FORMAT			
1. Name of resource	**Transformative Pedagogy for Peace-building: A Guide for Teachers**		
2. Location	https://unesdoc.unesco.org/ark:/48223/pf0000261349		
3. Alternative location	http://www.iicba.unesco.org/sites/default/files/sites/default/files/A%20Guide%20for%20Teachers%20final%20HQ.PDF		
4. Author[s]	UNESCO International Institute for Capacity Building in Africa (UNESCO – IICBA)		
5. Publisher/producer/ host	UNESCO International Institute for Capacity Building in Africa (UNESCO – IICBA)		
6. Year	2017		
7. Suggested citation	UNESCO-IICBA (2017). Transformative Pedagogy for Peace-building: A Guide for Teachers. UNESCO International Institution for Capacity Building in Africa, available at https://unesdoc.unesco.org/ark:/48223/pf0000261349		
8. Languages in which available	English		
9. Geographic area resource relates to	Horn of Africa and surrounding countries, but with global relevance.		
10. Does the resource relate to a specific time frame?	2015-30		
11. Type	Report	Yes	
	Toolkit/Framework/Roadmap	Yes	
	Sign-post to other resource (database)		
	Case studies	Yes	
	Other		
12. If this is part of an initiative, what is the initiative?	Teacher Training and Development for Peace-building in the Horn of Africa and Surrounding Countries project, funded by the Government of Japan. The project's long-term goal is to develop a critical mass of teachers able to implement effective teaching and learning essential for preparing peace-loving and productive youth in Eritrea, Ethiopia, Kenya, Somalia, South Sudan and Uganda.		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS			
13. Explicit links to collections	No		
14. Explicit links to museums/libraries/archives	Yes		
15. Types of institutions the resource covers	Museums	X	
	Archives	X	
	Libraries	X	
	Other	X	

16. Does the resource relate to specific disciplines?	**Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology**	X
	Science, natural history, technology, medicine, engineering, manufacturing	
17. If no explicit links to collections, justification for inclusion	The resource can be used by collections institutions to develop educational activities supporting peace-building.	
HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT		
18. Collections-related activities the resource relates to (mark all that apply)		
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways		
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections		X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'		X
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs		
Make decisions around collections that contribute to sustainable development more effectively		
i. employment (recruiting, staff training, staff safety)		X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting		
iii. waste management and reduction of waste		

iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	X
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	**"This guide is designed to build the capacity of teachers so that they are informed and empowered in why and how to educate for peace-building. It offers an analysis of conflict, examines the role of ethics, expands on the elements of transformative pedagogy and provides practical tools to assess learners' understanding of peacebuilding concepts and skills. It concludes with 20 engaging activities to support experiential learning. Transformative pedagogy empowers both teachers and learners. It encourages learners to be reflective and critical thinkers who are able to contribute meaningfully as members of local and global communities. It also redefines role of teachers. Teachers become facilitators with the disposition, knowledge, skills and commitment to support students to develop their full potential as peace-builders." (p.1)**
21. Intended audience of resource	Teachers
22. Process of development	"Transformative Pedagogy for Peace-Building: A Guide for Teachers was developed under the overall guidance of Dr. Yumiko Yokozeki, Director of UNESCO-IICBA. Thank you to Ms. Mary Kangethe, Deputy Director, Global Priorities, Kenya National Commission for UNESCO,

