WEST AFRICA NETWORK FOR PEACEBUILDING
BUILDING RELATIONSHIPS FOR PEACE

TEACHING MANUAL

FOR THE PREVENTION OF
VIOLENT EXTREMISM
IN THE SAHEL AND NIGERIA

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GPPAC

Global Partnership
for the Prevention of
Armed Conflict

Economic Community
of West African States

Austrian
Development
Cooperation

SWEDEN

AUTHORS | CONSULTANTS

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ATTENTION

In this manual, the **masculine gender** is used to represent
both sexes, without any discrimination against men and women
and for the sole purpose of simplifying the text.

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ACRONYMS

DNP:	National Directorate of Pedagogy (Direction Nationale de la Pédagogie)
ECOWAS:	Economic Community of West African States
GPPAC:	Global Partnership for the Prevention of Armed Conflict
IFM:	Teacher Training Institute (Institut de Formation des Maitres)
MEN:	Ministry of Education (Ministère de l'Education Nationale)
UNICEF:	United Nations Children's Fund
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
PVE:	Prevention of Violent Extremism
NAPE:	Non-Violence and Peace Education
WANEP:	West Africa Network for Peacebuilding
WIPNET:	Women in Peacebuilding Network

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ACKNOWLEDGEMENTS

FOREWORD

Violent extremism has created in West Africa, and particularly in the Sahel and Nigeria, not only an atmosphere of fear, suspicion and insecurity, but also a real threat to peace and sustainable development. Recognizing education as a major critical development interventions for peacebuilding and combating violent extremism, WANEP, with the technical and financial support of its partners, has developed a teaching manual to prevent violent extremism in the affected countries.

The manual thus developed is the product of synergy of skills of the WANEP team, partners, mandated consultants and experts solicited for this purpose. In the crafting of the document, attention was given to the experiences and challenges of insurgency and violent extremism in ECOWAS member States in the Sahel region and Nigeria. It defines the skills that primary school pupils must develop in order to understand and prevent all forms of violent extremism. The content of the Manual takes into account the mix of learners' capacities to understand violent extremism and develop the appropriate means to prevent the phenomenon in their living environment, and even beyond.

This manual for preventing violent extremism complements the knowledge and content base of existing official curricula in the Sahel countries and Nigeria. It is developed primarily to be used by teachers and other education professionals. It may also be used by policy makers, key players and development partners involved in the prevention of violent extremism in formal and non-formal education sectors respectively.

This tool is experimental and evolving in nature. We therefore welcome observations and comments that will continuously improve its contents, method and pedagogy according to the contexts and the circumstances of each country.

Dr. Leopoldo AMADO
Commissioner, Education, Science
and Culture, ECOWAS Commission

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INTRODUCTION

The aim of education is, among others, to prepare individuals to acquire knowledge, skills and attitudes that enable them to live, interact and thrive in a diverse social and cultural dynamic environment. It also aims to develop individuals' ability to ensure their participation in the nation building process.

In the context of the prevention of violent extremism in general, and in the Sahel countries and Nigeria in particular, education has a role to play at different levels, all important and complementary. It prepares individuals and communities for resilience and solutions to issues of fear, suspicion and insecurity that pose real threats to peace, sustainable development and regional integration.

The manual specifically aims at training future resilient citizens who are:
- Aware of the challenges, causes and consequences of violent extremism and make responsible and informed decisions; and
- Capable of developing appropriate strategies for tackling violence extremism in their environment.

The present Teaching Manual for the Prevention of Violent Extremism in the Sahel countries and Nigeria is intended for use by primary school teachers. At the end of the lessons / learnings related to the topics and contents proposed, the learners will be able to acquire the knowledge necessary to the development of skills allowing them to behave like good citizen and to assert their personality.

To achieve this, the teacher must rely on the learners' intuition and active reflection. Methodologically, the use of resource persons and investigations is recommended in order to better learners understanding of the facts related to violent extremism in his country. Thus, it will contribute to the training of future resilient citizens, aware of the stakes, causes and consequences of violent extremism, capable of developing strategies adapted to the situation of their environment and elsewhere.

To succeed, the teacher must be a role model through active conviction, commitment, citizenship and patriotism; and aligning his behaviour with what learners learn.

The manual thus made available for the training of primary learners includes the following sections:

- Goals and objectives of the manual
- Manual contents for primary 1-3 classes (i.e. lower basic education level) also known as 'introductory/preparatory classes' in French speaking member States
- Manual contents for primary 4 - 6 classes (middle basic education level) or the 'aptitude/elementary school classes'

- Manual contents for junior secondary (JS) 1-3 classes (upper basic education level) or the 'orientation/average school classes'
- Practical guides for teachers
- Evaluation mechanism
- Educational tools and materials for implementing the manual
- A roadmap for manual implementation; and
- A glossary

GOALS AND OBJECTIVES OF THE MANUAL

The Teaching Manual for the Prevention of Violent Extremism aims at training resilient citizens able to participate in sustainable development in the Sahel countries and Nigeria through their good citizenship and their contribution to the prevention of violent extremism in all its forms both in their country and globally.

BACKGROUND AND RATIONALE

WANEP's Non-Violence and Peace Education Program, NAPE, provides a platform for holistic analysis of issues related to violent extremism and promotes the values of compassion, equality, interdependence and non-violence.

Building on this program and recognizing that a culture of non-violence and community resilience is imperative for lasting peace, WANEP has developed a Peace Education Guide that provides a practical framework for a comprehensive program of peace education.

WANEP, as ECOWAS' strategic partner for peacebuilding, convened in December 2014, a meeting of experts in Accra on the theme: The Context of Violent Extremism and its Implication on the Future Generation of West Africa – The place of peace education in preventing violent extremism. At that meeting, the experts deliberated extensively on the incorporation of strategies for preventing violent extremism into peace education manual in West Africa. They identified the ECOWAS Council of Ministers' directives that stipulates all ECOWAS member States should establish peace education in their school curriculums as a window of opportunity for developing strategies for preventing violent extremism.

Thus, the modus operandi for preventing violent extremism proposed by the experts highlighted the need:
- For specific aspects of the peace education manual to focus on curtailing violent extremism;
- To develop concrete plan of action and framework for countering violent extremism including the review of existing school manuals to determine the gaps; as well as;
- To use existing normative frameworks and respect of the ECOWAS Council of Ministers' directives that all ECOWAS member States integrate peace education as a window of opportunity in the curricula.

