

‘Empowering Teachers in Uganda and Somalia through the GPPAC Global Network’

Project

The Peace Education Working Group (PEWG) Collaborative Peace Education Lesson Planning and Program Pilot

This project intends to empower primary school teachers in Uganda and Somalia to collaboratively design, and pilot peace education lesson plans aligned with their national curricula and country context in relation to promoting a culture of peace. Five teachers from Uganda and five from Somalia were temporarily released from their schools for up to five days to co-develop practical peace education resources in collaboration with the Global Partnership for the Prevention of Armed Conflict (GPPAC) network and Center for Conflict Resolution (CECORE), Uganda. The program covers teacher replacement costs, facilitate peer mentorship, and culminate in a global online forum where participating teachers will present their work to the GPPAC community. Running over seven months from February to June 2026, the initiative aims to strengthen school-based peace education, foster international collaboration, and create adaptable resources for wider use in East Africa and beyond.

Background Information

The Connection for Peace (CfP) project benchmark process highlights the urgent need to strengthen local actors’ capacity to address local issues. Specifically, Ahmed Mohamed Deputy Director, Save Somali Women and Children (SSWC) requested support in developing peace education resources and approaches for local actors. Similarly Rose Othieno, Executive Director of Centre for Conflict Resolution (CECORE) Johnfisher Tumwesigye, Program Director at CECORE, Uganda have pointed to the need for simple and visual training materials and resources to strengthen local capacity for peace building and emphasized the demand for visual and simplified peace-building materials for schools and out-of-school youth. Both countries face risks of electoral or localized violence, making peace education critical for fostering cultures of nonviolence, tolerance, and dialogue. Teachers, as trusted community leaders, are well-placed to integrate peace values into daily teaching but lack time, resources, and support.

Situation Analysis

Uganda has made formal efforts to integrate peace, values, and citizenship into its primary school curricula. Uganda’s National Primary School Curriculum (P1-P7) includes subjects such as Social Studies, Religious Education (Christian and Islamic), Life Skills and Values, and Creative Arts/Physical Education. These subjects already contain specific thematic areas around cooperation, love, respect and tolerance, peace and security, citizenship,

patriotism, moral values, and community service. Interventions in peace education are also evident: The Youth Peacemaker Network has reached over 10,000 students across 82 schools with conflict resolution education, peer mediation, and peace-building skill training. There is also a “Peace Education Manual” developed by Finn Church Aid, Uganda Muslim Youth Development Forum (UMYDF), and Teachers Without

Borders, including 34 lesson plans used in peace clubs, designed to build socio-emotional skills, cooperation, and nonviolent conflict resolution. The Gender and Peacebuilding Training Manual (Uganda Ministry of Education / UNICEF) was piloted in the conflict-affected Karamoja region, training primary school teachers in participatory peace and gender equity education.

In Somalia, analysis reveals that the current formal curricula are lacking in explicit peace education content. Key concepts like conflict prevention, reconciliation, and nonviolent civic engagement are either missing or treated in vague terms (for example, “national integration”) without practical depth. The curricula are criticized for not sufficiently reflecting Somali lived realities, identity, and history, meaning content is sometimes borrowed or external, not locally grounded.

Globally, UNESCO IICBA’s “Education for Peace, Resilience Building and PVE (Prevention of Violent Extremism)” program across 28 African countries has successfully supported ministries, teacher training institutions, and schools to integrate peace and global citizenship education into formal curricula. Tostan in Senegal (West Africa) has implemented non-formal education approaches that combine human rights, problem-solving, health, and democracy in modules, integrating peace and security with community empowerment. (Indigenous language, local culture, rights education) — shows that locally grounded, rights/peace-based education works when tailored to local culture. In Asia & Latin America (for example, social justice, human rights, or citizenship education modules), many interventions show that embedding peace education in existing subjects (e.g., social studies, life skills) rather than as standalone courses leads to better sustainability. The PEWG and GPPAC network offer international mentorship and resource-sharing to strengthen locally tailored approaches.

While peace education themes exist in Uganda’s national curriculum, resources are fragmented; many teachers lack training in peace pedagogy; there is limited collaborative development or peer mentoring; and some regions, for example, conflict-affected zones lag behind. In Somalia, formal curricula do not clearly or sufficiently include peace education; teacher capacity and resources for peace pedagogy are scarce; alignment of content with local culture, history, and identity is lacking; also, political instability, resource constraints, and varying education access further hamper the embedding of peace values.

Consequently, teachers in Uganda and Somalia lack minimal access to structured peace pedagogy, context-relevant peace education resources and opportunities for collaborative development, limiting their ability to foster nonviolent conflict resolution, tolerance, and dialogue within classrooms and communities.

Goal

To empower a core group of teachers in Uganda and Somalia to collaboratively design, test, and disseminate peace education lesson plans aligned with their national curricula, strengthening schools' and communities' capacity for peace-building.

Objectives

1. Enable ten teachers (five from Uganda, five from Somalia) to collaboratively design, test, and share peace education lessons.
2. Develop and disseminate culturally and contextually relevant educational resources with support from Center for Conflict Resolution (CECORE), Uganda and Save Somali Women and Children.
3. Cross-learning and sharing outcomes.
4. Create a sustainable peer mentorship and teacher network (within Uganda, Somalia, and connected via GPPAC) to support ongoing improvement and scaling.