	Mr. Charles Mwaniki, Assistant Director, Kenya Ministry of Education and Mr. Virgilio Juvane, Programme Coordinator of UNESCO-IICBA for providing preliminary comments. IICBA is grateful for Mr. Mame Omar Diop, Programme Specialist of UNESCO-IICBA and Ms. Eyerusalem Azmeraw, Project Officer of UNESCO-IICBA who also provided valuable insights and comments and to Mr. Daniel Ergetachew, who completed the layout. Thank you to Dr. Martha K. Ferede, Project Coordinator for UNESCO-IICBA, who wrote sections of the guide and liaised with contributors. IICBA extends its gratitude to Arigatou International and Dr. Yonas Adaye, Assistant Professor, Peace and Security Studies at Addis Ababa University, who developed the guide. Portions of this guide have been adapted from Arigatou International's Learning to Live Together publication. Bringing this publication to fruition was a collective effort. UNESCO-IICBA gratefully acknowledges the time and effort spent by those involved in preparing and producing this important publication." (p.1)
23. Organisation/structure/contents	Glossary of terms 3 Organization of guide 5 Introduction 6 I. Learning to live together in the Horn of Africa: Context 6 II. Role of peace education in peace-building 6 III. The role of teachers in peace education 7 **Chapter 1: Understanding conflict 8** 1.1 Understanding conflict 8 1.2 Conflict context 8 1.3 Conflict analysis 8 1.4 Conflict mapping 9 1.5 Direct, structural and cultural violence 9 1.6 Conflict dynamics 10 1.7 Conflict handling mechanisms 11 1.8 Role of the family, school and community in handling conflict 11 **Chapter 2: Peace-building 13** 2.1 Linking peace-building and peace education 13 2.2 Peace-building principles and frameworks 13 2.3 Building a culture of peace 14 2.4 Identity, diversity and peace-building 14 **Chapter 3: Encouraging ethical reflections in classrooms 16** 3.1 Peace education and ethics 16 3.2 Peace education and the human rights-based approach 16

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FRAMEWORKS	
24. Framework structure	The resource contains many approaches, lists of competencies and activities that can support peace-building that can be considered as frameworks. See the resource for further information.
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	X
North and South perspectives	X
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	Yes

31. SDGs specifically mentioned?	Yes
32. SDG targets specifically mentioned?	Yes
33. SDG indicators specifically mentioned?	Yes
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is most closely linked to the training and skills of teachers (which can be applied to all kinds of educators), which is the basis of SDG 4.4. The resource can support, in particular, SDG 4.7 (Education for Sustainable Development). Promoting effective, inclusive learning environments supports SDG 4.A, and safe and welcoming public spaces supports SDG 11.7. Promoting a culture of peace can support a range of SDG targets, for example 5.1 (end discrimination against women and girls), 5.2 (preventing violence against women and girls), 10.2 (support universal social, economic and political inclusion) and 16.1 (Significantly reduce all forms of violence and related death rates everywhere), 16.2 (End abuse, exploitation, trafficking and all forms of violence against and torture of children) and 16.3 (Promote the rule of law at the national and international levels and ensure equal access to justice for all). The focus on partnerships supports both SDGs 17.16 and 17.17 (international and national partnerships respectively).
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong	Numbers of people in each type of programme drawing on collections from different demographic groups.

learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective.
SDG 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all women and girls everywhere	Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.
SDG 5. Achieve gender equality and empower all women and girls 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including	Collections development, to ensure collections can be used as a basis for programmes that aim to raise awareness of, and reduce, all forms of violence against women and girls. Number of educational, awareness-raising, research and partnership programmes drawing on collections that aim to

trafficking and sexual and other types of exploitation	reduce, prevent and eliminate all forms of violence against women and girls, including trafficking and sexual and other types of exploitation.
SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. Numbers and proportions of people making use of collections in relation to the demographic of the local population. Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion. Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions. Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities. Increases in numbers of people accessing collecting institutions from different demographic groups. Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.1 Significantly reduce all forms of violence and	Collections development that relates to violent crime, and violence of all kinds, and the relationships between violence and mortality. Number of educational, awareness-raising and partnership programmes drawing on collections that aim to reduce violence and related mortality.

related death rates everywhere	
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children	Collections development that addresses issues relating to child exploitation and violence. Number of educational, awareness-raising and partnership programmes drawing on collections that aim to reduce exploitation, trafficking and violence against children. Policies, plans and procedures in place to protect children from all forms of abuse, violence and exploitation.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all	Collections development that relates to the rule of law, equality before the law, and justice for all. Number of activities drawing on collections, for example educational, research and partnership activities, that promote the rule of law at national and international levels, and that promote a culture of lawfulness, and the right of all to justice.
SDG 17. Partnerships for the goals 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries	Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions. Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs.
SDG 17. Partnerships for the goals	***17.17.1 Amount of United States dollars committed to public-private and civil society partnerships***

17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships		Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organisations and institutions.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	