Another follow-up expert meeting on Developing a Framework for a Manual on Preventing Violent Extremism in the Sahel Region and Nigeria was held from 22 to 23 February 2018 in Accra, Ghana. Among others, the meeting aimed at:
- Sharing insights on current dynamics on violent extremism;
- Identifying knowledge and skill gaps in existing manual to prevent violent extremism;
- Drawing up an action plan for the development and operationalization of the manual; and
- Suggesting guidelines and strategies for developing a manual to prevent violent extremism in ECOWAS member States in the Sahel region and Nigeria.

In addition, at the experts meeting, a framework describing key areas of knowledge and skills in the formal sector of education in the Sahel countries and Nigeria was defined.

The experts at the meeting also made the following recommendations:

After the development of the manual,
The following should be taken into consideration:

- Production of a glossary to help understand the themes and sub-themes developed;
- Inclusion of the different levels of education chosen;
- Adaptation of the selected themes, sub-themes and contents to the levels of study and the characteristics of the learners;
- Consideration of the integrative aspect of the manual contents with those of existing official curricula/programmes in the affected countries;
- Provision of guidelines for teachers and other manual users on how to organise teaching and learning activities in order to help learners develop the expected skills and competences for fighting violent extremism in their communities and countries;
- Provision of methodological guidance and advice on learning assessments mechanisms and strategies;
- Suggestion of training modules for teachers and other trainers in formal and non-formal education system, in each of the affected country;
- Train country trainers using modules developed for this purpose;
- Train teachers who, in turn, will train students at the different levels defined in the manual;
- Establishment of a monitoring and evaluation mechanism for the implementation of the manual in the concerned countries.
- Hold a validation workshop.

REGIONAL MINIMUM EDUCATION MANUAL
FOR THE PREVENTION OF VIOLENT EXTREMISM IN PRIMARY SCHOOL CLASSES

A: MANUAL FOR PRIMARY 1 – 3 CLASSES (INTRODUCTORY/PREPARATORY SCHOOL)

Pedagogical orientation

At this stage of the primary cycle, the learner must be prepared to respect and tolerate his peers, parents and school authorities, exhibit conducive behaviours and actions that promote peaceful co-existence. In order to develop respect and tolerance for others, the learner must appreciate the existence of differences in people, and cultural diversity. He must also discover and respect human rights in order to contribute to building a more just, peaceful, tolerant, inclusive and sustainable world.

Competencies

Using diverse situations and instructional strategies, the teacher is expected to help the learner develop the requisite competencies for good citizenship:

- Good citizenship and national unity that is anchored in the values of love for peers, teachers, family members and immediate community;
- Asserting his personality by constructively engaging the society and not resort to the use of violence;
- Making responsible and informed decisions about himself and others in all circumstances.

Objectives

Specifically, teaching and learning activities in the Early Primary Grade should enable learners to:
- Demonstrate respect for peers, teachers, family and community members;
- Express a sense of belonging to a community; and
- Strengthen in learners, attitudes of empathy, solidarity and respect for differences and diversity in school, family and community.

Contents

The learner is expected to:

- Cultivate the acceptance of others: personal life and solidarity relationships with friends, teachers, community members;
- Discover the multiplicity of values: value human relationships with friends, teachers, family, community members;
- Express the feeling of belonging to a community, to a nation (spirit of patriotism): belonging to a community linked to a national group that transcends peculiarities;
- Discover the existence of others: diversity of attitudes and behaviors of the members of his living environment;
- Positively appreciate behaviors and gestures: positive appreciation of the attitudes and behaviors of others;
- Discover life in society, tolerance: live in harmony with friends, teachers, family members, community members.

Themes, Contents, Skills/Competencies and Carrier Subjects
For Primary 1 - 3 Classes (Introductory/Preparatory School)

N°	Themes	Contents	Skills/Capacities	Carrier Subject
1	Acceptance of others	Personal life and solidarity relationships with friends, teachers, parents, and community members.	Discover human elements of his living environment.	Moral and Civic Education Languages and Communication Arts (drawing, singing)
2	Multiplicity of Values	Relationships with: classmates, teachers, family members, community members.	Value the relationships that exist between him and his environment.	Moral and Civic Education Languages and Communication Arts (drawing, singing)
3	Behaviours and gestures	Attitudes and behaviours of others.	Positively appreciate the attitudes and behaviours of others.	Moral and Civic Education Languages and Communication Arts (drawing, singing)
4	Existence of others	Diversity in attitudes and behaviours of the members of his living environment.	Discover the diversity of attitudes and behaviours of the members of his living environment.	Moral and Civic Education Languages and Communication Arts (drawing, singing)
5	Belonging to communities and nation	Belongingness and linkage to: a community, national group that transcends peculiarities.	Develop and express the feeling of belonging to a nation (spirit of patriotism and nationalism)	Moral and Civic Education Languages and Communication Arts (drawing, singing)
6	Social life and tolerance	Living in harmony with: classmates, teachers, family members and community members.	Live in harmony with other members of your community.	Moral and Civic Education Languages and Communication Arts (drawing, singing)

Implementation strategy

The contents of this programme for primary 1 – 3 classes (introductory/preparatory school) are not a stand-alone subject. They are to be integrated into the official curricula of existing carrier subjects in the Sahel countries and Nigeria.

The teaching/learning activities will be integrated into relevant carrier subjects like Languages and Communication, Moral Education, Social Studies, Civic Education; and Arts (drawing, music, drama, etc.). It will be necessary to cultivate in children of this age, the foundational behaviours and skills for belonging to a group or community, as well as enable them live in harmony with their peers, other learners, teachers, family and community.

The implementation modalities thus defined should contribute to the development of the first bases of citizen behaviour through teaching / learning activities. Suggested teaching and learning materials include level appropriate textbooks, story books, comic books, hand bills and flyers, audiovisual media, drawings, etc.

Evaluation and assessment

The evaluation of this program will focus on appropriate cognitive, socio-emotional and psychomotor skills. Assessment would include tests knowledge, observation of learners' behaviour in the classroom, school environment, family and immediate community.

B: MANUAL FOR PRIMARY 4 - 6 CLASSES (APTITUDE/ELEMENTARY SCHOOL)

Pedagogical orientation

The manual for primary school classes 4 to 6 is a progression of the early primary grades (i.e. primary school classes 1- 3) manual. Its design is based on same logic that defines the manual for early primary grades. At this level, learners begin to mature both intellectually and psychologically. Therefore, the teacher has to take into consideration those aspects in the implementation of the program.