Rationale

There is a need for curriculum alignment and national commitment to peace education in Uganda and Somalia. Uganda already includes peace, values, citizenship, and religious education in its curriculum; Somalia's curriculum has "national integration" themes but lacks practical peace education content. Therefore, there is firm policy ground and a gap that this pilot can fill. The situational analysis revealed a teacher capacity and resource gap. Teachers in both countries frequently report a lack of training, a lack of locally relevant materials, and no collaborative peer development for peace pedagogy. This pilot responds directly to those expressed needs. Evidence of successful programs in Uganda (WPDI, Finn Church Aid, UMYDF, UNICEF) shows measurable reduction in conflict incidents, improved peer relations, and better learner behaviour when conflict resolution and peace education are delivered in a structured manner. Also, the UNESCO IICBA Transformative Pedagogy programs demonstrate how scaling can work via ministry engagement. For cultural relevance and localization, particularly for Somalia, the pilot's emphasis on local history, identity, conflict experiences, and values will address critiques that existing curricula are

alienating. Notably, by designing lessons that plug into existing subjects, training teacher networks, engaging Ministries and agencies, and producing open-access materials, the model can be sustained and expanded beyond the pilot.

Beneficiaries

- Primary school beneficiaries: 10 teachers (Uganda and Somalia)
- Secondary beneficiaries: Pupils/learners in participating schools, colleagues, and local education authorities
- Indirect beneficiaries: Wider school communities, out-of-school youth, and regional GPPAC members

Expected Outcomes

- Locally adapted peace education lesson plans aligned with Uganda and Somalia curricula.
- Strengthened teacher capacity in peace pedagogy and resource development.
- Increased peer-to-peer mentorship and global collaboration.
- Enhanced learner engagement in values of nonviolence, love, respect and tolerance, and dialogue.

Achievement Indicators

- 10 teachers trained and actively participating in lesson design
- Between 5 and 25 lesson plans are piloted and documented for adaptation
- Teacher feedback reports on piloting outcomes
- One global online forum conducted with presentations shared with GPPAC network
- Resource dissemination via GPPAC, CECORE, and Save Somali Women and Children platforms

Partners and roles

- CECORE (Uganda) – Eastern and Central Africa GPPAC Regional Secretariat is the lead agency for contractual and funding matters as well as provide technical and training support to ensure relevance to the local context, coordination of teacher selection and maintenance of local school partnerships



- SSWC (Somalia) – technical and training support to ensure relevance to the local context, coordination of teacher selection and maintenance of local school partnerships
- Ministries of Education (Uganda & Somalia) and Uganda National Curriculum Development Centre (NCDCC) staff were invited to review sample lessons and provide advice for alignment with respective national curricula
- GPPAC – Peace Education Working Group (PEWG) core team lead the project in collaboration with CECORE and SSWC, be responsible for mentorship, training workshop, global workshop, evaluation and dissemination of project outcomes.

Roll-out and Sustainability Plan

- Integration into Curriculum: Lesson plans designed to fit within Uganda's and Somalia's Social Studies, Religious Education, Life Education and other subjects where peace modules are embedded.
- Capacity Building: Teachers will train peers within their schools and districts, supported by GPPAC through CECORE and Save Somali Women and Children.
- Resource Sharing: Materials will be freely shared via GPPAC's open-access platforms, ensuring ongoing availability.
- Policy Alignment: Engagement with National Curriculum Development Center and Ministries of Education will position the program for potential scale-up and institutional adoption.
- Sustainability: Peer mentorship structures and local ownership by CECORE and SSWC ensure continuity beyond the pilot phase.

What has so far been done and achieved

Between April and July 2026 forty plus peace education lessons were written for primary schools by classroom teachers in priority Connection for Peace project countries. The lessons were written as an international collaboration between PEWG members with support from GPPAC colleagues in Uganda and Somalia. The lessons have been drafted and will soon be ready to be shared locally in Uganda and Somalia, education ministries/agencies and potentially across the GPPAC network.

This was as the result of the Dutch Ministry of Foreign Affairs_funded Connection for Peace (CfP) project benchmark process which highlighted the urgent need to strengthen local actors' capacity to address local issues. Specifically, Ahmed Mohamed Deputy Director, Save Somali Women and Children (SSWC) requested support in developing

peace education resources and approaches for local actors. Similarly Rose Othieno, Executive Director of Center for Conflict Resolution (CECORE) Johnfisher Tumwesigye, Program Director at CECORE, Uganda pointed to the need for simple and visual training materials and resources to strengthen local capacity for peace building.

The project saw the development of the teachers' understanding of peace education as an approach, one that could be taught across disciplines and in direct alignment with their respective national curricula.

There was significant shift in some of the teachers' understanding of peace building skills and the importance of being able to articulate these as key competencies in lesson planning.

A range of tools were developed for the project including, mentoring guidelines, sample peace education lesson plans and pre and post project surveys. These were tested and could be adapted for use elsewhere subject to a project review.