



**USAID SPRING**  
FROM THE AMERICAN PEOPLE Stability, Peace and Reconciliation  
in Northern Uganda Project

**UMECS-UGANDA**



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## **Peace Education and Guidance and Counseling in Secondary Schools in Northern Uganda**

### **Guidance and Counseling Curriculum**

#### **Background**

The Ministry of Education and Sports, in conjunction with United Movement to End Child Soldiering (UMECS-Uganda) is piloting *Peace Education and Guidance and Counseling in Secondary Schools in Northern Uganda*. The pilot project is funded by USAID/SPRING.

#### **Chief goals include:**

- To address the psychosocial needs of war affected children and youth
- To address the guidance needs of war affected children and youth
- To address the psychosocial and guidance needs of children and youth throughout Uganda
- To institutionalize time-tabled guidance and counseling throughout the secondary school and teacher training systems throughout Uganda
- To address learning issues to enhance academic and social performance
- To enable students to interact positive within and without the school environment
- To prepare youth to become mature, personally developed problem solvers and decision makers
- To help youth explore their personal interests, abilities, aspirations and career options
- To help students acquire seasoned skills as peer mediators and counselors

- To create a replicable model which links peace education with guidance and counseling

An overarching objective: To mainstream peace education and guidance and counseling into the secondary and teacher training systems throughout Uganda.

The one-year pilot, which commenced in September 2009, is being piloted in Amuru, Pader, Kitgum and Gulu districts in seven secondary schools and NTC-Unyama. The seven schools are Pabo Senior Secondary School in Amuru; Lira Palwo Senior Secondary School in Pader; Kitgum Alliance College in Kitgum; Sacred Heart Secondary School, Sir Samuel Baker School, Gulu College and Gulu High School in Gulu.

Following certificate level trainings of 88 teachers in peace education and guidance and counseling, this curriculum was developed for classroom instruction at the seven pilot secondary schools in coordination with individual and group psychosocial counseling provided to students.

Trained guidance educators and psychosocial counselors from the seven pilot secondary schools in this program, together with experienced curriculum developers in the Uganda education system, and UMECS staff, collaborated to develop this pilot curriculum. The goal of the curriculum development process was for the curriculum to be “teacher owned and student centered.”

Another goal of the curriculum was for it to be “not overcrowded” as a pilot curriculum, and measurable. Other goals included for the curriculum to be balanced, flexible, well sequenced and meaningful to the learner by linking it to relevant domains.

Learners will be assessed and graded on both theory and practical aspects of interdisciplinary learning within multiple learning frameworks.

The curriculum was tailored to include cultural and community contexts and to combine guidance courses in the classroom with individual and group psychosocial counseling. In the pilot, students participating in guidance courses and psychosocial counseling are also participating in the peace education program. Courses/classes, activities and services pertaining to this curriculum are:

- Guidance classes and seminars
- Individual and group guidance sessions

- Individual psychosocial counseling
- Group psychosocial counseling
- Interactive group activities (role playing, debates, discussions, poems, drama)

This curriculum is being piloted in the seven secondary pilot schools in Northern Uganda in Terms I and II (February – August 2010).

## **Curriculum Objectives**

- To address psychosocial and emotional issues with which students are dealing as individuals and groups
- To create an atmosphere of openness and trust around psychosocial and emotional issues with which students are dealing in relation to themselves and in their school, home, relationship and community environments
- To understand psychosocial and emotional issues
- To understand counseling, its advantages and benefits
- To address guidance needs
- To understand guidance, its parameters, advantages and benefits
- To enable students to interact positively within and outside the school environment
- To help students explore their own interests, abilities, aspirations and career options
- To enable students to develop mechanisms and techniques to cope with trauma, stress, academic challenges, peer pressure, HIV/AIDS and other youth, family, school and community issues
- To help students develop their own self-awareness
- To help students become seasoned problem solvers and decision makers
- To help students set and stick to their priorities
- To help students improve their communications skills