Competencies

The requisite skills and competencies to be acquired by learners in primary classes 4 – 6 include:
• Good citizenship and national unity that is anchored in the values of love for peers, teachers, family members and immediate community;

- Assertive personality with the capability to constructively engage the society and never resort to the use of violence;
- Ability to make responsible and informed decisions about himself and others in all circumstances.

Objectives

The specific objectives of the manual is to enable learners:
- Understand the phenomenon of violent extremism;
- Adopt attitudes and behaviours that are conducive to the prevention of violent extremism;
- Communicate messages to families and communities about the prevention of violent extremism.

Contents

The contents of this manual are organised around the following themes:
- Key concepts related to violent extremism;
- Factors that promote violent extremism;
- Factors that attract violent extremism;
- Warning signs and indicators of violence and extremism behaviour;
- Risks and consequences of violent extremism;
- On the individual;
- On society;
- Strategies to combat violent extremism, and;
- Communication to Prevention violent extremism.

Themes, Contents, Skills/Competencies and Carrier Subjects
For Primary 4 - 6 Classes (Aptitude / Elementary School)

No	Themes	Contents	Skills/Capabilities	Carrier subjects
1	Key concepts related to violent extremism	Definition of Key concepts: e.g. discrimination, persecution, human rights, fundamental freedoms, ethnocentrism, xenophobia, violent extremism, tolerance, intolerance etc.	Understanding the concepts of discrimination, persecution, human rights, fundamental freedoms, ethnocentrism, xenophobia, violent extremism, tolerance and intolerance.	Civic and Moral Education, History, Geography, Drawing
2	Factors that promote violent extremism	Discrimination, persecution, limited access to quality education and deprivation of fundamental rights/freedom, poverty, unemployment and intolerance.	Identify factors that contribute to violent extremism.	Civic and Moral Education, History, Geography, Drawing

No	Themes	Contents	Skills/Capabilities	Carrier subjects
3	Factors that attract violent extremism	Contact with well-organized violent extremist groups, access to hate speech, persuasion, membership in an extremist group, acceptance of promises of assistance made by an extremist or extremist group, promise of material support or services made by an extremist or extremist group.	Enumerate the factors that attract violent extremism	Civic and Moral Education, History, Geography, Drawing
4	Warning signs and indicators of violence and extremism behaviour	Suspicious behaviour: - Breaking up with family or long-time friends; - Sudden drop-out from school; - Change of behaviour in terms of appearance, food, mode of dressing, etc.; - Sudden possession of large amounts of money; - Change of attitudes and behaviours towards others (withdrawal, rejection of long-time friends; - Rejection of the school authorities, etc.)	Mention suspicious behaviour related to violent extremism	Civic and moral Education, History, Geography, Drawing
5	Risks and consequences of violent extremism	Risks and consequences for the individual and for society (e.g. destruction of the social fabric, incivility, etc.);	Outline the risks and consequences of violent extremism	Civic and Moral Education, History, Geography, Drawing
6	Combating violent extremism	Fighting violent extremism: - In schools; - Within families and - Within communities.	To know some of the strategies for fighting violent extremism in schools within families and communities;	Civic and Moral Education, History, Geography, Drawing
7	Communication	Communication and awareness creation, for fighting violent extremism.	Communicate messages about violent extremism to the family and community.	Civic and Moral Education, History, Geography, Drawing

Implementation strategy

As in the case of early primary grades programme, the contents of this manual are to be integrated into the existing official curricula in the Sahel countries and Nigeria. The integrating themes and content related to the prevention of violent extremism will be infused into carrier subjects like Moral Education, Social Studies, Civic Education, Languages and Communication, History, Geography and Creative and Cultural Arts (drawing, singing, drama, etc.)

Teachers are expected to design teaching and learning activities adapted to the level of learners that would create the links between theoretical contributions and the reality of life in the environment. Suggested teaching and learning materials include level appropriate textbooks, story books, dance drama, comic tales, hand bills and flyers, audio-visual media, drawings, etc.

Evaluation and assessment

The evaluation and assessment will be done through varied but appropriate cognitive tests, and the observation of learners' behaviour in the classroom, school environment, family and immediate community (Ref. Teacher' Guide).

C: MANUAL FOR JUNIOR SECONDARY (JS) 1 – 3 CLASSES (ORIENTATION/ AVERAGE SCHOOL)

Pedagogical orientation

The manual at this level is a further build up of knowledge and competencies learners require for fighting violent extremism in their communities. Although its design, competencies, and implementation strategy follow the same underlying principles and logic as the curricula for primary education (i.e. Primary classes 1 - 6) the contents of this manual require thinking and reasoning processes for tackling violent extremism that reflect the intellectual and psychological maturity of the learners.

Competencies

Learners at this level are expected to:
- Promote national unity through good citizenship, that is anchored in the values of love for peers, teachers, family members and immediate community;
- Constructively engage their society and never resort to the use of violence;
- Assert their personality by making responsible and informed decisions about themselves and others in all circumstances.

Objectives

The teaching and learning of the contents of this manual should enable learners in junior secondary schools to:
- Understand the phenomenon of violent extremism;
- Adopt attitudes and behaviours that are conducive to the prevention of violent extremism;
- Become aware of their rights and duties in the prevention of violent extremism;
- Explain to their classmates, parents and other community members the causes and consequences of violent extremism in the Sahel countries and Nigeria;
- Prepare messages on the prevention of violent extremism in the Sahel and Nigeria;
- Communicate key messages related to the prevention of violent extremism to peers, family and community.

Contents

The contents of this manual are organised around the following themes:
- Definition of key concepts related to violent extremism;
- Factors that promote violent extremism;
- Factors that attract violent extremism;
- Warning signs and indicators of violence and extremism behaviour;
- Risks and consequences of violent extremism on the individual and the society;
- Strategies to combat violent extremism;
- Global citizenship.

