



**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**

### **Peace Education 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:**

- Building a culture of peace to prevent new wars
- Building peaceful schools
- Building peaceful communities
- Transforming cycles of revenge to reconciliation
- Preparing youth to become lifelong peacebuilding practitioners
- Creating a replicable model which links peace education with guidance and counseling
- Practically and tangibly linking peace to community building, personal development, economic development, agriculture, environmental management, girls and women's equality and empowerment, education and health.

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 student-centered peace activities.

Trained peace educators 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 peace studies in the classroom with student centered peace activities. These activities include:

- Peace Drama
- Peace Compositions and Essays
- Peace Poetry
- Peace Debates
- Peace Presentations and Monologues
- Peace Songs, Music and Dance
- Peace Sports and Games

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

## **Curriculum Objectives**

- a) To enhance positive behavioral change of learners through acquisition of skills and knowledge
- b) To avail the learners with an atmosphere of sustainable peace and development
- c) To help the learners develop their own inner peace
- d) To promote the concepts of culture and cultural heritage in relation to peace
- e) To enable learners to appreciate the environment in which they live
- f) To help build a cadre of life long peace building practitioners.
- g) To prevent future wars
- h) To build peaceful schools
- i) To build peaceful communities
- j) To encourage learners to compare and relate the issues and practice of peace to their own environment
- k) To teach students the concepts of fundamental human rights, peace and democracy.
- l) To teach conflict mitigation and conflict management
- m) To teach peace in relation to sustainable development.

## **The following are the curriculum themes and topics:**

### **THEME I - The Understanding and Practice of Peace**

#### **TOPIC 1 - PEACE**

- Definitions
- Why teach peace education
- Types of peace e.g. hot and cold peace
- Advantages and benefits of peace
- Ways of maintaining peace
- Characteristics of peaceful societies
- Factors that hinder peaceful co-existence

## **TOPIC 2 - DEVELOPING INNER PEACE**

- Developing self confidence
- Intra-personal qualities
- Compassion
- Peace as resolution of inner conflict
- Peace as transformation
- Self knowledge
- Children's spiritual needs
- Imagination
- Practicing awareness/self awareness

## **TOPIC 3 - CONFLICT**

- Definition
- Types of conflict
- Causes of conflict
- Levels of conflict
- Outcomes of conflict
- Methods of conflict resolution including indigenous knowledge e.g Acholi traditional mechanisms
- Conflict management
- Conflict mitigation

## **TOPIC 4 - VIOLENCE**

- Definition
- Identify types of violence including in schools e.g. bullying
- Causes of violence
- Prevention of violence
- Substance abuse as related to violence
- Peer pressure and how to overcome it.
- Levels of violence
- Consequences of violence
- Resolution of violence
- Methods of conflict resolution
- Non violent approach as a tool of peace building.

## **THEME II – Culture**

- Definitions
- Elements
- Dimensions
- Evolution/Theory
- Importance of culture
- Cultural dynamics/diversity
- The effects of culture in our society
- School and community culture
- Cultural approaches to peace maintenance and conflict resolution

## **THEME III – Peace, Human Rights and Vulnerable Groups**

### **TOPIC I - PEACE AND HUMAN RIGHTS**

- Definitions
- Types of rights
- Fundamental rights
- Rights, responsibilities and citizenship
- Human rights situations in post conflict environments
- Human rights situation in conflict environments
- Human rights violations

### **TOPIC II - VULNERABLE GROUPS**

- Definitions
- Identifying the different vulnerable groups in the community
- Causes of vulnerability
- Effects of vulnerability
- Ways of reducing/overcoming vulnerability
- Post conflict vulnerability. Who is vulnerable in a post conflict community
- People Living with HIV/AIDS and orphans

#### **THEME IV - GENDER**

- Definitions
- The differences between gender and sex
- Gender equality /inequality at different levels in community
- Gender roles and opportunities
- Gender based violence
- Gender mainstreaming/affirmative action
- Gender and peace
- Practical projects to gender equality and equity

#### **THEME V - FUNDAMENTAL FREEDOM AND DEMOCRACY**

- Understanding democracy and freedom
- Governance and democracy
- World democracy, 2 case studies i.e. USA and Uganda
- The roles of armed forces in democracy
- Leadership, social ethics/ personal integrity
- Elections and constitutionalism
- Corruption/social conduct and civility
- Understanding concepts and functions of communities and societies

#### **THEME VI - SOCIAL JUSTICE**

- Understanding social justice
- Importance of social justice
- Provision of social justice /social welfare in a country
- Equal access to social services
- The Millennium Goals
  - a) Health issues
  - b) Poverty fight
  - c) Other issues

## **THEME VII - THE ENVIRONMENT AND SUSTAINABLE DEVELOPMENT**

- Elements of environment
- Understanding the eco-system and global threats
- Caring for the environment
- Understanding globalization and poverty
- Understanding sustainability and human security
- Resources and resource management
- Population and food security
- International cooperation
- Practical projects in environmental preservation and green living