- To help students improve their approach and practices in relationships
- To help students proactively address learning issues and needs
- To foster positive attitudinal and behavioral changes
- To help students acquire the skills to become exemplary role models, peacemakers, peer mediators and peer counselors
- To understand children's and human rights

### **Curriculum Topics, Content and Activities**

<b>TOPIC</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
<b>ORIENTATION AND INDUCTION</b>	<ul style="list-style-type: none"> <li>-School rules and regulations</li> <li>-School's physical environment</li> <li>-School's administrative structures</li> <li>-School mission and motto (School Profile)</li> <li>-Subjects taught/clubs</li> </ul>	<ul style="list-style-type: none"> <li>-Orientation Speech</li> <li>-Tour</li> <li>-Guided discussion</li> <li>-Information sharing</li> </ul>
<b>SCHOOL DISCIPLINE</b>	<ul style="list-style-type: none"> <li>-Time management</li> <li>-Uniformity</li> <li>-Attitude changes</li> <li>-Multicultural and diversity awareness</li> <li>-Strikes</li> <li>-Bullying</li> </ul>	<ul style="list-style-type: none"> <li>-Debates</li> <li>-Cultural gala</li> <li>-School Open Days</li> <li>-Award to discipline student/motivational gifts.</li> <li>-Film shows</li> </ul>
<b>SELF AWARENESS</b>	<ul style="list-style-type: none"> <li>-Discovering personal abilities</li> <li>-Knowing strengths and weaknesses</li> <li>-Coping mechanisms</li> <li>-Positive self concepts</li> </ul>	<ul style="list-style-type: none"> <li>-Debates</li> <li>-Role play</li> <li>-Discussion</li> <li>-Speech</li> </ul>

	-Skills for acquiring and use of career information	-Explain Johari's Windows -Listening and keeping records -Visit and Tour to career centre
<b>SELF ASSERTIVENESS TRAINING</b>	-Skills of expressing feelings -Skills to live with others (friendships) -Skills of overcoming shyness aggression and rudeness -Skills of living with and accepting oneself	-Singing -Miming -Reciting Poems -Dramatization -Self appraisal -Test (aptitude)
<b>ADOLESCENCE AND REPRODUCTIVE HEALTH</b>	-Drug abuse -Body changes -Peer pressures -Challenges faced during adolescence -Myths and misconception -STI (Sexual Transmitted Diseases)	-Games and Sport -Sensitization -Guidance and Counseling -Body Hygiene
<b>SEX, SEXUALITY AND GENDER</b>	-Definition of terms -Sex deviation <ul style="list-style-type: none"> <li>• Masturbation</li> <li>• Homosexuality</li> <li>• Lesbianism</li> <li>• Bestiality</li> <li>• Incest</li> <li>• Fornication</li> </ul> -Gender roles	-Guidance and Counseling -Group Discussion -Debates -Drama -Poems -Role plays -Film shows