Themes, Contents, Skills/Competencies and Carrier Subjects
For Junior Secondary 1-3 Classes (Orientation / Average School)

No.	Theme	Contents	Skills/ Capabilities	Carrier subjects
1	Key Concepts	Definition of Key concepts: - Discrimination; - Persecution; - Human Rights and Fundamental Freedoms; - Ethnocentricism, - Xenophobia; - Violent extremism; - Tolerance; - Intolerance;	Understand the notions of discrimination, persecution, human rights, fundamental freedoms, ethnocentrism, xenophobia, violent extremism, tolerance, intolerance. Reject violation of human rights, violent extremism, etc.	Civic and Moral Education, History, Geography, Drawing

No.	Theme	Contents	Skills/ Capabilities	Carrier subjects
2	Factors that promote violent extremism.	- Discrimination; - Persecution; - Limited access to quality education; - Deprivation of fundamental rights and freedoms; - Ethnocentrism; - Xenophobia; - Intolerance.	Reject the factors that promote violent extremism.	Civic and Moral Education, History, Geography, Drawing
3	Factors that attract violent extremism.	- Contact with well-organized violent extremist groups; - Access to hate speech; - Persuasion to join an extremist group; - Acceptance of promises of assistance made by an extremist or extremist group; - Promise of material support or services/ achievements made by an extremist or group of extremists.	Mention the factors that attract violent extremism	Civic and Moral Education, History, Geography, Drawing
4	Warning signs and indicators of violent and extremism behaviour.	Suspicious behaviour. - Breaking up with family or long-time friends; - Sudden school drop-out; - Change of behaviour in terms of food, clothing, etc; - Sudden possession of large amounts of money; - Change of attitudes and behaviours towards others (e.g. withdrawal, - Rejection of long-time friends; rejection of the school authorities, etc.)	Mention suspicious behaviours related to violent extremism	Civic and Moral Education, History, Geography, Drawing
5	Risks and consequences of violent extremism	Risks and consequences for the individual and the society	- Mention the risks and consequences of violent extremism - Explain to his classmates, parents and other community members, the causes and consequences of violent extremism in the Sahel countries and Nigeria.	Civic and Moral Education, History, Geography, Drawing

No.	Theme	Contents	Skills/ Capabilities	Carrier subjects
6	Combating violent extremism	- Strategies to prevent violent extremism in schools; within families and in the community - Communicate information, and create awareness on violent extremism, using social media.	- To know how to fight violent extremism in schools; within the family; and in the environment; - Become aware of his rights and duties in the prevention of violent extremism in his living environment - Participate in actions to fight violent extremism in his living environment - Prepare awareness messages on the prevention of violent extremism; - Communicate messages to classmates, parents and other members of the community about the prevention of violent extremism. - Communicate messages about violent extremism to family and community members - Use social media as a means to fight violent extremism	• Civic and Moral Education, • History, • Geography, • Drawing
7	Global Citizenship	Charcteristics of a global citizenship: - Culture of non-violence; - Inter-cultural dialogue; - Inter-religious dialogue; - Acceptance of diversities; - Cultural relativity.	Promote global citizenship by: - Peace education - Culture of non-violence, - Inter-cultural dialogue - Inter-religious dialogue	Civic and Moral Education, History, Geography, Drawing

Implementation strategy

This manual is not a stand-alone subject. Its contents are to be integrated into the official curricula of existing carrier subjects like Moral Education, Social Studies, Civic Education, Languages and Communication and Cultural and Creative Arts (involving History, Geography, Drawing, Music, Dance Drama, etc.). The integration of the manual contents and relevant teaching and learning competencies

into relevant carrier subjects would enable the learners appreciate the plurality of religious thoughts and beliefs; take responsible decisions about themselves and others in all circumstances, constructively engage their community without resorting to the use of violence; and at the same time live in harmony with their peers, teachers, family and community members.

In addition, the implementation of the manual must take into account the fact that most learners in junior secondary schools, are characterised by physiological changes that influence their beliefs and attitude towards constituted authority. Teachers must therefore take cognisance of these behavioural characteristics when handling a subject as sensitive as the prevention of violent extremism. Suggested teaching and learning materials include level appropriate textbooks, story books, debates, hand bills and flyers, audio-visual media, etc.

Evaluation and assessment

The evaluation of this manual will focus on the acquisition of cognitive skills as well as the socio-emotional and psychomotor skills by the learners. Assessment instruments would include tests knowledge components of the manual, observation of learners' behaviour in the classroom, school, family and immediate community.

STRATEGIES FOR PREVENTING
VIOLENT EXTREMISM IN THE SAHEL AND NIGERIA

Experiences from the field

Very often, strategies to prevent violent extremism are developed and implemented for the benefit of the populations, which are very often sidelined. In the prevention of violent extremism, it is necessary to avoid the inadequacy of "top-down" solutions that are sometimes very far from the perception, mental and sociological environment of the actors concerned by the phenomenon. It is strongly recommended that the process of preventing and fighting violent extremism should give priority to local knowledge. To do this, the involvement of the following stakeholders remains essential.

Religious groups and organizations

This could involve:
- Advocacy with political authorities;
- Awareness campaigns on the dangers of violent extremism in national languages;
- Conferences on the role of women and young people in preventing and fighting violent extremism;
- Forum between States on the need for dialogue between customary, inter and intra-religious authorities;
- Meetings between religious leaders for dialogue and peace in the Sahel and Nigeria.

Religious actors

This could involve:
- Training seminars for religious leaders on religious tolerance;
- The coordination of preaching actions (Da'wah) to fight harmful foreign influences in the Sahel and Nigeria;
- The harmonization of preaching against violent extremism;
- Advocacy for the regulation of preaching and the construction of places of worship;
- The promotion of Wasatiyya (a culture of juste milieu) in religious organizations; and
- The development of radio programmes to counter extremist and violent speech.

Civil society

The civil society's role among others should include the:
- Establishment of a platform for dialogue, peace and human rights;
- Establishment of a unified framework of religious and academic organizations on peace and security issues in the Sahel and Nigeria;
- Involvement of traditional leaders in conflict resolution;
- Communication and awareness-raising action against violent extremism;
- Campaign to promote tolerance, peace, plurality of thought and religious belief;
- Franchise on the contribution of religions to peaceful co-existence.

States

States should take the responsibility for:
- Building the capacities of security operatives and defence forces on new threats;
- Initiating the integration of faith-based schools into the formal education system;
- Controlling financial flows, and regulation of the construction of places of worship.

A: TEACHERS GUIDE

The primary teacher in charge of implementing this teaching Manual for the Prevention of Violent Extremism in the Sahel countries and Nigeria should understand that the themes and sub-themes proposed in this manual are not systematically reflected in the official programs in the concerned countries.

For the different levels, the teacher will integrate the content of the prevention of violent extremism in lessons and sequences of teaching / learning.
To succeed, he will rely on the following advice and orientations, which only serve to suggest some pedagogical paths.

Practical tips on how to use the manual

The Manual for the Prevention of Violent Extremism in the Sahel and Nigeria is developed primarily to be used by teachers at the different levels of study: primary 1 – 3 (introductory/preparatory) classes; primary 4 – 6 classes (aptitude/elementry school) and JS 1 – 3 classes (orientation/average school). It may also be used by other education professionals   like school managers, policy makers and development partners involved in the prevention of violent extremism in formal and non-formal education sectors.

The contents of this manual are to be integrated into the curricula as well as the teaching and learning sequences of carrier subjects such as Moral Education; Social Studies; Civic Education; Languages and Communication; and Cultural and Creative Arts. This section describes some basic concepts, guidelines and tips for policy makers, school managers, teachers and development partners involved in the implementation of the Manual.

Definition of integration in education

In the area of education, integration can be defined as an operation that involves teaching different lessons or objectives of a manual by ensuring their conformity to the proper functioning of the manual for the sole benefit of learners. The aim is to ensure that the educational contents as defined by the curricula are realised.

Integrated teaching breaks down the barriers between subjects and/or lessons, maximises the time spent teaching/learning, thereby increasing the effectiveness of the integrated lesson.

Integration in teaching and learning requires a thorough knowledge of the manual and objectives on the

part of the teacher. It also involves the blending of teaching approaches and methods that take into account the learners' developmental level and ability to assimilate the objectives of the lesson. In other words, the teacher must provide classroom experience that allows objectives related to themes or content that are not in the original Manual be included in a typical lesson.

Forms of integration

Three forms of integration can be identified. They are total integration, partial integration and integration by addition.

Total integration

Total integration occurs when a theme to be integrated can be fully accommodated by a carrier subject curriculum/lesson already provided in the official programme, e.g. tolerance, injustice. As an illustration, Mali is in the process of experimenting the integration of certain themes related to violent extremism and radicalization into its curricula.

Partial integration

Partial integration implies that the objectives of a theme to be integrated cannot be fully included in a carrier curriculum/lesson. The objectives of the theme to be integrated can be spread over several carrier curriculum/lessons.

Integration by addition

For integration by addition, the objectives to be integrated cannot be included in the planned curriculum/lesson. In this case, the teacher can use a word, an expression from the welcoming lesson to integrate the objectives of the concerned theme.
Note: Whatever the form of integration, the teacher of the carrier subject(s) must be identified, followed by the theme or sub-theme of the carrier subject that can accept the contents and objectives related to the prevention of violent extremism.

Tips for integrating the themes and content related to violent extremism into teaching and learning sequences:
To successfully integrate themes and content related to violent extremism into teaching/learning, teachers will need to:
- Have a perfect command of the lessons planned in the manual for the class level;
- Have a good knowledge of the themes and content related to violent extremism;
- Master the practices of active teaching;
- Apply active teaching techniques in the preparation and teaching of lessons that integrate themes and content related to the prevention of violent extremism;
- Be creative and resourceful;
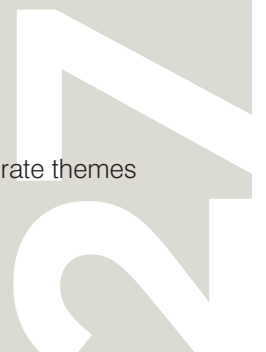
- Judiciously analyse the learning context and the contents to be taught/learned;
- Make an appropriate blend of content to adapt to the learners' level;
- Use formative assessment techniques to enable as many learners as possible to achieve the objectives of the lesson;
- Organise the necessary remedial measures for learners with difficulty;
- Integrate themes and content related to the prevention of violent extremism into the summative evaluations.

Some active teaching and communication approaches

The teacher's mastery of active teaching techniques and practices aims to improve the quality of his teaching.

It is in fact for the teacher to know how to use active teaching approaches in his classroom practice vis-à-vis the requirements of the prevention of violent extremism in his country, in his locality and in the world. To this end, the teacher must:

- Be able to initiate, guide and sustain class discussions that ensure learning progress;
- Have a rich imagination;
- Identify and mobilize available resources in the locality (human and material resources) to improve the quality of teaching and learning in the class.

The application of active methods, as one can judge, modifies the status of the teacher, but also that of the learner. It requires a reorganization of the school space and makes an important place for the evaluation of school learning. For example, to implement integrated lessons related to the prevention of violent extremism, the teacher could use any of the following active teaching and learning methods: investigation, role-playing, group work, collective research of ideas, and debates;

Lesson planning

In the area of teaching, the best lessons are those that are well planned, well prepared and well executed. Thus, the best lessons for proper implementation of integrated lessons related to the prevention of violent extremism are those that are well planned and well prepared. This requires the teacher to make monthly, weekly and daily plans.

Monthly planning

After an analysis of the themes and contents, the teacher will have to plan themes that could be sequentially programmed in the teaching and learning activities of the month. It takes into account all teaching/learning activities, the learning context that is available for learners during the month. Monthly planning is essential since it also integrates and plans for the use of educational resources available in the community.
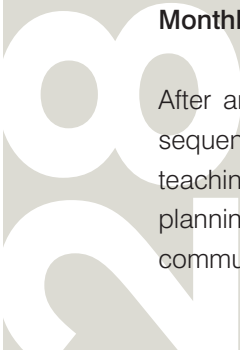
Weekly planning

This planning is a forecast of pedagogical activities for a week of teaching/learning in the classroom. It is more rigorous than monthly planning and is a prerequisite for good lesson preparation by the teacher and for learners. Weekly planning gives much more meaning to the teacher's mental and written preparation. It also allows a strong involvement of learners in the search for learning resources.

Daily planning

Daily planning is the logical continuation of weekly preparation. It allows the teacher to better structure the pedagogical activities of the day for success. Daily planning is dependent on the availability of teaching tools and other materials that the teacher and learners were able to gather for the execution of the day's lessons. Based on the available teaching resources, the teacher organizes his work for the day and integrates the specificities related to constraints and other opportunities.

Some information, education and communication approaches in support of the prevention of violent extremism.
There are several information, education and communication approaches, some of which are presented below.

Child / learner - centred approach

The child/learner-centered approach is an approach through which children/learners actively put into practice what they have learned. The approach enables learners (children, adolescents, etc.) play an active and responsible role in the prevention of violent extremism by developing in them attitudes that promote cohesion and togetherness with their peers, other children, their families and communities. Learners become actors and messengers in preventing violent extremism for the preservation of peace and sustainable development in their communities.

As much as adults, children have the right to learn what needs to be done to help fight violent extremism and, moreover, have the responsibility to disseminate this knowledge around them.

Community mobilization approach

Community mobilisation approach seeks to rally community members to action in order to achieve a common social goal through the efforts and contributions of all at a lower cost. In community mobilisation approach, teaching and learning process that address the issues related to violent extemism are planned, executed and assessed by individuals or groups in the community in a participatory and ongoing manner. Participation to prevention of violent extremism begins with the question: How can communities be helped to achieve the objectives they have set for themselves from the scratch?