	<ul style="list-style-type: none"> <li>-Gender equality</li> <li>-Girl child education</li> </ul>	
<b>HIV/AIDS</b>	<ul style="list-style-type: none"> <li>-Definitions</li> <li>-Historical background</li> <li>-Transmission</li> <li>-Symptoms, Prevention</li> <li>-Tests (VCT)</li> <li>-Positive Living</li> <li>-Stigma</li> <li>-Disclosure</li> <li>-Effects</li> <li>-ART</li> </ul>	<ul style="list-style-type: none"> <li>-Referral</li> <li>-Sensitization</li> <li>-Disclosure</li> <li>-Testimonies</li> <li>-Voluntary Counseling and Testing</li> <li>-Film Shows</li> </ul>
<b>CAREER GUIDANCE</b>	<ul style="list-style-type: none"> <li>-Vocational exploration and their demands</li> <li>-Changes in the new work world</li> <li>-Study skills</li> <li>-Setting personal time tables</li> <li>-Listening and note taking skills</li> <li>-Test/Examination taking skills</li> </ul>	<ul style="list-style-type: none"> <li>-Career Weeks</li> <li>-Career Clubs</li> <li>-Talks/Discussions</li> <li>-Exhibitions</li> <li>-Industrial Tours</li> <li>-Peer guidance</li> </ul>
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>-Objective communication</li> <li>-Effective communication</li> <li>-Writing skills</li> <li>-Public speeches</li> <li>-Chairing meetings</li> <li>-Barriers to effective communication</li> </ul>	<ul style="list-style-type: none"> <li>-Debating</li> <li>-Speech</li> <li>-Sharing meetings</li> <li>-Reading news</li> <li>-Letter writing</li> <li>-MDD</li> <li>Music Dance and Drama</li> </ul>
<b>SPIRITUAL GUIDANCE</b>	<ul style="list-style-type: none"> <li>-Love</li> </ul>	<ul style="list-style-type: none"> <li>-Formation of clubs</li> </ul>

	<ul style="list-style-type: none"> <li>-Forgiveness</li> <li>-Self acceptance</li> <li>-Prayers</li> <li>-Singing</li> <li>-Bible/Quran study</li> <li>-Formation of spiritual clubs</li> </ul>	<ul style="list-style-type: none"> <li>-Prayer retreats</li> <li>-Bible/Quran Study</li> <li>-Fellowship</li> <li>-</li> </ul>
<b>CRISIS AND STRESS</b>	<ul style="list-style-type: none"> <li>-Definition</li> <li>-Forms of crisis and stress</li> <li>-Causes</li> <li>-Effects</li> <li>-Management</li> </ul>	<ul style="list-style-type: none"> <li>-Leisure activities</li> <li>-Friendship formation</li> <li>-Counseling services</li> <li>-Recreation</li> </ul>
<b>GRIEF AND BEREAVEMENT</b>	<ul style="list-style-type: none"> <li>-Definition</li> <li>-Causes</li> <li>-Symptoms</li> <li>-Stages of dealing with grief</li> <li>-Effects</li> </ul>	<ul style="list-style-type: none"> <li>-Counseling services</li> <li>-Closeness to friends and relatives and teachers</li> </ul>
<b>TRAUMA</b>	<ul style="list-style-type: none"> <li>-Definition of Trauma</li> <li>-Causes of Trauma</li> <li>-Effects (Post traumatic stress Disorder)</li> <li>-Trauma therapy</li> </ul>	<ul style="list-style-type: none"> <li>-Counseling services</li> <li>-Sharing past experiences</li> <li>-Referrals</li> </ul>
<b>PROBLEM SOLVING AND DECISION MAKING</b>	<ul style="list-style-type: none"> <li>-Types of decision making</li> <li>-Skills of making decisions</li> <li>-Creation of alternative solutions</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussion</li> <li>-Guidance and counseling services</li> <li>-Disclosure</li> </ul>
<b>HUMAN RIGHTS</b>	<ul style="list-style-type: none"> <li>-Definition of Human Rights</li> <li>-Children's right and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussion</li> <li>-Drama</li> </ul>

	<ul style="list-style-type: none"> <li>-Fundamental human rights</li> <li>-Child abuse</li> <li>-Juvenile delinquency</li> </ul>	<ul style="list-style-type: none"> <li>-Talk shows</li> <li>-Debate</li> <li>-Exposure</li> </ul>
<b>CONFLICT RESOLUTION AND MANAGEMENT</b>	<ul style="list-style-type: none"> <li>-Definition</li> <li>-Common causes</li> <li>-Response to causes</li> <li>-Approaches to conflict management</li> <li>-Role of students and other stake holders in conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>-Guidance and Counseling</li> <li>-Talk shows</li> <li>-Drama</li> <li>-Role plays</li> <li>-Peace Debates</li> <li>-Peace clubs</li> <li>-Reconciliation</li> </ul>