Evaluation mechanism

Evaluation is fundamental in any teaching/learning process. The teacher must see evaluation as a process of making value judgment about learners' learning. Usually, data (information) concerning students learning are collected, analysed, interpreted and used to make more informed decisions. Consequently, teachers need to always and thoroughly measure and judge the content of teaching/learning activities in order to achieve better learner outcomes. To this end, he may use several methods, including the following:

Self-evaluation

This method requires the learner to evaluate himself after the teaching/learning activities. Teaching students to self-evaluate in our context, is to make them more independent and more responsible for their learning. Thus, self-evaluation does not only encourage learners to verify, on their own, the extent to which they have acquired attitudes and skills for fighting violent extremism; but is also an affirmation of their personality as good citizens.

Co-evaluation

This method is akin to self-evaluation. Co-evaluation is a capitalisation strategy by which learners mutually build their knowledge, know-how and interpersonal skills.

The teacher's evaluation

This evaluation method is more common than the two previous ones. It is often associated with summative evaluation, though it is also suitable for the other two types of evaluation. Since learners often easily internalize teachers' judgments; the teacher's evaluation should not be used to buttress this point of view. It is important to take into account that ratings or appreciations are only a small part of this process. The teacher should give prominence to self-evaluation and co-evaluation as they play an important role in the learning process. Moreover, none of the modalities excludes another; on the contrary, they complement each other effectively.

Formative (in-service) evaluation

The formative evaluation is very important because of the regulation that is closely linked to it. Indeed, during this evaluation, the teacher provides the necessary support for learners in difficulty to enable them to attain the learning objectives. Thus, formative evaluation, affords the teacher the opportunity to adapt teaching strategies to suit the learning context of learners with difficulties.

Integration of items related to the prevention of violent extremism into final evaluations

The integration of themes and content related to the prevention of violent extremism into evaluations is a way for teachers and school administrators to strengthen the knowledge and skills acquired. This is done during tests and exams at the end of a school year or cycle. Test items for evaluating the themes and content related to the prevention of violent extremism should be included in the end of year (final) examinations for this purpose.

NB: It should not be forgotten that the quality of any evaluation largely depends on the measuring instruments used. In order to have objective and effective evaluations, the items and tests that are the reference instruments must be developed in strict compliance with the rules and criteria that govern them.

Guidelines for evaluating learning outcomes related to violent extremism

The following are guidelines that would ensure effective evaluation of learning outcomes related to violent extremism in education systems:
These include among others:

- Inclusion of the prevention of violent extremism in learning (formative) and summative assessments;
- Development of a bank of text items for evaluating contents (knowledge, skills and attitudes) related to the fight against violent extremism at the different levels of primary education;
- Development of individual learner monitoring sheets for use in the classroom. The individual monitoring sheets should take into account behavioural changes of learners in school, in his family and in the community;
- Development of self-assessment grids for teachers;
- The establishment and promotion of pedagogical days for fighting violent extremism and evaluating school learning.

B: GENERAL GUIDELINES
   FOR THE IMPLEMENTATION OF THE MANUAL

The general guidelines for implementing the manual for the prevention of violent extremism
will involve at the:

Institutional level

- An analysis of national programmes by pedagogical advisers and other actors in charge of the implementation to determine the point at which the prevention of violent extremism should be taken into account; and
- The implementation of an information and awareness-raising programme for all actors involved in the implementation of the Manual. The awareness campaign should target the following participants:

  - **Policy makers** - to increase their willingness to support the implementation;
  - **School authorities (Inspectors, Principals, etc.)** - to provide follow-up support to trainers and teachers for improved practices in the prevention of violent extremism in the classroom;
  - **Teachers** - to prepare and implement lessons and teaching/learning sequences with professionalism and commitment;
  - **Students:** to play a role as actors and/or vectors in the prevention of violent extremism;
  - **Communities:** to support and follow the implementation of the Manual.

Structural and organizational levels

The setting up of the following structures is imperative.

(i)   Establishment of a steering committee for the implementation of the manual. This committee will be responsible for coordinating activities at the national level for each country;

(ii)   Steering committee to coordinate activities at the local governance level; This committee will be responsible for monitoring the implementation of the manual at the operational level;

(iii)   National pedagogical team to be responsible for:
  - The design of training modules for regional trainers (or Teaching Academy, as the case may be)
  - The design and development of pedagogical guides for teachers;

(iv)   Regional pedagogical team that will take care of:
  - In-service training (continuous education) for teachers responsible for implementing the manual to prevent violent extremism in primary schools;
  - Mentoring and providing support for teachers in the classroom.

(v)   School pedagogical team headed by the school principal. This pedagogical team must be able to:
  - Develop integrated lesson sheets;
  - Organize the execution of test lessons;
  - Organize discussion and lesson improvement sessions presented by members of the school pedagogical team.

(vi)   inter-State monitoring and support mechanism that will be responsible for:
- Organising annual consultation meetings for experts and country implementers, as well as intra-state and inter-state reviews; and
- Establishing of a monitoring and evaluation mechanism for the implementation of the manual in each country. This monitoring and evaluation mechanism will include:
- Close monitoring at regional and local governance levels ,
- Monitoring and evaluation at the national level.

C: PEDAGOGICAL TOOLS AND SUPPORT FOR THE IMPLEMENTATION OF THE EDUCATIONAL MANUAL TO PREVENT VIOLENT EXTREMISM IN THE SAHEL REGION AND NIGERIA

The following pedagogical tools and materials should be made available to teachers and trainers for effective implementation of the manual:

Training module for trainers of trainers

This module is to be developed by the national pedagogical team in each country with the support, if necessary, of designated consultants. This should include:
- Theoretical aspects on violent extremism;
- Motivational aspects of teachers;
- Theoretical and practical teaching aspects related to the implementation of the manual;
- Communication aspects.

A teacher training module

Developed at the regional and local governance levels of each country, the teacher training module will include the following:
- Theoretical aspects on violent extremism;
- Motivational aspects of teachers;
- Theoretical and practical teaching aspects related to the implementation of the manual for the Prevention of Violent Extremism in the Sahel countries and Nigeria;
- Communication aspects.

Guides for teachers

Three guides are to be developed for teachers. There are:
- A guide for the teacher in Primary 1 - 3 (i.e. introductory/ preparatory) classes;
- A guide for the teacher in Primary 4 – 6 (aptitude /elementary) classes; and
- A guide for the teacher in Junior Secondary (JS) 1 – 3 (i.e. orientation/ average) classes.

Each guide should include:

- Theoretical reminders;
- Classroom practice elements (development of lesson sheets and sequences/ and execution of sequences/ test lessons);
- Case studies; and
- Typical examples of evaluation/ test items.

Message books for students

Three message books are to be developed. These are:
- A message book for Primary 1 - 3 (i.e. introductory/ preparatory) classes;
- A message book for Primary 4 – 6 (aptitude /elementary) classes;
- A message book for Junior Secondary (JS) 1 – 3 (i.e. orientation/ average) classes.

School textbooks

Three booklets are to be developed for learners as follows:
- A booklet for learners in Primary 1 - 3 (i.e. introductory/ preparatory) classes;
- A booklet for pupils in Primary 4 – 6 (aptitude /elementary) classes;
- A student booklet for Junior Secondary (JS) 1 – 3 (i.e. orientation/ average) classes.

ROADMAP FOR SUCCESSFUL IMPLEMENTATION
OF THE EDUCATION MANUAL FOR THE PREVENTION OF VIOLENT EXTREMISM IN THE SAHEL COUNTRIES AND NIGERIA

In order to successfully implement the manual, certain conditions and provisions must be taken into consideration by decision-makers.

These conditions and provisions, which are mainly political and institutional in nature; as well as other challenges related to accessing learning and teaching materials are addressed in this section.

Institutional support

The aim is to integrate the prevention of violent extremism into the various curricula of the concerned countries. It is up to the ministries of education (but above all the technical structures of these ministries) to ensure that education systems are open to peace and security topics that are in support of sustainable development.

Capacity building for teachers and other actors and partners in education

The aim is to integrate the prevention of violent extremism in all its forms, into the initial and in-service training of teachers at all levels. In addition, other actors and partners in the educational system should also be equipped to fight violent extremism.

Changing learning environments

The prevention of violent extremism in support of sustainable development must go beyond broad statements, to involve the setting up of learning environments where learners could develop and practice the doctrines of peace and global citizenship in their daily routines and thus contribute to sustainable development. Typical examples of such learning environments include the "eco-schools" in Morocco; and UNICEF's "child-friendly schools".

Accelerating the search for sustainable solutions

At the local level, authorities and leaders must expand and strengthen educational provision for the community with academic and non-academic knowledge. It is important to empower the civil society to become one of the main drivers of change at the community level. These actors will develop measures and mechanisms to address the challenges of fighting violent extremism in the Sahel countries and Nigeria.

SOME KEY CONCEPTS RELATED TO VIOLENT EXTREMISM

In this section, we return to the definitional elements of violent extremism and the key concepts that are linked to the Manual for the Prevention of Violent Extremism in the Sahel countries and Nigeria. It is important to recall that terminologies related to violent extremism are numerous and still largely controversial. Violent extremism and terrorism are two terms that do not yet have clear and consensual definitions. It is in this context of definitional controversy that the United Nations General Assembly did not seek to arrive at a definition that would be accepted by all States, but rather adopted by consensus the United Nations Global Counter-Terrorism Strategy, which proposes a common strategic and operational approach to preventing terrorism.

Indeed, it should be noted that specialists in the phenomenon come from various backgrounds (academics, civil society, the military, etc.) and use similar words to describe sometimes different realities. This further complicates the understanding of violent extremism. It is therefore highly desirable to define the different concepts in the light of the realities of the environment. However, in order to better guide users of the Manual in the prevention of violent extremism, despite all the above-mentioned definitional difficulties, this section attempts to examine the main related terms:

NB: For the source of the definition of violent extremism and related terms, refer to the bibliography.

- **Extremism** - literally means "support and defence of ideas that are far different from what most people consider correct". These are behaviours and attitudes that do not meet society's expectations or standards. When we talk about standards, we must keep in mind that they are social constructions, that vary from one society to another.
- **Violent extremism** - does not require a definition that is accepted by all. Nevertheless, it refers to the opinions, beliefs and actions of those who justify the use of violence to achieve political, ideological, religious or other objectives. Actions of violent extremism generally rely on conspiracy theories to find any legitimacy.
- **Radicalisation** - The use of the term is sometimes contested. It is used to describe the process by which an individual or group of individuals are led to consider the use of violence as a legitimate and desirable means. Radicalism can also be understood by holding one's opinion, one's faith, one's real or supposed belonging or one's position as infallible and indisputable from every point of view to remain categorical.
- **Terrorism:** refers to a particular strategy adopted for political purposes, in particular to provoke terror, anxiety and deliberate exploitation. In a United Nations resolution (A/RES/297), all Member States strongly and categorically condemn terrorism in all its manifestations and forms. It is worth recalling that the aim of the terrorist is to frighten and intimidate.

Some terrorist groups in Africa

Al-Qaeda
Between 1979 and 1989, Arab countries contributed to the anti-communist war effort and sent voluntary combatants to Afghanistan. The service office will be headed by Osama bin Laden, who was heavily influenced by Abdallah Azzam (1941-1989) from Palestine. Azzam legitimized jihad as a strategy for the expansion of radical Islamist movements around the world.

Al-Qaida in the Islamic Maghreb (AQIM) - is the main terrorist organisation in North Africa and the Sahel. Founded in late 2006, the organization is affiliated to Al-Qaeda. Al-Qaida was created by the Islamic Armed Group (IAG) in the 1990s and the Salafist Group for Preaching and Combat (GSPC) in the 2000s. Led by the Algerian Abou Moussab Abdelwadoud (alias Abdelmalek Droukdal), this nebulous group carried out several kidnappings of Western tourists in West Africa. The Algerian terrorist Abdelhamid Abou Zaid, killed in Mali in 2013 by the French or Chadian army according to sources was one of the leaders of this nebula.

Al-Mourabitoun (the Presidium) - created in 2013 by Mokhtar Belmokhtar, Al-Mourabitoun (or the Presidium) is the fusion of two movements: Signatories By Blood (SPS) and the Movement for the Unity of Jihad in West Africa (MUJAO). This terrorist organization is responsible for the attack on the Radisson Hotel in Bamako-Mali (November 2015), the Splendid Hotel in Ouagadougou-Burkina Faso (January 2016) and the Grand Bassam Beach (March 2016) in Côte d'Ivoire.

Ansar al-Charia (Sharia Defenders) - group was created in April, 2011 in Tunisia by Seifallah Ben Hassine, who was killed in Libya in June 2015 during an American drone strike.

The Shababs (Youth) – originates from the Union of Islamic Courts, expelled from Mogadishu by the Ethiopian army in early 2007. The live hostage-taking watched all over the world, in September 2013; and the killing of more than 100 civilians in a shopping centre in Nairobi, Kenya was done by the shababs. The attack on Garissa University in Kenya (April 2015) that killed more than 150 students was also carried out by the Shababs.

Boko Haram (meaning "Western education is a sin in Hausa") – was created in 2002 by Muhammad Yusuf (1970-2009), in the aftermath of the September 11 attacks on the United States. The organization has established relations with AQIM and the Islamic State (ISIS) and regularly carries out attacks on Cameroon, Niger and Nigeria. Yusuf a Nigerian and former theology student, was killed in 2009 along with several of his supporters during a Nigerian army operation.

Organization of the Islamic State - Initially, this organization was called the Islamic State of Iraq (IIC) by the Iraqi Mujahideen Advisory Council. The organization has the ambition to spread its influence throughout the Muslim world. Its leader is Abu Omar Al Baghdadi.

Religious concepts related to violent extremism

There is an urgent need to help learners differentiate between Islam and Islamism, as these two terms are different and refer to historically different origins.

- **Islamism** - is a political tendency or organization that seeks to seize power and exercise it in accordance with Islamic precepts. This is the case, for example, of Ennahada in Tunisia, a political organization with the Muslim referent or the Muslim Brotherhood in Egypt.

- **Salafism** - is a deviant and politicized form of Sunnism that advocates the return to the traditions of the first companions of the Prophet of Islam, at the cost of violence if necessary. The current form of Salafism was born in response to political imperialism in the context of the Ottoman Empire; therefore, from a Turkish-Muslim imperialism to an Arab-Muslim imperialism.

- **Sunnism** - a current of Islam based on Sunna.

- **Shariah** - literally means the path to the source (Sabil) e.g. Islamic law; or rather the source of the legislation. Shariah emerges from the Quran and the prophetic tradition.

KEY CONCEPTS IN THE BASIC EDUCATION MANUAL

Curriculum
A curriculum is a set of devices (aims, programmes, timetables, teaching materials, pedagogical methods, evaluation methods) which, in a school and university system, make it possible to provide training for learners.

Learner
A learner is a person in a learning situation.

Competence
A competence is a set of knowledge, skills and attitudes that are observed and measured, enabling a person to perform a task or set of tasks in an appropriate way.

Study Program - is a structured set of skills, objectives and learning content designed to guide and facilitate the training of learners and the assessment of their progress.

Education for global citizenship - by conventional definition, refers to a sense of belonging to a larger community that transcends national boundaries, reminds us of our common humanity and is based on the interdependence of peoples and the local and global spheres. Global citizenship is based on the universal values of human rights, democracy, non-discrimination and diversity. It concerns civic actions that promote a better world and a better future.

Evaluate - To evaluate is to situate an act in relation to a reference point, model or fact on which the assessment of the requested act is based. More precisely, to evaluate means judging the difference between an act and the reference. The act can be an activity, a performance, a product by a learner, etc. The generally accepted idea is that this act is an indication of knowledge or competence.

Learning Assessment - is a process of making value judgments about students' learning, based on data collected, analyzed and interpreted to make more informed pedagogical and administrative decisions (Burton & Rousseau, 1987; LEGENDRE, 2005; Louis, 1999; Government of Québec, 2004). The Ministry of Education of Mali (MEN) also uses this definition of learning assessment (Government of Mali, 2016).

Formative (in-service) evaluation
During the execution of a pedagogical activity, the teacher controls the learners' level of acquisition (approach and results) through appropriate exercises. This in-service evaluation makes it possible to make the necessary corrections to facilitate the achievement of the objectives. Formative evaluation can be individual or collective. It leads to remediation and/or enrichment.
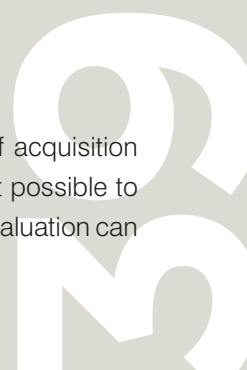
Diagnostic evaluation - LEGENDRE (1993) defines diagnostic evaluation as an operation that "serves to specify a state or status of learners, by identifying significant parameters" concerning the different learning outcomes: knowledge, techniques, strategies, etc. The pedagogical diagnosis can then be regarded as a set of information for determining the strengths and weaknesses, as well as the degree of preparedness of learners for a course or programme of study.

Summative evaluation
Summative evaluation, differs in nature and function, from formative (in-service) and diagnostic evaluations. It helps to situate learners in relation to all the knowledge or skills acquired, as well as reveal the expectations of the school and society to the learner. Summative evaluation is often done at the end of an apprenticeship, training or course of study to assess its validity.

Teacher - is a person, in a school or university, in charge of teaching learners to acquire knowledge, skills and attitudes.

School textbook – refers to any printed work, intended for the learners, which presents important elements, or the whole of a certain field of knowledge to meet a program previously approved by the Ministry of Education.

Pedagogical guide – is a book for the teacher that accompanies the student's textbook and aims to facilitate its use by presenting the pedagogical approach of the textbook and giving suggestions for its use in the classroom.

Teaching material - include (textbooks, teaching guide, devices, objects, documents, maps, tutorials, audiovisual, laboratory materials, etc.) designed to facilitate both the teacher's teaching and the learner's learning. In Mali, teaching material includes all materials except textbooks and teaching guides.

Integration in education
In the field of education, integration can be defined as an operation which consists in teaching different lessons or objectives of a program of study by ensuring their compatibility in the sense of the proper functioning of the program, and this, to the only benefit of learners.

Introductory/preparatory classes - In most French-speaking countries, the introductory/preparatory classes corresponds to the first and second years of primary school.

Aptitude/elementary classes - In most French-speaking countries, the elementary classes corresponds to the 3rd and 4th years of primary school.

Orientation/average classes - In most French-speaking countries, the average classes corresponds to the 5th and 6th years of primary school.

Basic Education – encompasses the preparatory, elementary and average classes. In countries like Nigeria, basic education describes the period of continuos schooling, and consists of Primary 1 – 3 classes (lower); Primary 4 – 6 classes (middle); and Junior Secondary (JS) 1 to 3 classes (upper basic education levels). Thus, basic education covers six (6) years of primary education and the first three years of secondary education.

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TEACHING MANUAL

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